



Lesson Plan

Happy Souls Socks

Created: 03/2019 by the National FFA Organization

Taylor and Keegan Smith's supervised agricultural experience (SAE) program is Happy Souls Socks Ministry and is in the service-learning area. Learn how their desire to do something good in their community turned into an SAE.

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Understand the purpose of a service-learning supervised agriculture experience (SAE) program.
2. Determine what agriculture issues and community needs are not being addressed.
3. Compose an elevator speech explaining how their involvement in service learning prepares them for future employment.

TIME REQUIRED: 120 minutes

RESOURCES/REFERENCES:

1. Video: "Happy Souls Sock Ministry-Service-Learning SAE | Taylor and Keegan Smith," <https://vimeo.com/353139348>
2. Document: "Service-Learning Independent Learning Guide," <https://ffa.box.com/s/oeelnvqwq7kxofy6s7ceifagnwg5jzk4>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Happy Feet" worksheet for each student
2. A copy of the "Find the Need" worksheet for each student
3. Internet access to play the video in real time or embed it in a PowerPoint ahead of time

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/205ag9yar15cdk0w2jw2c185h6mrsp2i> (Word)

<https://ffa.box.com/s/162tf7ubelrry63hu6ojzc2l76mc6urx> (PDF)

CROSS-CURRICULAR CONNECTIONS:

English/Language Arts	Social Studies
Draft an elevator speech	Interview community members to determine community needs

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.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

AFNR Cluster Skills

- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- CS.02. Evaluate the nature and scope of the Agriculture, Food, and Natural Resources Career Cluster and the role of agriculture, food, and natural resources (AFNR) in society and the economy.

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

Common Core – Reading: Informational Text

- CCSS.ELA-LITERACY.RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

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.
- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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.

Common Core – Language

- CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

AFNR Career Ready Practices

- CRP.01. Act as a responsible and contributing citizen and employee. Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- 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.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- 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 are regularly act on a plan to attain these goals.

Partnership for 21st Century Skills

- Civic Literacy
- Communication
- Critical Thinking and Problem Solving
- Global Awareness
- Information Literacy
- Information, Communications, and Technology Literacy
- Implement Innovations
- Initiative and Self-Direction
- Leadership and Responsibility
- Productivity and Accountability
- Social and Cross-Cultural Skills

- Think Creatively

LESSON PLAN:

1. ***Bell Ringer:*** Have students respond to this prompt: If you have siblings, what would working with them on a daily basis be like? How would you handle conflicts? If you do not have siblings, imagine working closely with another family member or friend to answer the questions.
2. ***Introduction:*** Service-learning SAEs address real community and agriculture needs while using the skills and knowledge gained in agriculture classes to make a difference. Today, we will learn how two middle schoolers saw a need in their community and found a way to meet that need.
3. ***Activity:***
 - a. Each student needs a copy of the worksheet "Happy Feet." Have students complete the worksheet as they watch "Happy Souls Sock Ministry-Service Learning SAE | Taylor and Keegan Smith," available at <https://vimeo.com/353139348>. After students complete the worksheet, have a class discussion about service-learning SAEs and opportunities to serve the community.
 - b. Give each student a copy of the "Find the Need" worksheet. This worksheet has four parts and walks students through identifying community needs, evaluating how they can meet those needs, setting goals for a service-learning SAE and drafting an elevator speech about how service learning can prepare them for future employment. You can have students do each part individually, or you can have students do Parts 1 through 3 in pairs or small groups.
 - i. Note: The "Find the Need" worksheet was based on the "Service-Learning Independent Learning Guide" (<https://FFA.box.com/s/oeelnvqwg7kxofy6s7ceifagnwg5jzk4>). To learn more about SAE for All and to access all the available resources, visit <https://saeforall.org/>. The worksheet for this activity is shorter and simpler, but if you have a student who is seriously interested in a service-learning SAE or you want your students to pursue service-learning SAEs, then it is suggested that instead of using the "Find the Need" worksheet, give students the complete "Service-Learning Independent Learning Guide," available at <https://saeforall.org/>.
4. ***Follow-up:*** Have students share the community need they chose to address along with one goal they set for their service-learning SAE. If several students recognized the same need, discuss opportunities for working together.
5. ***Optional – Extended Learning Opportunities (Not factored into time requirement):***
 - a. This should take 15 minutes.
 - b. Have students divide into pairs and practice their elevator speeches for a job interview. After three minutes, have students switch to a new partner. Do this several times.
6. ***Exit Ticket:*** What three intended outcomes/goals did you identify? Why?

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: _____

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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

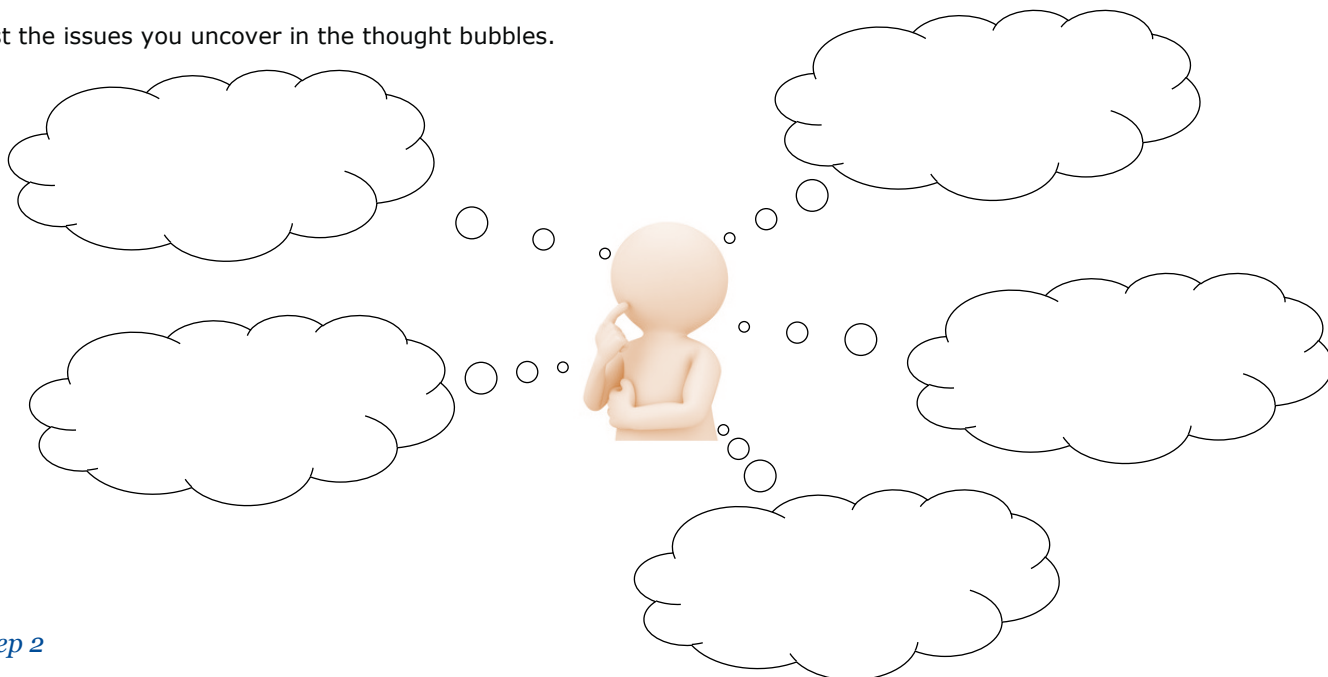
DIRECTIONS:

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?

NAME: _____

Step 3

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.

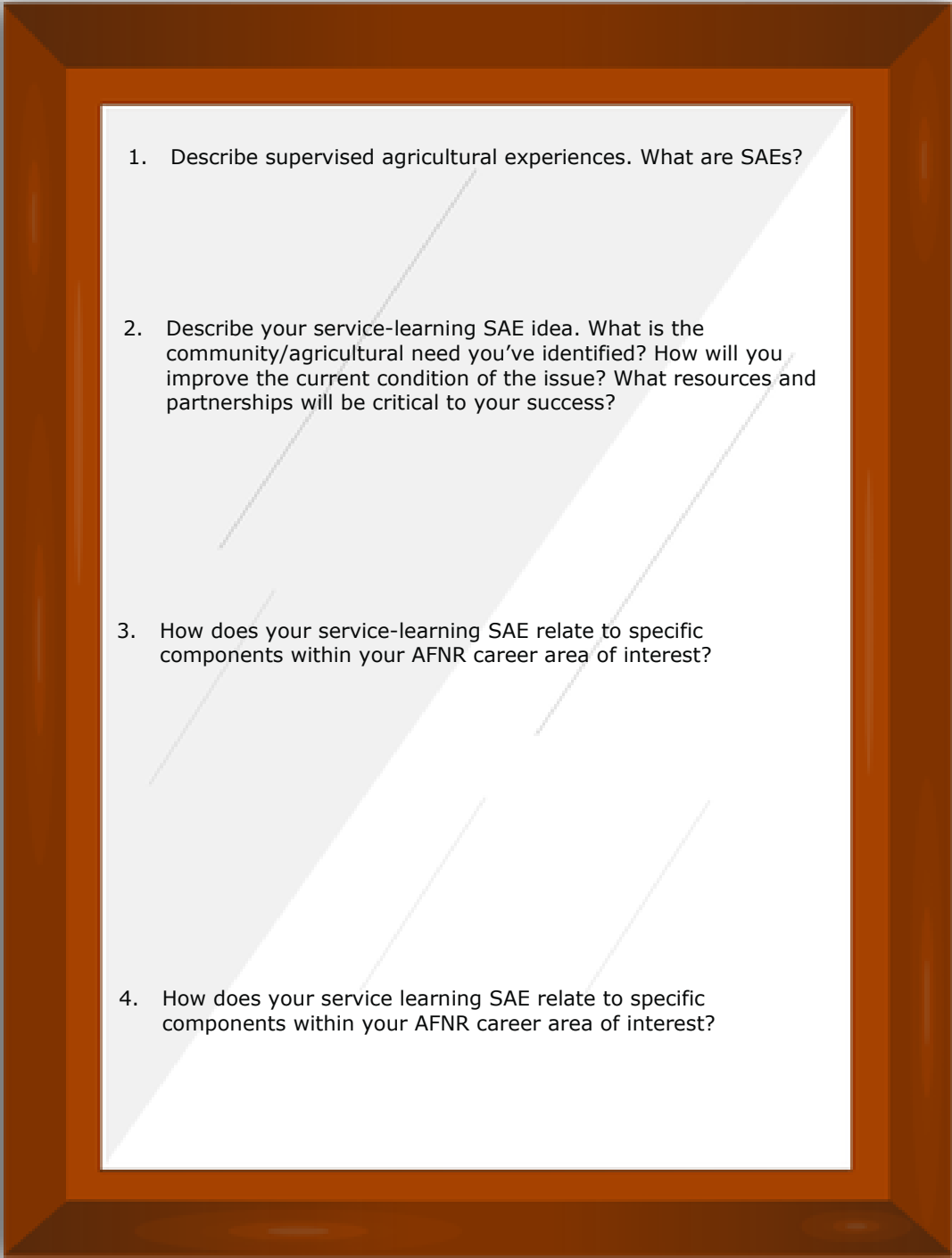
Intended Outcome Statement	Relationship to Career Plan and/or Service-Learning Project	How to Measure Progress

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.

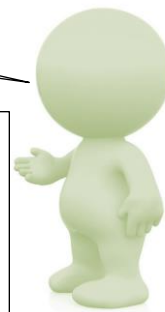
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1. Describe supervised agricultural experiences. What are SAEs?
 2. Describe your service-learning SAE idea. What is the community/agricultural need you've identified? How will you improve the current condition of the issue? What resources and partnerships 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?

NAME: _____

“ELEVATOR” SPEECH

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?



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KEY: 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?



Update social media



Look for new events to be involved in



Search for new people and groups to partner with

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

They wanted to do something different than the typical food or clothes.

What challenges do they face in their SAE?

They have to work together and determine who does what. It has brought them closer together, but they do still argue sometimes.

What is one of their favorite things about their SAE?

Seeing people's faces when they received the socks and finding out that students aren't being bullied now that they have clean socks

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

Marshall FFA did a sock drive.
Unity in the Community donated socks and money.
Family members also helped.

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?

Answers will vary.
