



Lesson Plan

From Hobby to SAE

Created: 02/2024 by the National FFA Organization

Description of Lesson: *Jackson Brossart's SAE has taught him how to take a hobby and turn it into an SAE. Learn how you can take a hobby and turn it into an SAE and, ultimately, a future career.*

Student Learning Objectives:

After completing these activities, students will ...

1. Explore a unique SAE opportunity of making fishing lures.
2. Investigate how their hobbies can turn into SAEs and eventually into careers.

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: "Fishing Lure SAE – Jackson Brossart," <https://vimeo.com/901201778>

Equipment and Supplies Needed:

1. A copy of the "From Hobby to SAE" 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. Hobby
2. Fishing Jig
3. Molds
4. Water Clarity
5. Record Keeping

Cross-Curricular Connections:

English/Language Arts

- Research and write about a chosen career.

Virtual Instruction Ideas:

This entire lesson can be taught virtually. All student handouts can be sent or posted electronically.

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/4ut725vzpd3erv6kzmy9fcxgbagppoff> (Word)

<https://ffa.box.com/s/waekptmy38bhne41lc86pe3pe9hbb6qz> (PDF)

https://docs.google.com/document/d/1JXWmi5OP8TyZ7QT_N049kX7-ziarXYbDXkTL0zIJYhQ/copy (Google)

These Activities Are Aligned to the Following Standards:

AFNR Performance Element

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

FFA Precept

- FFA.PL-C. Vision: Visualize the future and how to get there.
- FFA.PL-E. Awareness: Understand personal vision, mission and goals.
- FFA.PG-I. Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.CS-P. Technical/Function Skills in Agriculture: Obtain knowledge and skills needed for a career in agriculture and related industries.

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.

Common Core – Reading: Informational 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).

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.

Common Core – Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- 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.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Initiative and Self-direction
- Leadership

Lesson Plan:

1. **Bell Ringer:** Have students respond to this prompt: What is a hobby that you have, and why do you like doing that hobby? (This could be on the board/screen or could be responded to digitally through a Google form, a JamBoard or other response method for students to see their peers' answers.)
2. **Introduction:** *Have you ever wondered how your hobbies and interests can lead to an exciting career down the road? Today, we are going to look at how Jackson Brossart turned his hobby of fishing into his SAE of making fishing lures and selling them to customers.*
3. **Activity:** Each student needs a copy of the worksheet "From Hobby to SAE."
 - a. **Part 1:** Direct students to view the "Fishing Lure SAE" video, <https://vimeo.com/901201778>, to complete Part 1. Students may need to seek out additional information or use other resources you provide them in class to complete this activity.
 - b. **Part 2:** Students will identify three hobbies, an SAE for each hobby and a career for each SAE. They will then choose one career that interests them the most and research that career. Students may have to use other resources as needed to complete this task.
4. **Optional – Extended Learning Opportunities (Not factored into time requirement):**
 - a. Have students share with the class their hobbies, SAE ideas and careers of interest.
 - b. Have students create an infographic, poster or presentation about their career of interest.
5. **Exit Ticket:** Have students respond to the following question: What is one SAE you are interested in learning more about?

Name: _____

From Hobby to SAE

Directions:

Answer the questions below as you watch the video "Fishing Lure SAE – Jackson Brossart," available at <https://vimeo.com/901201778>.

Aligned to the following standards:

CS.05.; FFA.PL-C; FFA.PL-E; FFA.PG-I; FFA.CS-P; AG5; AGC08.01;
AGC09.02; CCSS.ELA.RI.9-10.4; CCSS.ELA.SL.9-10.1;
CCSS.ELA.WHST.9.10.6; CRP.02.; CRP.04; CRP.07

1. What does Jackson do for his SAE?

2. What state is Jackson from?

3. What is a fishing jig?

4. Draw three different resources Jackson mentions or uses for his SAE during the video.

1.

2.

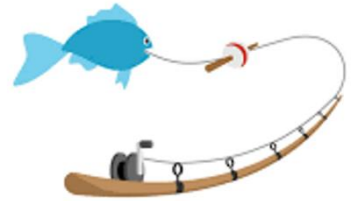
3.

5. Why does Jackson use different colors for his fishing jigs?

6. Why is record keeping important for Jackson's SAE?

7. What has Jackson learned the most from his SAE?

8. What advice does Jackson give to students interested in doing a similar SAE?



Name: _____

From Hobby to SAE

Directions:

Jackson’s SAE gave him the chance to turn a hobby into an SAE. Dive into learning how you can turn your own hobbies into an SAE and, ultimately, a future career. In the table below, identify three hobbies you have, how those hobbies can translate into an SAE and what career those SAEs can lead to.

Aligned to the following standards:
CS.05.; FFA.PL-C; FFA.PL-E; FFA.PG-I; FFA.CS-P; AG5; AGC08.01; AGC09.02;
CCSS.ELA.RI.9-10.4; CCSS.ELA.SL.9-10.1; CCSS.ELA.WHST.9.10.6; CRP.02.;
CRP.04; CRP.07

Hobby	SAE Idea	Career

1. Choose one of the SAEs you identified from a hobby above and list it here:
2. What category does that SAE fit into?
3. What career could that SAE develop into?

Research that career and answer the questions below:

1. What business or company would you work for in that career?
2. What education is required for that career?
3. What skills are required for that career?
4. What is the average yearly salary for that career?

Name: _____

KEY: From Hobby to SAE

Directions:

Answer the questions below as you watch the video “Fishing Lure SAE – Jackson Brossart,” available at <https://vimeo.com/901201778>.

Aligned to the following standards:

CS.05.; FFA.PL-C; FFA.PL-E; FFA.PG-I; FFA.CS-P; AG5; AGC08.01; AGC09.02;
CCSS.ELA.RI.9-10.4; CCSS.ELA.SL.9-10.1; CCSS.ELA.WHST.9.10.6; CRP.02.;
CRP.04; CRP.07

1. What does Jackson do for his SAE?

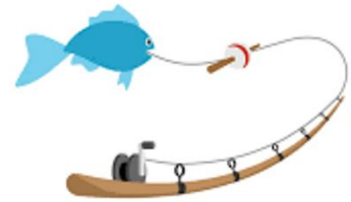
Creates fishing jigs and sells them to local fishers

2. What state is Jackson from?

North Dakota

3. What is a fishing jig?

A piece of lead connected to a sharp hook to catch fish



4. Draw three different resources Jackson mentions or uses for his SAE during the video.

1. Answers will vary but could include lead-melting pot, mold, paint, hooks, torch.

2.

3.

5. Why does Jackson use different colors for his fishing jigs?

Each lake is different with water clarity and the different colors help catch fish in that lake.

6. Why is record keeping important for Jackson's SAE?

It helps him keep track of supplies, how much he buys and how much he sells to stay profitable.

7. What has Jackson learned the most from his SAE?

Patience

8. What advice does Jackson give for students interested in doing a similar SAE?

Start small and watch YouTube videos to learn along the way.



Name: _____

Key: From Hobby to SAE

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Jackson's SAE gave him the chance to turn a hobby into an SAE. Dive into learning how you can your own hobbies into an SAE and, ultimately, a future career. In the table below, identify three hobbies you have, how those hobbies can translate into an SAE and what career those SAEs can lead to.

Hobby	SAE	Career
Answers will vary.	Answers will vary.	Answers will vary.

1. Choose one of the SAEs you identified from a hobby above and list it here:

Answers will vary.

2. What category does that SAE fit into?

Answers will vary.

3. What career could that SAE develop into?

Answers will vary.

Research that career and answer the questions below:

4. What business or company would you work for in that career?

Answers will vary.

5. What education is required for that career?

Answers will vary.

6. What skills are required for that career?

Answers will vary.

7. What is the average yearly salary for that career?

Answers will vary.

Aligned to the following standards: CS.05.; FFA.PL-C; FFA.PL-E; FFA.PG-I; FFA.CS-P; AG5; AGC08.01; AGC09.02; CCSS.ELA.RI.9-10.4; CCSS.ELA.SL.9-10.1; CCSS.ELA.WHST.9.10.6; CRP.02.; CRP.04; CRP.07