



Lesson Plan

SAEs: Turn Your Hobby Into Profit!

Created: 12/2016 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: "Nathan McDonald – SAE – Woodworking," <https://vimeo.com/162897443>
3. Ag Explorer, <https://agexplorer.ffa.org/>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Turn Your Hobby Into Profit!" 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/abiour467v699qic133jpdkee508ybot> (Word)

<https://ffa.box.com/s/rurm5gvyd3b4dohplr9m78extwawof> (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 hobbies?" "What are some examples?"
 - i. Examples can include reading, remodeling/flipping houses, woodworking, restoring an old vehicle, etc.
 - b. "How could these hobbies be turned into an SAE?"
 - i. Examples: a reading hobby could be turned into volunteering to read to elementary students; restoring old vehicles could be turned into restoring an old tractor; etc.
 - c. "Why would it be beneficial to create an SAE from a hobby?"
 - 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; etc.

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

2. *Activity:* Each student needs a copy of the handout, "Turn Your Hobby Into Profit!"
 - a. Show the video, "Nathan McDonald – SAE – Woodworking." The direct URL is <https://vimeo.com/162897443>. 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 Questions:*
 - a. How will Nathan's SAE help him with his career goals?
5. *Leveling Up:* To take this activity one step further, have the students brainstorm additional SAE opportunities that can come as a result of a hobby. Have students implement these hobbies into successful SAE opportunities.

NAME: _____

Turn Your Hobby Into Profit!

DIRECTIONS:

Watch the video, "Nathan McDonald – SAE – Woodworking." Complete the top portion of the worksheet as you watch the video.

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

2. How is Nathan’s SAE preparing him for his future career?

3. List three hobbies and the career opportunities they could lead to:

Hobby

Career

Hobby

Career

Hobby

Career

4. List three SAE opportunities that you could create with your hobbies.

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