



Lesson Plan

It's Almonds!

Created: 02/2019 by the National FFA Organization

SAE Video Summary: *Maisie Jane is an alumna of FFA and the founder and owner of Maisie Jane's California Sunshine products. Follow along as she explains how her supervised agricultural experience (SAE) program grew into her successful business.*

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Examine components of Maisie Jane's SAE and business.
2. Analyze components of an SAE.
3. Design and create a logo for their brand.

TIME REQUIRED: 60 minutes

RESOURCES:

1. "Maisie Jane Hurtado – SAE – Owner, Maisie Jane's™ California Sunshine," <https://vimeo.com/291685122>.
2. National FFA SAE Idea Cards, <https://ffa.box.com/v/saeideacards>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Maisie Jane" worksheet for each student
2. 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:

1. Part of an agribusiness lesson.
2. Part of an SAE 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/p4lreuul9qpt676zx4wrlvxbxolxiy2n> (Word)

<https://ffa.box.com/s/hafm4fmvptccpg3iwzpihc1exkpcfpo9> (PDF)

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-B.Relationship: Build relationships, work as a team player and appreciate the talents of others.
- 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:*** Define SAE. (An SAE is a supervised agricultural experience.) If you have an established SAE, how did you start your SAE? If you do not have an SAE, what is something in your life (hobby, activity) that could potentially be turned into an SAE?
2. ***Introduction:*** *Today, we are going to talk about a former FFA member and agriculture student who grew her SAE into her very own business that she has operated for twenty plus years.*
3. ***Activity:***
Each student needs a copy of the worksheet "Maisie Jane." The worksheet has three parts: students will (1) answer questions while watching the video, (2) identify three SAE Idea Cards and use the information to complete the appropriate boxes in the chart (SAE Idea Cards link: <https://FFA.box.com/v/saeideacards>) and (3) identify logos of companies and design and create their own logo to represent themselves. Students will begin by watching "Maisie Jane Hurtado – SAE – Owner, Maisie Jane's™ California Sunshine," available at <https://vimeo.com/291685122>.
4. ***Follow-up:*** Have students share with the class the logo they created.

5. *Leveling Up*: Have students create a PowerPoint or Prezi presentation to present to the school board, school council and/or local FFA Alumni and Supporters group about their SAEs. Information could include (but is not limited to) how the student got started/interested in the topic of their SAE, how long they have been working with their SAE, daily tasks and responsibilities, challenges and how they have overcome them and how this SAE will affect their future.
6. *Exit Ticket*: What are two things you learned from Maisie that you could apply in your current or future SAE?

NAME: _____

Maisie Jane

DIRECTIONS:

Complete the worksheet while watching the video, "Maisie Jane Hurtado – SAE – Owner, Maisie Jane's™ California Sunshine." The video is available at <https://vimeo.com/291685122>.

Part 1

1) How did her SAE start?

2. After doing research, what did she decide to do next as an SAE?



In what year did she change her SAE?

Circle the correct answer.

- a. Sophomore
- b. Senior
- c. Freshmen
- d. Junior

3. Where did she start selling her product?

How many pounds of almonds did she begin with?

Circle the correct answer.

- a. 1,500 pounds
- b. 2,500 pounds
- c. 2,000 pounds
- d. 1,110 pounds



Aligned to the following standards:

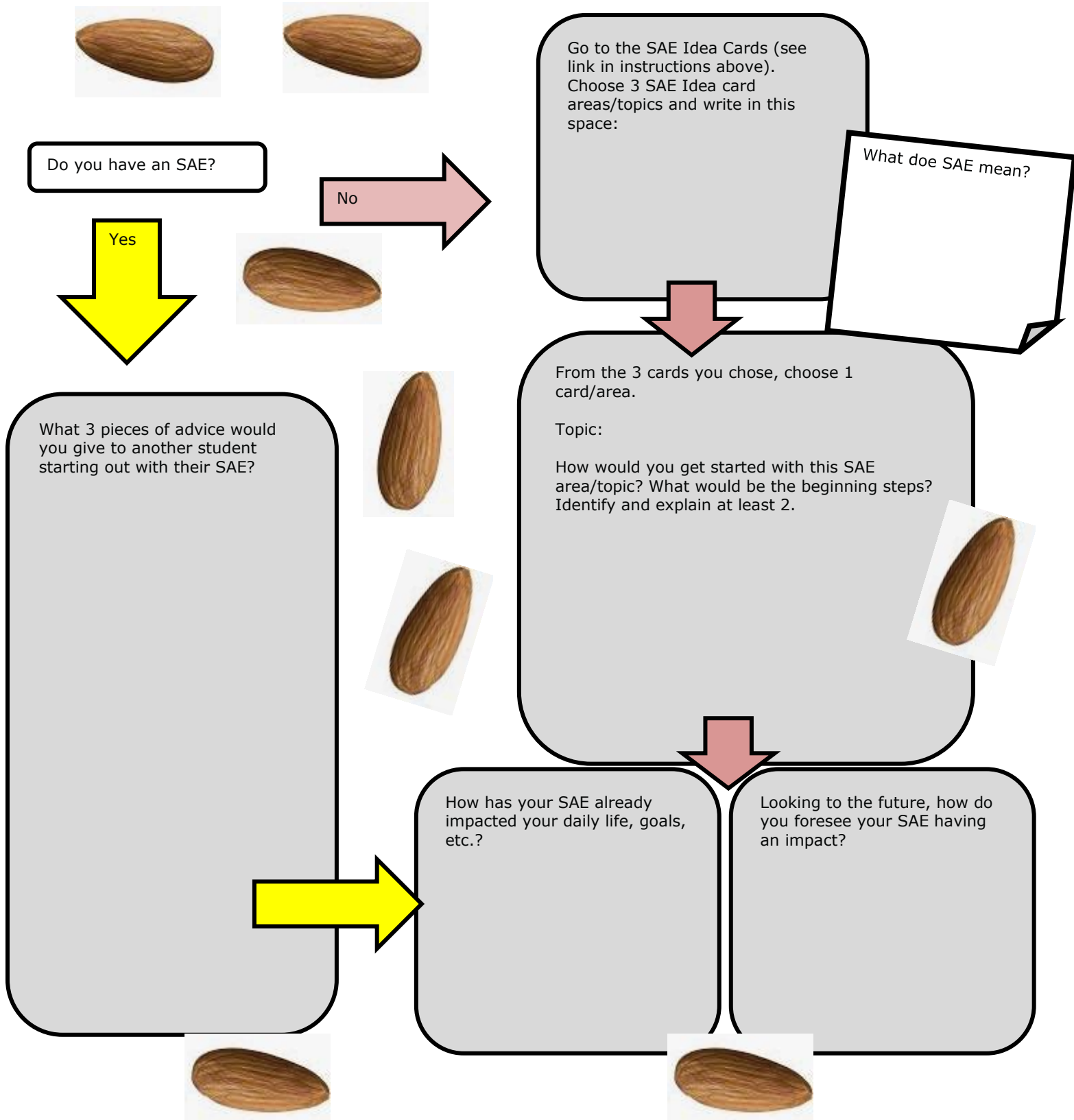
FFA.PL-A.; FFA.PL-B.; FFA.PL-D.; FFA.PL-F.; FFA.PG-H.; FFA.CS-M.; FFA.CS-N.; FFA.CS-O; CCSS.ELA-RI.9-10.4; CCSS.ELA-W.9-10.2; CCSS.W.9-10.4; CCSS.ELA-W.9-10.6; CCSS.ELA-SL.9-10.4; CCSS.ELA-WHST.9.10.2; CCSS.ELA-WHST.9.10.4; CCSS.ELA-WHST.9.10.6; MP1; MP2; MP6; CRP.04; CRP.06; CRP.08; CRP.11

Aligned to the following standards:

FFA.PL-A.; FFA.PL-B.; 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.ELA-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

Part 2

Choose three SAE Idea Cards available at <https://FFA.box.com/v/saeideacards>. Use the information to complete the appropriate boxes in the chart.



The flowchart guides the user through the SAE Idea Cards activity. It starts with a question 'Do you have an SAE?' and branches into 'Yes' and 'No' paths. The 'Yes' path leads to a large box for giving advice. The 'No' path leads to a box for choosing 3 SAE Idea Cards, then to a box for choosing 1 card and explaining it, and finally to two boxes for reflecting on the SAE's impact.

Do you have an SAE?

Yes

No

What 3 pieces of advice would you give to another student starting out with their SAE?

Go to the SAE Idea Cards (see link in instructions above). Choose 3 SAE Idea card areas/topics and write in this space:

What does SAE mean?

From the 3 cards you chose, choose 1 card/area.

Topic:

How would you get started with this SAE area/topic? What would be the beginning steps? Identify and explain at least 2.

How has your SAE already impacted your daily life, goals, etc.?

Looking to the future, how do you foresee your SAE having an impact?

Part 3

Identify the brands below:

Aligned to the following standards:

FFA.PL-A.; FFA.PL-B.; 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.ELA-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



1. _____ 2. _____ 3. _____

4. Why are these brands so recognizable?

5. Visit <https://www.leightoninteractive.com/blog/five-components-of-a-strong-brand-an-infographic> to learn more about components of a successful brand. Write the components in the boxes below.

6. Create your own logo for your brand. Use this rubric to help guide you through the process. Use the space below to design your brand.

Logo Component	Points Available	Total Points
Creative	10	
Color	10	
Explanation of components (<i>Include at least 5</i>)	20	
School Appropriate	10	

KEY: Maisie Jane

Aligned to the following standards:

FFA.PL-A.; FFA.PL-B.; 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.ELA-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

DIRECTIONS:

Complete the worksheet while watching the video "Maisie Jane Hurtado – SAE – Owner, Maisie Jane's™ California Sunshine." The video is available at <https://vimeo.com/291685122>.

Part 1

1. How did her SAE start?

She started her SAE by owning registered sheep.

2. After doing research, what did she decide to do next as an SAE?

After doing research, she decided to start a brand and food production line with almonds.



3. Where did she start selling her product?

She started selling her products at local farmers markets and door-to-door.

In what year did she change her SAE?

Circle the correct answer.

- a. Sophomore
- b. Senior
- c. Freshmen
- d. Junior

How many pounds of almonds did she begin with?

Circle the correct answer.

- a. 1,500 pounds
- b. 2,500 pounds
- c. 2,000 pounds
- d. 1,110 pounds

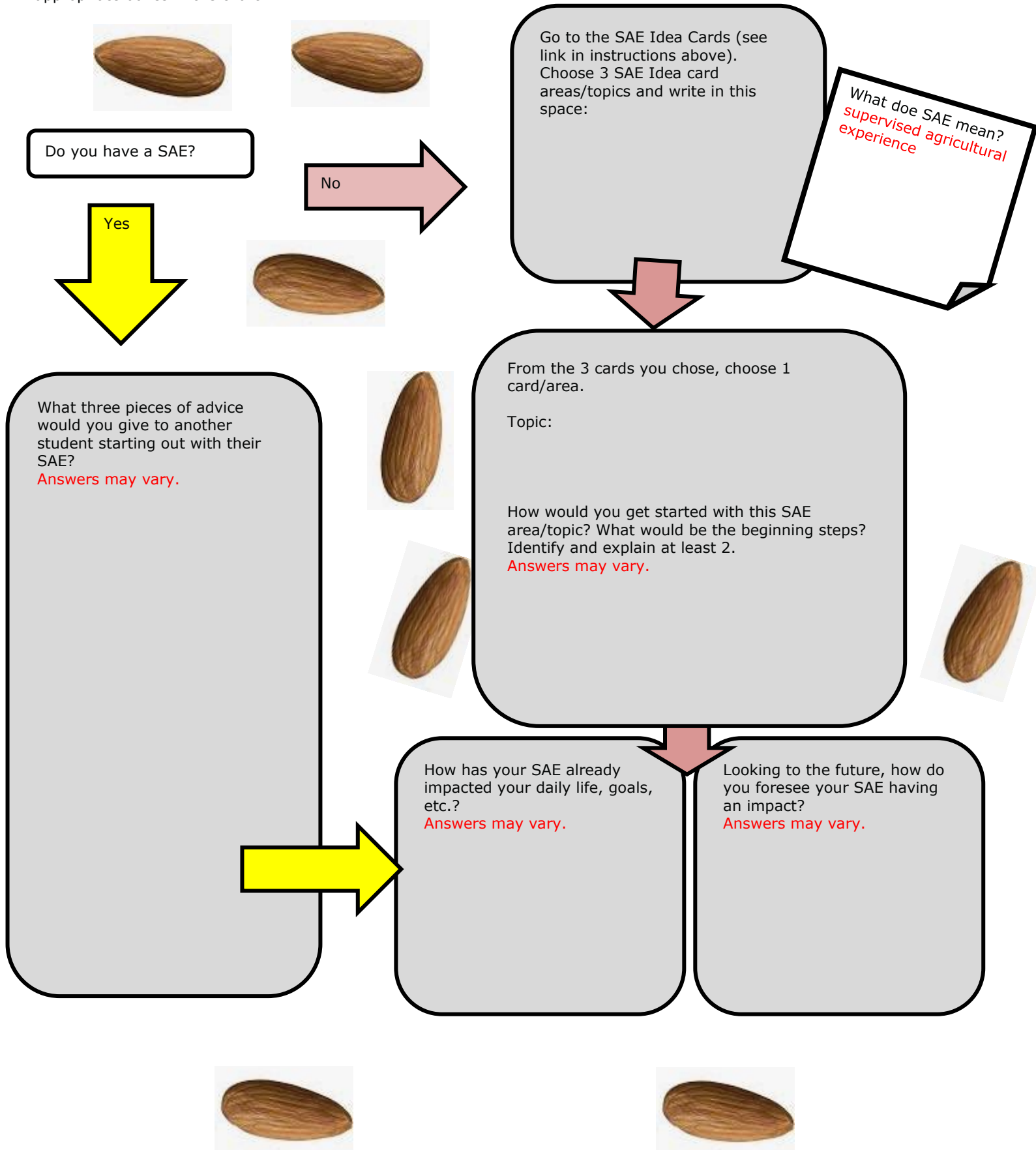


Aligned to the following standards:

FFA.PL-A.; FFA.PL-B.; 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.ELA-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

Part 2

Choose three SAE Idea Cards available at <https://FFA.box.com/v/saeideacards>. Use the information to complete the appropriate boxes in the chart.



The flowchart guides the user through the SAE Idea Cards activity. It starts with a decision point: "Do you have a SAE?". If "Yes", the user proceeds to a box asking for advice to give to another student. If "No", the user proceeds to a box asking to choose 3 SAE Idea Card areas/topics. From there, the user chooses 1 card/area, identifies the topic, and describes how to get started. Finally, the user reflects on how their SAE has impacted their daily life and goals, and how they foresee their SAE having an impact in the future. The flowchart is decorated with almond images and a callout box explaining the meaning of SAE.

Do you have a SAE?

Yes

No

What three pieces of advice would you give to another student starting out with their SAE?
Answers may vary.

Go to the SAE Idea Cards (see link in instructions above). Choose 3 SAE Idea card areas/topics and write in this space:

What does SAE mean?
supervised agricultural experience

From the 3 cards you chose, choose 1 card/area.

Topic:

How would you get started with this SAE area/topic? What would be the beginning steps? Identify and explain at least 2.
Answers may vary.

How has your SAE already impacted your daily life, goals, etc.? *Answers may vary.*

Looking to the future, how do you foresee your SAE having an impact? *Answers may vary.*

Part 3

Aligned to the following standards:

FFA.PL-A.; FFA.PL-B.; 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.ELA-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

Identify the brands below:



1. Nike



2. Starbucks



3. NBC

4. Why are these brands so recognizable?

Answers may vary.

5.
Visit

<https://www.leightoninteractive.com/blog/five-components-of-a-strong-brand-an-infographic> to learn more about components of a successful brand. Write the components in the boxes below.

