



Lesson 7 of 8

Putting It All Together

Created: 03/2025 by the National FFA Organization

Description of Lesson Series: *There are a wide range of careers available in the Power, Structural and Technical Systems pathway. Students might not even be aware of many of these careers. This lesson series will dive into the multitude of careers that are needed to take a precision agriculture product from idea to finished product and beyond. These lessons are designed to be used in order.*

Student Learning Objectives:

After completing these activities, students will ...

1. Present a precision agriculture product effectively, simulating a trade show experience.
2. Demonstrate knowledge of product design, production, marketing and quality control.
3. Practice communication and networking skills.

Suggested Grade Level:

Grades 9 and 10 (This lesson is written so instructors can scale up or down based on class needs.)

Suggested Time: 180 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Related Resources:

1. Entering the Sales World, <https://FFA.box.com/s/mul3q82scanklpx9udyryq8u4iyaoylo>
2. "Power Up" Your Future With John Deere, <https://FFA.box.com/s/rmzz3a341ei4f0te2hasrch2ep2tqme1>
3. We Are John Deere Series, <https://FFA.box.com/s/3fjike9572nl1zt298rx5oo0k65m8horv>

Equipment and Supplies Needed:

1. A copy of the "Putting It All Together" worksheet for each student
2. Display boards or posters
3. Construction paper
4. Various arts and crafts supplies

Vocabulary:

1. Sales pitch
2. Slogan
3. Trade show

Cross-Curricular Connections:

English/Language Arts

- Create a trifold display to showcase the product.
- Verbally promote the product.

Name: _____

SAE and FFA Connections

1. Agricultural Technology and Mechanical Systems CDE, [FFA.org/participate/cdes/agricultural-technology/](https://ffa.org/participate/cdes/agricultural-technology/)

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/oup9upoz6yp3gmvnunked9sm5msglo02> (Word)

<https://ffa.box.com/s/uvdk9zg8gtcxn7tlyzgvunbeu6e186x> (PDF)

https://docs.google.com/document/d/17OM_MGp9xekzK7NtBlaQgPbeeUCEhX2zRNsNF1tQ0LM/copy (Google)

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-C.Vision: Visualize the future and how to get there.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- 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.

AFNR Cluster Skills

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

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 – Science & Technical Subjects

- AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

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.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- 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.10. Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-direction
- Leadership and Responsibility

Name: _____

Lesson Plan:

1. **Bell Ringer:** If you were attending a trade show, what would make you want to stop at a booth?
2. **Introduction:** *Today, we're stepping into the shoes of industry professionals by hosting our own mock trade show. Over the past several lessons, you've worked hard to design and develop innovative precision agriculture products, exploring the critical steps from concept to market. Now, it's time to showcase your ideas to the world — or at least to our trade show audience! Imagine you're presenting your product to potential buyers, investors or future employers. This is your chance to shine, share your creativity and practice the skills you've developed, like communication, teamwork and problem-solving. Remember, every successful product starts with a compelling pitch and a great presentation, so make it count! Let's set up your booths and bring your vision to life!*
3. **Activity:** Each student needs a copy of the worksheet "Putting It All Together."
 - a. **Part 1:** In their groups, students will create their booths to highlight their newly created product based on criteria found in their student activity sheets. They should create a tri-fold display or poster to highlight their products.
 - b. **Part 2:** On the second day/class period, students will be at their "booths." They will get a chance to interact with their peers, community/alumni members and other teachers to share their products. Students will rotate around to each other's booths to ask questions and learn more about each other's products. While they do this, they will fill out their student activity sheets.
 - c. **Part 3:** Students will complete a reflection activity upon completion of the trade show.
4. **Follow-up:** Have students identify at least three careers they engaged with or learned about through their projects.
5. **Optional – Extended Learning Opportunities (Not factored into time requirement):**
 - a. Take a field trip to a trade show happening in your local community or area.
6. **Exit Ticket:** How did this trade show experience help you think about your future career?

Name: _____

Putting It All Together

Part 1

Directions:

Imagine you're a company debuting your groundbreaking new product at a high-stakes trade show! Your mission is to design an eye-catching booth that showcases your product, complete with marketing materials, an interactive element and a persuasive sales pitch. Your team will compete to grab attention and impress visitors, including your classmates, teachers and community members. The most engaging and innovative booth could win a special prize — so get creative and bring your best ideas to life! Fill out the planning document below to get started.

Booth Creation Planning Document (Tri-Fold Board Layout)

Group Name: _____

Product Name: _____

Objective

Create an engaging tri-fold board that showcases your product. Use the checklist below to ensure all required components are included. Check off each part as you complete it.

Tri-Fold Board Layout Checklist

1. Title/Branding

- _____ **Product Name:** Clearly written and displayed at the top center of your board
- _____ **Team Name:** Neatly displayed under or near your product name
- _____ **Slogan/Tagline:** Include a short, catchy slogan or tagline that communicates your product's purpose.

2. Left Panel: Product Details

- _____ **Product Description:** Write a brief overview of your product and what it does.
- _____ **Problem It Solves:** Explain what issue your product addresses and why it's important.
- _____ **Target Audience:** Identify who would use or buy your product.

3. Center Panel: Visuals and Key Features

- _____ **Main Visual (Image or Graphic):** Add an eye-catching picture, chart or graphic that explains your product.
- _____ **Product Sketch:** Add the sketch you completed earlier on in this lesson series.
- _____ **Key Features and Benefits:** List at least three to five unique features or benefits of your product.
- _____ **Product Demo Space:** Leave space for your prototype or a physical demo near this section.

Name: _____

4. Right Panel: Marketing and Engagement

- _____ **Marketing Materials:** Attach a brochure, flyer or social media post mock-up for visitors to see. Include your commercial playing on a loop on a device.
 - _____ **Pricing (if applicable):** Include a clear pricing structure or example cost.
 - _____ **Call to Action:** Add a phrase encouraging visitors to interact with your booth, like "Try it today!"
-

5. Overall Presentation

- _____ **Theme/Color Scheme:** Use a consistent and professional color scheme that matches your product's branding.
 - _____ **Neatness:** Ensure all parts of the board are organized and visually appealing.
 - _____ **Creativity:** Add creative touches like borders, 3D elements or fun designs to make your booth stand out.
-

Final Booth Quality Check

Before the trade show, ensure your tri-fold board includes:

- _____ All sections filled out completely.
- _____ Easy-to-read text and professional-looking visuals.
- _____ A design that grabs attention and makes people want to stop and learn more.

Name: _____

Part 2

Directions:

Welcome to Trade Show Day! Follow the steps below to make the most of this interactive experience.

1. Step 1: Set Up Your Booth
 - a. Before the class starts, make sure your booth is fully set up and ready to go.
 - b. Check that your tri-fold board, marketing materials, product demo and any interactive activities are in place and organized.
2. Step 2: Represent Your Product
 - a. When the trade show begins, stay at your booth and welcome visitors.
 - b. Use your sales pitch to explain your product's purpose, features and benefits.
 - c. Engage visitors by showing them your demo, encouraging them to participate in your activity or answering their questions.
 - d. Be confident and enthusiastic — you are the expert on your product!
3. Step 3: Explore Other Booths
 - a. When it's your turn, leave your booth and rotate around the room to visit other booths.
 - b. Take time to learn about each product by asking questions and participating in the activities or demos.
 - c. Fill out your **Student Activity Sheet** as you visit each booth. Write down your thoughts about the product's features, marketing and overall presentation.
4. Step 4: Wrap-up
 - a. At the end of the trade show, make sure your booth is cleaned up and all materials are collected.
 - b. Complete any remaining parts of your **Student Activity Sheet**, reflecting on what you learned from the trade show.

Fill in the table below as you visit your classmate's booths.

Booth Name/Product	What problem does the product solve?	What stood out about this booth?	One suggestion for improvement

Name: _____

Part 3

Directions:

Reflect on your trade show experience by answering the questions below.

1. Which booth was the most creative or engaging? Why?
2. What is one thing you learned about marketing or product design by visiting other booths?
3. How did this experience help you understand the importance of communication and presentation skills?
4. How did you feel while presenting your booth? What surprised you about the experience?
5. What did this experience teach you about teamwork and collaboration? How did your group work together to prepare for the trade show?
6. If you were to create a completely new product and booth, what would you do differently? What would you keep the same?

Name: _____

KEY: Putting It All Together

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Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.
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