

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-C; FFA.PG-I; FFA.CS-N; CS.01; CS.02; CS.05; CCSS.RI.9-10.7; CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.W.9-10.7; CCSS.W.9-10.8; CCSS.SL.9-10.1; CCSS.SL.9-10.4; CCSS.L.9-10.6; MP1; MP2; MP6; MP7; CRP.01; CRP.04; CRP.05; CRP.06; CRP.07; CRP.08; CRP.10

Happy Feet

DIRECTIONS:

Complete this worksheet as you watch "Happy Souls Sock Ministry-Service Learning SAE | Taylor and Keegan Smith," available at <https://vimeo.com/353139348>.

What daily responsibilities do Taylor and Keegan have?



Why did they choose socks as their service-learning SAE?

What challenges do they face in their SAE?

What is one of their favorite things about their SAE?

To have a successful service-learning SAE, partnering with others is important. What school and community partners do Taylor and Keegan have?

If you tried to start a similar program in your community, what organizations might be able to help you collect socks and/or raise money?

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PL-C; FFA.PG-I; FFA.CS-N; CS.01; CS.02; CS.05; CCSS.RI.9-10.7; CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.W.9-10.7; CCSS.W.9-10.8; CCSS.SL.9-10.1; CCSS.SL.9-10.4; CCSS.L.9-10.6; MP1; MP2; MP6; MP7; CRP.01; CRP.04; CRP.05; CRP.06; CRP.07; CRP.08; CRP.10

Find the Need

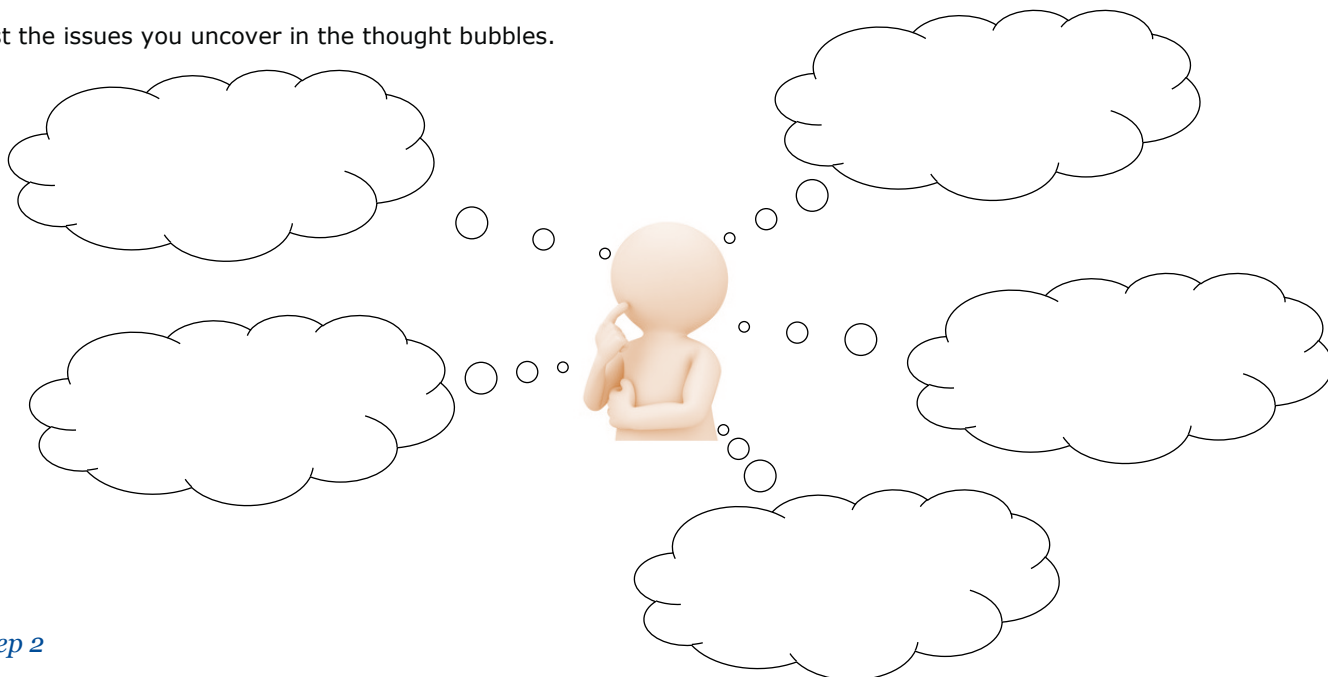
DIRECTIONS:

A service-learning SAE is a wonderful way to meet a need in the community. Work your way through the steps in this worksheet to gather ideas and begin planning a service-learning SAE of your own.

Step 1

Conduct a review of current issues in agriculture. The issues can be local, regional, state, national or global. Think of community broadly; community is as much about common needs as it is geographical boundaries. Talk to your classmates, family members and teachers to discover current issues in agriculture.

List the issues you uncover in the thought bubbles.



Step 2

Select three issues to explore in more depth. Use the table below to more fully understand the issues. If you aren't able to complete the last two columns of the worksheet, the issue may not be the best option to address through a service-learning SAE.

Community/Agricultural Problem or Challenge	Why does it exist?	What is being done to fix it?	What are possible solutions I can implement?	How do the issue and possible solution connect to my future plans?

Step 3

NAME: _____

Select the issue that most interests you and that you were able to find the most information about in Step 2.

The issue that most interests me: _____

As you think about the community need you’ve chosen to address, what is your end goal for this service-learning SAE? What goals for your own learning and development do you plan to accomplish? By determining your intended outcomes for your SAE, you can set yourself on the right track to achieve what you hope to. Brainstorm on these questions in the space below before completing the table.

In the table below, record three intended outcomes for your service-learning SAE, which could look like goal statements. These should be specific and measurable. (Example intended outcome for a project that involves collecting and distributing canned goods to neighborhood shelters and families: I will become proficient at creating and updating spreadsheets so I can have exact records of everything donated and distributed.)

Consider the following as you create your outcome statements:

- The impact on your community by addressing the identified community/agricultural need.
- Resource needs for the project (ex. materials to secure, volunteers you need assistance from, finances you must raise, etc.).
- Professional networking opportunities to develop partnerships in your community that will assist you in your work.
- The knowledge and skills this SAE could help you learn that are needed to address the community issue you’ve selected.
- How this SAE could help you progress toward achieving the career goals outlined in your career plan.

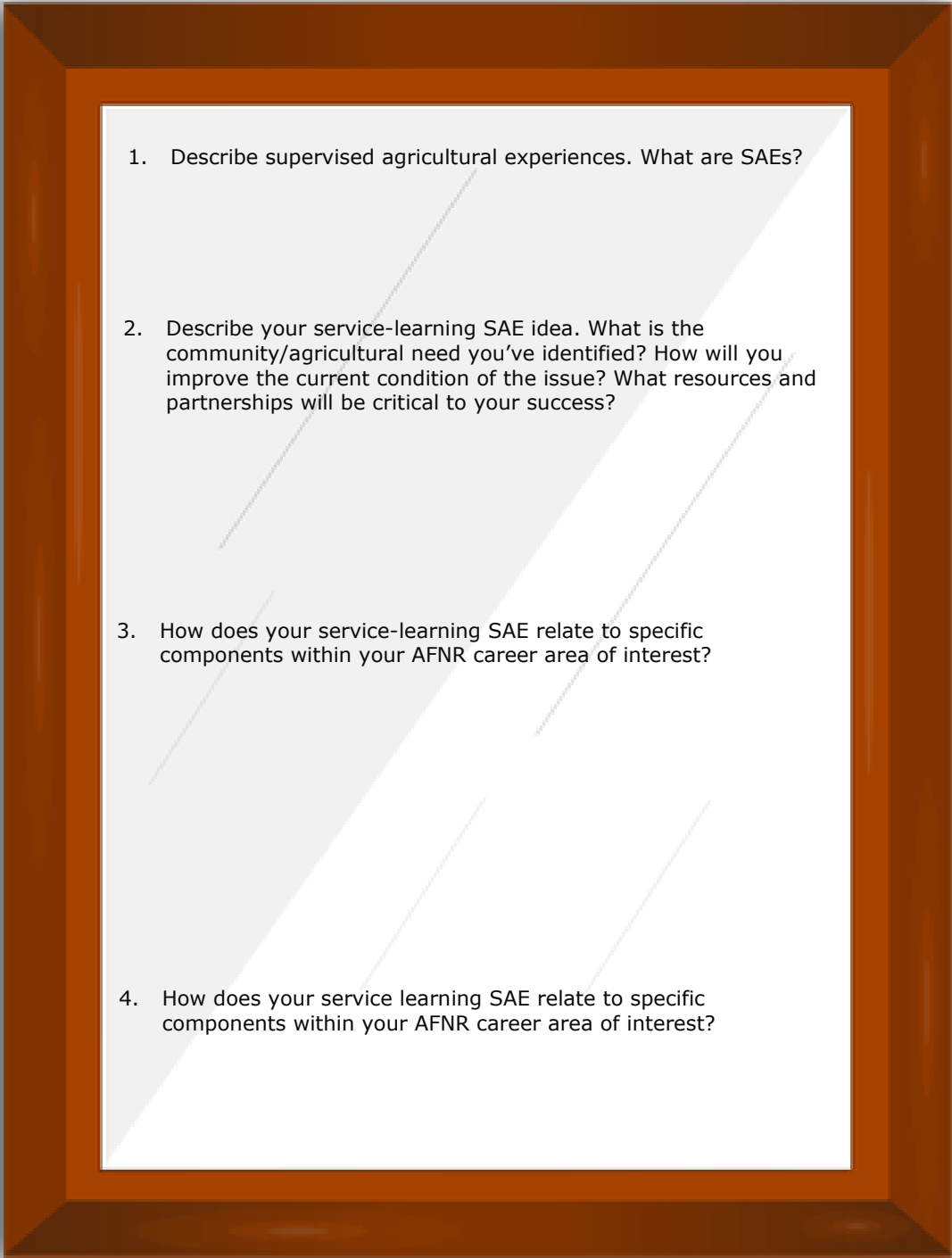
Intended Outcome Statement	Relationship to Career Plan and/or Service-Learning Project	How to Measure Progress

NAME: _____

Step 4

Throughout your SAE experience, it will be important that you connect your current experiences back to your career plan. Refining your ability to share the value of your SAE to your career plan can help you do so. Further, you will likely find several opportunities to share the value of your SAE. Such opportunities could include conversations with your parents, school administrators, individuals or organizations who donate resources to your work, your SAE stakeholder committee and future employers.

Start by answering the following self-reflection questions.

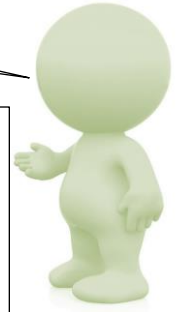
- 
1. Describe supervised agricultural experiences. What are SAEs?
 2. Describe your service-learning SAE idea. What is the community/agricultural need you've identified? How will you improve the current condition of the issue? What resources and partnerships will be critical to your success?
 3. How does your service-learning SAE relate to specific components within your AFNR career area of interest?
 4. How does your service learning SAE relate to specific components within your AFNR career area of interest?

“ELEVATOR” SPEECH

NAME: _____

Using your self-reflection responses, draft a one-minute verbal summary that answers a question from a potential employer.

How did your service-learning activities prepare you for a career with us?



A large empty rectangular box for writing a one-minute verbal summary.



Aligned to the following standards:
FFA.PL-A; FFA.PL-C; FFA.PG-I; FFA.CS-N; CS.01; CS.02; CS.05; CCSS.RI.9-10.7; CCSS.W.9-10.2; CCSS.W.9-10.4; CCSS.W.9-10.7; CCSS.W.9-10.8; CCSS.SL.9-10.1; CCSS.SL.9-10.4; CCSS.L.9-10.6; MP1; MP2; MP6; MP7; CRP.01; CRP.04; CRP.05; CRP.06; CRP.07; CRP.08; CRP.10