



Lesson Plan

Market Swine SAE

Created: 07/2022 by the National FFA Organization

Description of Lesson: *Learn to step out of your comfort zone and start a new SAE raising market swine for show and food purposes. Kaylie's SAE has taught her how to care for other living creatures and will help her with her future career as a nurse.*

Student Learning Objectives:

After completing these activities, students will ...

1. Identify the benefits and challenges of raising swine.
2. Explore the tools and resources needed to raise swine.
3. Investigate a vet nursing career and a registered nurse (RN) to identify the similarities and differences.

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: "Market Swine – Kaylie Wilson," <https://vimeo.com/225152274>
2. Video: "Becoming a Veterinary Nurse," <https://www.youtube.com/watch?v=u1zl5KyFHqw>
3. Website: Registered Nurse," <https://www.bls.gov/ooh/healthcare/registered-nurses.htm>
4. Website: "Purdue University Vet Nursing Program," <https://vet.purdue.edu/nursing/>

Related Resources:

1. National FFA Livestock Evaluation CDE, [FFA.org/participate/cdes/livestock-evaluation/](https://ffa.org/participate/cdes/livestock-evaluation/)
2. National FFA Meat Evaluation CDE, [FFA.org/participate/cdes/meats-evaluation-and-technology/](https://ffa.org/participate/cdes/meats-evaluation-and-technology/)

Spanish Translations:

1. Link

Equipment and Supplies Needed:

1. A copy of the "Patience for Pork" worksheet for each student
2. A copy of the "Vet Nursing vs. Registered Nurse" worksheet for each student
3. Technology access for students to use AgExplorer and other career websites

Vocabulary:

1. Comfort zone
2. Personality

Cross-Curricular Connections:

English/Language Arts

- Complete a Venn diagram to compare and contrast raising swine.
- Compare two similar careers.

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.

[Link \(Word\)](#)

[Link \(PDF\)](#)

[Link \(Google\)](#)

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

- AGC08.01 Demonstrate workplace ethics specific to AFNR occupations in order to reflect effective stewardship of resources.
- 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 one thing you should know before you purchase an animal, and why is it important? This could be on the board/screen or could be responded to digitally through a Google Questions task, a JamBoard or other response method for students to see their peers' answers.
2. **Introduction:** Domestic animals depend on their owners for survival. We must provide them with food, water and shelter. But is that all we need to provide them? This lesson allows students to investigate the careers of vet nursing and a registered nurse. Students make connections of how raising and caring for animals can help them prepare for numerous careers. Prior to starting the first activity, review students' answers to the bell ringer question.
3. **Activity 1:** Each student needs a copy of the worksheet "Patience with Pork." Direct students to view the Market Swine SAE video, <https://vimeo.com/225152274>, to complete this activity. Students may need to seek out additional information or use other resources you provide them in class to complete this activity.
4. **Activity 2:** Each student needs a copy of the worksheet "Vet Nursing vs. Registered Nurse." Students should utilize the provided websites to help them complete the activity comparing the two career paths. Students may have to use other resources as needed to complete this task.
5. **Follow-up:** Have a class discussion about Kaylie's set-up for raising swine. Have your students identify how it compares to raising livestock on a large scale. How could her set-up be improved for better animal husbandry? Expand the conversation by discussing how raising small animals compares to raising livestock.
6. **Optional – Extended Learning Opportunities (Not factored into time requirement):**
 - a. As a class view and discuss this video about vet nursing: <https://www.youtube.com/watch?v=u1zl5KyFHqw>.
 - b. Invite a vet nurse or registered nurse to class to speak with students about their careers.
7. **Exit Ticket:** Have students respond to the following question: What is one question you still have about raising swine?

Name: _____

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

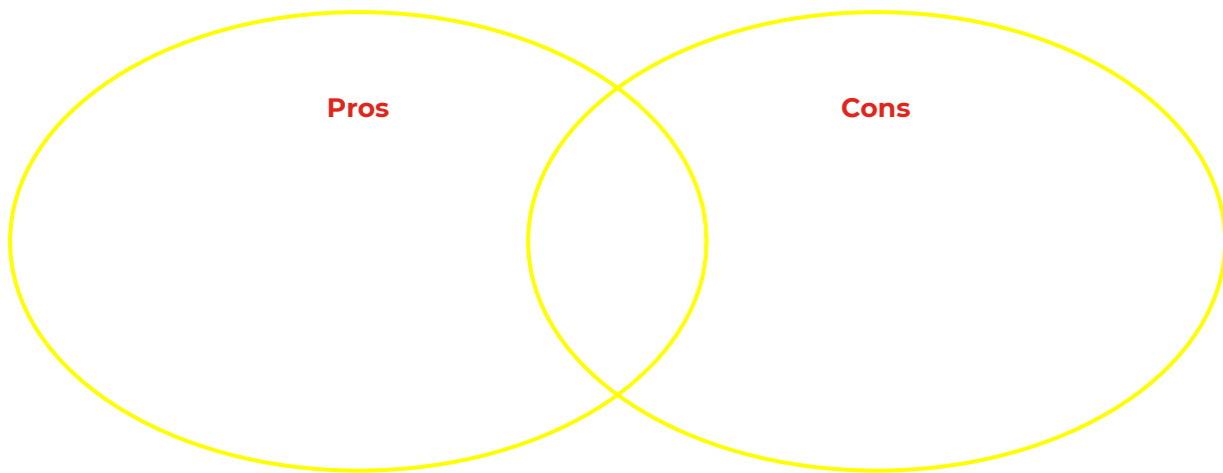
Patience for Pork

Directions:

Answer the questions below as you watch the video “Market Swine SAE – Kaylie Wilson,” available at <https://vimeo.com/225152274>.

★ How many pigs does Kaylie start her SAE with?	
★ Do you think this is a realistic number to begin with? Explain your answer.	
★ How many pigs would you start out with if you began a swine SAE?	

★ Identify the pros and cons of raising swine. Cite examples from the video in **RED** and add your own ideas in **BLUE**.



★ Draw three different resources Kaylie mentions or uses for her SAE during the video.

- 1.
- 2.
- 3.

★ List one of the challenges Kaylie talks about in the video, and describe how you would approach overcoming that challenge.

★ Identify two examples of how the swine industry has impacted your life in the past week.

Name: _____

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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

Vet Nursing vs. Registered Nurse (RN)

Directions:

Kaylie's SAE is giving her a chance to care for living beings, which will help prepare her for a future career as a nurse for humans. Dive into learning about how a vet nurse and a registered nurse compare but also see just how different they can be.

Useful Websites:

- AgExplorer.FFA.org/
- <https://www.bls.gov/ooh/healthcare/registered-nurses.htm>
- <https://vet.purdue.edu/nursing/>

Career: Vet Nursing	Career: Registered Nurse
Brief Description (in your own words):	Brief Description (in your own words):
Education/Training Required:	Education/Training Required:
List three colleges/institutions that offer programs:	List three colleges/institutions that offer programs:
Future Job Market Outlook:	Future Job Market Outlook:
Average Starting Salary:	Average Starting Salary:
Major Responsibilities/Duties of Career:	Major Responsibilities/Duties of Career:
Pros of Career:	Pros of Career:
Cons of Career:	Cons of Career:

Which of the two careers do you think you would be better suited to do? Explain your choice.

What surprised you the most in your investigation about these two careers?

Name: _____

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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

KEY: Patience for Pork

Part 1

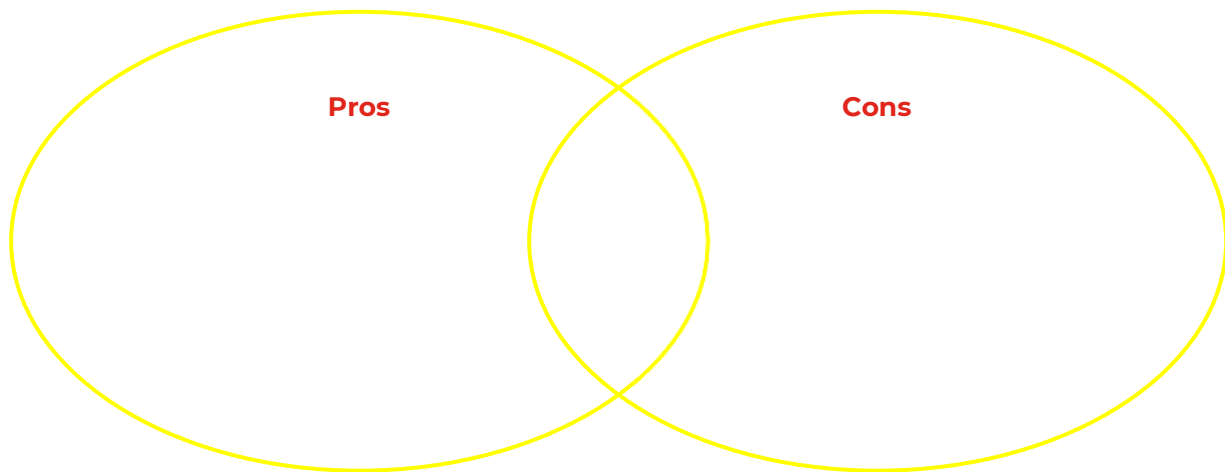
Directions:

Answer the questions below as you watch the video "Market Swine SAE- Kaylie Wilson," available at

<https://vimeo.com/225152274>.

★ How many pigs does Kaylie start her SAE with?	5
★ Do you think this is a realistic number to begin with? Explain your answer.	Answers will vary.
★ How many pigs would you start out with if you began a swine SAE?	Answers will vary.

- ★ Identify the pros and cons of raising swine. Cite examples from the video in **RED** and add your own ideas in **BLUE**.
Answers will vary.



- ★ Draw three different resources Kaylie mentions or uses for her SAE during the video.
Answers may vary. Ideas include parents, Ag teacher, fence, feeder, shelter for pigs.

1.
2.
3.

- ★ List one of the challenges Kaylie talks about in the video, and describe how you would approach overcoming that challenge.
Answers will vary.

- ★ Identify two examples of how the swine industry has impacted your life in the past week.
Answers will vary.