



Lesson Plan

SAEs: Turn Your Fun Into Your Future!

Created: 02/2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Create an inventory of resources and connections to develop a supervised agricultural experience (SAE) project.
2. Plan opportunities for SAEs within their school or community.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. Video: "McKenzie Kline – SAE – Rabbits," <https://vimeo.com/164128457>
3. Website: "AgExplorer," <https://agexplorer.ffa.org/>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Turn Your Fun Into Your Future!" 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 SAE lesson/unit.
2. A lesson on career preparation.

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/ya084ego0475cdbv5id0pzydzfbfh6d0> (Word)

<https://ffa.box.com/s/tlvr1y6wtru7p0egr0b3ngaz8r4045lr> (PDF)

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.02. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.
- 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: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.

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.
- 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.

Common Core - Writing

- CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.

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.10. Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and the regularly act on a plan to attain these goals.

Partnership for 21st Century Skills

- Communication
- Initiative and Self-direction
- Leadership and Responsibility

LESSON PLAN:

1. Introduction: Ask the class the following questions:

- a. "What are some interests that you share with your family?" "What are some examples?"
 - i. Examples can include raising animals/livestock; remodeling/flipping houses; woodworking; restoring an old vehicle; etc.
- b. "How could these shared interests be turned into an SAE?"
 - i. Examples: raising animals/livestock can turn into a breeding business or showing hobby; remodeling/flipping houses can allow older family members to pass down expertise that can be turned into a career; etc.
- c. "Why would it be beneficial to create an SAE from a family project?"
 - i. Potential answers: There is already an interest in the activity; it's something that you love and not just a job; there is potential for the SAE to be a profitable business opportunity that will progress after high school; multiple family members bring different assets to the SAE; etc.

Transition: As we are watching this quick video about an FFA member's SAE, think of ways that you could learn from her about transitioning a family project into a profitable and rewarding SAE.

2. Activity: Each student needs a copy of the handout, "Turn Your Fun Into Your Future!"

- a. Show the video, "McKenzie Kline – SAE – Rabbits." The direct URL is <https://vimeo.com/164128457>. Students will complete the worksheet as they watch the video.
- b. At the conclusion of the video, have students complete the inventory activity at the bottom of the worksheet.

3. Follow Up: At the completion of the activity, have a class discussion about what students learned and found interesting about the video.

4. Follow-up Question:

- a. How will McKenzie's SAE help her with her career goals?

5. Leveling Up: To take this activity a step further, have the students brainstorm additional SAE opportunities that can come as a result of a family project. Have students turn these projects into successful SAE opportunities.

NAME: _____

Turn Your Fun Into Your Future!

DIRECTIONS:

Watch the video, "McKenzie Kline – SAE – Rabbits." Complete the top portion of the worksheet as you watch the video.

1. Explain what McKenzie’s supervised agricultural experience (SAE) is. What are her plans for it after high school?

2. How did McKenzie start her SAE?

3. List the three categories of rabbit breeds:

4. List three SAE opportunities that you could create through activities with your family:

At the completion of the video, think about what resources, connections, etc. you have that could lead to an SAE project. Complete the chart below. (If you need more room, move to the back of your worksheet.)

Resource/Connection	SAE Idea