



Lesson Plan

Leap Into Sheep

Created: 11/2025 by the National FFA Organization

Description of Lesson: *Students will leap into the world of raising and showing livestock by learning about a sheep focused ownership/entrepreneurship SAE and explore options for their own version of one FFA member's project.*

Student Learning Objectives:

After completing these activities, students will ...

1. Summarize the components of a successful ownership/entrepreneurship project related to livestock showing.
2. Collaborate in groups to research everything involved in raising and showing a select animal species.
3. Design an individual SAE ownership/entrepreneurship project plan for an animal species.

Suggested Grade Level:

Grades 9 and 10 (This lesson is written so instructors can scale up or down based on class needs.)

Suggested Time: 60 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

1. Video: "Sheep Production SAE," <https://vimeo.com/showcase/11832322?video=1108190850>
2. Websites: The websites below can be used for Part 2.
 - a. Lambs: <https://extension.wsu.edu/animalag/training-grooming-and-showing-market-lambs/>
 - b. Goats: <https://extension.wsu.edu/animalag/training-grooming-and-showing-market-goats/>
 - c. Cattle: <https://www.qcsupply.com/blogs/blog/stepping-into-the-ring-a-novices-guide-to-showing-cattle>
 - d. Pigs: <https://surechamp.com/showing-pigs/>
 - e. Dogs: <https://images.akc.org/pdf/events/conformation/GESHW1.pdf>
 - f. Rabbits: <https://www.grit.com/animals/showing-rabbits-zkrz12zsie/>
 - g. Chickens: <https://www.thepioneerchicks.com/4-h-steps-for-showing-chickens/>
 - h. Alpacas: <https://www.alpacainfo.com/academy/showing-alpacas>

Related Resources:

1. SAE for All Ownership/Entrepreneurship resources, <https://FFA.box.com/s/pohkxu0xswbx9rd85ld2sojkgi8ukgqw>

Equipment and Supplies Needed:

1. A copy of the "Leap Into Sheep" worksheet for each student
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time

Vocabulary:

1. Grooming
2. Livestock
3. Market
4. Showmanship

Cross-Curricular Connections:

English/Language Arts
Research raising and showing a specific animal species.
Develop a project plan for an ownership/entrepreneurship project.

Student Activity Sheets:

Direct access to student activity sheets without lesson plan or answer key for easy upload to a learning management system or printing for classwork.

<https://ffa.box.com/s/0mhpxhtdri8v30rgv7cdyq3q7hyse7me> (Word)

<https://ffa.box.com/s/kf2ho2vuov9q0xz1w0mr6lqiupogrq3h> (PDF)

<https://docs.google.com/document/d/154usZGRZ-JJPmKdSJhoUeFTiE7jSJ09ggsCNF53KsTw/copy> (Google)

These Activities Are Aligned to the Following Standards:

FFA Precept

- FFA.PL-A.Action A1. Work independently and in groups to get things done.
- FFA.PL-A.Action A3. Plan effectively.
- FFA.PL-A.Action A4. Identify and use resources.
- FFA.PL-A.Action A5. Communicate effectively with others.
- FFA.PL-B.Relationships B1. Practice human relations skills including compassion, empathy, unselfishness, trustworthiness, reliability and listening.
- FFA.PL-B.Relationships B2. Interact and work with others.
- FFA.PL-B.Relationships B5. Participate effectively as a team member.
- FFA.PL-C.Vision C1. Contemplate the future.
- FFA.PL-C.Vision C2. Conceptualize ideas.
- FFA.PL-F.Continuous Improvement F1. Implement a leadership and personal growth plan.
- FFA.PL-F.Continuous Improvement F5. Acquire new knowledge.
- FFA.PG-I.Professional Growth I1. Plan and implement professional goals and priorities.
- FFA.PG-J.Mental Growth J1. Think critically.
- FFA.PG-J.Mental Growth J2. Think creatively.
- FFA.PG-J.Mental Growth J3. Practice sound decision-making.
- FFA.CS-N.Decision Making N1. Demonstrate the decision-making process.

Common Core – Reading: Informational Text

- CCSS.ELA-LITERACY.RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-LITERACY.RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- CCSS.ELA-LITERACY.RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Common Core – Writing

- CCSS.ELA-LITERACY.W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-LITERACY.W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.
- CCSS.ELA-LITERACY.W.9-10.4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- CCSS.ELA-LITERACY.W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- CCSS.ELA-LITERACY.W.9-12.9. Draw evidence from literary or informational texts to support analysis, reflection and research.

Common Core – Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grades 9-10 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.

Next Generation Science

- Practice 3: Planning and Carrying Out Investigations. Plan an investigation or test a design individually and collaboratively to produce data to serve as the basis for evidence as part of building and revising models, supporting explanations for phenomena or testing solutions to problems.
- Practice 6: Constructing Explanations and Designing Solutions. Apply scientific reasoning, theory and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.

AFNR Career Ready Practices

- CRP.06. Demonstrate creativity and innovation.
- CRP.07. Employ valid and reliable research strategies.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP.12. Work productively in teams while using cultural/global competence.

Partnership for 21st Century Skills

- Collaboration
- Communication
- Information Literacy
- Initiative and Self-Direction
- Think Creatively

Lesson Plan:

1. **Bell Ringer:** If you could raise and show any animal, what would it be and why?
2. **Introduction:** *Today, we're going to see how one FFA member took her passion for showing sheep and turned it into an SAE. Then you'll explore how you could design a similar project of your own.*
3. **Activity:** Each student needs a copy of the worksheet "Leap Into Sheep."
 - a. **Part 1:** Direct students to view the [video](#). Have them complete Part 1 as they watch the video. You can choose to show the video to the entire class or have students view it individually on their own devices.
 - b. **Part 2:** Split students up into groups of three or four students each. Assign each group one of the following animals to research: lambs, goats, pigs, cattle, dogs, rabbits, chickens or alpacas. They will work together to research specific information about raising and showing their species and create a poster showcasing their findings. Have each group hang the posters up around the room and allow students time to visit each poster and learn more about each animal species.
 - c. **Part 3:** After working in their groups, students will transition into this part and work individually. Using the research they collected in Part 2, or from another group, students will choose one of the animal species and create their own individual ownership/entrepreneurship plan for that species.
4. **Follow-up:** Students will create a pitch based on their project plan to present to their FFA advisor, parent and/or potential mentor to be granted permission to do the project.
5. **Optional – Extended Learning Opportunities (Not factored into time requirement):**
 - a. Students can interview someone in their community or state who is already involved in raising and showing the animal species they researched to hear firsthand accounts of what it's like.
6. **Exit Ticket:** What is one resource you would need to make this ownership/entrepreneurship project successful?

Name: _____

Leap Into Sheep

Aligned to the following standards: FFA.PL-A1; FFA.PL-A3; FFA.PL-A4; FFA.PL-A5; FFA.PL-B1; FFA.PL-B2; FFA.PL-B5; FFA.PL-C1; FFA.PL-C2; FFA.PL-F1; FFA.PL-F5; FFA.PG-I1; FFA.PG-J1; FFA.PG-J2; FFA.PG-J3; FFA.CS-N1; CCSS.ELA-RI.9-10.1; CCSS.ELA-RI.9-10.4; CCSS.ELA-RI.9-10.7; CCSS.ELA-W.9-10.1; CCSS.ELA-W.9-10.2; CCSS.ELA-W.9-10.4; CCSS.ELA-W.9-10.7; CCSS.ELA-W.9-10.8; CCSS.ELA-W.9-12.9; CCSS.ELA-SL.9-10.1; CRP.06; CRP.07; CRP.08; CRP.12

Part 1

Directions:

Answer the questions below as you watch the video “Sheep Production SAE,” available at <https://vimeo.com/showcase/11832322?video=1108190850>.

1. Describe this ownership/entrepreneurship project from the video in two or three sentences.

2. What is unique about Annalise's SAE?

3. How much land does Annalise use for her project?

4. How did Annalise get started with this project?

5. Where did Annalise keep her first show lamb?

6. What are the daily tasks of raising a show lamb?

a. Morning:

b. After School:

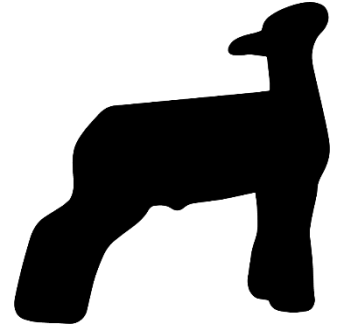
c. Evening:

7. What is one thing Annalise has learned from this project?

8. Who has helped Annalise with her project the most?

9. What is one activity from her agriculture class that helps Annalise in raising her show lamb?

10. Why did Annalise join FFA?



Name: _____

Part 2

Directions:

Working together, you will research more information on showing the species of animal assigned to your group. To showcase the research, your group will create a poster highlighting what it takes to raise and show the animal. Your poster will be hung around the room and visited by the rest of the class.

Suggested Resources: These resource links are a great place to start researching your species; however, there are many other great resources available online.

- Lambs: <https://extension.wsu.edu/animalag/training-grooming-and-showing-market-lambs/>
- Goats: <https://extension.wsu.edu/animalag/training-grooming-and-showing-market-goats/>
- Cattle: <https://www.qcsupply.com/blogs/blog/stepping-into-the-ring-a-novices-guide-to-showing-cattle>
- Pigs: <https://surechamp.com/showing-pigs/>
- Dogs: <https://images.akc.org/pdf/events/conformation/GESHW1.pdf>
- Rabbits: <https://www.grit.com/animals/showing-rabbits-zkrz12zsie/>
- Chickens: <https://www.thepioneerchicks.com/4-h-steps-for-showing-chickens/>
- Alpacas: <https://www.alpacainfo.com/academy/showing-alpacas>

Assigned Animal Species:

Care Needs:

- *What type of housing do they need?*
- *How much space/land do they need?*
- *What are the nutritional needs?*
- *Are there any health care needs that are important to know?*

Show Preparation:

- *What type and how much training needs to go into preparing this animal for show?*

Name: _____

- *Describe the grooming that is needed for show.*
- *List the equipment that is needed for show.*

Costs and Benefits

- *What are the skills you will gain from this project?*
- *What are costs that you will have to pay for this project?*
- *What are the ribbons, titles, prize money, etc. that you could earn from this project?*

Part 3

Directions:

Now, let's take the information that your group gathered and apply it realistically. You are starting your own individual ownership/entrepreneurship SAE using the species you researched in Part 2 or choose another species that another group researched. Create a project plan including purchasing, raising, training and showing this animal.

1. Which species are you creating a plan for?
2. List three places that you can purchase an animal from for this project.
 - a.
 - b.
 - c.

Name: _____

3. Name one person you think can mentor you or help you with your project.

4. Where will you keep your animal?

5. What show(s) do you plan on showing your animal in?

6. Complete the financial chart below to estimate your expenses and potential income. You can find prices on equipment from stock show supply companies online.

Estimated Expenses	Potential Income
Purchase cost of animal:	Potential income could include prize money, sponsorship income and sale income.
Cost of housing (to build or to rent a space):	
Feed costs:	
Equipment costs:	
Medical/Vet costs:	

Name: _____

7. Do you think this project is realistic for you? Why or why not?

8. What could be an alternative project that gives similar benefits and builds similar skills?

Name: _____

KEY: Leap Into Sheep

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Part 1

Directions:

Answer the questions below as you watch the video "Sheep Production SAE," available at <https://vimeo.com/showcase/11832322?video=1108190850>.

1. Describe this ownership/entrepreneurship project from the video in two or three sentences.

This video is about a student who raises market lambs at her house. She has learned how to show and competes with her family.

2. What is unique about Annalise's SAE?

Annalise lives in town, which is unique for someone raising livestock.

3. How much land does Annalise use for her project?

She raises her lamb on less than one acre of land.

4. How did Annalise get started with this project?

Annalise's uncle and cousins got her started with this project by inviting her to show with them two years ago.

5. Where did Annalise keep her first show lamb?

She kept her first show lamb at the barn she bought her from.

6. What are the daily tasks of raising a show lamb?

- a. Morning: Feed and water before school
- b. After School: Work each lamb for about 20 minutes
- c. Evening: Feed and water in the evening

7. What is one thing Annalise has learned from this project?

She has learned that things don't just come easily to people; it sometimes takes a lot of hard work.

8. Who has helped Annalise with her project the most?

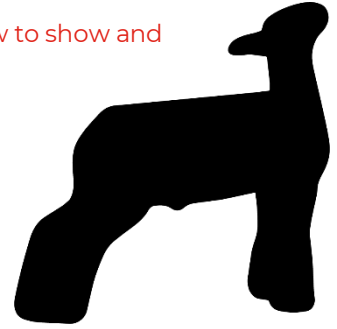
She says her uncle, cousins and mom have all helped her with her project.

9. What is one activity from her agriculture class that helps Annalise in raising her show lamb?

Answers could include learning the ruminant system of sheep, learning about nutrition and the best feed for sheep, and learning how to give shots and medicine.

10. Why did Annalise join FFA?

Annalise joined FFA to explore different career choices, learn new things and meet new people.



Name: _____

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- Pigs: <https://surechamp.com/showing-pigs/>
- Dogs: <https://images.akc.org/pdf/events/conformation/GESHW1.pdf>
- Rabbits: <https://www.grit.com/animals/showing-rabbits-zkrz12zsie/>
- Chickens: <https://www.thepioneerchicks.com/4-h-steps-for-showing-chickens/>
- Alpacas: <https://www.alpacainfo.com/academy/showing-alpacas>

Assigned Animal Species:

Care Needs:

- *What type of housing do they need?*

Answers will vary.

- *How much space/land do they need?*

Answers will vary.

- *What are the nutritional needs?*

Answers will vary.

- *Are there any health care needs that are important to know of?*

Answers will vary.

Show Preparation:

- *What type and how much training needs to go into preparing this animal for show?*

Answers will vary.

Name: _____

- *Describe the grooming that is needed for show.*

Answers will vary.

- *List the equipment that is needed for show.*

Answers will vary.

Costs and Benefits

- *What are the skills you will gain from this project?*

Answers will vary.

- *What are costs that you will have to pay for this project?*

Answers will vary.

- *What are the ribbons, titles, prize money, etc. that you could earn from this project?*

Answers will vary.

Part 3

Directions:

Now, let's take the information that your group gathered and apply it realistically. You are starting your own individual ownership/entrepreneurship SAE project using the species you researched in Part 2 or choose another species that another group researched. Create a project plan including purchasing, raising, training and showing this animal.

1. Which species are you creating a plan for? **Answers will vary.**
2. List three places that you can purchase an animal from for this project.
 - a. **Answers will vary.**
 - b.
 - c.

Name: _____

3. Name one person you think can mentor you or help you with your project.

Answers will vary.

4. Where will you keep your animal?

Answers will vary.

5. What show(s) do you plan on showing your animal in?

Answers will vary.

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Feed costs: Answers will vary.	
Equipment costs: Answers will vary.	
Medical/Vet costs: Answers will vary.	

Name: _____

7. Do you think this project is realistic for you? Why or why not?

Answers will vary.

8. What could be an alternative project that gives similar benefits and builds similar skills?

Answers will vary.