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in agriculture and education.

Work-Based Learning Through
**SUPERVISED AGRICULTURAL
EXPERIENCE**

FOUNDATIONAL SAE

**SAE for All
INDEPENDENT
LEARNING GUIDE**
Teacher Edition

A Project by The National Council for Agricultural Education

LAUNCHING SERVICE-LEARNING SAEs

Once students have established their career plans through Foundational SAEs and identified specific AFNR pathways of interest, it is time to introduce students to the Immersion SAE resources. Immersion SAEs give students the chance to build their knowledge and skills in a specific AFNR pathway and practice their career readiness skills. If you have students who have an interest in solving or bettering community/agricultural issues, a Service-Learning SAE might be a good fit. The Service-Learning SAE Independent Learning Guide is an easy way to get them started.

In a Service-Learning SAE, students (individually or in a small team) plan, conduct, and evaluate a project designed to provide a service to the school, public entities, or the community. The project must benefit an organization, group, or individuals other than your FFA chapter. The project must be pre-approved by a review committee that includes local stakeholders in addition to you. The project must be of sufficient scope so students can develop the appropriate skills and abilities within the agriculture, food, and natural resource industry. Service-Learning SAEs should help students develop mastery of the appropriate AFNR content standards.

A Service-Learning SAE requires a service-learning plan that is developed and approved for a student's specific project. This plan defines the need and outlines a proposed service solution. Students operate their service plan under the guidance of a local committee to which they provide updates throughout their experience. The project must have a structure that provides them the support and responsibility needed to develop required skills and to advance their abilities.

The project needs to serve your local school, community, or beyond and provide real world service-learning experiences for the student or team of students. They will be expected to provide a summary report on the impact of the project to the local school and community and write an evaluation/reflection paper which describes their personal growth from the experience.

Your FFA chapter likely invests in your community through service projects. A Service-Learning SAE should not appear within your chapter's Program of Activities in a prior year unless it has been significantly expanded or changed.

To get them started, consider having the students watch the How to Launch a Service-Learning SAE video. Then, provide the students with the Service-Learning SAE Independent Learning Guide. Remember that the guide is intended to assist them in getting their SAE started. For students with a Service-Learning SAE, they will focus on creating a service-learning plan and engaging a group of stakeholders to guide their work in their first semester of work.

The guide will instruct students to complete five activities, each of which also incorporate authentic experience. The activities are aligned to the Agriculture Food and Natural Resources (AFNR) content

standards and Career Ready Practices.

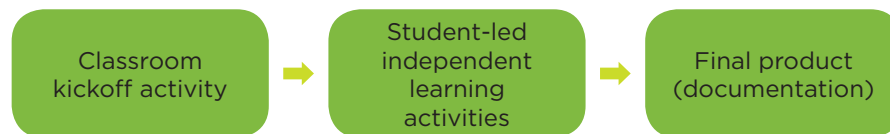
Additionally, they continue to reinforce the five Foundational SAE components, which include:

- Career Exploration and Planning
- Employability Skills for College and Career Readiness
- Personal Financial Management and Planning
- Workplace Safety
- Agricultural Literacy

That said, students should still, simultaneously, return to the Foundational SAE Independent Learning Guide to complete specific activities for each of the core Foundational SAE areas of growth.

How to Use the Experiential Learning Guides

Each guide contains:



The set of resources is intended to serve as a semester-long project.

Activities in this independent learning guide will likely require effort both during and outside of class. Sample task evaluation rubrics and point values are included for ease of implementation. However, feel free to adjust the activities and grading system to fit your program and school requirements.

Bell ringer and enrichment activities are also included to help you maintain student interest and SAE momentum throughout the semester.

Instructional Resources

Connecting SAE to Your School's Career Development Program

Many states and school districts are now requiring that students have some form of individualized career and academic plan prior to graduation. With the addition of the Foundational and Immersion SAEs and their required career exploration and planning, agricultural education students can meet or exceed district requirements through their SAEs.

Prior to teaching the kickoff activity introducing Immersion SAEs, visit with your administrator and school counselor about how SAE can support the college and career readiness work within the school district.

Classroom Kickoff (15-20 Minutes)

1. Show students pictures from throughout your community (school, city, state, etc.) that highlight agricultural issues. Examples might include erosion, water pollution, overused land, public spaces with little landscaping or overgrown landscapes, bare shelves at food pantries, or a lack of fresh produce in the school lunch program. When each picture is shown, ask students to share their observations. Facilitate a conversation on the positive or negative things they notice. Ask them what might be done to address the negative aspects.
2. Post a large map of the community from which the pictures came. Have students flag where each of the issues is in relation to the school. For each issue on the map, have the group identify a level of urgency in addressing the problem (1 as low, 3 as high). For issues that students have differing views on, facilitate the class discussion so multiple points of view can be heard. Redirect misunderstandings and allow multiple right answers where appropriate.

3. Reinforce the potential of all students to make a positive impact in the agricultural industry through their service and continued learning.
4. Have students watch the How to Launch a Service-Learning SAE video individually or as a group.
5. Introduce students to the Service-Learning SAE Independent Learning Guide. Explain that the activities in this guide will be a graded component of their class. All items must be complete by the end of the semester or as set by you, the instructor.

SERVICE-LEARNING

SAE INDEPENDENT LEARNING PLAN OVERVIEW

Students will work through the following plan over the course of the semester – during or outside of class. It is recommended that you provide bi-weekly guidance and feedback to students on their progress. A suggested format for these conversations is included in the Supervision section of the SAE for All Teacher Guide. For more information on each of the Independent learning activities, see the student version of the Service-Learning SAE Independent Learning Guide.

There are many useful service-learning resources available at no cost online. If you would like additional guidance as you support students with the development and implementation their Service-Learning SAEs, the National Organization’s K-12 Service-Learning Project Planning Toolkit is a thorough place to start.

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|--------------------------------------|------|---|
| Activities | SL1 | Opportunity Investigation - Community Needs Assessment <i>Task: Identify possible community issues related to agriculture that could be addressed in part or in full through a Service-Learning SAE.</i> |
| | SL2 | Opportunity Identification - Community Need for Service-Learning <i>Task: Narrow in on a specific community/agricultural need that can be realistically and positively impacted through service-learning. Identify community partners and stakeholders that can provide guidance and assistance through the project.</i> |
| | SL3 | Outcome Brainstorming - Impacts on the Community and Self <i>Task: Identify outcomes of the Service-Learning SAE.</i> |
| | SL4 | Career Plan Connection - Elevator Pitch <i>Task: Create a one-minute verbal summary (i.e. elevator pitch) of the planned Service-Learning SAE.</i> |
| Final Product (Documentation) | SLFP | Plan - Service-Learning Plan and Risk Assessment <i>Task: Create the Service-Learning Plan and complete the SAE Risk Assessment.</i> |

Service-Learning SAE Evaluation Grading Rubric

| Activity | Below Standard (69% or less points) | At Standard (70-89% of points) | Above Standard (90-100% of points) |
|-------------|--|---|--|
| SL1 | Student identified less than five and/or prioritized less than three community problems or challenges. Research on current agricultural issues was limited with no analysis from which to make a decision. | Student identified five community problems or challenges and prioritized three. Research results were basic with little analysis from which to make a decision. | Student identified five or more problems/challenges and prioritized three based on solid research and analysis of the community/agricultural issues identified. |
| SL2 | Student completed less than three decision-making wheels. Analysis of each community issue was limited or major considerations were not noted. | Student completed three decision-making wheels. While major considerations were noted in the analysis, student did not demonstrate full understanding of the breadth of the issue for a Service-Learning SAE. | Student documented three decision-making wheels, demonstrating strong analysis of issues presented and how they could translate into a Service-Learning SAE. Student recognizes service toward the issue supports career goals. |
| SL3 | Student identified fewer than five intended outcomes for the SAE and did not create a visual representation of the outcomes. | Student identified five intended outcomes for the SAE and created a visual representation of the outcomes. | Student identified five specific, measurable intended outcomes for the SAE and created an organized, professional visual representation of the outcomes. |
| SL4 | Student's thoughts on the value of the SAE lacked reflection, and the student's verbal summary was disorganized and lacked description. | Student briefly reflected on the value of the SAE and described the value through a one-minute verbal summary. | Student thoroughly reflected on the value of the SAE and described the value through an organized, thoughtful, one-minute verbal summary. |
| SLFP | Student did not complete a full Service-Learning Plan or the SAE Risk Assessment. They did not identify members of and coordinate a meeting with their stakeholder committee for approval of their plan. | Student completed a Service-Learning Plan and SAE Risk Assessment. They established a record-keeping system to use throughout the duration of the SAE. Stakeholder committee members were identified and a meeting for approval was held. | Student completed a thorough and accurate Service-Learning Plan and completed the SAE Risk Assessment. They established a useful record-keeping system for the SAE. They identified qualified members of a stakeholder committee and coordinated a well-run meeting to seek approval for their plan. |

Foundational SAE Grading Plan

NOTE: Please refer to the Foundational SAE Independent Learning Guide for activities to complete for this section of the grading plan.

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|---|-----------|
| A1. Career exploration and planning | 20 points |
| A2. Employability skills for college and career readiness | 20 points |
| A3. Personal financial management and planning | 20 points |
| A4. Workplace safety | 20 points |
| FP. Career plan | 60 points |

Service-Learning SAE Grading Plan

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|----------------------------|-----------|
| SL1-4. Activity Completion | 30 points |
| SLFP. Document Completion | 30 points |

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| Total | 200 points |
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*It is recommended that all students complete the Foundational SAE - Awareness activities even if they have already started an Immersion SAE. The activities will help students verify that the Immersion SAE aligns to their career areas of interest. Additional points or an alternative evaluation system can be established for students that have an Immersion SAE.

BELL RINGER & ENRICHMENT ACTIVITIES

SL1 and 2: Investigate and Identify Community Needs

If I Had a Million Dollars - Divide the class into pairs or triads. Give each group one million fake dollars. Share that each group's challenge is to think about problems or challenges in their community (school, town, or state) that are important to them and how they would invest their new-found money to address the issues. The group must agree on both the problems they fund, what the money would fix, and how much money they invest in each.

Following groups coming to a decision and dividing out their money, process the activity with students:

- What did you fund and at what rate?
- What was easy to do in this activity?
- What was difficult?
- What impact does a large amount of money have on challenges in our community?
- What impact does money not have on the challenges we face?
- What does this exercise reveal about how we make our community a better place?

SL3: Outcome Brainstorming - Impacts on the Community and Self

Profile a Developer - Invite individuals or business professionals into the class to share their experiences in identifying and addressing complex community problems. Examples of experts to invite to the class include community relations or outreach staff, the mayor or elected officials (county or city commission, school board members, etc.), extension office specialists, state department of agriculture officials, or economic development directors. Following the discussion, have students summarize their realizations and inspirations from what the experts shared. If more than one expert shares their experience, have students compare and contrast their approaches to solving community issues.

SL4: Career Plan Connection - Elevator Pitch

Practice Makes Perfect - Ask one student at regular intervals throughout the semester to share their business elevator pitch. The class will provide feedback for the student to use in perfecting their pitch.

Adaptation - Ask students to share their business elevator pitch with at least two agriculturists in the community. Students should ask for feedback and revise their pitch based on the input.

SLFP: Plan - Service-Learning Plan and Risk Assessment

Impacts of Service - Each student with a Service-Learning SAE needs a hard copy map of the community for which they are solving an issue. They also need string or yarn, a board (cork board is ideal), and push pins or tacks. The goal of the activity is for students to begin thinking about the impact their service has on the broader community. To start, have students place a push pin at the site(s) of service. From there, a push pin should be placed on the map in the area that an impact occurs. Use the string or yarn to web together all of the points of influence the students have on their community. Together, discuss and reflect on where impacts are strong and appropriate and if there are areas or targets that are not being impacted as intended. If doing the activity with a full class, use one service project as an example for class discussion.

Bonus Activities

World Food Prize Global Challenge - In addition to the year-end evaluation/reflection paper

students complete as part of the Service-Learning SAE, challenge students to develop a research paper related to their SAE for submission in the World Food Prize youth institute event. https://www.worldfoodprize.org/en/youth_programs/global_youth_institute/

Provide students an opportunity to showcase their “vision boards” from *SL3: Outcomes - Impacts on the Community and Self*. For example, host an SAE fair, put them on display at the chapter banquet, etc.

*NOTE: The students should also be encouraged to maintain their verbal SAE summaries and vision boards, as these could be helpful when completing documentation or follow-up items required for their SAEs.