



Lesson Plan

SAEs: Endless Possibilities

Created: 11/2025 by the National FFA Organization

Description of Lesson: *It is never too early for students to start learning about how their interests and skills can lead to a future career. At Mount Pleasant Middle School in North Carolina, every student has an SAE that aligns with their interests and helps them prepare for their futures. Students will watch a video about middle school SAEs and complete a scavenger hunt using the SAE Idea Cards.*

Student Learning Objectives:

After completing these activities, students will ...

1. Examine several examples of middle school SAEs.
2. Complete a scavenger hunt through the SAE Idea Cards.
3. Connect their own interests and future career plans to begin thinking about their own SAEs.

Suggested Grade Level:

Grades 6, 7 and 8 (This lesson is written so instructors can scale up or down based on class needs.)

Suggested Time: 45 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

1. Video: "Middle School SAEs," <https://vimeo.com/1108190439>
2. 2025 SAE Idea Cards, <https://FFA.box.com/s/zvzixlcth5d72t0ajzi276a7p47v7qcp>

Related Resources:

1. Foundational SAE Guides, <https://FFA.box.com/s/i8kdjw08ws75zd04s0o6j7lqjgw6ozs>
2. Immersion SAE Guides, <https://FFA.box.com/s/mnc8rmk9tx2qca0ip2ha9y6wdqjddr93>
3. SAE Idea Card Lessons, <https://FFA.box.com/s/kuztzc58pxx34iq7nuepa9y3pb30wm8>
4. SAE Planning, <https://FFA.box.com/s/yo39y7ie13vi3lj4unaf1jnr0n0fwh7s>
5. 2018-2024 SAE Idea Cards, <https://FFA.box.com/s/30ssxrz3ctamfhmdlsd8fnlpbw4ulwww>

Equipment and Supplies Needed:

1. A copy of the "SAEs: Endless Possibilities" worksheet for each student
2. A copy of the "SAE Card Scavenger Hunt" worksheet for each student
3. Internet access to play the video in real time or embed it in a PowerPoint ahead of time

Vocabulary:

1. Foundational SAE
2. Immersion SAE
3. Supervised agricultural experience (SAE)

Cross-Curricular Connections:

English/Language Arts

Write about how possible SAEs connect to personal interests and future career plans.

SAE and FFA Connections

1. SAE For All, <https://saeforall.org/>
2. National FFA SAE Grants, FFA.org/participate/grants-and-scholarships/sae-grants/

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/rreogupf4ws2nvxbza2miabja34l6kfc> (Word)

<https://ffa.box.com/s/bvft9becyindup9ve40ga5ojtiwI928e> (PDF)

https://docs.google.com/document/d/1UJKGJwOOIkzHM-q8C47z0RGgGVduVOoW0Zfb_UWykYA/copy (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-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 F5. Acquire new knowledge.
- FFA.PG-I.Professional Growth I5. Demonstrate exemplary employability skills.
- FFA.PG-J.Mental Growth J1. Think critically.
- FFA.CS-N.Decision Making N1. Demonstrate the decision-making process.

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.

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.

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.

Partnership for 21st Century Skills

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

Lesson Plan:

1. **Bell Ringer:** If you could try any project to learn a new skill, what would it be?
2. **Introduction:** *It's never too early to start thinking about and preparing for your career. Supervised agricultural experiences (SAEs) are projects that YOU design to connect your learning in agriculture to the real world. Today, you'll go on a scavenger hunt to explore potential future careers and real SAE examples to figure out which ones might be a good fit for you. First, let's take a look at other students your age and how they got started with their SAEs.*
3. **Activity 1:** Each student needs a copy of the worksheet "SAEs: Endless Possibilities."
 - a. Play the video "Middle School SAEs," available at <https://vimeo.com/1108190439>. 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 "SAE Card Scavenger Hunt."

Note: It may be a good idea to review the difference between Foundational SAEs and Immersion SAEs before beginning this activity, as students will encounter ideas for both in the idea cards.

 - a. Give students access to the [2025 SAE Idea Cards](#).

Students will search through the SAE Idea Cards to find cards that match the prompts they are given on their student activity sheets and will record information from a card they find that matches. For example, the prompt may read: *Find an SAE Idea Card that contains the word "Engineer" OR Find an SAE Idea Card that falls within the Plant Systems pathway OR Find an SAE Idea Card with an animal in the picture.*

Once they find an idea card that meets the prompt's criteria, they will record one immersion SAE idea, one foundational SAE idea and one skill needed for the career represented on that card on their student activity sheets. They then move on to the next prompt, find a card that matches that one and repeat the process. Students must use a new card for each prompt (no repeating cards).

Teacher Notes:

- i. This activity ideally works best with physical sets of the cards for students to search through, but the online PDF versions will work as well.
 - ii. To make it more fun and increase engagement, you may organize the activity as a competition. The first three students who successfully and accurately complete the scavenger hunt will win a prize.
 - iii. You may also choose to spread the cards throughout the room or tape them up randomly around the room to up the scavenger hunt aspect of the activity.
 - b. Once the scavenger hunt portion is finished, students will answer questions about their potential SAE paths.
5. **Follow-up:** Have a short class discussion about the different careers and SAEs they saw during the activity and the ideas they have for their own SAEs.
 6. **Optional – Extended Learning Opportunities (Not factored into time requirement):**
 - a. Have students create their own SAE cards using careers they are interested in. They can follow a similar format and include immersion SAE ideas, foundational SAE ideas and skills needed. Students could use these ideas as plans for their own SAEs.
 7. **Exit Ticket:** What are three ways you think you will benefit from having an SAE?

Name: _____

SAEs: Endless Possibilities

Aligned to the following standards:

FFA.PL-A1; FFA.PL-A3; FFA.PL-A4; FFA.PL-C2; FFA.PL-F5; FFA.PL-I5; FFA.PL-J1;
FFA.PL-N1; 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-SL.9-10.2; CCSS.ELA-SL.9-10.5; CCSS.ELA-L.9-10.1; CCSS.ELA-L.9-10.2; CRP.02; CRP.04; CRP.06; CRP.08

Directions: Answer the questions below as you watch the video “Middle School SAEs,” available at <https://vimeo.com/1108190439>.

1. What are the SAEs that students in the video are showcasing?
 - a. Tye:
 - b. Logan:
 - c. Madison:
2. What are a few of the most common SAEs for Ms. Miller’s students?
3. Choose one student from the video and explain how that student’s SAE started and how it has grown over the years into what it is now.
4. What is one thing each student has learned from having an SAE?
 - a. Logan:
 - b. Madison:
 - c. Tye:
5. What resources does Ms. Miller use with her students when covering SAEs?
 - a. What kinds of things does your agriculture teacher use to talk about SAEs?
6. What is Ms. Miller’s favorite part of students doing SAEs?
7. What impact have students’ SAEs had on Mount Pleasant Middle School?



Name: _____

SAE Scavenger Hunt

Aligned to the following standards:

FFA.PL-A1; FFA.PL-A3; FFA.PL-A4; FFA.PL-C2; FFA.PL-F5; FFA.PL-I5; FFA.PL-J1; FFA.PL-N1;
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-SL.9-10.2; CCSS.ELA-SL.9-10.5; CCSS.ELA-L.9-10.1; CCSS.ELA-L.9-10.2; CRP.02; CRP.04; CRP.06; CRP.08

Directions: For each prompt below, find an SAE Idea Card that meets the criteria and record which career is represented on the card as well as one immersion SAE idea, one foundational SAE idea and one skill needed for that career. You must use a new card for each prompt (no repeating cards).

Find a card that contains the word "Engineer." Career: Immersion SAE Idea: Foundational SAE Idea: One Skill Needed:	Find a card that fits in the Plant Systems pathway. Career: Immersion SAE Idea: Foundational SAE Idea: One Skill Needed:
Find a card that involves food or nutrition. Career: Immersion SAE Idea: Foundational SAE Idea: One Skill Needed:	Find a card with a career you've never heard of before. Career: Immersion SAE Idea: Foundational SAE Idea: One Skill Needed:
Find a card that lists "Strategic Thinking" as a skill. Career: Immersion SAE Idea: Foundational SAE Idea: One Skill Needed:	Find a card with an animal in the picture. Career: Immersion SAE Idea: Foundational SAE Idea: One Skill Needed:
Find a card that highlights technology or innovation. Career: Immersion SAE Idea: Foundational SAE Idea: One Skill Needed:	Find a card for something you didn't know was related to agriculture. Career: Immersion SAE Idea: Foundational SAE Idea: One Skill Needed:
Find a card that fits in four or more pathways. Career: Immersion SAE Idea: Foundational SAE Idea: One Skill Needed:	Find a card with a career you'd be interested in. Career: Immersion SAE Idea: Foundational SAE Idea: One Skill Needed:

Name: _____

Reflection Questions

1. What surprised you about the kinds of careers you saw connected to SAEs?

2. Which SAE card made you think, "I could actually see myself doing this"? Why?

3. How could the hobbies, chores or responsibilities you already have connect to possible SAEs?

4. What skills that could help you in the future do you think you'd gain from doing an SAE?

5. What career do you dream about right now? How could an SAE help you "try it on" before you get there?

6. Imagine yourself in high school FFA: What kind of SAE could you picture yourself continuing or expanding then?

7. If you were to start an SAE this month, what is one small step you could take?

Name: _____

KEY: SAEs: Endless Possibilities

Aligned to the following standards:

FFA.PL-A1; FFA.PL-A3; FFA.PL-A4; FFA.PL-C2; FFA.PL-F5; FFA.PL-I5;
FFA.PL-J1; FFA.PL-N1; 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-SL.9-10.2;
CCSS.ELA-SL.9-10.5; CCSS.ELA-L.9-10.1; CCSS.ELA-L.9-10.2; CRP.02;
CRP.04; CRP.06; CRP.08

Directions: Answer the questions below as you watch the video “Middle School SAEs,” available at <https://vimeo.com/1108190439>.

1. What are the SAEs that the students in the video are showcasing?

- a. Tye: **Masonry**
- b. Logan: **Beef cattle**
- c. Madison: **Showing rabbits**

2. What are a few of the most common SAEs for Ms. Miller’s students?

Learning how to cook something, starting their own animal operations

3. Choose one student from the video and explain how that student’s SAE started and how it has grown over the years into what it is now.

Answers will vary.

4. What is one thing each student has learned from having an SAE?

- a. Logan: **Good life skills, responsibility, time management**
- b. Madison: **Time management**
- c. Tye: **How to think quickly, work under pressure, a good work ethic**

5. What resources does Ms. Miller use with her students when covering SAEs?

AgExplorer, Career Quiz, SAE Idea Cards, SAE Video Library

- a. What kinds of things does your agriculture teacher use to talk about SAEs?

Answers will vary.

6. What is Ms. Miller’s favorite part of students doing SAEs?

Watching the students’ projects grow and seeing how it changes their lives

7. What impact have students’ SAEs had on Mount Pleasant Middle School?

It has grown their agriculture program and FFA chapter and created more buy-in from parents and community members.



Name: _____

KEY: SAE Scavenger Hunt

Aligned to the following standards:

FFA.PL-A1; FFA.PL-A3; FFA.PL-A4; FFA.PL-C2; FFA.PL-F5; FFA.PL-I5; FFA.PL-J1;
FFA.PL-N1; 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-SL.9-10.2; CCSS.ELA-SL.9-10.5; CCSS.ELA-L.9-10.1; CCSS.ELA-L.9-10.2; CRP.02; CRP.04; CRP.06; CRP.08

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Find a card that involves food or nutrition. Career: Answers will vary. Immersion SAE Idea: Answers will vary. Foundational SAE Idea: Answers will vary. One Skill Needed: Answers will vary.	Find a card with a career you’ve never heard of before. Career: Answers will vary. Immersion SAE Idea: Answers will vary. Foundational SAE Idea: Answers will vary. One Skill Needed: Answers will vary.
Find a card that lists “Strategic Thinking” as a skill. Career: Answers will vary. Immersion SAE Idea: Answers will vary. Foundational SAE Idea: Answers will vary. One Skill Needed: Answers will vary.	Find a card with an animal in the picture. Career: Answers will vary. Immersion SAE Idea: Answers will vary. Foundational SAE Idea: Answers will vary. One Skill Needed: Answers will vary.
Find a card that highlights technology or innovation. Career: Answers will vary. Immersion SAE Idea: Answers will vary. Foundational SAE Idea: Answers will vary. One Skill Needed: Answers will vary.	Find a card for something you didn’t know was related to agriculture. Career: Answers will vary. Immersion SAE Idea: Answers will vary. Foundational SAE Idea: Answers will vary. One Skill Needed: Answers will vary.
Find a card that fits in four or more pathways. Career: Answers will vary. Immersion SAE Idea: Answers will vary. Foundational SAE Idea: Answers will vary. One Skill Needed: Answers will vary.	Find a card with a career you’d be interested in. Career: Answers will vary. Immersion SAE Idea: Answers will vary. Foundational SAE Idea: Answers will vary. One Skill Needed: Answers will vary.

Name: _____

Reflection Questions

1. What surprised you about the kinds of careers you saw connected to SAEs?

Answers will vary.

2. Which SAE card made you think, "I could actually see myself doing this"? Why?

Answers will vary.

3. How could the hobbies, chores or responsibilities you already have connect to possible SAEs?

Answers will vary.

4. What skills that could help you in the future do you think you'd gain from doing an SAE?

Answers will vary.

5. What career do you dream about right now? How could an SAE help you "try it on" before you get there?

Answers will vary.

6. Imagine yourself in high school FFA: What kind of SAE could you picture yourself continuing or expanding then?

Answers will vary.

7. If you were to start an SAE this month, what is one small step you could take?

Answers will vary.