



Lesson Plan

Urban SAE – Rabbits

Created: 02/2019 by the National FFA Organization

SAE Video Summary:

Follow Josh as he us walks through his supervised agricultural experience (SAE) program of breeding and selling rabbits. Josh discusses the variety of rabbits he has and how he overcomes the challenges of raising rabbits in his backyard in an urban area.

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Explain the components of an SAE with rabbits.
2. Design a plan to house rabbits.
3. Evaluate various scenarios and determine the best SAE.

TIME REQUIRED: 45minutes

RESOURCES:

1. "Breeding Rabbits in Urban Setting SAE – Josh Greene," <https://vimeo.com/313683130>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Urban SAE — Rabbits" worksheet for each student
2. Ruler for measurements
3. Internet access to play the video in real time or embed it in a PowerPoint ahead of time.

THIS QUICK LESSON PLAN WOULD WORK WELL AS PART OF:

1. An SAE lesson/unit.
2. An animal science/small animal lesson.

STUDENT ACTIVITY SHEETS:

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

<https://ffa.box.com/s/q7zevkft52zu400yjnz0o292eyv6m6ol> (Word)

<https://ffa.box.com/s/r97krryrnck0mx8aahq47j3q6lb4h5oh> (PDF)

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
- 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.
- FFA.CS-O.Flexibility/Adaptability: Be flexible in various situations and adapt to change.

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 – Writing

- 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.9-10.6 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.

Common Core – Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Common Core – Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- CCSS.ELA-Literacy.WHST.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.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.

Common Core – Math Practices

- CCSS.MP1: Make sense of problems and persevere in solving them.
- CCSS.MP2: Reason abstractly and quantitatively.
- CCSS.MP6: Attend to precision.

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.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- 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.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

Partnership for 21st Century Skills

- Collaboration
- Communication
- Flexibility and Adaptability
- Information, Communications, and Technology Literacy
- Initiative and Self-Direction
- Leadership and Responsibility
- Productivity and Accountability
- Think Creatively
- Social and Cross-Cultural Skills
- Work Creatively with Others

LESSON PLAN:

1. ***Bell Ringer:*** What are limitations or barriers to having a rural- or urban-setting SAE?
2. ***Introduction:*** *Anyone can have an SAE, whether you live in a rural or urban area. In your bell ringer, you identified some limitations of having an SAE in rural and urban areas. Today, we will learn about how one student modified his SAE to fit his urban needs. Josh lives in Louisville, Kentucky and has rabbits as part of his SAE program.*
3. ***Activity:***
Each student needs a copy of the worksheet "Urban SAE — Rabbits." Students should first watch the video "Breeding Rabbits in Urban Setting SAE – Josh Greene," available at <https://vimeo.com/313683130>. The worksheet is divided into three parts:
 - 1) Students should watch the video and answer the questions
 - 2) Students will design the layout of a backyard based on a scenario and will determine the best location of the rabbit hutch, dog house/pen, grill (more items provided in the scenario on the worksheet).
 - 3) Students will read various scenarios and determine what SAE best fits the description.

4. *Follow-up:* Have students share their backyard designs and explain their placements of the components.
5. *Leveling Up:* Have students evaluate each other's designs and offer the following:
 - a. At least one positive comment on the design.
 - b. One suggestion to add to the design.
6. *Exit Ticket:* 3-2-1: Have students write three things they learned from the lesson, two things they found interesting and one question they still have from the lesson.

NAME: _____

Aligned to the following standards:

FFA.PL-D.; FFA.PL-F.; FFA.PG-H.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O.; CCSS.ELA-RI.9-10.4;
CCSS.ELA-W.9-10.2; CCSS.W.9-10.4; CCSS.W.9-10.6; CCSS.ELA-SL.9-10.4; CCSS.ELA-
WHST.9.10.2; CCSS.ELA-WHST.9.10.4; CCSS.ELA-WHST.9.10.6; MP1; MP2; MP6; CRP.04;
CRP.06; CRP.08; CRP.11

Urban SAE — Rabbits

DIRECTIONS

Part 1

Watch the video "Breeding Rabbits in Urban Setting SAE – Josh Greene," available at <https://vimeo.com/313683130>, and answer the questions below.



1. What city is Josh located in?
 - a. Cincinnati, Ohio
 - b. Indianapolis, Indiana
 - c. Chicago, Illinois
 - d. Louisville, Kentucky
 - e. None of the above

2. What was one of the beginning steps Josh took to start his SAE?

3. What are the three breeds of rabbits Josh owns?
Write one breed name on each rabbit below.



What did you learn from this SAE that you can apply to your SAE?

4. How did Josh tailor his SAE to fit his space availability?

Part 2

DIRECTIONS:

Read the scenario and determine the best location for the items identified.

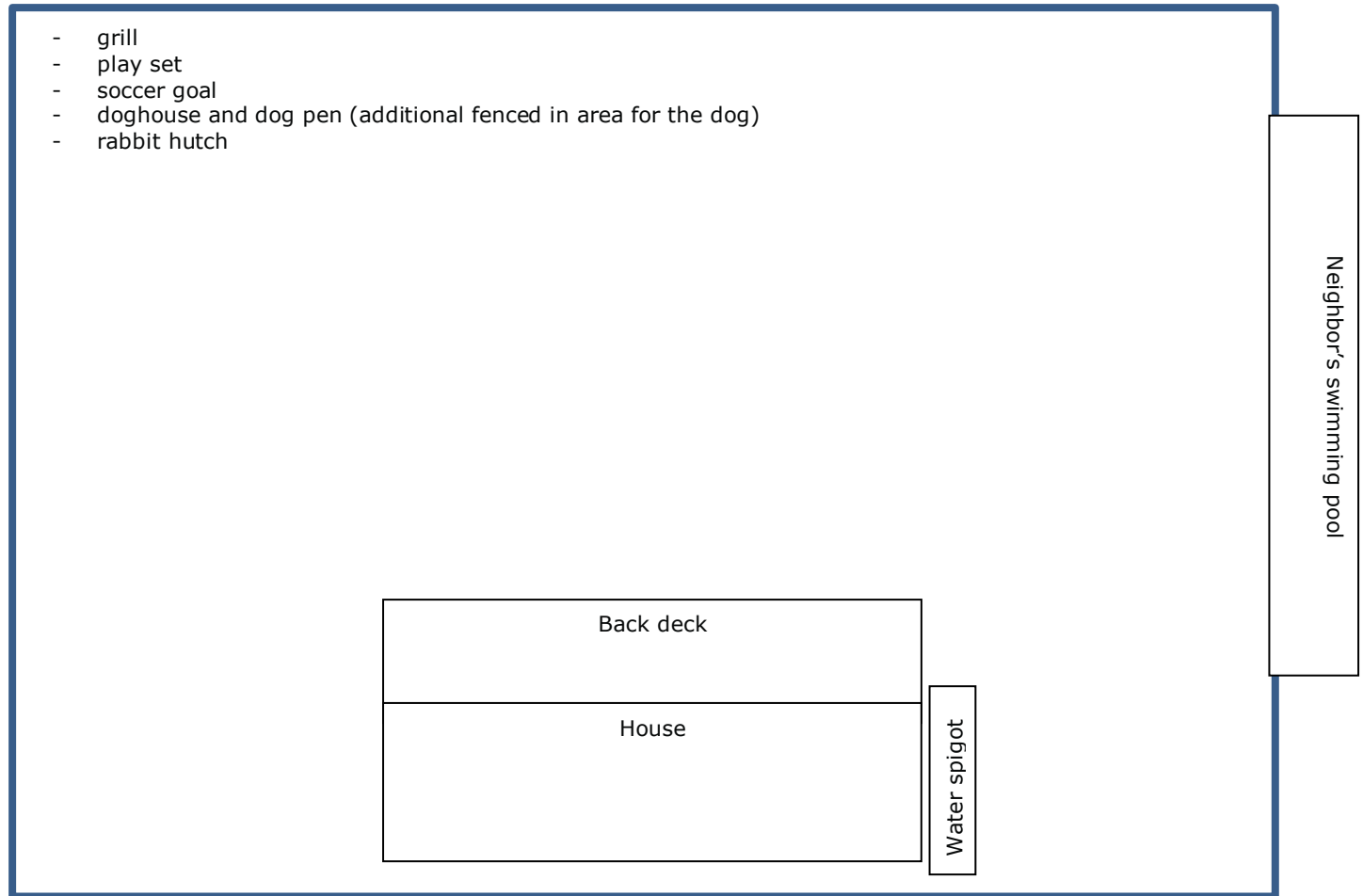
Scenario:

About the family:

- Family of four; two adults and two children, ages 11 and 7.
- Active family; enjoys the outdoors
- (The outline is the fence around the yard.)

Items to include in the backyard:

- grill
- play set
- soccer goal
- doghouse and dog pen (additional fenced in area for the dog)
- rabbit hutch



Measurement information:

- When placing items in the backyard, measure how far apart the items are from one another and record in the box below (under the example). Scale: $\frac{1}{2}$ inch = 1 foot

Example: Back deck to grill = 2 ft.

What are the different uses for rabbits? Identify at least 4.

Part 3

Aligned to the following standards:

FFA.PL-D.; FFA.PL-F.; FFA.PG-H.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O.; CCSS.ELA-RI.9-10.4; CCSS.ELA-W.9-10.2; CCSS.W.9-10.4; CCSS.W.9-10.6; CCSS.ELA-SL.9-10.4; CCSS.ELA-WHST.9.10.2; CCSS.ELA-WHST.9.10.4; CCSS.ELA-WHST.9.10.6; MP1; MP2; MP6; CRP.04; CRP.06; CRP.08; CRP.11

Which SAE Is Best?

DIRECTIONS:

Read the scenarios below, and match the scenario with a possible SAE by utilizing the SAE Idea Cards, available at <https://FFA.box.com/v/saeideacards>.

Scenario 1: This student lives in a small apartment in the city. The student is active in FFA but not a lot of other clubs or sports. She loves small animals and helps take care of her neighbor's dogs when they are gone.

Which SAE fits this student best?



Explain your answer.

Scenario 2: This student is active in FFA and a few other school activities (clubs/sports), and he lives in a rural area. The student enjoys spending time in the outdoors and volunteers with the local conservation district when he has time.

Which SAE fits this student best?



Explain your answer.

Scenario 3: This student is active in FFA and serves as the chapter president. He is currently taking the greenhouse management class and works at the FFA plant sales. This student plans on majoring in horticulture in college.

Which SAE fits this student best?



Explain your answer.



What is your SAE? If you do not have an SAE, what hobbies do you enjoy, and which SAE area do you think would fit you best?

Aligned to the following standards:

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KEY: Urban SAE — Rabbits

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1. What city is Josh located in?
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 - c. Chicago, Illinois
 - d. Louisville, Kentucky
 - e. None of the above

2. What was one of the beginning steps Josh took to start his SAE?

Josh knew his teacher let students take rabbits home over winter break, and he asked if he could take the rabbits home. He knew he wanted to do something unique for his SAE.

3. What are the three breeds of rabbits Josh owns?
Write one breed name on each rabbit below.



Mini-Rex



Harlequin



Holland Lop

What did you learn from this SAE that you can apply to your SAE?
Answers will vary but could include they learned how to adapt to different situations.

4. How did Josh tailor his SAE to fit his space availability?

He built his own cages and made them as low maintenance as possible. For example, the waste falls through the bottom wire into a compost bin.

Part 3

Aligned to the following standards:

FFA.PL-D.; FFA.PL-F.; FFA.PG-H.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O.; CCSS.ELA-RI.9-10.4; CCSS.ELA-W.9-10.2; CCSS.W.9-10.4; CCSS.W.9-10.6; CCSS.ELA-SL.9-10.4; CCSS.ELA-WHST.9.10.2; CCSS.ELA-WHST.9.10.4; CCSS.ELA-WHST.9.10.6; MP1; MP2; MP6; CRP.04; CRP.06; CRP.08; CRP.11

Which SAE Is Best?

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Scenario 1: This student lives in a small apartment in the city. The student is active in FFA but not a lot of other clubs or sports. She loves small animals and helps take care of her neighbor's dogs when they are gone.

Which SAE fits this student best?

Answers will vary; an example is operating a pet-sitting service.



Explain your answer.

Answers will vary.

Scenario 2: This student is active in FFA and a few other school activities (clubs/sports), and he lives in a rural area. The student enjoys spending time in the outdoors and volunteers with the local conservation district when he has time.

Which SAE fits this student best?

Answers will vary; an example is assisting local city management with summer programs by serving as guides.



Explain your answer.

Answers will vary.

Scenario 3: This student is active in FFA and serves as the chapter president. He is currently taking the greenhouse management class and works the FFA plant sales. This student plans on majoring in horticulture in college.

Which SAE fits this student best?

Answers will vary; an example is to grow and sell plants through the high school greenhouse.



Explain your answer.

Answers will vary.



What is your SAE? If you do not have an SAE, what hobbies do you enjoy, and which SAE area do you think would fit you best?

Answers will vary.