



Lesson Plan

Click to Create: An Ag Communications SAE

Created: 11/2025 by the National FFA Organization

Description of Lesson: Lily Carriker's SAE involves the website she created for a local agribusiness in her community. Students will watch a video on Lily's agricultural communications SAE, spend time exploring different websites and think about how they would design their own websites.

Student Learning Objectives:

After completing these activities, students will ...

1. Examine the components of a web design agricultural communications SAE.
2. Explore various websites and make observations about their appearance and functionality.
3. Design a mockup of two webpages for a local business or organization.

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: "Lily Carriker | Agricultural Communications SAE," <https://vimeo.com/1108190653>
2. Website: National FFA Organization, FFA.org/
3. Website: Twisted L Horsemanship, <https://www.twistedlhorsemanship.com/>

Related Resources:

1. Agricultural Communications CDE, FFA.org/participate/cdes/ag-communications/
2. SAEs: Using Your Voice | Emily Seifert SAE Video, <https://FFA.box.com/s/tyovfcun9colk5qb8gmwwfbn9q8jnoe7>

Equipment and Supplies Needed:

1. A copy of the "Click to Create" worksheet for each student
2. A copy of the "Homepages and First Impressions" worksheet for each student
3. Internet access to play the video in real time or embed it in a PowerPoint ahead of time
4. Individual student devices to access the websites for the activities
5. Markers, colored pencils or crayons

Vocabulary:

1. Homepage
2. Impression
3. Website
4. Webmaster
5. Web designer

Cross-Curricular Connections:

English/Language Arts	Technology
Articulate the benefits of a well-designed website. Give examples of characteristics of a well-designed website.	Use existing websites as examples to design two webpages for a local business or organization.

SAE and FFA Connections

1. Agricultural Communications CDE, [FFA.org/participate/cdes/ag-communications/](https://ffa.org/participate/cdes/ag-communications/)
2. Proficiency Areas: Agricultural Communications, Agricultural Services, [FFA.org/participate/awards/proficiencies/](https://ffa.org/participate/awards/proficiencies/)
3. Foundational SAE Connections: Career Exploration and Planning, Employability Skills for College and Career Readiness

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/vccsrxe2nflar0abgso5sl94g522nlxe> (Word)

<https://ffa.box.com/s/s9ds5bfraj7ui9702gtun02bkdt28jfh> (PDF)

https://docs.google.com/document/d/13ENituIOXuFaeMoBVKzc_BOCNDGBYtVo75m_luEB9To/copy (Google)

These Activities Are Aligned to the Following Standards:

AFNR Performance Element

- ECL.03. Evaluate the effectiveness of various communication strategies with related methods and platforms used by organizations across AFNR industries.
- ECL.04. Develop a written communication plan using various communication methods (e.g. news releases, social media, speaking opportunities, blogs, podcasts, etc.) to convey a message to an intended AFNR audience.
- 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-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-C.Vision C2. Conceptualize ideas.
- FFA.PL-F.Continuous Improvement F3. Use innovative problem-solving strategies.
- FFA.PL-F.Continuous Improvement F4. Adapt to emerging technologies.
- FFA.PL-F.Continuous Improvement F5. Acquire new knowledge.
- FFA.PG-I.Professional Growth I5. Demonstrate exemplary employability skills.
- FFA.PG-J.Mental Growth J1. Think critically.
- FFA.PG-J.Mental Growth J2. Think creatively.
- FFA.CS-M.Communication M1. Demonstrate technical and business writing skills.
- FFA.CS-N.Decision Making N1. Demonstrate the decision-making process.
- FFA.CS-O.Flexibility and Adaptability O1. Embrace emerging technology in the workplace.

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).
- CCSS.ELA-LITERACY.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-LITERACY.SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.

Common Core – Language

- CCSS.ELA-LITERACY.L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

Next Generation Science

- Practice 8: Obtaining, Evaluating and Communicating Information. Communicate scientific and/or technical information or ideas (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (i.e., orally, graphically, textually, mathematically).

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills.
- CRP.04. Communicate clearly, effectively and with reason.
- CRP.06. Demonstrate creativity and innovation.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP.11. Use technology to enhance productivity.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Information Literacy
- Initiative and Self-Direction
- Media Literacy
- Productivity and Accountability
- Technology Literacy
- Think Creatively

Lesson Plan:

1. **Bell Ringer:** Think of your favorite website. What makes it easy or fun to use?
2. **Introduction:** *What are some of the best features of your favorite websites? (You may choose to write these down on the board as students answer.) What kinds of things make a website easier or more enjoyable to use? (You may choose to add these to your list on the board.) Did you know that communications/design tasks could be your SAE? If you are completing this kind of work for an agricultural business or organization, you could use this as your SAE! Let's watch one student who took her interest and passion for web design and leveraged it in her SAE.*
3. **Activity 1:** Each student needs a copy of the worksheet "Click to Create."
 - a. Play the video "Lily Carriker | Agricultural Communications SAE," available at <https://vimeo.com/1108190653>. Students will watch the video and answer the questions on the student activity sheet as they follow along. You may choose to show the video to the entire class or have students view it individually on their own devices.
4. **Activity 2:** Each student needs a copy of the worksheet "Homepages and First Impressions."
 - a. **Part 1:** Students will investigate web design and the different elements they see on three different websites. Students will visit the following websites in their analysis:
 - i. National FFA Organization ([FFA.org/](https://www.ffa.org/))
 - ii. Twisted L Horsemanship (Lily's website) (<https://www.twistedhorsemanship.com/>)
 - iii. An appropriate website of their choosingAs they visit each site, they will note the different elements they see (images, text, links, buttons, graphics, sliders, etc.) and the overall layout of the site. They will note qualities they like about the site and critique qualities they think could be improved upon. Students will record their observations on the student activity sheet.
 - b. **Part 2:** Students will select a local business or organization that either doesn't have a website or could use a redesign of its current website and create two web layouts for them, one homepage and one additional page. They will create designs for these webpages using the provided pages and then answer questions about their design.
5. **Follow-up:** *If you are interested in web design and maintenance, there's an opportunity for you to have a great SAE. There are a lot of online tools available to make the process easy to learn and grow in, and it's one of the areas with a lot of opportunity as well, especially for working with smaller businesses who could use some help and expertise to make their online presence stand out.*
6. **Optional – Extended Learning Opportunities (Not factored into time requirement):**
 - a. Students could approach their selected business or organization with their website ideas and/or create a more detailed mockup of their site using an online tool such as Google Sites, Weebly or Wix.
 - b. Have students use an online tool to create a website for your agriculture program/FFA chapter. Have other students and/or faculty vote on the winning design for your program to use.
7. **Exit Ticket:** If you were building this for real, what are two or three other elements or pages that you would want to add?

Name: _____

Click to Create

Aligned to the following standards:

ECL.03; ECL.04; FFA.PL-A1; FFA.PL-A3; FFA.PL-A4; FFA.PL-C2; FFA.PL-F3; FFA.PL-F4; FFA.PL-F5; FFA.PL-I5; FFA.PL-J1; FFA.PL-J2; FFA.PL-M1; FFA.PL-N1; FFA.PL-O1; CCSS.ELA-RI.9-10.4; CCSS.ELA-RI.11-12.7; CCSS.ELA-W.9-10.2; CCSS.ELA-W.9-10.4; CCSS.ELA-W.9-10.6; CCSS.ELA-SL.9-10.2; CCSS.ELA-SL.9-10.5; CCSS.ELA-L.9-10.1; CCSS.ELA-L.9-10.2; NGS Practice 8; CRP.02; CRP.04; CRP.06; CRP.08; CRP.11

Directions: Answer the questions below as you watch the video “Lily Carriker | Agricultural Communications SAE,” available at <https://vimeo.com/1108190653>.

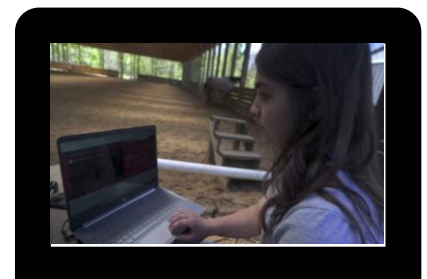
1. Circle the state Lily is from.



2. Describe Lily's SAE in two or three sentences.
3. Explain how Lily got started on her SAE in two or three sentences.
4. What kinds of skills did Lily begin to develop before starting her SAE?
5. What is the number one skill Lily has learned from her SAE?
6. What other SAE activity was helpful to Lily in her SAE journey?

How did it help her?

7. What is Lily's favorite FFA memory?



Name: _____

Homepages and First Impressions

Aligned to the following standards:
ECL.03; ECL.04; FFA.PL-A1; FFA.PL-A3; FFA.PL-A4; FFA.PL-C2; FFA.PL-F3; FFA.PL-F4; FFA.PL-F5; FFA.PL-I5; FFA.PL-J1; FFA.PL-J2; FFA.PL-M1; FFA.PL-N1; FFA.PL-O1; CCSS.ELA-RI.9-10.4; CCSS.ELA-RI.11-12.7; CCSS.ELA-W.9-10.2; CCSS.ELA-W.9-10.4; CCSS.ELA-W.9-10.6; CCSS.ELA-SL.9-10.2; CCSS.ELA-SL.9-10.5; CCSS.ELA-L.9-10.1; CCSS.ELA-L.9-10.2; NGS Practice 8; CRP.02; CRP.04; CRP.06; CRP.08; CRP.11

Part 1

Directions: Visit the three websites listed in the tables below and spend some time exploring them. Record your thoughts on each of the websites using the questions and prompts provided. Look for examples of both positive characteristics and areas of improvement for a website that you can use when thinking about creating a web design of your own in Part 2.

Website 1: National FFA Organization ([FFA.org/](https://www.ffa.org/))

What is your first impression upon visiting this site's homepage? (one sentence)	
What do you like about this website's design? 1. 2. 3.	What do you think could be improved upon? 1. 2. 3.
Name three web elements that you think make this site useful and pleasant to navigate. 1. 2. 3.	What is one design change or addition you would make to this site if you were the webmaster? Why would this change improve the site?

Website 2: Twisted L Horsemanship (<https://www.twistedhorsemanship.com/>) (The site Lily designed for her SAE.)

What is your first impression upon visiting this site's homepage? (one sentence)	
What do you like about this website's design? 1. 2. 3.	What do you think could be improved upon? 1. 2. 3.
Name three web elements that you think make this site useful and pleasant to navigate. 1. 2. 3.	What is one design change or addition you would make to this site if you were the webmaster? Why would this change improve the site?

Name: _____

Website 3: Student's Choice (Choose a school-appropriate website that you would like to analyze.)

Website Name:	
Website URL:	
What is your first impression upon visiting this site's homepage? (one sentence)	
What do you like about this website's design? 1. 2. 3.	What do you think could be improved upon? 1. 2. 3.
Name three web elements that you think make this site useful and pleasant to navigate. 1. 2. 3.	What is one design change or addition you would make to this site if you were the webmaster? Why would this change improve the site?

Analysis Questions:

1. What features or design choices did you see repeated across all three websites?

Why do you think these elements are so common?

2. Which website was the easiest to navigate, and what made it feel that way?
3. How did colors, images and layout impact your opinion of each site?
4. Based on what you explored, what do you think is the most important factor in designing a website people will actually use?

Name: _____

Part 2

Directions: Select a local business or organization that either doesn't have a website or could use a redesign of its current website. Use the space below and on the next page to design a homepage and one additional page for that site. Your basic design should include pictures, copy (the words on the website) and navigation to other pages of the website; it should be visually appealing and easy to navigate for users. You may choose to include any elements you found in your review of the websites in Part 1.

Homepage



Name: _____

Second Page



How did you decide on your layout and what elements to include?

After creating your own web design, what do you think is the most important quality of a good website? Why?

Name: _____

KEY: Click to Create

Aligned to the following standards:

ECL.03; ECL.04; FFA.PL-A1; FFA.PL-A3; FFA.PL-A4; FFA.PL-C2; FFA.PL-F3; FFA.PL-F4; FFA.PL-F5; FFA.PL-I5; FFA.PL-J1; FFA.PL-J2; FFA.PL-M1; FFA.PL-N1; FFA.PL-O1; CCSS.ELA-RI.9-10.4; CCSS.ELA-RI.11-12.7; CCSS.ELA-W.9-10.2; CCSS.ELA-W.9-10.4; CCSS.ELA-W.9-10.6; CCSS.ELA-SL.9-10.2; CCSS.ELA-SL.9-10.5; CCSS.ELA-L.9-10.1; CCSS.ELA-L.9-10.2; NGS Practice 8; CRP.02; CRP.04; CRP.06; CRP.08; CRP.11

Directions: Answer the questions below as you watch the video “Lily Carriker | Agricultural Communications SAE,” available at <https://vimeo.com/1108190653>.

1. Circle the state Lily is from.



2. Describe Lily's SAE in two or three sentences.

Lily designed and maintains a website for a local agribusiness. (Answers will vary.)

3. Explain how Lily got started on her SAE in two or three sentences.

Lily overheard a conversation about a horse trainer having issues with their website and she offered her services.

4. What kinds of skills did Lily begin to develop before starting her SAE?

She had technology skills and was exploring website software and created websites to experiment with her skills.

5. What is the number one skill Lily has learned from her SAE?

Lily learned to collaborate and be okay adjusting her ideas.

6. What other SAE activity was helpful to Lily in her SAE journey?

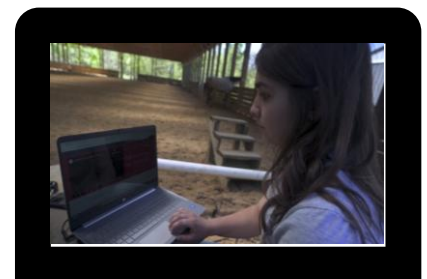
Plant sale

How did it help her?

It gave her confidence in working with people and asking questions in order to accomplish her tasks.

7. What is Lily's favorite FFA memory?

Her first state FFA convention and seeing all the expo participants and the other members similar to her.



Name: _____

KEY: Homepages and First Impressions

Aligned to the following standards:

ECL.03; ECL.04; FFA.PL-A1; FFA.PL-A3; FFA.PL-A4; FFA.PL-C2; FFA.PL-F3; FFA.PL-F4; FFA.PL-F5; FFA.PL-I5; FFA.PL-J1; FFA.PL-J2; FFA.PL-M1; FFA.PL-N1; FFA.PL-O1; CCSS.ELA-RI.9-10.4; CCSS.ELA-RI.11-12.7; CCSS.ELA-W.9-10.2; CCSS.ELA-W.9-10.4; CCSS.ELA-W.9-10.6; CCSS.ELA-SL.9-10.2; CCSS.ELA-SL.9-10.5; CCSS.ELA-L.9-10.1; CCSS.ELA-L.9-10.2; NGS Practice 8; CRP.02; CRP.04; CRP.06; CRP.08; CRP.11

Part 1

Directions: Visit the three websites listed in the tables below and spend some time exploring them. Record your thoughts on each of the websites using the questions and prompts provided. Look for examples of both positive characteristics and areas of improvement for a website that you can use when thinking about creating a web design of your own in Part 2.

Website 1: National FFA Organization ([FFA.org/](https://www.ffa.org/))

What is your first impression upon visiting this site's homepage? (one sentence) Answers will vary.	
What do you like about this website's design? 1. Answers will vary. 2. Answers will vary. 3. Answers will vary.	What do you think could be improved upon? 1. Answers will vary. 2. Answers will vary. 3. Answers will vary.
Name three web elements that you think make this site useful and pleasant to navigate. 1. Answers will vary. 2. Answers will vary. 3. Answers will vary.	What is one design change or addition you would make to this site if you were the webmaster? Answers will vary. Why would this change improve the site? Answers will vary.

Website 2: Twisted L Horsemanship (<https://www.twistedhorsemanship.com/>) (The site Lily designed for her SAE.)

What is your first impression upon visiting this site's homepage? (one sentence) Answers will vary.	
What do you like about this website's design? 1. Answers will vary. 2. Answers will vary. 3. Answers will vary.	What do you think could be improved upon? 1. Answers will vary. 2. Answers will vary. 3. Answers will vary.
Name three web elements that you think make this site useful and pleasant to navigate. 1. Answers will vary. 2. Answers will vary. 4. Answers will vary.	What is one design change or addition you would make to this site if you were the webmaster? Answers will vary. Why would this change improve the site? Answers will vary.

Name: _____

Website 3: Student's Choice (Choose a school-appropriate website that you would like to analyze.)

Website Name: <i>Answers will vary.</i>	
Website URL: <i>Answers will vary.</i>	
What is your first impression upon visiting this site's homepage? (one sentence) <i>Answers will vary.</i>	
What do you like about this website's design? 1. <i>Answers will vary.</i> 2. <i>Answers will vary.</i> 3. <i>Answers will vary.</i>	What do you think could be improved upon? 1. <i>Answers will vary.</i> 2. <i>Answers will vary.</i> 3. <i>Answers will vary.</i>
Name three web elements that you think make this site useful and pleasant to navigate. 1. <i>Answers will vary.</i> 2. <i>Answers will vary.</i> 3. <i>Answers will vary.</i>	What is one design change or addition you would make to this site if you were the webmaster? <i>Answers will vary.</i> Why would this change improve the site? <i>Answers will vary.</i>

Analysis Questions:

1. What features or design choices did you see repeated across all three websites?

Answers will vary.

Why do you think these elements are so common?

Answers will vary.

2. Which website was the easiest to navigate, and what made it feel that way?

Answers will vary.

3. How did colors, images and layout impact your opinion of each site?

Answers will vary.

4. Based on what you explored, what do you think is the most important factor in designing a website people will actually use?

Answers will vary.

Name: _____

Part 2

Directions: Select a local business or organization that either doesn't have a website or could use a redesign of its current website. Use the space below and on the next page to design a homepage and one additional page for that site. Your basic design should include pictures, copy (the words on the website) and navigation to other pages of the website; it should be visually appealing and easy to navigate for users. You may choose to include any elements you found in your review of the websites in Part 1.

Homepage



Name: _____

Second Page



How did you decide on your layout and what elements to include?

Answers will vary.

After creating your own web design, what do you think is the most important quality of a good website? Why?

Answers will vary.