



Lesson Plan

SAE Monopoly

Created: 09/2024 by the National FFA Organization

Description: *Introduce students to the vast SAE opportunities available to them through playing SAE Monopoly, thinking critically and brainstorming SAE for themselves and their peers.*

Student Learning Objectives:

After completing these activities, students will ...

1. Identify SAE ideas for different student interests.
2. Develop SAE ideas for their peers.
3. Explore various SAEs they can start based on their interests.

Suggested Grade Level:

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

Suggested Time: 120 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

1. Website: SAE Idea Cards (2021), <https://FFA.box.com/v/saeideacards>
2. Blank Editable SAE Monopoly Cards:
https://www.canva.com/design/DAGPQ1UyCpY/PSZANUPEkQ4rfkk9h2HbQw/view?utm_content=DAGPQ1UyCpY&utm_campaign=designshare&utm_medium=link2&utm_source=uniquelinks&utlId=h90e323c9ed
3. Editable SAE Monopoly Cards:
https://www.canva.com/design/DAGPQBqC_ek/OHTn3uHs9m1DJ0HTCY0yZA/edit?utm_content=DAGPQBqC_ek&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Related Resources:

1. AgExplorer, AgExplorer.FFA.org/
2. SAE Video Library, FFA.org/ffa-video-center/sae-video-library/
3. SAE! What Should I Do? <https://FFA.box.com/s/fst89tsepu9m7syno3un3boxa3driy67>
4. SAE Grants, FFA.org/participate/grants-and-scholarships/sae-grants/

Spanish Translations:

1. <https://FFA.box.com/v/SpanishSAEideacards>

Equipment and Supplies Needed:

1. A copy of the "SAE Monopoly" worksheet for each student
2. A copy of the "SAE Monopoly Cards" printed and cut out before the lesson
3. A set of blank "SAE Monopoly Cards," one card per student
4. "SAE Monopoly" PowerPoint
5. SAE Idea Cards printed out or online
6. Internet required to access SAE Idea Cards

Vocabulary:

1. Supervised Agricultural Experience (SAE)
2. SMART Goal

Cross-Curricular Connections:

Science	English/Language Arts
Identify and describe agriculture experiences students can have.	- Read and synthesize information. - Make decisions based on criteria. - Create an SAE plan.

SAE and FFA Connections

- SAE Grants, [FFA.org/participate/grants-and-scholarships/sae-grants/](https://ffa.org/participate/grants-and-scholarships/sae-grants/)
- Proficiency Awards, [FFA.org/participate/awards/proficiencies/](https://ffa.org/participate/awards/proficiencies/)
- Agriscience Fair, [FFA.org/participate/awards/agriscience-fair/](https://ffa.org/participate/awards/agriscience-fair/)
- American FFA Degree, [FFA.org/participate/awards/american-ffa-degree/](https://ffa.org/participate/awards/american-ffa-degree/)

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/iz957dr9sdlh3hdk4tihp00f0v4kxj7> (Word)

<https://ffa.box.com/s/bd7qhfxryv56wfy49vwqey2o15v75c9i> (PDF)

<https://ffa.box.com/s/jtr2szpu66itnv44rpavk6ofbc3f8nz5> (Non-Designed Word)

https://docs.google.com/document/d/1VPo1q8xQI7MMHsgPIwA8x_CEl8pVQsTD/copy (Google)

https://docs.google.com/document/d/1CO9yzoTly2T37_sWrFtFU4J2b-HeJx7H/copy (Non-Designed 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.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the 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.9-10.1 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.

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.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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 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, Communications and Technology Literacy
- Initiative and Self-direction
- Leadership and Responsibility

Lesson Plan:

1. **Bell Ringer:** If you had all the time and resources in the world, what would you do for your SAE?
**Note: This lesson is designed for students who already know what an SAE is prior to starting this lesson.
2. **Introduction:** *Choosing which SAE is right for you may seem like an overwhelming, daunting task. There are many different aspects to consider when choosing which SAE is right for you. Some of these aspects include hobbies and interests, time available to dedicate to an SAE and what resources are available for an SAE.*

Today, you will be tasked with determining which SAE is right for different students based on the agriculture course they are enrolled in, their grade level, interests and what resources they have available through playing a fun game of Monopoly. As you play, take all their information into consideration before choosing what SAE is right for them.

3. **Activity:** Each student needs a copy of the worksheet “SAE Monopoly” and one set of “SAE Monopoly Cards” per group of four. **Helpful Tip:* Make a copy of the “SAE Monopoly Cards” on Canva to be able to edit according to your needs. Project the “SAE Monopoly” PowerPoint to help with the directions of game play.
 - a. **Part 1:** Students will divide into groups of four to play “SAE Monopoly.” The goal is to get as many property matches of the same color as possible. Students with the most matches will win a prize according to the teacher’s choice and discretion.
 - i. Each student will draw two “Property Cards.”
 - ii. They will choose one and discard the other.
 - iii. Utilizing SAE Idea Cards, they will write down an SAE idea for that student on their worksheet in Spot 1.
 - iv. Repeat for Spots 2 and 3.
 - v. When students finish Spot 3, they will STOP.
 - vi. Students will then draw one “Chance Card” per group.
 - vii. As a small group, students will discuss the question on their group's Chance Card.

- viii. On their worksheets, each student will write at least three different ideas to answer the question.
- ix. Each group will resume game play and repeat Steps 1 to 5, writing down their responses in Spots 4, 5 and 6 on their worksheets.
- x. When students finish Spot 6, they will STOP.
- xi. Students will then draw one "Community Chest Card" per group.
- xii. As a small group, students will discuss the question on their group's Community Chest Card.
- xiii. On their worksheets, each student will write at least three different ideas to answer the question.
- xiv. Each group will resume game play and repeat Steps 1 to 5, writing down their responses in Spots 7, 8 and 9 on their worksheets.
- xv. When students finish Spot 9, they will STOP.
- xvi. Students will draw one Chance Card per group.
- xvii. As a small group, students will discuss the question on their group's Chance Card.
- xviii. On their worksheets, each student will write at least three different ideas to answer the question.
- xix. Each group will resume game play and repeat Steps 1 to 5, writing down their responses in Spots 10, 11 and 12 on their worksheets.
- xx. When students finish Spot 12, they will STOP.
- xxi. Students will then draw one Community Chest Card per group.
- xxii. As a small group, students will discuss the question on their group's Community Chest Card.
- xxiii. Students will discuss the following questions in their small groups:
 - 1. What students did you choose and what SAEs did you develop for them?
 - 2. Was this easier or harder than you thought?
- xxiv. Have a class discussion with these questions.

b. **Part 2:**

- i. Now that students have a better understanding of how to identify SAEs for their peers, they will fill out a blank SAE Monopoly Card with their own information.
- ii. Next, students will swap their SAE Monopoly Card with one of their classmates. They will then develop an SAE for their classmates and record their ideas on their worksheets. Have students repeat this until the entire worksheet is completed.

c. **Part 3:** Students will utilize the suggestions from their peers and what they have learned from this activity to develop an SAE for themselves by completing the worksheet.

- 4. **Follow-up:** Have students research different funding sources to help start their SAEs. One possible funding source is the National FFA SAE Grants, found [here](#).
- 5. **Exit Ticket:** Have students conduct an "SAE Roundtable" by going around the room and talking to three individuals about the SAE they chose and the plan for conducting that SAE. If possible, have supporters of your program come in to be part of the roundtable.

Name: _____

SAE Monopoly

Aligned to the following standards:

CS.05; FFA.PL-A; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-M; FFA.CS-N; AG5;
AGC09.02; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.4; CCSS.ELA.W.9-10.1; CCSS.ELA.W.9-10.2;
CCSS.ELA.SL.9-10.1; CCSS.ELA.SL.9-10.4; CRP.02: CRP.04: CRP.07: CRP.08: CRP.10: CRP.11

Part 1

Directions: Complete this worksheet as you play SAE Monopoly.

Student Name:

SAE Description:

1

Student Name:

SAE Description:

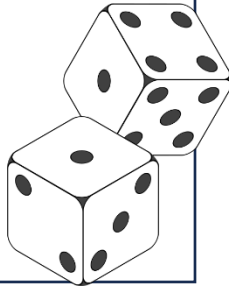
2

Student Name:

SAE Description:

3

Chance Card Answer: Write at least three ideas.



Student Name:

SAE Description:

4

Student Name:

SAE Description:

5

Student Name:

SAE Description:

6

Community Chest Card Answer: Write at least three ideas.



Name: _____

Student Name:

SAE Description:

7

Student Name:

SAE Description:

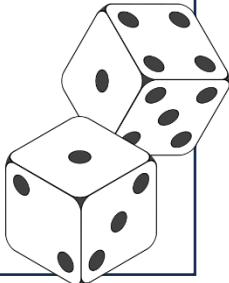
8

Student Name:

SAE Description:

9

Chance Card Answer: Write at least three ideas.



Student Name:

SAE Description:

10

Student Name:

SAE Description:

11

Student Name:

SAE Description:

12

Community Chest Card Answer: Write at least three ideas.



Name: _____

SAE Monopoly

Part 2

Directions:

Fill out a Blank Monopoly Card with your own information. When done, you will swap your Monopoly Card with a partner. Fill in one box below with ideas for that student. Move to another student and swap cards with them. Repeat this until all the boxes below have been filled in. When done, answer the conclusion questions.

Student Name: SAE Description:	Student Name: SAE Description:	Student Name: SAE Description:
Student Name: SAE Description:	Student Name: SAE Description:	Student Name: SAE Description:
Student Name: SAE Description:	Student Name: SAE Description:	Student Name: SAE Description:

Name: _____

Concluding Questions:

1. What was your favorite SAE that you developed for a mock student or peer?
2. Was it easier to develop an SAE for a mock student or for one of your peers? Why do you think that was the case?
3. What SAEs did your peers develop for you?
4. Which of the SAEs your peers developed for you could you see yourself doing?
5. What would you share with a younger student about SAE opportunities and how to select an SAE?

Name: _____

Part 3

Directions:

Now that you have planned SAEs for other students, you are going to start to plan your own SAE! There are many things that may help you select an SAE that is a great fit for you. On this sheet, fill out all the questions to help you plan your SAE.

What agriculture course(s) are you enrolled in?	Name at least two hobbies/activities you enjoy. 1. 2.
What resources (land, funds, equipment, etc.) would you need for your dream SAE? 1. 2.	What job do you want to have when you graduate?
What other extracurriculars are you involved in?	List three SAEs you are interested in doing. 1. 2. 3.

Next, choose your top SAE and plan for it below.

The SAE I want to do is ...	Why did you choose this SAE?
What resources (land, funds, equipment, etc.) do you have available to you for your SAE?	How will you get the resources you still need to help you with this SAE?
How will this SAE help you in your future career?	What are three SMART goals you have for your SAE? 1. 2. 3.

Name: _____

KEY: SAE Monopoly

Part 1

Directions: Complete this worksheet as you play SAE Monopoly.

Student Name: Answers will vary.

SAE Description: Answers will vary.

1

Student Name: Answers will vary.

SAE Description: Answers will vary.

2

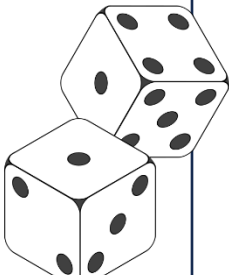
Student Name: Answers will vary.

SAE Description: Answers will vary.

3

Chance Card Answer: Write at least three ideas.

Answers will vary.



Student Name: Answers will vary.

SAE Description: Answers will vary.

4

Student Name: Answers will vary.

SAE Description: Answers will vary.

5

Student Name: Answers will vary.

SAE Description: Answers will vary.

6

Community Chest Card Answer: Write at least three ideas.

Answers will vary.



Name: _____

Student Name: Answers will vary.

SAE Description: Answers will vary.

7

Student Name: Answers will vary.

SAE Description: Answers will vary.

8

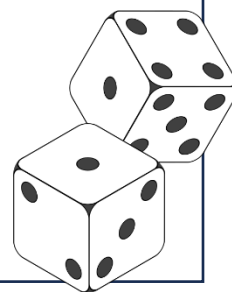
Student Name: Answers will vary.

SAE Description: Answers will vary.

9

Chance Card Answer: Write at least three ideas.

Answers will vary.



Student Name: Answers will vary.

SAE Description: Answers will vary.

10

Student Name: Answers will vary.

SAE Description: Answers will vary.

11

Student Name: Answers will vary.

SAE Description: Answers will vary.

12

Community Chest Card Answer: Write at least three ideas.

Answers will vary.



Name: _____

SAE Monopoly

Part 2

Directions:

Fill out a Blank Monopoly Card with your own information. When done, you will swap your Monopoly Card with a partner. Fill in one box below with ideas for that student. Move to another student and swap cards with them. Repeat this until all the boxes below have been filled in. When done, answer the conclusion questions.

Student Name: Answers will vary. SAE Description: Answers will vary.	Student Name: Answers will vary. SAE Description: Answers will vary.	Student Name: Answers will vary. SAE Description: Answers will vary.
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Name: _____

Concluding Questions:

1. What was your favorite SAE that you developed for a mock student or peer?

Answers will vary.

2. Was it easier to develop an SAE for a mock student or for one of your peers? Why do you think that was the case?

Answers will vary.

3. What SAEs did your peers develop for you?

Answers will vary.

4. Which of the SAEs your peers developed for you could you see yourself doing?

Answers will vary.

5. What would you share with a younger student about SAE opportunities and how to select an SAE?

Answers will vary.

Name: _____

Part 3

Directions:

Now that you have planned SAEs for other students, you are going to start to plan your own SAE! There are many things that may help you select an SAE that is a great fit for you. On this sheet, fill out all the questions to help you plan your SAE.

What agriculture course(s) are you enrolled in?	Name at least two hobbies/activities you enjoy.
Answers will vary.	1. Answers will vary. 2. Answers will vary.
What resources (land, funds, equipment, etc.) would you need for your dream SAE?	What job do you want to have when you graduate?
Answers will vary.	Answers will vary.
What other extracurriculars are you involved in?	List three SAEs you are interested in doing
Answers will vary.	1. Answers will vary. 2. Answers will vary. 3. Answers will vary.

Next, choose your top SAE and plan for it below.

The SAE I want to do is ...	Why did you choose this SAE?
Answers will vary.	Answers will vary.
What resources (land, funds, equipment, etc.) do you have available to you for this SAE?	How will you get the resources you still need to help you with this SAE?
Answers will vary.	Answers will vary.
How will this SAE help you in your future career?	What are three SMART goals you have for your SAE?
Answers will vary.	1. Answers will vary. 2. Answers will vary. 3. Answers will vary.