

# Foundational SAE Activities Crosswalk

| Prompt in AET                       | Activity and Example Ideas   | AFNR or CRP Standard |   |
|-------------------------------------|--|----------------------|---|
| Apply for Financial Aid/Scholarship | <p><b>Activity:</b><br/> <b>Scholarship Hunt Challenge:</b> Students use Chromebooks to locate 2 real agriculture-related scholarships (local, state, or national).</p> <p><b>Example:</b><br/> Find scholarships like the “National FFA Scholarship” and fill out a mock application form with teacher feedback.</p>  | FND.A3.06            | Complete financial aid/ scholarship application   |
| Attend a Career Fair                | <p><b>Activity:</b><br/> <b>Career Fair Roleplay:</b> Host a classroom “mini-career fair” with stations representing different AFNR pathways (plant science, animal systems, ag mechanics, etc.).</p> <p>Students practice <b>active listening</b> by asking prepared questions and taking notes.</p> <p><b>Example:</b><br/> Students circulate through 5 stations and interview “representatives” (teachers or upperclassmen).</p>   | CRP.04.03            | Model active listening strategies when interacting with others in formal and informal settings.   |
| Explore Career Areas                | <p><b>Activity:</b><br/> <b>Career Pathway Research Poster:</b> Students research one AFNR career pathway and create a poster that includes required education, certifications, typical salaries, and job examples.</p> <p><b>Portfolio Starter:</b> Build a simple career folder (digital or paper) that includes goals, a sample resume, and cover letter drafts.</p> <p><b>Example:</b><br/> A student chooses the Animal Systems pathway and designs a poster detailing steps to become a veterinary technician.</p> | CS.05.01             | Evaluate and implement the steps and requirements to pursue a career opportunity in each of the AFNR career pathways (e.g., goals, degrees, certifications, resumes, cover letter, portfolios, interviews, etc.). |
|                                     | <p><b>Activity:</b><br/> Make a <b>Career Map</b> showing 3 agriculture career areas that match things you like to do.</p> <p><b>Example:</b><br/> If you like animals, being outdoors, and fixing things, your map might show:</p>  | FND.A1.01            | Explore areas that interest you   |

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|                           | Animal Systems (like vet or livestock worker)<br>Natural Resources (like park ranger)<br>Ag Mechanics (like tractor repair worker)   |                      |   |
| Explore Employment Skills | <b>Activity:</b><br><b>Employability Skills Stations:</b> Rotating stations where students: <ul style="list-style-type: none"> <li>Practice introducing themselves professionally.</li> <li>Discuss what personal responsibility looks like in ag jobs.</li> <li>Brainstorm examples of teamwork in agriculture careers.</li> </ul> <b>Example:</b><br>At one station, students roleplay showing up on time, reporting problems to supervisors, etc. | CRP.01.01            | Model personal responsibility in the workplace and community.   |
|                           | <b>Activity:</b><br>Practice giving short speeches using clear and professional speaking.<br><b>Example:</b><br>Give a 1-minute speech explaining why agriculture is necessary to live..   | CRP.04.01            | Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.                       |
|                           | <b>Activity:</b><br>Solve a problem by brainstorming creative ideas with a partner.<br><b>Example:</b><br>Think of new ways farmers could save water during droughts.  | CRP.06.01            | Synthesize information, knowledge and experience to generate original ideas and challenge assumptions in the workplace and community. |
|                           | <b>Activity:</b><br>Look at a problem and list different viewpoints people might have.<br><b>Example:</b><br>Discuss why some farmers want to use drones and why others might not.   | CRP.08.01            | Apply reason and logic to evaluate workplace and community situations from multiple perspectives.                                     |
|                           | <b>Activity:</b><br>Work as a team to complete a task and practice working together.<br><b>Example:</b><br>Build a model farm layout with your group, agreeing on where crops and animals  | CRP.12.01            | Contribute to team-oriented projects and builds consensus to accomplish results using cultural  |

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|                                  | should go.  |                      | global competence in the workplace and community.   |
|                                  | <b>Activity:</b><br>Learn and practice basic job skills like being on time and following directions.<br><b>Example:</b><br>Role-play showing up to work, clocking in, and asking a supervisor for your task.  | FND.A2.01            | Explore important employment skills   |
| Explore Salaries in Career Areas | <b>Activity:</b><br><b>Reality Check: Ag Careers Salaries:</b><br>Provide a list of 10 ag-related careers and corresponding average salaries. Students guess salaries first, then research real data and discuss differences.<br><br><b>Example:</b><br>Compare expected salaries of crop consultants vs. livestock breeders. | FND.A3.02            | Review salaries of career interest areas  |
| Go to an Interview               | <b>Activity:</b><br><b>Mock Interview Days:</b> Prepare interview questions and conduct small group mock interviews, rotating between interviewer and interviewee roles.<br><br><b>Example:</b><br>Students answer "Tell me about yourself" and "Why do you want to work in agriculture?"                                     | CRP.04.01            | Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.   |
|                                  | <b>Activity:</b><br>Pick agriculture careers that match what you enjoy and are good at.<br><b>Example:</b><br>If you like machines and tools, choose jobs like equipment mechanic or welder.  | CRP.10.01            | Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.  |
| Guest Speaker in Class           | <b>Activity:</b><br><b>Ag Career Speaker Series:</b> Invite a local farmer, ag business rep, or FFA alumni to speak.<br><br>Students prepare at least 3 questions in advance and take structured notes.<br><br><b>Example:</b><br>Speaker discusses careers in precision agriculture and answers student questions.           | CRP.10.03            | Develop relationships with and assimilate input and/or advice from experts (e.g., counselors, mentors, etc.) to plan career and personal goals in a chosen career area. |
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|   | <b>Activity:</b><br>Choose agriculture areas that fit things you like or are curious about.<br><b>Example:</b><br>If you like animals, explore careers like vet assistant or livestock manager.  | FND.A1.01            | Explore areas that interest you  |
| Involvement in other Career Activities    | <b>Activity:</b><br><b>FFA Career Development Event Preview:</b><br>Introduce students to CDEs like Job Interview, Ag Sales, and Vet Science.<br><br>Students pick 1 CDE that interests them and research participation steps.<br><br><b>Example:</b><br>Create a participation plan for the Ag Sales CDE.       | Any                  | Any  |
| Lean about Agriculture                    | <b>Activity:</b><br><b>Ag Current Events Discussion:</b> Students research one issue affecting agriculture today (e.g., AI in ag, water usage) and present a short summary to the class.<br><br><b>Example:</b><br>Small group discussion: How does drought impact cattle production in the U.S.?                | CS.01.01             | Research, examine and discuss issues and trends that impact AFNR systems on local, state, national and global levels.                      |
| Learn about Personal Financial Management | <b>Activity:</b><br><b>Personal Budget Builder:</b> Students use an ag career salary and create a sample monthly budget including housing, food, savings, and personal expenses.<br><br><b>Example:</b><br>A student pretending to be an ag equipment mechanic plans a monthly budget on a \$42,000/year salary. | CRP.03.01            | Design and implement a personal wellness plan.   |
| Learn about Safety in the Workplace       | <b>Activity:</b><br><b>Ag Safety Walkthrough:</b> Conduct a simulated workplace inspection of the shop, greenhouse, or barn area identifying safety hazards.<br><br>Discuss OSHA posters and PPE use.<br><br><b>Example:</b><br>Students create a "Top 5 Ag Safety Rules" poster after the activity.             | CS.03.01             | Identify and explain the implications of required regulations to maintain and improve safety, health and environmental management systems. |

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|  | <b>Activity:</b><br>Learn basic safety rules used in agriculture jobs.<br><b>Example:</b><br>Make a list of 5 safety rules for working in a shop or around animals.   | FND.A4.01            | Investigate workplace safety requirements   |
| Meet with Others to Learn about a Career | <b>Activity:</b><br><b>Career Conversations:</b> Students schedule and conduct a short informational interview with a local ag business employee (live or via email) about their job and advice.<br><b>Example:</b><br>Students report back with 3 key things they learned about careers in ag mechanics. | CRP.10.03            | Develop relationships with and assimilate input and/or advice from experts (e.g., counselors, mentors, etc.) to plan career and personal goals in a chosen career area. |
| Participate in a Mock Interview          | <i>(Similar to "Go to an Interview" above, but focused on formal practice.)</i><br><b>Activity:</b><br><b>Mock Interview Roundtable:</b> In small groups, conduct structured peer mock interviews, rotating roles. Focus on body language and professionalism.  | CRP.04.01            | Speak using strategies that ensure clarity, logic, purpose and professionalism in formal and informal settings.   |
|  | <b>Activity:</b><br>Find agriculture careers that fit your skills and interests.<br><b>Example:</b><br>If you like science, choose jobs like soil scientist or plant researcher.  | CRP.10.01            | Identify career opportunities within a career cluster that match personal interests, talents, goals and preferences.  |
| Participate in a Workplace Tour          | <b>Activity:</b><br><b>Local Ag Business Tour:</b> Visit a local farm, ag service center, or processing plant.<br><br>Students complete a reflection worksheet focused on employment skills they observed.<br><b>Example:</b><br>At a feed mill, students note employee teamwork and safety protocols.    | FND.A2.01            | Explore important employment skills   |
|  | <b>Activity:</b><br>Talk to or meet with someone who works in an agriculture career to learn about their job.<br><b>Example:</b><br>Ask a local farmer how they started their career and what skills they use every day.  | FND.A2.03            | Work with a career mentor   |

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| Work on my Resume | <p><b>Activity:</b><br/><b>Ag Student Resume Builder:</b> Using the AET resume, create a resume highlighting school, FFA, community, SAE, and volunteer experiences.</p> <p><b>Example:</b><br/>Students complete a draft resume by listing FFA events attended, leadership roles, and SAEs/work experience.</p> | FND.A2.02            | Build or maintain a resume |