



Lesson Plan

Battle of the Best: SAE

Created: 06/2025 by the National FFA Organization

Description of Lesson: *In this lesson, students explore the breadth of supervised agricultural experience (SAE) options by researching, comparing and ranking ideas across agriculture career focus areas. Through a bracket-style activity and creative presentation, students identify and articulate their ideal SAE aligned to personal interests and future goals.*

Student Learning Objectives:

After completing these activities, students will ...

1. Explore and compare SAE opportunities within the 12 AFNR career focus areas.
2. Evaluate SAE options based on personal interests, skills and career alignment.
3. Communicate their SAE choice through a structured and creative paper-slide presentation.

Suggested Grade Level:

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

Suggested Time: 90 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

1. Website: AgExplorer (2023), AgExplorer.FFA.org
2. Video: "How to Make a Paper Slideshow," https://youtu.be/E5RXynA_D3I

Related Resources

1. Battle of the Best: Agriculture Careers, <https://FFA.box.com/s/kti0bllfhnl32huiy3f3fx5xoin283>

Spanish Translations:

1. [SAE Idea Cards](#)
2. [SAE Idea Cards by Pathway](#)

Equipment and Supplies Needed:

1. A copy of the "Battle of SAEs" worksheet for each student
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time
3. Internet access for students
4. Paper
5. Markers/colored pencils/crayons
6. Cell phone or camera

Vocabulary:

1. Career focus area
2. Foundational SAE
3. Immersion SAE
4. SAE

Cross-Curricular Connections:

English/Language Arts

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/1no2wws9392m0cnlo89jmx7a5qijrw62> (Word)

<https://ffa.box.com/s/e8y0xmpbmbpoygel5yuc43pd7blq4u29m> (PDF)

https://docs.google.com/document/d/1XOLzNm8889UPJd2JmbZ_ojOWGjJldLgL-_CfRkvl-0/copy (Google)

These Activities Are Aligned to the Following Standards:

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Career Technical Core

- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

NASDCTec

- AGC09.02 Select, research and examine critical aspects of career opportunities in one or more AFNR career pathways in order to gain an understanding of the breadth of occupations within this cluster.

AFNR Cluster Skills

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

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.
- CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.10. Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-direction
- Leadership and Responsibility

Lesson Plan:

1. **Bell Ringer:** Think of your dream job. What type of SAE could help you prepare for it?
2. **Introduction:** *Your SAE is your chance to test-drive a career—just like athletes have practice, professionals have experience. Today, you'll explore what SAE might align with your dream career in agriculture!*
3. **Activity:** Each student needs a copy of the worksheet “Battle of the SAEs.”
 - **Part 1:** Students will utilize the SAE Idea Cards, available at <https://ffa.box.com/s/0c731u3ssm335c6n76o8w6gd59qa8nnc> to research SAEs in all twelve career focus areas. Students will choose the “best” or “coolest” SAE (according to them) in each of the twelve career focus areas. They will place the SAEs they choose in the Round 1 section of the bracket.
 - **Part 2:** Students will complete Rounds 2, 3 and 4 of the bracket by comparing the SAEs in each battle and choosing the “best” or “coolest” to move to the next round until, ultimately, they are left with the “best” or “coolest” SAE. Students will provide a one- to two-paragraph explanation on how they chose their “winning” SAE.
 - **Part 3:** Show the video “How to Make a Paper Slideshow,” available at https://youtu.be/E5RXynA_D3I. Students will create a paper-slide video explaining their winning SAE. Videos should last between 45 and 90 seconds. *If technology is an issue, have students create the illustrations for the paper slides and type or handwrite their script to turn in.
 - i. Students will complete the following steps for their paper-slide video:
 1. Create a script using the template provided.
 2. Create pages for their video.
 3. Practice, practice, practice.
 4. Record their video in one take.
4. **Follow-up:** Facilitate a group discussion:
 - “How can your SAE today set you up for your future?”
 - “What types of skills or experiences could you start building now?”
 - “Did you find a new idea for an SAE you hadn’t considered before?”Optionally, have students brainstorm one action step to move toward their selected SAE.
5. **Optional – Extended Learning Opportunities (Not factored into time requirement):**
 - Have students research a local job posting or internship related to their winning SAE.
6. **Exit Ticket:** What was your top SAE career choice? What is one thing you can do this month to begin exploring this SAE?

NAME: _____

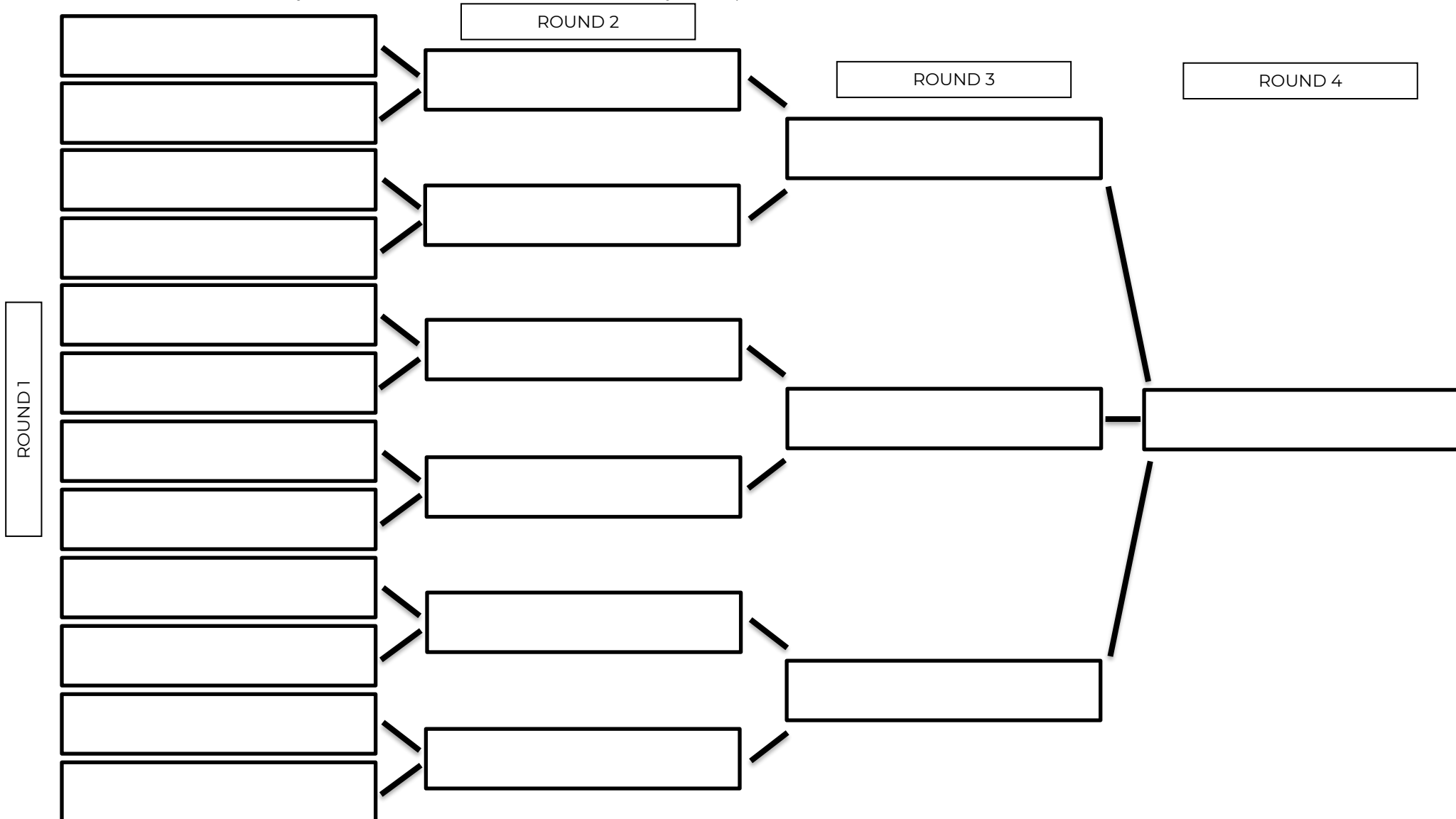
Aligned to the following standards:
FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J;
FFA.CS-M; FFA.CS-N; CS.05; AG5; AGC09.02; CCSS.SL.9-10.1;
CCSS.SL.9-10.2; CRP.04; CRP.07; CRP.08; CRP.10

Battle of the SAEs

Part 1

Directions:

Utilize the SAE Idea Cards to research SAEs in all twelve career focus areas. Choose the SAE you think is the “best” or “coolest” in each of the twelve career focus areas. When you have chosen an SAE from a focus area, you will place the SAE in the Round 1 section of the bracket.



NAME: _____

Part 2

Directions:

Complete Rounds 2, 3 and 4 of the bracket by comparing the SAEs in each battle and choosing the “best” or “coolest” to move to the next round until, ultimately, you are left with the “best” or “coolest” SAE. In the space below, write one to two paragraphs explaining your reasoning for choosing your “winning” SAE.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Part 3

Directions:

Watch the video “How to Make a Paper Slideshow,” available at https://youtu.be/E5RXynA_D3I. You will create a paper-slide video explaining your winning career. Videos should last between 45 and 90 seconds. Utilize the space below to script your video. (Illustrations will go in the boxes and your narration on the lines.)

Winning SAE:

Slide 1:

Narration:

Slide 2:

Narration:

Slide 3:

Narration:

Slide 4:

Narration:

Slide 5:

Narration:

Paper Slide Video Rubric

Aligned to the following standards:
 FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-M; FFA.CS-N; CS.05; AG5; AGC09.02; CCSS.SL.9-10.1; CCSS.SL.9-10.2; CRP.04; CRP.07; CRP.08; CRP.10

Area	4 Points	3 Points	2 Points	1 Point
Content	All content is accurate. There are no factual errors.	Most of the content is accurate, but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content is confusing or contains more than one factual error.
Clarity and Neatness	The paper slide is easy to read and all elements are clearly written, labeled and drawn. Creativity was used.	The paper slide is easy to read and most elements are clearly written, labeled and drawn. Some creativity was used.	The paper slide is hard to read with rough drawings, labels and color. Little creativity was used.	The paper slide is hard to read and one cannot tell what goes where or what the illustrations represent. No creativity was used.
Narration and Preparedness	The paper slide is clearly rehearsed and narrated with no mistakes. Student spoke slowly and clear.	One mistake is heard in the paper-slide video.	Two mistakes are heard in the paper-slide video.	Three or more mistakes are heard in the paper-slide video. Student spoke very fast and was unclear.
Time	Student stayed in the 45- to 90-second time frame.			Student was either under or over the allotted time frame.

Comments:
