



SAE Idea Card Implementation

Created: 06/2025 by the National FFA Organization

Description of Lesson: *This lesson is designed to introduce students to the SAE Idea Cards. They will explore agriculture career opportunities and then start planning for SAEs they can do right now to help prepare them for those careers.*

Student Learning Objectives:

- After completing these activities, students will ...
- 1. Identify careers in agriculture using AgExplorer.
 - 2. Plan for an SAE that will help prepare them for future careers.
 - 3. Reflect on potential SAE opportunities and related 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: 50 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

- 1. Website: AgExplorer (2023), AgExplorer.FFA.org

Related Resources:

- 1. AgExplorer Implementation Guide, <https://FFA.box.com/s/w3o6ep5l2509qtwlfsgrkc7l8o3d143m>
- 2. SAE Planning, <https://FFA.box.com/s/hiyvrc7q824oxp4wb052f7z4amp7weuk>

Spanish Translations:

- 1. [SAE Idea Cards](#)
- 2. [SAE Idea Cards by Pathway](#)

Equipment and Supplies Needed:

- 1. A copy of the “Careers in the Cards” worksheet for each student
- 2. A complete set of the [SAE Idea Cards](#) (printed or digital)
- 3. Internet access

Vocabulary:

- 1. Career exploration
- 2. Focus area
- 3. Foundational SAE
- 4. Immersion SAE

Cross-Curricular Connections:

English/Language Arts	Technology
• Research careers. • Plan for an Immersion SAE. • Plan for a Foundational SAE.	• Take a career quiz.

Name: _____

SAE and FFA Connections

- Students will explore SAE project types and develop ideas to integrate into their own supervised agricultural experiences. This activity aligns with SAE for All implementation.

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/lwicew5l1aq0fq4wcrjtijzzlmyw2sxa> (Word)

<https://ffa.box.com/s/2t47z4atdn737fup0zy39yqi5v7r1c43> (PDF)

https://docs.google.com/document/d/1reSvldSFZIECs-_Zr5qFhRuayoH6GIPHSStMxlhDx_o/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: 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.

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).

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.

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.

Common Core- Literacy in Science & Technical Subjects: Writing

- 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.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- 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

Name: _____

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.
- 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

- Communication
- Critical Thinking and Problem Solving
- Flexibility and Adaptability
- Information Literacy
- Initiative and Self-direction
- Leadership and Responsibility

Lesson Plan:

1. **Bell Ringer:** Write down the wildest, coolest, or most interesting agriculture job you can imagine—real or invented. Draw a picture to accompany the career title.
2. **Introduction:** *Today, we are going to explore different careers you may be interested in. We will then determine Foundational and Immersion SAE ideas you can do right now to help prepare you for success in your future career.*
3. **Activity:** Each student needs a copy of the worksheet “Careers in the Cards.”
 - a. **Part 1:**
 - i. Direct students to access AgExplorer to complete the MyCareer Quiz assessment.
 - ii. They should then select “MyCareer Quiz” to get started with the assessment.
 - iii. Once they have completed all questions, have them select “See Results.”
 - iv. They will use those results to answer the questions on their student activity sheets.
 - b. **Part 2:**
 - i. Have students access the SAE Idea Cards from either a printed or digital version.
 - ii. Students should find the four careers they received as results from AgExplorer. This can be found at the top of each card.
 - iii. They will then use those careers to answer the questions on their student activity sheets.
 - c. **Part 3:**
 - i. Now that students have learned about careers and SAE ideas that can prepare them for those careers, they are going to plan for their future SAEs!
 - ii. Direct students to choose one Foundational SAE idea and one Immersion SAE idea that they are most interested in doing from the cards and fill out the table on their student activity sheets. ****These ideas can be the ones they chose in Part 2 or any that they are interested in from the entire set of SAE Idea Cards.**
4. **Follow-up:** Pair students up and have them share their SAE plans with each other.
5. **Optional – Extended Learning Opportunities (Not factored into time requirement):**
 - a. Allow students to share their career of interest and SAE ideas with the whole class.
6. **Exit Ticket:** What SAE ideas do you want to do in the future and why?

Name: _____

Careers in the Cards

Aligned to the following standards:
CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-M; FFA.CS-N; AG5; AGC09.02;
CCSS.EI.9-10.4; CCSS.W.9-10.2; CCSS.SL.9-10.1; CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.07; CRP.08; CRP.10;
CRP.11

Part 1

Directions:

- 1. Access [AgExplorer](#) to complete the MyCareer Quiz assessment.
- 2. Select “MyCareer Quiz” to get started with the assessment.
- 3. Once you have completed all questions, select “See Results.”
- 4. Use those results to answer the questions below.

Career Name:	Career Name:	Career Name:	Career Name:
In your own words, briefly describe this career.	In your own words, briefly describe this career.	In your own words, briefly describe this career.	In your own words, briefly describe this career.

Click on “Learn More” to view the profile for each career. Review each profile carefully and complete the table below.

Career Name:			Career Name:			Career Name:			Career Name:		
Is this a career that sounds interesting?			Is this a career that sounds interesting?			Is this a career that sounds interesting?			Is this a career that sounds interesting?		
Yes _____	No _____	Unsure _____	Yes _____	No _____	Unsure _____	Yes _____	No _____	Unsure _____	Yes _____	No _____	Unsure _____
Why or why not?			Why or why not?			Why or why not?			Why or why not?		

Name: _____

Part 2

Directions:

- 1. Access the [SAE Idea Cards](#).
- 2. Find the four careers you received as results from AgExplorer.
- 3. Use those careers to answer the questions below.

Career Name:	Career Name:	Career Name:	Career Name:
Skills Needed: 1. 2. 3.	Skills Needed: 1. 2. 3.	Skills Needed: 1. 2. 3.	Skills Needed: 1. 2. 3.
Foundational SAE Ideas: 1. 2.	Foundational SAE Ideas: 1. 2.	Foundational SAE Ideas: 1. 2.	Foundational SAE Ideas: 1. 2.
Immersion SAE Ideas: 1. 2.	Immersion SAE Ideas: 1. 2.	Immersion SAE Ideas: 1. 2.	Immersion SAE Ideas: 1. 2.

- 1. Which of these careers interests you the most and why?

- 2. From that career, which Foundational SAE interests you the most and why?

- 3. From that career, which Immersion SAE interests you the most and why?

Name: _____

Part 3

Directions:

Now that you have learned about careers and SAE ideas that can prepare you for those careers, you are going to plan for your future SAE! Choose one Foundational SAE idea and one Immersion SAE idea that you are most interested in doing and fill out the table below. **These ideas can be the ones you chose in Part 2 or any that you are interested in from the SAE Idea Cards.

- 1. Foundational SAE Idea:
- 2. Why does this SAE idea interest you?
- 3. How will this help prepare you for your future career?

Foundational SAE Planning

Phase (Planning, Implementation, Evaluation)	Strategies and Action Steps	Resources Needed	Timeline (at least one per month)	Why is this step important?
<i>Is this action step a part of the planning, implementation or evaluation phase of the SAE?</i>	<i>What steps/activities are needed to move forward with the SAE?</i>	<i>What resources (money, time, equipment, other people, etc.) are needed to complete this step?</i>	<i>On what month and day will this be completed?</i>	<i>Why do you need to do this step?</i>

Name: _____

- 1. Immersion SAE Idea:
- 2. Why does this SAE idea interest you?
- 3. How will this help prepare you for your future career?

Immersion SAE Planning

Phase (Planning, Implementation, Evaluation)	Strategies and Action Steps	Resources Needed	Timeline (at least one per month)	Why is this step important?
<i>Is this action step a part of the planning, implementation or evaluation phase of the SAE?</i>	<i>What steps/activities are needed to move forward with the SAE?</i>	<i>What resources (money, time, equipment, other people, etc.) are needed to complete this step?</i>	<i>On what month and day will this be completed?</i>	<i>Why do you need to do this step?</i>

Name: _____

KEY: Careers in the Cards

Part 1

Directions:

- 1. Access [AgExplorer](#) to complete the MyCareer Quiz assessment.
- 2. Select “MyCareer Quiz” to get started with the assessment.
- 3. Once you have completed all questions, select “See Results.”
- 4. Use those results to answer the questions below.

Career Name: Answers will vary.	Career Name: Answers will vary.	Career Name: Answers will vary.	Career Name: Answers will vary.
In your own words, briefly describe this career. Answers will vary.	In your own words, briefly describe this career. Answers will vary.	In your own words, briefly describe this career. Answers will vary.	In your own words, briefly describe this career. Answers will vary.

Click on “Learn More” to view the profile for each career. Review each profile carefully and complete the table below.

Career Name: Answers will vary.			Career Name: Answers will vary.			Career Name: Answers will vary.			Career Name: Answers will vary.		
<i>Is this a career that sounds interesting?</i>			<i>Is this a career that sounds interesting?</i>			<i>Is this a career that sounds interesting?</i>			<i>Is this a career that sounds interesting?</i>		
Yes _____	No _____	Unsure _____	Yes _____	No _____	Unsure _____	Yes _____	No _____	Unsure _____	Yes _____	No _____	Unsure _____
Why or why not? Answers will vary.			Why or why not? Answers will vary.			Why or why not? Answers will vary.			Why or why not? Answers will vary.		

Name: _____

Part 2

Directions:

- 1. Access the SAE Idea Cards.
- 2. Find the four careers you received as results from AgExplorer.
- 3. Use those careers to answer the questions below.

Career Name: Answers will vary.	Career Name: Answers will vary.	Career Name: Answers will vary.	Career Name: Answers will vary.
Skills Needed: 1. Answers will vary. 2. Answers will vary. 3. Answers will vary.	Skills Needed: 1. Answers will vary. 2. Answers will vary. 3. Answers will vary.	Skills Needed: 1. Answers will vary. 2. Answers will vary. 3. Answers will vary.	Skills Needed: 1. Answers will vary. 2. Answers will vary. 3. Answers will vary.
Foundational SAE Ideas: 1. Answers will vary. 2. Answers will vary.	Foundational SAE Ideas: 1. Answers will vary. 2. Answers will vary.	Foundational SAE Ideas: 1. Answers will vary. 2. Answers will vary.	Foundational SAE Ideas: 1. Answers will vary. 2. Answers will vary.
Immersion SAE Ideas: 1. Answers will vary. 2. Answers will vary.	Immersion SAE Ideas: 1. Answers will vary. 2. Answers will vary.	Immersion SAE Ideas: 1. Answers will vary. 2. Answers will vary.	Immersion SAE Ideas: 1. Answers will vary. 2. Answers will vary.

1. Which of these careers interests you the most and why?

Answers will vary.

2. From that career, which Foundational SAE interests you the most and why?

Answers will vary.

3. From that career, which Immersion SAE interests you the most and why?

Answers will vary.

Name: _____

Part 3

Directions:

Now that you have learned about careers and SAE ideas that can prepare you for those careers, you are going to plan for your future SAE! Choose one Foundational SAE idea and one Immersion SAE idea that you are most interested in doing and fill out the table below. **These ideas can be the ones you chose in Part 2 or any that you are interested in from the SAE Idea Cards.

1. Foundational SAE Idea: Answers will vary.
2. Why does this SAE idea interest you?
Answers will vary.
3. How will this help prepare you for your future career?
Answers will vary.

Foundational SAE Planning

Phase (Planning, Implementation, Evaluation)	Strategies and Action Steps	Resources Needed	Timeline (at least one per month)	Why is this step important?
<i>Is this action step a part of the planning, implementation or evaluation phase of the SAE?</i>	<i>What steps/activities are needed to move forward with the SAE?</i>	<i>What resources (money, time, equipment, other people, etc.) are needed to complete this step?</i>	<i>On what month and day will this be completed?</i>	<i>Why do you need to do this step?</i>
Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.
Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.	Answers will vary.

Name: _____

- 1. Immersion SAE Idea: *Answers will vary.*

- 2. Why does this SAE idea interest you?

Answers will vary.

- 3. How will this help prepare you for your future career?

Answers will vary.

Immersion SAE Planning

Phase (Planning, Implementation, Evaluation)	Strategies and Action Steps	Resources Needed	Timeline (at least one per month)	Why is this step important?
<i>Is this action step a part of the planning, implementation or evaluation phase of the SAE?</i>	<i>What steps/activities are needed to move forward with the SAE?</i>	<i>What resources (money, time, equipment, other people, etc.) are needed to complete this step?</i>	<i>On what month and day will this be completed?</i>	<i>Why do you need to do this step?</i>
<i>Answers will vary.</i>	<i>Answers will vary.</i>	<i>Answers will vary.</i>	<i>Answers will vary.</i>	<i>Answers will vary.</i>
<i>Answers will vary.</i>	<i>Answers will vary.</i>	<i>Answers will vary.</i>	<i>Answers will vary.</i>	<i>Answers will vary.</i>
<i>Answers will vary.</i>	<i>Answers will vary.</i>	<i>Answers will vary.</i>	<i>Answers will vary.</i>	<i>Answers will vary.</i>
<i>Answers will vary.</i>	<i>Answers will vary.</i>	<i>Answers will vary.</i>	<i>Answers will vary.</i>	<i>Answers will vary.</i>
<i>Answers will vary.</i>	<i>Answers will vary.</i>	<i>Answers will vary.</i>	<i>Answers will vary.</i>	<i>Answers will vary.</i>
<i>Answers will vary.</i>	<i>Answers will vary.</i>	<i>Answers will vary.</i>	<i>Answers will vary.</i>	<i>Answers will vary.</i>