



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

**A GUIDE TO  
INTERNATIONAL  
AGRICULTURAL  
DEVELOPMENT**

SAE for All  
*Student 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)

# WELCOME TO YOUR INTERNATIONAL AGRICULTURAL DEVELOPMENT SAE GUIDE

In agricultural education, learning does not start and stop at the classroom door! Through FFA and Supervised Agricultural Experiences (SAEs), you will have many opportunities to learn and develop real-world skills outside of the classroom and beyond the school day.

Developing an SAE will help you explore career options, develop universal and specific career skills, establish your credibility as a future employee or college student, and can be an opportunity to earn money and recognition. You may choose an SAE focused on something you would like to do as a career or about a topic you would simply like to learn more about.

SAEs begin with foundational experiences that introduce you to basic concepts of that career area and grow in intention and effort over time to support your individual goals. The five components of a Foundational SAE are agricultural literacy, career exploration, personal finance, workplace safety, and employability skills. This guide focuses mostly on supporting the development of a Foundational SAE.

If you care deeply about other people, want to make a difference in the world, and are interested in learning about other cultures and countries - international agricultural development (IAD) could be a great fit for you! IAD is a broad field with many different opportunities, here in the United States and across the world.

An SAE focused on international agricultural development gives you the opportunity to explore what a career in IAD could look like. This guide will introduce you to fundamental concepts in international agricultural development. Each activity will support you in gaining the essential knowledge and skills you'll need to succeed in an IAD career.

The activities in this guide are designed to build on one another as you progress from “beginner” to “intermediate” to “advanced.” Each step guides you to a more detailed understanding of how to build a career in international agricultural development. You will explore different types of agriculture, plan for your future in IAD, and get involved in real-world development work. Activities A1 through A5 comprise your Foundational SAE project, and Activity A6 is your first step toward an Immersion SAE project – the next step in growing your SAE.

## Activity Overview

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
		Task Option 2: Podcast Interview
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
		Task Option 2: Write Your Own Safety Protocol
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

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

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

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

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

**Activity A5** guides you to get involved in your local community. Get to work on a local issue you care about with option 1 or reflect on your own cultural traits as you engage with a different cultural group in option 2. This activity focuses on key **employability skills** that can help you get a job in IAD.

**Activity A6** is your first step toward an Immersion SAE. Research international development projects and make a plan for how you can get involved. Identify ways you can support international agricultural development work while you're still in high school.

### International Agricultural Development SAE Grading Plan

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

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**Total**

**200 points**

## 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 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.	Cultural iceberg diagram shows clear evidence of honest reflection.

## Grading Rubric Continued

		<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.
	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.



# 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 overseas.**

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.

# WHAT IS INTERNATIONAL AGRICULTURAL DEVELOPMENT?

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.

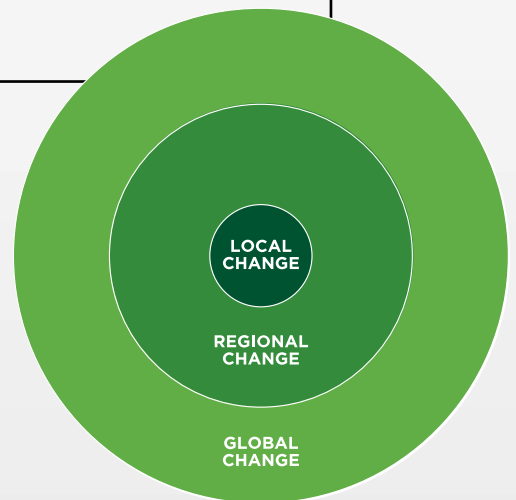


**SUSTAINABLE** - (adjective) The ability to meet core societal needs in a way that can be maintained indefinitely without significant negative effects.  
National Research Council, 2010



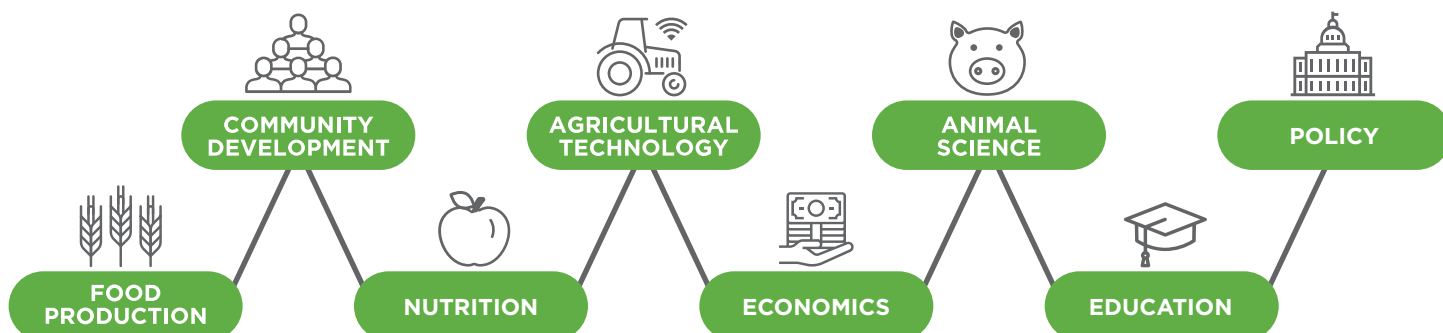
**FOOD SECURITY** - When all people at all times have physical, social, and economic access to sufficient, safe, and nutritious food to meet dietary needs for a productive and healthy life.  
World Food Summit, 1996

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

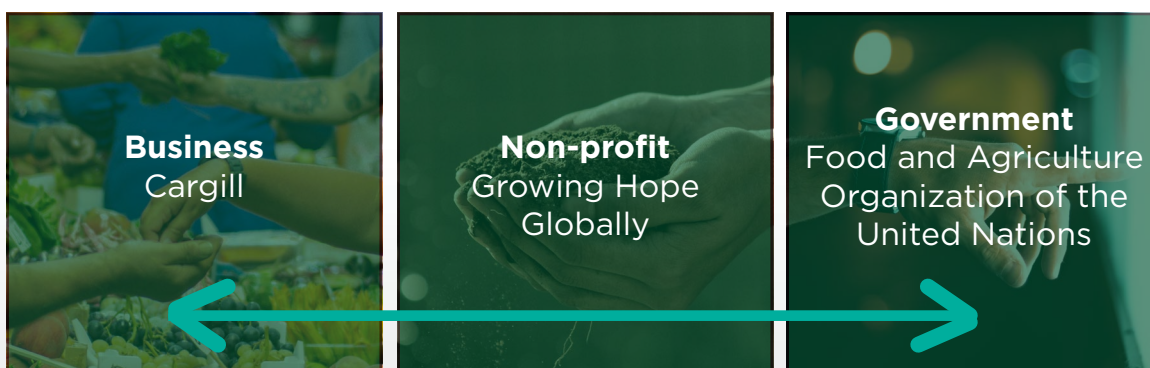
There are many different kinds of careers in international agricultural development. IAD encompasses areas of interest such as food production, agricultural technology, community development, animal science, economics, policy, nutrition, and education.



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



# INDEPENDENT ACTIVITY OPTIONS BEGINNER

## Define International Agricultural Development

### A1: Explore Different Types of Agriculture (25 Points)

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

**Option 1:** Agriculture around the World. Create two models of agricultural operations. One will represent agriculture in your area and the other will show a different type of agriculture from a different country.

**Step 1.** Research agriculture in your area and another region of your choice in a different country. See the Guided Research Checklist below.

Suggested resources:

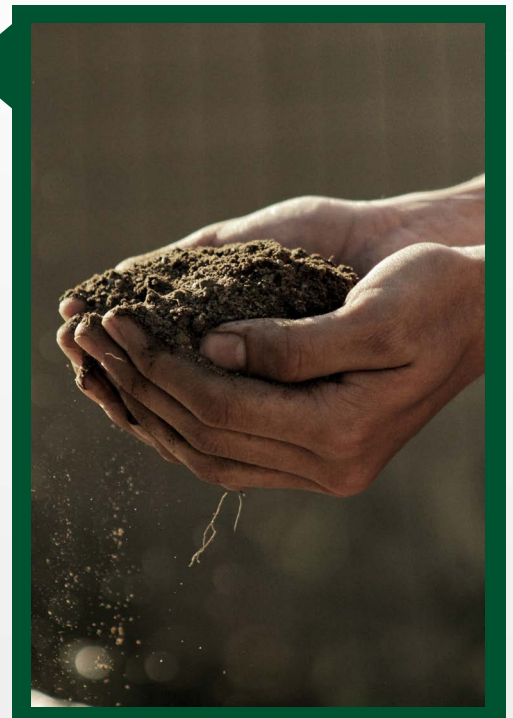
- [USDA Economic Research Service](#)
- [National Agriculture in the Classroom](#)
- [Nations Encyclopedia](#)
- Farm Bureau social media accounts or websites
- Commodity (e.g., cotton, beef, wheat) social media accounts or websites

**Step 2.** Build a physical model of two agricultural operations: one from your area, and one from your selected country.

Possible supplies:

- Base material: empty pizza box or shoebox, Styrofoam
- Art supplies: glue, tape, pipe cleaners, clay, markers, string
- Natural materials: sand, soil, plant material

**Step 3.** Label the similarities and differences between your two models.



**Option 2:** What do People Eat? Compare a typical U.S. diet with a diet in a country with a low score on the Global Food Security Index.

**Step 1.** Research humans' basic nutritional needs.

Suggested resources:

- [US Department of Agriculture](#)
- [World Health Organization](#)

**Step 2.** Make a list of foods typically eaten in the U.S. What are the major crops or animal products that make up these foods? What is the nutritional value of these foods?

**Step 3.** Review the [Global Food Security Index](#). Select a country with an overall score of less than 60.

**Step 4.** Research the typical diet in your selected country. What are the major crops or animal products that make up common foods? What is the nutritional value of these foods?

Suggested resources:

- [Our World in Data](#)

**Step 5.** Create a poster comparing typical diets in the U.S. and your selected country. Include nutritional information of major foods. Reflect: Where are there nutritional gaps?

## A2: Discover Careers in International Agricultural Development (25 points)

**Option 1:** Career Map. Create a career map that leads to your dream job in international agricultural development.

**Step 1.** Research agriculture in your area and another region of your choice in a different country. See the Guided Research Checklist below.

Suggested resources:

- [Cargill](#)
- [Catholic Relief Services](#)
- [ECHO](#)
- [Lutheran World Relief](#)
- [Mennonite Central Committee](#)
- [Oxfam](#)
- [Peace Corps](#)
- [UN Food & Agriculture Organization](#)
- [World Food Prize](#)
- [World Renew](#)

**Step 2.** Identify your dream job in IAD. Consider short- and long-term opportunities as well as nonprofit and for-profit sectors.

**Step 3.** Create a career map. Map the steps you could take to work up to your dream job. Include educational milestones and internships as well as paid jobs. While there are many volunteer experiences available to people with all sorts of educational backgrounds, a career in IAD usually requires some sort of college degree. Many different degrees can lead to a career in IAD. Non-profits and international businesses recruit graduates with skills in agriculture, finance, marketing, communication, and more. Additionally, some colleges and universities offer programs or certificates specifically geared toward international agriculture.

Suggested resources:

- International Agriculture and Rural Development major at [Cornell](#)
- International Agricultural Development major at [UC Davis](#)
- International Agriculture minor at [Penn State](#)
- International Agricultural Development minor at [Texas A&M](#)
- Comparative International Agriculture minor at [Oregon State](#)
- International Agriculture Certificate at [University of Georgia](#)

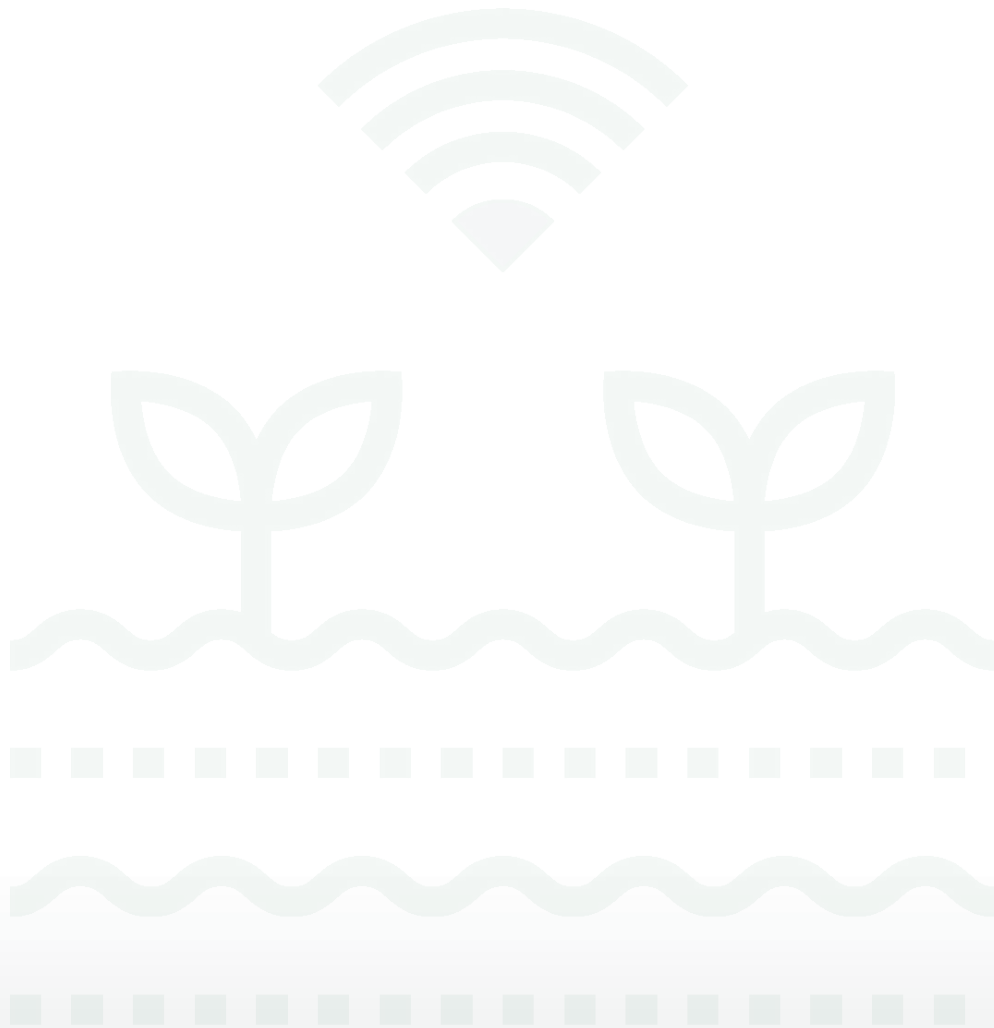
**Option 2:** Podcast Interview. Interview someone who works in IAD and record your conversation.

**Step 1.** Research jobs in international agricultural development.

Suggested resources:

- [Cargill](#)
- [Catholic Relief Services](#)
- [ECHO](#)
- [Lutheran World Relief](#)
- [Mennonite Central Committee](#)
- [Oxfam](#)
- [Peace Corps](#)
- [UN Food & Agriculture Organization](#)
- [World Food Prize](#)
- [World Renew](#)

**Step 2.** Interview someone who works in, studies, or has experience with international agricultural development. Record your conversation to create a podcast-style record of what you learn. See “Checklist to Success: Podcast” below.





# 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

“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

### 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.

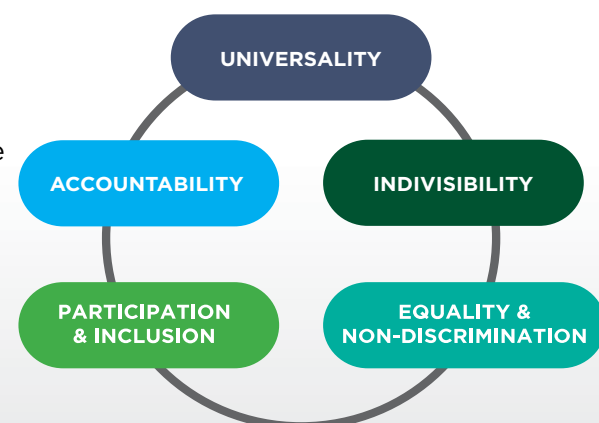
**Universality.** Human rights are for all people in all places.

**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.



# INDEPENDENT ACTIVITY OPTIONS INTERMEDIATE

## Plan for a Career in International Agricultural Development

### A3: Build a Budget (25 points)

**Option 1:** Personal Budget — U.S. Plan a personal budget to power your future in agricultural development.

**Step 1.** Track your expenses for a month. Include things you use but might not pay for right now, such as groceries, rent, or electricity.

**Step 2.** Create a personal monthly budget applicable to where you live now or another U.S. location. See Budget template.

**Option 2.** Personal Budget — International. Plan a personal budget to power your future in international agricultural development.

**Step 1.** Track your expenses for a month. Include things you use but might not pay for right now, such as groceries, rent, or electricity.

**Step 2.** Create a personal monthly budget in a foreign country of choice. See Budget template. Consider how your expenses might be different if you were working internationally. Would you have a car or use public transportation? Would you have a washing machine? Would you pay for heat or air conditioning? What about the cost of visiting the U.S., or getting a visa/resident status for work in another country?

Suggested resources:

- [CultureGrams](#)
- [Numbeo](#)
- [Gap Minder](#)



## A4: Analyze Safety Protocols (25 points)

**Option 1:** Perception vs. Reality Collage. Compare themes in major headlines with snapshots of daily life in other countries.

**Step 1.** Review the [Global Food Security Index](#). Select a country with an overall score of less than 60.

**Step 2.** Search for news articles about your chosen country.

**Step 3.** Research daily life in your chosen country. You may have to look deeper to find these details.

Suggested resources:

- [AP Daily Life Around the World](#)
- [CultureGrams](#)
- [Humans of New York Travel Archives](#)
- Instagram Accounts: [@everydayafrica](#), [@everydayeasterneurope](#), [@everydaylatinamerica](#), [@everydaymiddleeast](#), [@everydayasia](#)
- Youtube vlogs
- [Documentaries](#)

**Step 4.** Make a collage comparing the perception of your chosen country in the news vs. the reality of everyday life.

**Option 2.** Write Your Own Safety Protocol. Write a safety protocol for navigating life in a different country.

**Step 1.** Keep a journal of your life for a day or a week. This could be a physical notebook, an audio diary, or an Instagram story. Focus on what you do to keep yourself safe.

**Step 2.** Look up the safety protocol of an organization engaged in international agricultural development.

Suggested resources:

- [Cargill Workplace Safety](#)
- [Centers for Disease Control](#)
- [NAFSA Study Abroad: Good Practices for Health & Safety](#)
- [Peace Corps Health & Safety](#)
- [Travel.State.Gov](#)

**Step 3.** Write your own safety protocol for life in a country of your choice. Model the structure of your safety protocol on the IAD example you found.



# CREATING A PLAN FOR AN IMMERSION SAE

Stop and take a look back at all you've done so far. You've already learned a lot about international agricultural development! The final two independent activities in this guide will help you start to plan for your future. But you don't have to wait until you're done with high school to get involved in agricultural development; there are ways you can get started today.

Remember, local action is an important part of ensuring global food security. With Activity 5, you will learn about hunger and food security in your community and get involved with organizations or programs that are already working on these issues. A5 is the final piece of your Foundational SAE project.

Activity 6 is the first step toward an Immersion SAE. You may be interested in starting or supporting a Growing Project through Growing Hope Globally. Growing Projects are community groups around the United States made up of farmers, agribusinesses, churches, civic groups and others who come together around the common cause of helping hungry people. Together they grow crops, raise animals, or do other activities to raise funds for international programs. Growing Hope Globally supports programs in Africa, Asia, Central America, the Caribbean, the Middle East, and South America. These programs provide training for farming practices, hygiene, and nutrition, access to land and clean water, and opportunities for women in leadership. Many agricultural education programs and FFA chapters already participate in Growing Projects with Growing Hope Globally.

**Learn more about Growing Hope Globally at [www.growinghopeglobally.org](http://www.growinghopeglobally.org).**

SAEs in international agricultural development often include strong themes relevant to the Service Learning Proficiency Awards. If you are looking to earn State and American degrees with international agricultural development experiences you may need to talk with your FFA advisor about how to generate income and productively invest it into your project as many IAD experiences begin with volunteer work. Considering the potential of your SAE at the beginning will help you anticipate unique opportunities and challenges that exist if you are passionate about achieving in FFA with an IAD experience.

## Benefits of Working in International Agricultural Development

International agricultural development offers opportunities for many different types of fulfilling careers. No matter where you work or what you're doing, getting involved in IAD is a great way to make a positive difference. Agricultural development makes life better for real people all around the world. Food security frees people from daily concerns related to hunger as well as long-term concerns about nutrition and health. It contributes to what the United Nations calls "the highest aspiration of the common people": a world in which people are free from want. In addition, working in international development can be immensely personally fulfilling. IAD professionals enrich their lives by traveling and connecting with people who are different from them. Read on to continue exploring IAD and growing your SAE with the final two guided activities.



# INDEPENDENT ACTIVITY OPTIONS ADVANCED

## Support Agricultural Development Work

### A5: Get Involved in Your Community (50 points)

**Option 1** Cultural Anthropology. Analyze your own cultural traits and join a community group or attend an event that celebrates another culture.

**Step 1.** Research community groups and events in your area that celebrate another culture. Choose a group to join or an event to attend and put it on your calendar.

**Step 2.** Read [this article](#) about the Cultural Iceberg. Reflect on your own cultural traits. Make a diagram of your own cultural iceberg.

**Step 3.** Attend the group meeting or event you selected in step 1. Afterward, reflect on the similarities and differences between your culture and the culture you observed.

**Option 2.** Local Motion. Identify a local issue and join existing efforts to solve that issue.

**Step 1.** Research local food security issues.

Suggested resources:

- [Feeding America](#)

**Step 2.** Research local food security projects. Consider community groups, charity organizations, school programs, farm groups, or health organizations.

Possible local projects:

- Community gardens
- Food & nutrition education
- Food pantry
- Garden program

**Step 3.** Choose a project and get involved! Ways you may support the project include volunteering, raising funds, spreading awareness, or donating. See “Local Motion Log” to plan and track your action.

**Step 4.** Reflect on the project you chose. Recall the definition of sustainability from the National Research Council: “The ability to meet core societal needs in a way that can be maintained indefinitely without significant negative effects.” Was the local project you chose sustainable? Why or why not?



## A6: Make a Plan for International Action (50 points)

**Task:** Select an International Project. Make a plan to get involved with an international agricultural development program.

**Step 1.** an International Project. Make a plan to get involved with an international agricultural development program.

Suggested resources:

- [Growing Hope Globally](#)
- [Educational Concerns for Hunger Organization \(ECHO\)](#)
- [Field of Hope](#)
- [Agricorps](#)
- [Peace Corps: Agriculture](#)
- [Gates Foundation: Agriculture](#)
- [World Food Prize: Youth Institute](#)

**Step 2.** Take stock of available resources and partners. Are there local businesses or programs that might sponsor or donate to this international project?

Possible community resources:

- Land or facilities available for purchase, rent, or use
- Crops or livestock to raise
- Farmers to support or assist with your project

**Step 3.** Create a project timeline.

- What is the goal of your action? (e.g. fundraise, collect resources, spread awareness)
- How will you measure the success of your action? (e.g. dollars, number of cans of food, number of email addresses collected)
- What do you need to carry out your action? Who can help you?
- When will you begin your action?
- When will you complete your action?

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# Student Activity Resources

## Activity 1

### Guided Research Checklist

#### Local Agriculture

I live in \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
(town / city) (county) (state)

☐ **Who** works in agriculture?

☐ **What** kinds of crops and livestock are grown?

☐ **What** is the climate like?

☐ **Where** is agriculture happening (farms, ranches, gardens, greenhouses, etc.)?

☐ **When** is the growing season?

☐ **How** are crops harvested? How is livestock processed?

## Activity 1

### Guided Research Checklist

#### Agriculture in Another Part of the Country or World

Selected Region: \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_, \_\_\_\_\_  
(county / region) (state) (region) (country)

☐ **Who** works in agriculture?

☐ **What** kinds of crops and livestock are grown?

☐ **What** is the climate like?

☐ **Where** is agriculture happening (farms, ranches, gardens, greenhouses, etc.)?

☐ **When** is the growing season?

☐ **How** are crops harvested? How is livestock processed?

## Checklist to Success: Podcast

### Agriculture in Another Part of the Country or World

Selected Region: \_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_, \_\_\_\_\_  
(county / region) (state) (region) (country)

- ☐ Connect with an IAD expert and set up a time to meet.

We are meeting on \_\_\_\_\_ at \_\_\_\_\_ at \_\_\_\_\_  
(date) (time) (location)

- ☐ Create a list of questions to ask. You may be interested in how the IAD expert got started in IAD, what skills they think are essential for their job, their job duties, or the impact their work has had on them.

- ☐ Practice using your audio recording equipment. A handheld recorder, phone, or computer all work well. Determine how close you need to be so that the microphone picks up your voice well.

- ☐ Practice introducing yourself and the guest you will be interviewing. Think through the flow of the podcast.

- ☐ Record the podcast. If you make a mistake, correct it and move on. Mistakes are part of radio.

- ☐ Don't forget to write a thank you note to the person you interviewed!

## Budget

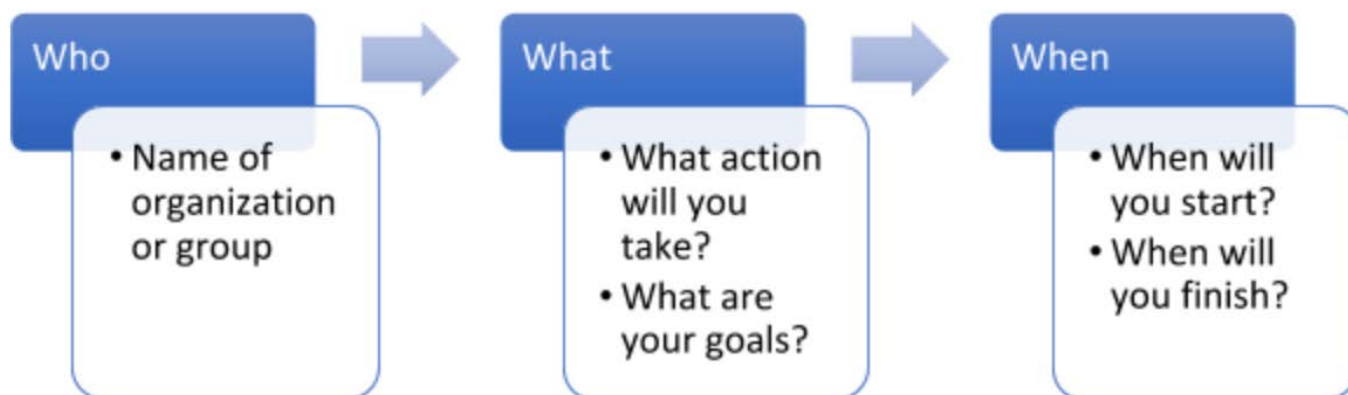
Fill in the template below. You can also use an app like EveryDollar, Wally, or Mint to track your spending and plan your budget.

Item	\$ Planned	\$ Spent	Item	\$ Planned	\$ Spent
<b>Housing</b>			<b>Entertainment</b>		
Rent			Internet		
Electricity			Phone		
Laundry			Events		
<i>Total:</i>			<i>Total:</i>		
<b>Food</b>			<b>Savings</b>		
Groceries			General		
Eating out					
<i>Total:</i>			<i>Total:</i>		
<b>Transportation</b>			<b>International</b>		
Gas			Airfare		
Public transportation			Visa		
Auto maintenance			Passport		
<i>Total:</i>			<i>Total:</i>		
<b>Miscellaneous</b>			<b>Other</b>		
<i>Total:</i>			<i>Total:</i>		
<b>Totals</b>					
Total Planned					
Total Spent					



## Local Motion Log

Using the space below and additional pieces of paper, reflect on the following questions.

This image shows a full page of blank, lined paper. It features approximately 20 horizontal blue lines spaced evenly across the page, typical of notebook paper. The lines are thin and light blue, set against a plain white background. There is no handwriting or other markings on the page.

## Local Motion Log

Using the space below and additional pieces of paper, reflect on the following questions.

[illegible]