



Lesson Plan

All About the Animals

Created: 06/2019 by the National FFA Organization

SAE Video Summary: Follow Nicole as she walks through her supervised agricultural experience (SAE) program working at the Louisville Zoo. She shows us her roles and responsibilities as a zoo volunteer and explains how this opportunity is impacting her future.

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Describe the steps in a volunteer based SAE.
2. Identify local volunteer opportunities.
3. Create mock interview questions.

TIME REQUIRED: 45 minutes

RESOURCES:

1. "Nicole Ford – SAE – Louisville Zoo," <https://vimeo.com/315695437>
2. "Living to Serve Grants," [FFA.org/livingtoserve/grants/](https://ffa.org/livingtoserve/grants/)

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Volunteering at the Zoo" worksheet for each student
2. A copy of the "Where Can I Volunteer?" worksheet for each student
3. A copy of the "Mock Application" worksheet for each student
4. A copy of the "Questions, Questions?" worksheet for each student
5. Internet access to play the video in real time or embed it in a PowerPoint ahead of time

THIS QUICK LESSON PLAN WOULD WORK WELL AS PART OF:

1. An SAE lesson/unit.
2. An introductory animal science lesson.
3. A lesson on volunteerism.

STUDENT ACTIVITY SHEETS:

Direct access to student activity sheets without lesson plan or answer key for easy upload to learning management systems or printing for classwork.

<https://ffa.box.com/s/zwmjaym08wss6xn75ouo26fi33nq1ogl> (Word)

<https://ffa.box.com/s/1mtgqx977r3jllnyly22yfe15vi701u0> (PDF)

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.CS-M.Communication: Effectively interact with others in personal and professional settings.

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.

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.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
- Initiative and Self-Direction
- Leadership and Responsibility

LESSON PLAN:

1. *Bell Ringer:* List as many volunteer opportunities as you can in one minute.
2. *Introduction:* Review students' answers from the bell ringer. *Now that you have looked at volunteer opportunities, we are going to watch a short video about a student's SAE volunteering at the Louisville Zoo.*
3. *Activity:*
 - A. Each student needs a copy of the worksheet "Volunteering at the Zoo." Have students watch the video "Nicole Ford – SAE – Louisville Zoo" (<https://vimeo.com/315695437>) and answer the accompanying questions.
 - B. Each student needs a copy of the worksheet "Where Can I Volunteer?" Students will research opportunities to volunteer within their local communities.
 - C. Each student needs a copy of the worksheet "Mock Application." Students will choose one of the volunteer opportunities identified in Activity B that they are most interested in pursuing. Students will complete a mock application for their chosen volunteer opportunity.
 - D. Each student needs a copy of the worksheet "Questions, Questions?" Upon completion of the application, students will participate in mock interviews. Each student will develop five interview questions to be asked in the mock interviews.
4. *Follow-up:* Upon completion of the activity, have students discuss the skills they have developed. (Ex. completing an application and practicing their interview skills)
5. *Leveling Up:* To take this lesson one step further, have students work together to organize a community service activity for the class or chapter to participate in. Students could complete a Living to Serve grant to fund their service activity. For more information on grants, visit FFA.org/livingtoserve/grants/.
6. *Exit Ticket:* Why is volunteering important?

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.CS-M;
CCSS.SL.9-10.1; CCSS.SL.9-10.2; CRP.04; CRP.10

Volunteering at the Zoo

DIRECTIONS:

Answer the questions below as you watch the video "Nicole Ford – SAE – Louisville Zoo," available at <https://vimeo.com/315695437>.

What is Nicole's SAE?

What steps did Nicole take to get her position?



What are Nicole's daily duties?

What is the biggest area of growth for Nicole in this SAE?

How has this SAE impacted Nicole's future?

ZOO

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.CS-M;
CCSS.SL.9-10.1; CCSS.SL.9-10.2; CRP.04; CRP.10

Where Can I Volunteer?

DIRECTIONS:

Research volunteer opportunities within your local community. Create a list of your top ten opportunities. Possible places to look for opportunities includes the Salvation Army, food bank, animal rescue groups, etc.

Ten cloud-shaped boxes arranged in a staggered pattern, intended for students to list their top ten volunteer opportunities. The clouds are arranged in three rows: the top row has three clouds, the middle row has three clouds, and the bottom row has four clouds.

Mock Application

DIRECTIONS:

Choose one of the volunteer opportunities you identified on the worksheet "Where Can I Volunteer?" and complete the application below.

Sample Volunteer Application

(Modified from: strengtheningnonprofits.org/resources/e.../volunteermanagement/.../VolunteerApp.doc)

Application Date _____

Volunteer Position Sought _____

Name _____

Home Address _____

Work Phone _____ Home Phone _____

EDUCATION

Highest Level of Education _____

EMPLOYMENT

Current Employer, if applicable:

Position/Title _____

Dates of Employment (starting, ending) _____

Company/Employer _____

Address _____

Would you like us to keep your employer abreast of your volunteer service and achievement? No ☐ Yes ☐

SKILLS & EXPERIENCE

Special training, skills, hobbies _____

Groups, clubs, organizational memberships _____

Please describe your prior volunteer experience (include organization names and dates of service)

What experiences have you had that may prepare you to work as a volunteer in the field of [description of field]?

Why do you want to volunteer? [Or, What do you want to gain from this volunteer experience?]

REFERENCES

Please list three people who know you well and can attest to your character, skills and dependability. Include your current or last employer.

Name/Organization	Relationship to you	Length of relationship	Phone number

Questions, Questions?

DIRECTIONS:

Create five interview questions to ask during mock interviews.

NAME: _____

KEY: Volunteering at the Zoo

DIRECTIONS:

Answer the questions below as you watch the video "Nicole Ford – SAE – Louisville Zoo," available at <https://vimeo.com/315695437>.

What is Nicole's SAE?

Production of specialized animals at the Louisville Zoo

What steps did Nicole take to get her position?

1. Application

2. Interview



What are Nicole's daily duties?

- Cleaning the glass and cages
- Feeding the animals
- Taking a reptile out to interact with guests

What is the biggest area of growth for Nicole in this SAE?

Talking with the guests

How has this SAE impacted Nicole's future?

She wants to be a veterinarian.

ZOO