



Lesson Plan

SAEs Inspiring Careers Video Activity

Created: 11/2024 by the National FFA Organization

Description: *This is a general activity to be used with any of the SAEs inspiring careers videos.*

Student Learning Objectives:

After completing these activities, students will ...

1. Investigate an SAE.
2. Identify the impact SAEs can have on future careers.
3. Identify skills needed for agriculture careers.

Suggested Grade Level:

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

Suggested Time: 30 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

1. SAE Idea Cards, <https://FFA.box.com/v/saeideacards>
2. Website: SAEs Inspiring Careers, FFA.org/ffa-video-center/saes-inspiring-careers/

Related Resources:

1. Website: AgExplorer, AgExplorer.FFA.org

Equipment and Supplies Needed:

1. A copy of the "Get Inspired!" worksheet for each student
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time

Cross-Curricular Connections:

English/Language Arts

Create a written SAE profile based on information from a video and SAE Idea Cards.

SAE and FFA Connections

1. SAE Grants, FFA.org/participate/grants-and-scholarships/sae-grants/
2. Proficiency Awards, FFA.org/participate/awards/proficiencies/
3. Agriscience Fair, FFA.org/participate/awards/agriscience-fair/
4. American FFA Degree, 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/77c31jqem4unr3uuha9tn9ejwadum93l> (Word)

<https://ffa.box.com/s/roq0g6lmdjl5n3ehmv1a4chykwahf2a> (PDF)

<https://docs.google.com/document/d/1yvSo8E-60egmoa4Kc4AJNEKevkZvBXpA/copy> (Google)

These Activities Are Aligned to the Following Standards:

©National FFA Organization 2024

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 – 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 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:** Draw a picture of you in your future career and list one goal you have to help you get there.
2. **Introduction:** *It may not seem like it, but the experiences that you have in high school can have a huge impact on your future career. Today, you're going to watch a video highlighting a professional within the agriculture industry and learn how the SAE they had in high school had a major impact on their current career.*
3. **Activity:** Each student needs a copy of the worksheet "Get Inspired."
 - a. **Part 1:** Choose a video from the SAEs Inspiring Careers Video Center (FFA.org/ffa-video-center/saes-inspiring-careers/) or direct students to find one on their own. Students will fill out Part 1 of the worksheet as they watch the video.
 - b. **Part 2:** Students will then review the SAE Idea Cards and find an SAE that interests them. Using that SAE, they will complete Part 2 of the worksheet.
4. **Follow-up:** Have students use [AgExplorer](#) to find related careers to the video they watched or SAE card they chose. You could also have students take the [MyCareer Quiz](#) to explore their own career interests.
5. **Exit Ticket:** How can an SAE you have in high school impact you in the future?

Name: _____

Aligned to the following standards:

NRS.01; AGPE01.01; CCSS.RI.9-10.3; CCSS.SL.9-10.1; RST.9.10.1;
RST.9.10.2; RST.9.10.4; RST.9.10.5; RST.9.10.9; RST.9.10.10; WHST.9.10.7;
WHST.9.10.9; MP3; MP6; AG-NR2; HS-LS2-6; HS-LS2-7

Get Inspired!

Part 1

Directions:

Watch an “SAEs Inspiring Careers” video and complete the activity below. The videos can be found at [FFA.org/ffa-video-center/saes-inspiring-careers/](https://ffa.org/ffa-video-center/saes-inspiring-careers/).

1. Who is the professional in the video you watched?

Name:	Company:
Job Title:	

2. Explain what this person does in their role in two or three sentences.

--

3. What SAE did this individual have in high school?

--

4. How do the skills they learned in their SAE prepare them for their current career?

--

5. What advice do they give to students like you?

--

6. What is one more question you would ask this person about their career?

--

Name: _____

Part 2

Directions:

Explore the SAE Idea Cards (<https://FFA.box.com/v/saeideacards>) and find an SAE you would be interested in doing. You can also utilize the SAE that you currently have. Using the information on the card, complete the following worksheet.

SAE:	Draw a picture representing this SAE.
Focus Area:	
Description of SAE: <i>(Two or three sentences)</i>	
Future Career Possibilities: • • •	
Choose one career from the list above and write that career below. 	
What three skills are needed for this career? • • •	
What are three skills you could learn through your chosen SAE that you could apply to your future career? • • •	