



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

**A GUIDE TO  
INTERNATIONAL  
AGRICULTURAL  
DEVELOPMENT**

SAE for All  
*Teacher Edition*



# GROWING HOPE

G L O B A L L Y



## Rooted in Community, Grounded in Faith

**Mission:** As a Christian response to hunger, we link the grassroots energy and commitment of rural communities in the U.S. with the capability and desire of smallholder farmers in developing countries to grow lasting solutions to hunger.

**Vision:** We envision a day when all people around the world have enough to eat and the physical, financial and community resources to live hopeful, healthy, productive lives. Our constructive role in this transformation is to raise resources to support sustainable smallholder agricultural development and to increase opportunities for all people to work together consciously toward a more just and equitable world for all.

Learn more at [www.growinghopeglobally.org](http://www.growinghopeglobally.org)

# HOW TO USE THE INTERNATIONAL AGRICULTURAL DEVELOPMENT SAE GUIDE

There are many options for Supervised Agricultural Experiences (SAEs), or work-based learning experiences in agriculture, which allow students to explore careers that interest them. You can't possibly be an expert in all agricultural careers; that's okay! SAE guides allow students to choose career areas that are most interesting to them while ensuring they gain meaningful learning experiences in and out of the classroom.

The international agricultural development (IAD) SAE student guide will help students explore the world of IAD through an SAE project. The international agricultural development SAE teacher guide will help you determine how IAD topics can fit into your curriculum and will explain how to guide students who are interested in IAD. The teacher guide will also provide resources to use in your classroom.

## How Does This Fit Into My Classroom?

The resources provided are designed to fit in a variety of subject areas. After looking through the guide, you may already have some ideas of how to use these activities in your classroom. You determine what is the best fit.

The international agricultural development SAE guide is designed to introduce students to careers in IAD and help them start their own SAE in international agricultural development. The guide takes students through the activities to complete a Foundational SAE and gives them the tools to begin an Immersion SAE.

The student SAE guide is formatted in Beginner, Intermediate, and Advanced levels. Below is an overview of the projects included in the student guide and their SAE connection.

**Activity A1** will help students explore different kinds of agriculture and learn about how this diversity strengthens the global agricultural industry. Students may choose to research different types of farms in the United States or different types of diets across the world. This activity will develop students' **agricultural literacy**.

**Activity A2** introduces students to careers in international agricultural development. With option 1, they will plot a path to their dream job with a career map. If students choose option 2, they will interview someone working in IAD and create a podcast to share what they learned. Either option will strengthen students' **career exploration skills**.

**Activity A3** is students' chance to create a personal budget that can power a future in agricultural development. Depending on students' career aspirations, they will make a realistic budget for life in the United States or another country of choice. **Personal finance** is an important component of students' Foundational SAE.

**Activity A4** requires students to thoughtfully consider how to stay safe in their future career. They will learn about daily life in other parts of the world, including how people keep themselves safe. They will also compare the perception with the reality of life overseas and compare international safety protocols with the precautions people take to stay safe in the US. This activity will help grow students' understanding of **workplace safety**.

**Activity A5** guides students to get involved in their local community. Students can get to work on a local issue they care about with option 1 or reflect on their own cultural traits by engaging with a different cultural group in option 2. This activity focuses on key **employability skills** that can help students get a job in IAD.

**Activity A6** is students' bridge to an Immersion SAE. They will research international development projects and make a plan for how they can get involved. Students will identify ways they can support international agricultural development work while they are still in high school.

## How to Use the International Agricultural Development SAE Guides



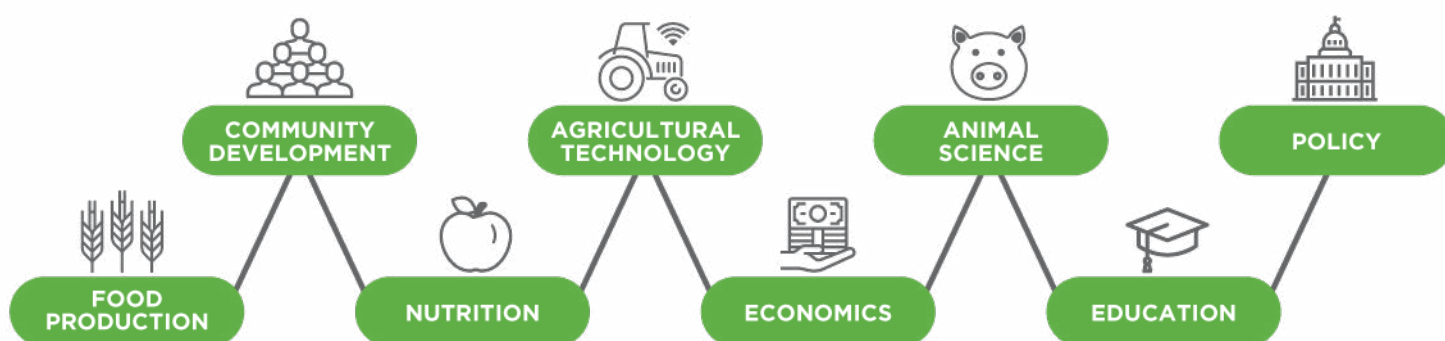
This set of IAD resources is intended to serve as a semester-long project. Activities in the student and teacher learning guides will likely require effort in and outside of class. Sample task evaluation rubrics and point values are included for ease of implementation. However, feel free to adjust the 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.

### What do I Need to Know to Teach About International Agricultural Development?

While you certainly do not need to be an expert in development, it will help to have a base of knowledge about IAD. You can also look to your community for experts in community organizing, cross-cultural experiences, or development work.

#### What is IAD?

International agricultural development (IAD) is the process of establishing, advancing, and promoting effective and sustainable agricultural practices in a global context. Sustainable practices meet human food, feed, and fiber needs and contribute to biofuel needs. It balances environmental stewardship with economic viability. Sustainable agriculture enhances quality of life for farmers, farm workers, and society as a whole. The ways farmers meet these broad goals depend on the specific places where they live and work. In the end, the goal of IAD is to fulfill all human beings' right to a healthy diet by ensuring food security.







**SUSTAINABLE** - (adjective) The ability to meet core societal needs in a way that can be maintained indefinitely without significant negative effects.  
National Research Council, 2010

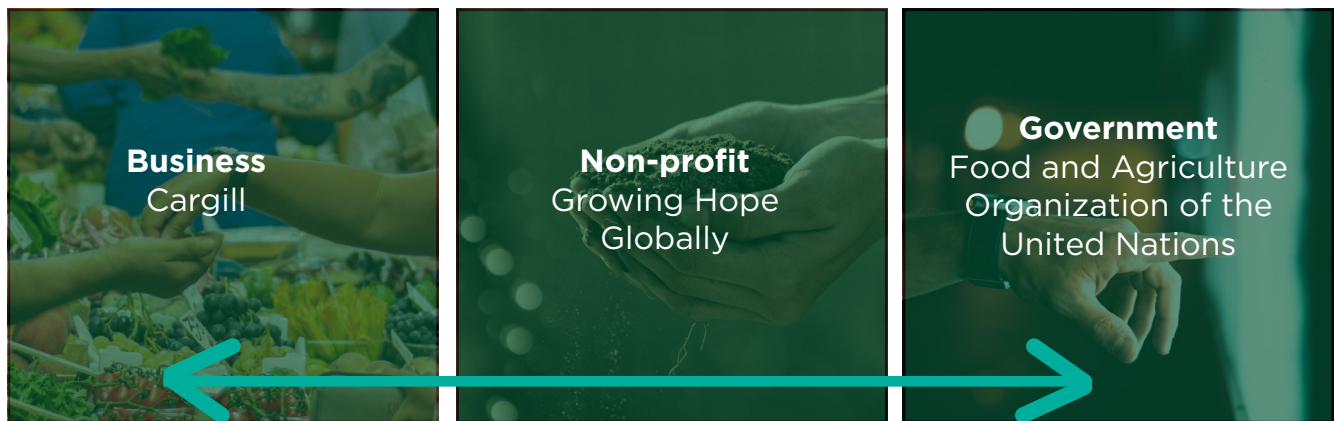


**FOOD SECURITY** - When all people at all times have physical, social, and economic access to sufficient, safe, and nutritious food to meet dietary needs for a productive and healthy life.  
World Food Summit, 1996

Local action is an important part of development. In fact, global change is impossible without energetic and sustained work on the local and regional levels. While it may seem especially exciting to work in a remote village in Ghana or Cambodia, agricultural development work also happens in rural and urban centers in the United States. Make a guess about how many people struggle with hunger in the U.S., and then look up the real statistic. Are you surprised? Now imagine how this number might change in the wake of a natural disaster or pandemic. Local communities all over the world — including your town! — play an important role in ensuring global food security.



## Careers in International Agricultural Development



There are a International agricultural development also spans across business, non-profit, and government sectors. For example, Cargill is a private agricultural company with over 150,000 employees working in 70 countries. Their motto is “helping the world thrive,” and their work provides food, agriculture, financial, and industrial products and services. Working globally with an agricultural company requires a cultural skillset and a spirit of adventure — but the roles to be filled are often similar to a job you might have in the United States. These careers involve building relationships to help open markets or doing research to strengthen an agricultural product in a global setting.

In the non-profit world, Growing Hope Globally links rural communities in the U.S. with smallholder farmers in developing countries. Growing Hope Globally is committed to growing lasting solutions to hunger. They support agricultural development programs in dozens of countries around the world. Non-profit careers apply professional skills to a mission aimed at improving the environment, improving peoples’ access to nutritious food, or working for change with local governments. Non-profit organizations take a problem-centered approach to specific challenges, instead of setting business goals to make a profit.

The Food and Agriculture Organization (FAO) of the United Nations is an intergovernmental agency dedicated to defeating global hunger. A total of 194 countries are a part of the FAO, and it works in 130 countries. Intergovernmental agencies like the FAO draw on combined resources from different countries who are committed to common goals. Governmental agencies often have a platform with a wide reach and valuable political connections that can help support their work.

## Core Skills in International Agricultural Development

No matter what sector or specialty within international agricultural development interests you, there are several core skills common to them all. Successful careers in international agricultural development are built on technical skills in agriculture, a spirit of collaborative problem solving, cultural competence, and flexibility. The activities in this guide will help you foster and grow these foundational skills.

### Agricultural Skills

Knowledge and skills in agricultural production, technology, and economics



### Collaborative Problem Solving

The capacity to work with others to identify problems and to develop effective, community-focused solutions



### Cultural Competence

The ability to connect with and learn from people who have different life experiences, knowledge, beliefs, traditions, and habits



### Flexibility

A readiness to change plans or try something new; the ability to recognize when it's time to adopt a different approach





# PRINCIPLES OF DEVELOPMENT

Sustainable, long-term development must happen in a context that respects all people's fundamental human rights. After World War II, people from every region of the world came together to write the Universal Declaration of Human Rights, a document which identifies 30 specific rights that belong to all people everywhere. The Declaration is based on a recognition of the inherent equality and dignity of all people. International agricultural development depends on this same spirit of international cooperation and respect.

## Did You Know?

The Universal Declaration of Human Rights identifies 30 rights to be protected for all peoples everywhere in the world.

## Assistance of Development

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"A world in which human beings shall enjoy ... freedom from fear and want has been proclaimed as the highest aspiration of the common people."

Preamble to the Universal Declaration of Human Rights

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The ultimate goal of international agriculture development is to eradicate malnutrition and hunger. IAD is different from assistance programs, which may offer short-term food supplies or money but do not address the root causes of malnutrition or hunger.

Both assistance and development programs are motivated by compassion and a desire to help. Assistance may be crucial in the wake of a natural disaster or a health emergency. By contrast, development programs invest in long-term solutions that consider factors like services, or clean water. Development work is more complex and often slower than providing assistance. The results may be less immediate, but the impact of development work is powerful and long-lasting.

## Spirit of Brotherhood

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“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”  
Article I of the Universal Declaration of Human Rights

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### Paternalism

The practice of managing individuals, businesses, or nation as a parent manages children.

When working in contexts where hunger and malnutrition are entrenched problems, it may be easy to think that people from areas with abundant, healthy food have all the answers. However, this assumption can be damaging in development work.

Paternalism is the practice of relating to others like a parent relates to their children. Parents know more than their children. They make the rules, and they always get the final say in a decision. Parents love their children, and are often amused or delighted by them, but parents do not expect children to make significant choices about the life of the family.

By contrast, the Universal Declaration of Human Rights urges people to treat one another “in a spirit of brotherhood.” Siblings may have different interests, skills, and levels of knowledge, but they learn from each other. Close siblings relate to each other on equal footing: neither one is always right or always better.

In international agricultural development work, a spirit of brotherhood goes farther than a spirit of paternalism. IAD workers may bring new knowledge about animal science or technology; local people have a deep knowledge of local crops, climate conditions, and cultural norms. Meaningful development work when local knowledge and new knowledge are combined.

### A Human Rights-Based Approach

The United Nations has identified several principles of development which align with a human rights framework: participation, non-discrimination, equality, and accountability.

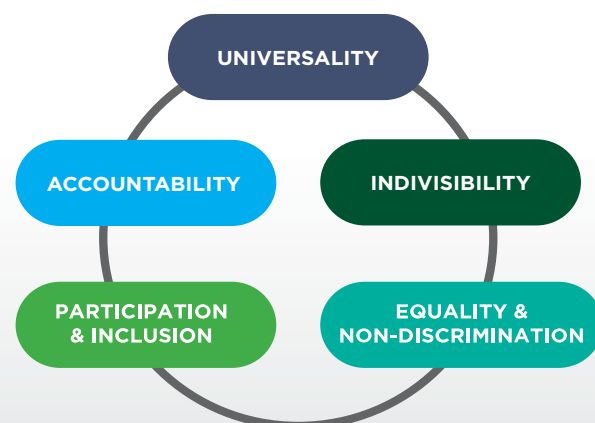
**Universality.** Human rights are for all people in all places.

**Indivisibility.** There is no hierarchy of rights; all human rights are essential and connected. No right is more or less important than another right.

**Equality & Non-Discrimination.** Everyone is equal. No one should be excluded because of their race, gender, age, language, sexual orientation, religion, political opinion, location, or disability.

**Participation & Inclusion.** Everyone has the right to help make the decisions that affect them.

**Accountability.** Governments are responsible for protecting human rights.

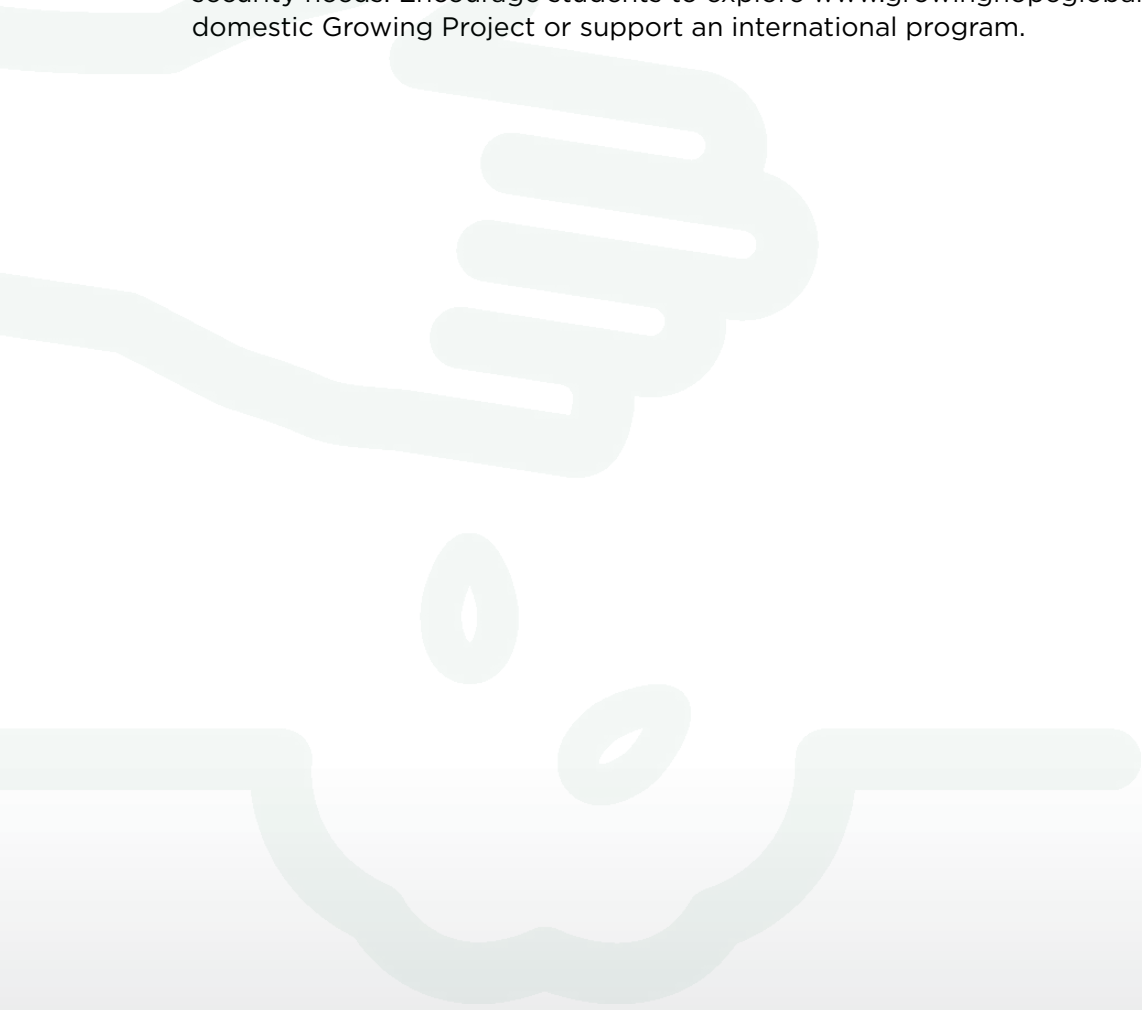


## How do I Help Students Become Involved in International Agricultural Development?

There are many different kinds of careers in international agricultural development. IAD encompasses areas of interest such as food production, agricultural technology, community development, animal science, economics, policy, nutrition, and education.

Help your students identify what careers they may be interested in by asking them about what they enjoy. Does your student like animals? They may be interested in international livestock operations. Is your student interested in technology? They could enjoy applying cutting-edge agricultural technologies in tropical climates. Is your student a people person? They may be great for community development work or education and training programs. Identifying what they already enjoy can help point them in the direction of future careers.

As students explore their future career options, encourage them to get connected with local opportunities to engage in development work right now. Students don't have to travel across the world or raise thousands of dollars to make a difference globally. At its core, all development work is built on person-to-person connections. Your student can contribute to this work locally by volunteering at a food bank, advocating for local issues at city council meetings, or participating in language exchanges with English learners at school. Nonprofit organization Growing Hope Globally offers excellent resources for students who wish to connect agricultural resources and experience in the States with international food security needs. Encourage students to explore [www.growinghopeglobally.org](http://www.growinghopeglobally.org) to start a domestic Growing Project or support an international program.



# SAE IN ACTION

## MORGAN BOERMAN

**Morgan Boerman | Henderson, New York**

FFA member, 2006-2012

Ag teacher and FFA advisor

### **How did you become interested in international agricultural development?**

My first exposure to international ag was the ILSSO (International Leadership Seminar for State Officers) trip I went on to China. That was my senior year in high school. But I was actually interested in it much earlier; the trip just helped me realize that.

I was always interested in other cultures. I took multiple language classes in high school. Also, starting in ninth grade, I was part of our dairy ambassador program. We did nutrition education around dairy, and I really enjoyed helping kids realize how important it was to eat healthy foods.

### **Tell me about your experience over seas.**

Freshman year of college, I went to Nepal for a cultural exchange. We traveled around with Nepalese students there. A big part of why I went is that we stayed with families in an agricultural village for about a week. They grew mostly produce, and it was all terrace farming, so that was fascinating.

Next, I went to India with a master's thesis program. I was working in nutrition education — I didn't study nutrition formally, but I was interested in it. We went to a school in Vrindavan, and all the students at the school were under a certain poverty level. They had this beautiful school garden, and they made breakfast, lunch, and dinner for the students so they had three meals a day. But the thing was, the students weren't eating their vegetables — like every other kid in the world! It was because they didn't know what they were; they didn't normally have access to vegetables. They weren't educated about how that food helps their bodies. So, we created nutrition education lessons, and the students actually started eating their vegetables!

Later, I got an internship with the Food and Agriculture Organization, and I worked for them in Washington D.C. for a summer. I made a curriculum for global hunger education there, for middle and high schoolers in the United States. Then my boss from FAO was transferred to Malawi, and she asked if I would go over there. I went and traveled to different FAO offices in Malawi. They had this livestock pass-on program, similar to Heifer International. I helped with research about how that program was operating in Malawi. I worked with the FAO employees, government officials, and the participating farmers. We were trying to figure out, is this program being run effectively? What needs to happen for it to be run effectively? It was true international ag development, where you talk to the actual farmers and ask, what helped you the most? What classes did you get? What classes did you not get?

### **What connections do you see between cultural exchange and development work?**

For development work, like my international ag professor always told me, you're really just a vehicle to help people accomplish what they want to get done. So, you have to get to know them and their goals for their community in order to enact change. You can't go in with research or theories about what's going to work, you're really there as a tool to understand what they need and help them do that. So, you really have to go in first and get to know their culture. Every community is different all around the world, even if you're from the same country. You have to get to know the actual community you're working in.

### **When you reflect on your international experiences as a whole, what sticks out for you?**

Especially because I'm an ag teacher now, I really think education was a big part of it, all the way back to the dairy program when I was a freshman in high school. Also, a love and appreciation for different cultures — I grew up in a rural environment and now I teach in an urban environment. Even though my school is just an hour from where I grew up, it's a totally different culture. I think that lens helped me to understand how they view their own community and see where they wanted help. Then I can help build skills so they can make that change happen.

### **What would you say to students who are interested in ag development, but don't have the opportunity to travel right now?**

There's a lot of different opportunities. There are pen pal programs that put you in communication with a real person in a different country. You get to know them and learn what they love about where they live. You get to hear news about what's going on in their country that you wouldn't hear in the States. There are also just so many things online, videos and photos, that can help people discover what parts of the world they're interested in.

# MAKE IT ENGAGING

## How do I Make IAD Engaging and Interesting for all Students?

1. **Build a foundation.** It can be hard for students who are still in high school to see how they could get involved in agricultural development work before they enter the workforce. Encourage students to take advantage of resources they have access to now that can help them build IAD-related skills, such as foreign language classes at school.

2. **Share real stories.** It's easy for real human stories to get lost in a sea of headlines. Look for podcasts, documentaries, or social media accounts that lift up the voices of the people directly engaged in and affected by international agricultural development work.

[AP Daily Life Around the World](#)

[CultureGrams](#)

[Humans of New York Travel Archives](#)

Instagram Accounts: [@everydayafrica](#), [@everydayeasterneurope](#),

[@everydaylatinamerica](#), [@everydaymiddleeast](#), [@everydayasia](#)

Youtube vlogs

[Documentaries](#)

3. **Make local connections.** According to Feeding America, there are food insecure households in every community in the United States. Chances are, there are programs working to address food security in your community, from food banks to education programs to community gardens. Bring in community experts or encourage students to observe and/or volunteer with community programs.

4. **Highlight various opportunities.** IAD has many facets. Be sure to explore opportunities across business, non-profit, and government sectors, as well as the need for experts in topics from agricultural mechanics to animal nutrition. Focus on IAD pathways that connect to students' strengths and interests.

5. **Break it down.** The scale and scope of international agricultural development can be overwhelming. Connect students with resources like Growing Hope Globally, which supports specific agricultural programs in specific countries. Students can connect with international projects with concrete parameters, like vegetable gardening in Paraguay or chicken nutrition in West Africa.



# AVAILABLE RESOURCES

## Classroom Kickoff (20 minutes)

Before class, choose 10 to 12 photos and profiles from [Hungry Planet Family Food Portraits by Peter Menzel](#). Include a mix of families from different countries with different resources, who are engaged in different types of agriculture. Post the photos and profiles around the room.

During class, students will look at all the photos and family profiles. Students should write down what they notice about each photo/profile.

After students have seen all the photos, ask them to reflect on what they noticed. Provide five minutes for students to review their notes and reflect on the similarities and differences among the photos and profiles.

Lead a class discussion, encouraging deep thinking questions with prompting phrases like “Tell me more,” or “Why do you think...?” Consider guiding the conversation with these questions:

- What elements of the photos/profiles did you connect with most?
- Which families/countries have the simplest diets? Which have the most complex?
- Which families/countries seem to have the greatest abundance of food per family member?
- What foods did you see repeated in multiple countries? What foods or crops had you never seen before?
- What about the photos makes you curious? What would you like to learn more about?

At the end of the discussion, tell students about international agricultural development. You may wish to share the definitions provided earlier in this guide. If students are interested in IAD, let them know that they can engage in an Immersion SAE project to learn more.

## Bell Ringers and Classroom Enrichment

**Agricultural Literacy** — In groups of five, students choose a country ranked in the bottom five on the [Global Food Security Index \(GFSI\)](#). Students will study that country's agricultural production profile using the [Encyclopedia of the Nations](#). To find the agricultural profile, click on a continent from the home page. Find the target country on the alphabetical list. Scroll down to the blue links at the bottom of the page and select "Agriculture." Groups will share their findings with the class.

**Career Exploration** — Using the [Global Food Security Index \(GFSI\)](#), students will color code a map of the world based on food security ratings. Next, students will select three countries with low food security ratings on different continents or in different regions. Students will identify one agricultural development program or business operating in each of the three countries they selected and learn about each program/business's mission in that country. Students will share what they learned with a partner.

**Personal Finance** — Students will explore connections between personal financial decisions and larger economic factors. Students will read the article [What Causes Hunger](#). Lead a classroom discussion, guided by questions such as:

- How is poverty in developing countries different than poverty in the U.S.?
- How does infrastructure affect hunger? Who is responsible for the infrastructure in a country?
- How might "free" food aid affect local markets in a food insecure country?
- How does adult education or literacy affect the welfare of a family?
- What does government corruption look like?
- What happens when governmental or societal factors, such as discrimination, block access to education, food, or jobs?

**Workplace Safety** — Share a video from the International Labour Organization about improving safety in agricultural operations around the world. Suggested videos include:

- ["Improving productivity, living and working conditions for small holder farmers in Zimbabwe."](#) (6:08)
- ["Myanmar: ILO makes ginger farming safer and more productive."](#) (4:59)
- ["Kyrgyzstan: Fair WIND for safety."](#) (22:01)

Prompt students to reflect on the following questions:

- What stood out to you from the video?
- Why is workplace safety important?
- How does workplace safety contribute to food security?

**Employability Skills** — Students debate the question, "What's better – food assistance or sustainable food?" The debate can be scaled up or down from an informal discussion to a multiple-day structured debate. Questions to prompt discussion could include:

- What can we do to help improve the diets of people in food insecure countries or regions?
- What is food assistance? Can you think of any examples?
- What is sustainable food production? Can you think of any examples?
- Which is better, food assistance or sustainable food production? Why?

In a more in-depth debate, students should conduct research before the debate. Focus areas may include:

- Food assistance pros/cons.
- Sustainable food sources pros/cons.
- Real-life examples of both food assistance and sustainable development — both successful and unsuccessful.

## Bonus Activities

- Prepare a traditional recipe from a foreign country. Select a country with a low food security rating on the [Global Food Security Index \(GFSI\)](#). Students will research traditional foods from that country. Considering availability of ingredients and student dietary restrictions and allergies, procure the ingredients and lead students in preparing and sampling the recipe they selected.
- Simulate worldwide gender disparities in education. Distribute a pop quiz on hunger-related vocabulary (see resource below). Half of your students should get the pink quiz and half of your students should get the blue quiz with the accompanying definitions page (see resource below). Do not correlate quiz colors with students' actual genders. Following the quiz, tell students it will not actually be graded. Facilitate a class discussion:
  - What was it like to have a blue quiz?
  - What was it like to have a pink quiz?
  - In Somalia, 95% of the poorest girls ages 7-16 have never been to school. These girls do not have access to education because of their gender. If families have enough money for school, a son may have priority over a daughter. This is the case in many developing countries, especially those with high poverty rates. How would you or your family be impacted if this were the case in the U.S.?
  - How might a lack of education impact someone's life?
  - What impact might educational inequality have on agricultural activities?
  - How can equal access to education contribute to sustainable agricultural practices and/or
- Global Farmer Experience from Growing Hope Globally: Step into the shoes of farmers from around the world. Learn about an agricultural project supported by the nonprofit organization Growing Hope Globally. Lead students through a series of choices faced by farmers in rural and remote places all over the world. Download from [Growing Hope Globally](#).
- Read a book featuring agricultural themes in a cross-cultural context.
  - Fiction:
    - The Bitter Side of Sweet by Tara Sullivan  
0399173072 (ISBN13: 9780399173073)
    - The Circuit: Stories from the Life of a Migrant Child by Francisco Jiménez  
0826317979 (ISBN13: 9780826317971)
    - Wild Meat & The Bully Burgers by Lois Ann Yamanaka  
0312424647 (ISBN13: 9780312424640)
  - Nonfiction:
    - 40 Chances: Finding Hope in a Hungry World by Warren Buffet  
1451687869 (ISBN13: 9781451687866)
    - Cesar Chavez and the United Farm Workers Movement by Roger Bruns  
0313386501 (ISBN13: 9780313386503)
    - The Man who Fed the World by Leon Hesser  
1930754906 (ISBN13: 9781930754904)
    - Selections from author Roger Thurow
    - More at the [American Farm Bureau Foundation for Agriculture](#)

# STUDENT INDEPENDENT ACTIVITY OVERVIEW

Activities A1 through A5 will complete the requirements for a Foundational SAE. Activity A6 will help students begin an Immersion SAE. These activities are designed to be completed throughout the semester. More details for each activity can be found in the student guide. Check in with your students every week or every other week to check on their progress.

Beginner <b>Define International Agricultural Development</b>	A1	<b>Explore Different Types of Agriculture</b>
		Task Option 1: Farm to Farm Comparison
		Task Option 2: What do People Eat?
	A2	<b>Discover Careers in International Agricultural Development</b>
		Task Option 1: Career Map
Intermediate <b>Plan for a Career in International Agricultural Development</b>	A3	<b>Build a Budget</b>
		Task Option 1: US context
		Task Option 2: International context
	A4	<b>Analyze Safety Protocols</b>
		Task Option 1: Perception vs. Reality Collage
Advanced <b>Support Agricultural Development Work</b>	A5	<b>Get Involved in Your Community</b>
		Task Option 1: Local Motion.
		Task Option 2: Cultural Anthropology
	A6	<b>Make a Plan for International Action</b>
		Task: Select an International Project

## International Agricultural Development SAE Grading Plan

A1 Explore Different Types of Agriculture – Agricultural Literacy	25 points
A2 Discover Careers in IAD – Career Exploration	25 points
A3 Build a Budget – Personal Finance	25 points
A4 Analyze Safety Protocols – Workplace Safety	25 points
A5 Get Involved in Your Community – Employability Skills	50 points
A6 Make a Plan for International Action	50 points

<b>Total</b>	<b>200 points</b>
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NOTE: Refer to "A Guide to International Agricultural Development: Student Edition" for the activities required to complete this section.

## International Agricultural Development SAE Evaluation Grading Rubric

		<b>Below Standard</b> (17 points or fewer)	<b>At Standard</b> (18-21 points)	<b>Above Standard</b> (22-25 points)
A1	Farm to Farm	Models show basic agricultural practices in local area or another region. Labels are incomplete or missing.	Models show basic agricultural practices in local area and another region. Labels are informative.	Models show agricultural characteristics and practices in local area and another region. Labels are comprehensive and informative.
	What do People Eat?	Poster showcases a typical U.S. diet or a diet in a country with a low score on the GFSI. Minimal evidence of research.	Poster compares a typical U.S. diet with a diet in a country with a low score on the GFSI. Evidence of moderate research.	Poster clearly compares a typical U.S. diet with a diet in a country with a low score on the GFSI. Evidence of comprehensive research.
A2	Career Map	Career map does not specify a job within IAD. Includes educational milestones, internships, or paid jobs with no clear connections.	Career map shows the steps a student could take to work up to a specified job in IAD. Includes educational milestones, internships, or paid jobs.	Career map clearly shows the steps a student could take to work up to a specified job in IAD. Includes educational milestones and internships as well as paid jobs.
	Podcast Interview Podcast	Podcast features a conversation with an IAD expert that is less than 10 minutes long. Student is not prepared for the interview.	Podcast features a 10-14-minute interview with an IAD expert. Students' questions are professional and reveal moderate preparation.	Podcast features a 15+ minute interview with an IAD expert. Students' questions are professional and reveal thorough preparation.
A3	Personal Budget	Budget is totally unrealistic and/or incomplete.	Budget is somewhat unrealistic but complete.	Budget is realistic and complete.
A4	Perception vs. Reality Collage	Collage includes disconnected headlines and/or information about everyday life. Little to no evidence of research.	Collage compares headlines about a country with everyday life in that country. Evidence of moderate research.	Collage clearly compares headlines about a country with everyday life in that country. Evidence of comprehensive research.
	Write Your Own Safety Protocol	Protocol is unrealistic. It is incomplete and/or unconnected to student journal or the safety protocol of an IAD organization.	Protocol is realistic. It is loosely based on student journal and influenced by the safety protocol of an IAD organization.	Protocol is thorough and realistic. It is based on the student's journal and clearly influenced by the safety protocol of an IAD organization.
		<b>Below Standard</b> (34 points or fewer)	<b>At Standard</b> (35-44 points)	<b>Above Standard</b> (45-50 points)
A5	Cultural Anthropology	Cultural iceberg diagram shows little to no evidence of honest reflection. Cultural similarities and differences are not analyzed. Disrespectful cultural analysis results in an automatic 0.	Cultural iceberg diagram shows some evidence of honest reflection. Cultural similarities and differences are analyzed respectfully.	Cultural iceberg diagram shows clear evidence of honest reflection. Cultural similarities and differences are analyzed respectfully and thoroughly.

## Grading Rubric Continued

A5	Local Motion	Student identifies a local project but does not support or participate in the project.	Student attends an event or passively supports a local project.	Student actively participates in a local project.
A6	Select an International Project	Timeline is incomplete or totally unrealistic. Little to no evidence of research.	Timeline is complete and somewhat realistic. Evidence of moderate research.	Timeline is detailed, complete, and realistic. Evidence of comprehensive research.



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# Resources

## Vocabulary Quiz - Pink

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Write a definition for each term below.

1. Developing Country

2. Starvation

3. Malnutrition

4. Hunger

5. Poverty

6. Acquisition

7. Survival

8. Humanitarian

9. Infrastructure

10. Compassion

## Vocabulary Quiz - Blue

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Match each term below to the most appropriate definition.

- |                       |  |
|-----------------------|--|
| 1. Developing Country | a. Suffering or death caused by hunger.  |
|                       | b. An asset or object bought or obtained.  |
| 2. Starvation         | c. The state or fact of continuing to live or exist, typically in spite of an accident, ordeal, or difficult circumstances.  |
| 3. Malnutrition       |  |
|                       | d. A poor agricultural country that is seeking to become more advanced economically and socially.  |
| 4. Hunger             |  |
|                       | e. Sympathetic pity and concern for the sufferings or misfortunes of others.   |
| 5. Poverty            |  |
|                       | f. The state of being extremely poor.  |
| 6. Acquisition        |  |
|                       | g. A feeling of discomfort or weakness caused by lack of food, coupled with the desire to eat.   |
| 7. Survival           |  |
|                       | h. The basic physical and organizational structures and facilities (e.g., buildings, roads, and power supplies) needed for the operation of a society or enterprise. |
| 8. Humanitarian       |  |
|                       | i. Lack of proper nutrition, caused by not having enough to eat, not eating enough of the right things, or being unable to use the food that one does eat.           |
| 9. Infrastructure     |  |
|                       | j. Concerned with or seeking to promote human welfare.   |
| 10. Compassion        |  |

## Vocabulary Handout for Blue Quiz

Refer to this study guide for the vocabulary quiz.

ACQUISITION – An asset or object bought or obtained.

COMPASSION – Sympathetic pity and concern for the sufferings or misfortunes of others.

DEVELOPING COUNTRY – A poor agricultural country that is seeking to become more advanced economically and socially.

HUMANITARIAN – 1. Concerned with or seeking to promote human welfare. 2. Denoting an event or situation that causes or involves widespread human suffering, especially one that requires the large- scale provision of aid. 3. A person who seeks to promote human welfare; a philanthropist.

HUNGER – 1. A feeling of discomfort or weakness caused by lack of food, coupled with the desire to eat. 2. Have a strong desire or craving for. 3. Feel or suffer hunger through lack of food.

INFRASTRUCTURE – The basic physical and organizational structures and facilities (e.g., buildings, roads, and power supplies) needed for the operation of a society or enterprise.

MALNUTRITION – Lack of proper nutrition, caused by not having enough to eat, not eating enough of the right things, or being unable to use the food that one does eat.

POVERTY – The state of being extremely poor.

STARVATION – Suffering or death caused by hunger.

SURVIVAL – The state or fact of continuing to live or exist, typically in spite of an accident, ordeal, or difficult circumstances.