

# **A Strategy for Enhancing Global Engagement in Agricultural Education**

## **A Project of The National Council for Agricultural Education**

### **Background and Project Overview**

Agricultural education is dedicated to preparing Americans for careers in agriculture. It connects students to basic and advanced courses of study in the science, business and technology of agriculture. Given the mission that “Agricultural education envisions a world where all people value and understand the vital role of agriculture, food, fiber, and natural resources systems in advancing personal and global well-being,” agricultural education must provide opportunities for students to learn how agriculture affects the global community. Similarly, it is critical that students understand how the global community (in areas such as geography, politics and natural resource availability) can impact the agricultural industry’s ability to help feed the world’s growing population. Acquiring an appreciation for the dynamics and complexities of those issues can prepare students for active roles of leadership and service to address critical needs and ensure the sustainability of agriculture.

A vision for agricultural education global engagement provides opportunities that directly engage students and teachers in understanding and working to address critical agricultural issues facing the international community. In addition, agriculture needs graduates who have an understanding of international agriculture issues and an enthusiasm for engaging in these issues on a global scale. Companies in agriculture want to hire those who are willing and prepared to serve overseas and gain the experience required for professional advancement and leadership positions. To remain competitive, American agriculture needs workers who can understand and respond quickly to the dynamics of the global agricultural marketplace.

Delegates to the 2009 National FFA Convention called for greater opportunities for global engagement within FFA and agricultural education. This action reinforced similar requests from the agriculture industry and the agricultural education organizations represented on The National Council for Agricultural Education, among others. During the 2009 FFA convention, The Council hosted a *Global Dialogue* that brought together key stakeholders to explore the need for agricultural student global engagement and potential opportunities for doing so.

### **Introduction and Project Update**

Building on the *Global Dialogue* conducted during the National FFA Convention in 2009, the following information highlights ideas generated by thought leaders in global agriculture during the *Global Strategy Taskforce* meeting conducted Sept. 7-8, 2010, in Indianapolis. Representatives from member organizations of The Council were present as were key stakeholders from nonprofit organizations, universities and business and industry (*Global Strategy Taskforce* members are listed in appendix A). The group’s charge was to establish an

overarching strategy for global engagement in the context of agricultural education spanning the developmental levels in grades 7-16 and beyond and focusing on the development of global competence for individuals ranging from awareness to action.

Members involved in the *Global Strategy Taskforce* were assembled for their technical expertise in delivering educational programming, involvement in philanthropic activities, engagement in international efforts and linkages to the chain for delivering a safe, abundant food supply. The individuals identified essential elements of a sustainable strategy for agricultural education to create global competence among teachers and students. These elements were linked directly to The Council's *National Agriculture, Food, and Natural Resources Career Cluster Content Standards*. The standards clearly articulate the need for students to develop a global mindset in order to live, work and thrive in a twenty-first century world where connectedness and interdependence are increasingly essential.

The ideas and materials generated are a work in progress. The following information was shared with a broader audience of stakeholders during the 2010 National FFA Convention. The feedback received was carefully considered for integration into the final document, and this revised version will be available electronically for review by the broader agricultural education community, other key decision makers and stakeholders. Finally, the electronic reviewer comments will be considered for inclusion into the final report submitted to the National Council for Agricultural Education.

## **Global Engagement Strategy Pillars**

The proposed global engagement strategy for agricultural education focuses around seven pillars. These represent areas in which leadership and resources must be committed to achieve results. The pillars also suggest the need for overall coordination and information sharing among agricultural education entities and partners.

### **1. Teacher Preparation**

Preparing teachers to incorporate global agriculture into their classrooms and help students connect to activities that promote a global mindset is a top strategic priority. The first step in that process is to ensure teachers themselves have developed an understanding and appreciation for global agriculture. This begins with pre-service preparation in teacher education colleges and universities. In-service training will also be necessary to build on pre-service exposure and to reach those already in the field or who come to the profession through alternative certification. Peer teaching, train the trainer, distance learning, communities of practice and other tactics can be employed. Securing a globally minded set of agricultural education teachers is foundational for reaching students.

### **2. Educational Curriculum and Support**

Teachers must be supported with current, compelling and proven curriculum for infusing global agriculture and related topics into their classrooms, including incorporating global training into existing programs for teachers. Efforts must be launched to identify, adapt, commission, aggregate and make available instructional resources commensurate with grade and experience levels of students. Resources can include globally-focused courses,

lessons, examples, case studies and activities. These efforts must be supported by appropriate marketing and teacher training.

### **3. Global Continuum Experiences**

Activities and experiences must be developed for students to move through a continuum that begins with awareness of global agriculture connections and extends through direct, purposeful, extended immersion experiences. These experiences must develop knowledge, skills and understanding that lead to creative problem solving and development of a global mindset. Examples include classroom-based inquiry, short and long-term study abroad, and service-learning opportunities. Student organization activities and supervised agricultural experiences must be employed to support classroom/laboratory instruction. FFA, PAS, NAAE, NASAE and AAAE activities and award programs should provide global perspectives for students when appropriate.

### **4. Partner Development**

Successfully integrating global dimensions into agricultural education will require a wide and diverse set of partners. The profession needs to engage those groups that can best provide resources and opportunities for advancing the global engagement strategy for agricultural education. Business and industry, government, education, non-governmental organizations and the philanthropic community all offer potential value. These partners must be engaged in planning and execution.

### **5. Communication/Marketing**

The communication challenge for the global engagement strategy begins with helping the agricultural education community understand the need for and value of adopting a global mindset. A communication plan for educating our teachers and agricultural education leaders must be supported by appropriate marketing materials and experiences to build a network of supporters. Obstacles and challenges should be anticipated and overcome. Document the desire by students, educators and industry for global engagement opportunities. Provide a clearinghouse of information, share knowledge and resources, and promote opportunities to students, teachers, and school systems.

### **6. Stewardship/Coordination**

The Council should identify appropriate coordinating entities for managing the global engagement strategy. These may take on national, regional or state dimensions, but a core group should be drawn from the agricultural education professional associations, foundations, universities, industry and the philanthropic community. This group would be charged with building networks, establishing priorities, creating plans and supervising implementation of tactics that support the objectives of the overall strategy. They should also ensure that strategies developed align with agricultural education's "three-circle model" as possibilities are considered and activities are executed.

### **7. Outreach/Collaboration/Response**

Agricultural education is increasingly asked to provide expertise and materials that help promote the development of agricultural infrastructure and education in developing nations. Responding to these requests can open opportunities for students and teachers to apply their training and expand their skills and knowledge. It can also expand the network of partners needed to implement the global engagement strategy. The Council should identify mechanisms for fielding and responding to these requests.

## Scope and Context of an Agricultural Education Global Engagement Strategy

It is imperative that a global engagement strategy for agricultural education fit within the established *National Agriculture, Food, and Natural Resources Career Cluster Content Standards*. Table 1 summarizes those standards and indicators related to establishing global awareness and understanding for agricultural education students. The “performance indicators and elements” listed in the left hand column identify the specific content standard while the global connection is listed in the “specific level” located in the right hand column. The specific level, i.e. Measurement, relates to grade levels a=grade 9-10; b=11-12; c=13-14.

Table 1. *Select National Agriculture, Food, and Natural Resources Career Cluster Content Standards*

<b>Agriculture, Food and Natural Resources (AFNR) Career Cluster<sup>*</sup></b>	
Performance Indicator (PI)/Performance Element (PE)	Specific Level (Measurement – M)
CS.01.05. (PI) Desire purposeful understanding related to professional and personal activities.	CS.01.05.01.c. (M) Articulate current issues that are important to the local, state, national and global communities.
CS.09. (PE) Compare and contrast issues affecting the AFNR industry.	CS.09.01.01.c. (M) Describe the impacts of AFNR decisions on global markets and environmental health.
CS.10. (PE) Envision emerging technology and globalization to project its influence on widespread markets.	
CS.10.01. (PI) Examine new technologies to project their impact in the global market of AFNR.	
AS.01. (PE) Examine the components, historical development, global implications and future trends of the animal systems industry.	
BS.01.01. (PI) Distinguish major innovators, historical developments and potential applications of biotechnology in agriculture.	BS.01.01.02.c. (M) Analyze the scope and impact of agricultural biotechnology in today’s global society
BS.03.03. (PI) Use biotechnology to monitor and evaluate procedures performed in AFNR systems.	BS.03.03.06.a. (M) Explain the global importance of biodiversity.

ESS.03.01. (PI) Apply meteorology principles to environmental service systems.	ESS.03.01.03.c. (M) Evaluate the predicted impacts of global climate change on environmental service systems.
NRS.02.02. (PI) Demonstrate cartographic skills to aid in developing, implementing and evaluating natural resource management plans.	NRS.02.02.01.c. (M) Employ Global Positioning System and Geographic Information Systems technologies to inventory features in natural resource management.
PST.05.03. (PI) Use geospatial technologies in agricultural applications.	PST.05.03.01.a. (M) Identify geospatial technologies, including global positioning, geographical information and remote sensing.

\* Access a complete copy of the National Agriculture, Food, and Natural Resources Career Cluster Content Standards at: [http://www.teamaged.org/council/images/stories/pdf/finalafnrstandardsv324609withisbn\\_000.pdf](http://www.teamaged.org/council/images/stories/pdf/finalafnrstandardsv324609withisbn_000.pdf)

In addition, a global engagement strategy must build upon the agricultural education program model of classroom/laboratory instruction, supervised agricultural experience (SAE), and participation in student organization activities. By working within the context of the content standards and the agricultural education model, the draft version of a global engagement strategy is anchored to best practices in agricultural education.

Any strategy developed must strengthen the partnerships along the agricultural education continuum from middle school to high school to post-secondary school and beyond. Similarly, agricultural education partners at all levels must be invited to fully engage in this model and participate in a seamless approach helping young people develop global competence.

Participants may enter the global engagement process at any point, regardless of age and developmental level. A global mindset may take years to develop. Thus, one size does not fit all and individuals can enter and exit this global engagement process at any time. However, the developmental process should begin with exposure for building awareness, proceed to knowledge and skill development, lead to influencing attitudes, and ultimately result in behaviors that are based upon the attitudes gained from experiences and activities. The scaffolding approach creates opportunities for individuals to build upon personal experiences, carefully planned activities and self-reflection. The approach allows each student to move along a global engagement continuum at his or her own pace.

### **Global Engagement Strategy**

The global engagement strategy focuses on teachers and students engaged in agricultural education. We believe the quickest and most efficient way to influence students and their thinking is to first influence their teachers. Teachers who develop a global mindset can impact

students to think beyond their own community, state and country, and the next generation can be equipped to think and act with a global mindset. Therefore, the initial focus for an agricultural education global engagement strategy begins with the teacher and determining what individual classroom teachers need in order to possess a global mindset.

The question that must be addressed is, what is a ‘globally-minded teacher’ and how can a ‘global mindset’ be measured? The following information attempts to identify the attitudes and behaviors of a globally-minded teacher and proposes the professional development needs teachers have when moving toward a global mindset.

### **Characteristics of a Global-Minded Agricultural Education Teacher**

A globally minded agricultural education teacher:

- is open to new perspectives and attitudes from students and others
- easily introduces global examples with authority and understanding (is well read)
- regularly asks the question about the impact on global systems
- has an awareness of current global events with the ability to connect to students in a relevant way
- invites global perspectives into the classroom

### **Attitudes Possessed by a Globally Minded Agricultural Education Teacher**

Globally minded teachers possess an attitude of intrinsic and genuine curiosity about other cultures and are tolerant of individuals who are different than themselves. They have a sense of urgency about addressing societal issues that are immediate and relate to international agriculture and global food issues. Globally minded teachers have a sense of purpose and recognize their impact upon others. They are not afraid to change and they are committed to welcoming diverse people from all cultures.

### **Experiences Contributing to a Globally Minded Agricultural Education Teacher**

Our lives are shaped by the experiences we have and the people we meet. The process of becoming “globally minded” is contingent upon many factors and includes a variety of experiences and activities. It is possible for beginning agricultural education teachers to have a well developed global perspective, while a 30-year veteran may have no such mindset. There is no specific recipe for creating a positive global perspective in a teacher, just as there is no specific recipe for creating the same in students.

Most likely, globally minded agricultural education teachers have been involved in experiences (global or local) forcing them to look beyond themselves and their immediate environments. Global mindsets can be influenced by any international, or even domestic, experience that is different than home. In essence, any phenomenon that helps teachers appreciate differences in culture, nationality, language, religion, ethnicity or other dimensions can impact a teacher’s worldview.

## **Training Needs for Developing Globally Minded Agricultural Education Teachers**

Developing a positive, global mindset in agricultural education teachers should be an intentional and sustained effort. Many current teachers were not trained in teacher preparation programs emphasizing international agriculture and global food issues. Therefore, specific strategies should address both practicing teachers and future teachers and provide relevant and realistic experiences and activities that foster a global mindset. The following are examples that could be implemented to assist teacher development in establishing a global mindset.

- Provide globally focused coursework on world food issues (in-service and pre-service).
- Encourage travel and provide opportunities for global immersion experiences.
- Emphasize the importance of speaking another language.
- Help teachers understand the urgency of increasing global food production.
- Require a global component in teacher education core outcomes.
- Integrate international curricula with existing disciplinary knowledge.
- Modify existing award and recognition programs, such as Career Development Events, to include international components thus creating the need for teacher training.

## **Preparing Globally Minded Agricultural Education Students**

The global engagement strategy for agricultural education was based on two factors for creating students with a global mindset: the developmental levels of students (grades 7-16+) and resulting needs to provide age appropriate/developmentally appropriate exposure, activities and experiences; and the delivery of technical agriculture content within the proven agricultural education three-circle model of classroom/laboratory instruction, supervised agricultural experience, and student organization activities. Addressing these two factors allows for identifying the content and pedagogy to effectively engage students to think globally.

Sequencing globally related experiences and activities for students is one tactic to organize or structure the strategy. Students begin with exposure and develop awareness of the world around them, and with each additional level of agricultural education, they build upon that awareness through a collection of experiences gained in individual and group activities. The global engagement strategy that follows is built upon this methodology.

## **Potential Partners in a Global Strategy**

Stakeholders in the *Global Strategy Taskforce* meeting identified several local, state, national and international groups that might partner with agricultural education at all levels to assist teachers and students in developing a global mindset. The list of potential partners (provided in appendix B) includes individuals and organizations in middle school and high school, university and postsecondary institutions, community organizations, business and industry, state and federal government agencies, non-governmental organizations and not-for-profit organizations.

The list is not inclusive of all potential partners that may be engaged in working with local agricultural education programs in developing individual experiences and activities relevant to

local program success in developing students as global thinkers. Instructors at all levels are encouraged to foster partnerships available in their communities and regions beyond what is provided in the partner list provided.

### **Destination: Global Competence**

The global engagement strategy creates a matrix for identifying student proficiency in global awareness, skills, attitudes and behaviors related to a global mindset. The following Global Competence Matrix was developed as a draft to guide and assess student development of a global mindset.

**Global Competence Matrix (Developmental Continuum)**

<b>Exposure/Awareness</b>	<b>Knowledge and Skill Development</b>	<b>Positive Global Attitudes</b>	<b>Global Behaviors</b>
Students are exposed to the world they live in beyond their immediate environment.	Students gain knowledge and skills necessary to interact with individuals and groups from diverse backgrounds.	Students recognize their own and others' perspectives and appreciate differences.	Students use their knowledge and attitudes to have positive interactions with diverse and global audiences within a food related context.
<p>Students can:</p> <p>Identify global food needs as a function of population growth.</p> <p>Articulate the significance of a safe and abundant food supply for all people locally, nationally and globally.</p> <p>Explain the interdependence of nations involved in the food system.</p> <p>Recognize the value</p>	<p>Students can:</p> <p>Explain how customs and cultures influence events, and how people make decisions and think about issues.</p> <p>Acquire language skills and other strategies to effectively communicate with diverse groups.</p> <p>Identify nations and regions of the world based upon food</p>	<p>Students can:</p> <p>Appreciate the uniqueness and differences of individuals from various regions of the world.</p> <p>Select various people and groups, and identify the positive contributions they have made globally.</p> <p>Identify the benefits of changing perspective to deal with situations</p>	<p>Students can:</p> <p>Engage internationals in the U.S. in a positive and constructive way to build meaningful relationships.</p> <p>Identify global opportunities for involvement in agricultural and/or food-based service activities.</p> <p>Participate in a cultural immersion activity locally or</p>



of research on agricultural commodities on world food production.	production, population dynamics, and challenges and opportunities for creating a stable and abundant food supply.	positively.  Explain how effective communication impacts understanding and collaboration in an interdependent world.	abroad.  Engage in a global activity directly related to food systems.
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To further examine specific artifacts, experiences and activities appropriate for the developmental level of students involved in agricultural education (7-16+) and within the context of the three-circle educational model, see a *Global Activity Guide* with suggested activities located in Appendix C. This guide was developed during the *Global Strategy Forum Taskforce* meeting and presents sample activities in which teachers and students can participate.

The global engagement strategy focuses on addressing the needs outlined by the National Council for Agricultural Education (*Exploring a Global Engagement Strategy for Agricultural Education*, August, 2009). The strategy was developed recognizing the moral imperative and responsibility those working in agriculture have to be aware of the impact of their activities on the global community. As a major producer and exporter of food and agricultural technology, the United States has a responsibility as a leader in addressing global needs related to agriculture and food systems.

The thought leaders invited to participate in the creation of the global engagement strategy recognize that agricultural education has a responsibility to provide students and teachers with an awareness and understanding of global needs and issues regarding sustainable agriculture, food, fiber and natural resources. To understand all the opportunities available, students must be exposed to careers in global food production and distribution systems. They need significant growth opportunities at home and abroad for learning related to global agriculture. FFA members need assistance in embracing and valuing diversity in the larger world around them.

In addition, the strategy addresses the agriculture industry's need for graduates who understand international agriculture issues and have an enthusiasm for engaging those issues. To remain competitive, American agriculture needs workers who can understand and respond quickly to the dynamics of the global agricultural marketplace. Agriculture leaders must be familiar and engaged with global issues to ensure participation in major policy discussions and initiatives.

The global engagement strategy should enrich the agricultural education/FFA program, engaging more members and teachers by positioning agriculture and agriculturalists as part of the solution to global problems of hunger, malnutrition, sustainable agriculture, climate change and renewable energy. Focusing on global issues adds a relevance and topical focus to the program that can help recruit more—and more diverse—students and potential teachers who would not ordinarily engage with agricultural education. It also provides a stronger platform from which to advocate for opening new agricultural education programs.

Instruction about global agriculture adds an important teaching and learning component to agricultural education. Global agriculture more fully integrates agricultural content into the entire school curriculum and school environment. It provides the opportunity to teach about social studies, world geography, political science, economics and history in the context of agriculture and the ability of countries to provide food, fiber and other natural resources to their populations.

## Appendix A

### Taskforce Members

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Taskforce Meeting*.

## Appendix B

### Potential Partners for an Agricultural Education Global Strategy

#### Middle/Secondary School Partners

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Foreign Language Teachers	FFA Marketplace
Model United Nations	Family and Consumer Science Programs

#### Postsecondary/University Partners

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4-H and Cooperative Extension Units	Association for International
Colleges/Universities	Agriculture and Extension Education
Extension Educators	Association of Public and Land-grant
International Graduate Students	Universities (APLU) College Deans
International Baccalaureate Degree	American Association of Community
National Association of Agricultural	Colleges
Educators (Communities of Practice)	

#### Community Partners/Businesses

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Local Multi-National Corporations	Community Gardens
Advisory Councils/Local Partners	State Ag Leader Development Programs
Environmental Groups	Church Missions International Efforts
Local Service Groups (i.e. Rotary, etc.)	Agricultural Commodity Traders
Chicago Mercantile Exchange	

#### Federal and State Government Agencies and NGOs

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Humanitarian Effort Groups	Embassies
US Government Contractors	USAID
Peace Corps	Agriculture and Trade Policy Groups
Foreign Agricultural Service	USDE
State Departments of Agriculture	Fulbright Program
Earth Watch	Young Farmer Organizations
Sister City Organizations	Ministries of Agriculture
Congressional Hunger Center	Professional Staff of Congress-Foreign
	Relations Committees

#### Non Profit Organizations

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US Citizens for Diplomacy	Bridges to Asia
Books for Africa	Edible Classroom
World Vision	World Food Prize
Kiva	AGRA
Not-for-Profit Foundations	Georgia to Georgia

## Appendix C

### Global Activity Guide

Developmental Level & Agricultural Education Model Component	Exposure and/or Awareness	Knowledge and Skill Development	Attitudes	Behaviors
<b>Middle School</b>				
Classroom Instruction/Laboratory	<p>Foreign language</p> <p>Global curricula for <i>Ag in the Classroom</i>, <i>Food for America</i>, etc.</p> <p>Classroom to classroom, peer to peer virtual interaction</p> <p>Exercises in mapping countries, regions, food systems, etc.</p>	<p>Multicultural fairs (prepare food, model dress, music, etc.)</p> <p>Virtual field trips (international)</p> <p><i>Food for the World</i></p> <p>Foreign Language</p>	<p>Critical thinking exercises about global issues</p> <p>Engage local government agencies and non-profit organizations in classroom experiences</p>	Global-local service learning (local projects)
SAE	AV presentations on food systems around the world (Discovery Channel, History Channel, etc.)	Write “Letters to agriculturalists” globally	Projects in Kiva, AGRA, etc.	Student investment in Kiva, AGRA, etc.
FFA	Connect to foreign exchange students living in local community	Create an international knowledge component to Discovery Degree	Reflection writings on global youth issues	Create an International Fair at local school or global issues exhibit at local FFA banquet
<b>High School</b>				
Classroom Instruction/Laboratory	<p>Reading assignments and essays</p> <p>Exchange programs with other states, regions, countries</p> <p>Environmental context for global discussion</p> <p>Study Macroeconomics in a food systems context</p>	<p>Global current event debate</p> <p>Global fair</p> <p><i>Food for the World</i></p> <p>Habitat for Humanity</p>	<p>Speech topics on world food issues</p> <p>Adopt <i>World Food Prize</i> annual theme for speech topics and research papers</p> <p>Virtual discussion – classroom to classroom, digital interaction</p> <p>Cross curricular/team teaching with core</p>	<p>Heifer International</p> <p>Kiva</p> <p>Service learning</p> <p>Faith-based mission trips</p> <p>Student exchange</p> <p>Internships</p> <p>Job shadow global</p>

	<p>Healthy lifestyles</p> <p>Sustainability context for global discussion on food</p> <p>Utilize current global issues as topics for study</p>		<p>subject teachers in social studies, foreign language, etc.</p>	<p>career opportunities, research, internships, etc.</p> <p>Short-term study abroad experiences</p>
SAE	<p>Records include and recognize globally related skills and competencies</p> <p>Obtain a U. S. Passport in preparation for travel</p>	<p>YouTube™ videos of SAEs to share around the world &amp; connect other countries for their experiential learning</p> <p>Build upon entrepreneurship opportunities for global SAE's (follow <i>Heifer International</i> model)</p> <p>Expand SAE scholarships to include international SAE opportunities</p>	<p>Technological exchanges with professionals in the field &amp; global communities</p> <p>Create internships with global focus (MOUs between Council &amp; Sponsors' Board members and companies could highlight local branches of larger companies)</p> <p>Engage government agencies and non-profit organizations in SAE service experiences</p>	<p>Establish international SAE</p> <p>Invest in <i>KIVA</i>, <i>AGRA</i>, etc.</p> <p>Internships with government agencies, non-profit organizations that have global focus</p> <p>Work abroad on a food system operation</p>
FFA	<p>Citizenship knowledge and responsibilities activities</p> <p>Increase global information in communication channels &amp; organization events</p>	<p>Infuse global dimension to all degree, CDE and awards programs</p> <p>Sponsor university connection with international faculty/students</p> <p>Create an international FFA degree</p> <p>Create an international knowledge/experience component to Greenhand, Chapter, and State FFA Degree</p>	<p>International collaboration models, recognition, similar to Models of Innovation</p> <p>Participate in <i>Global Youth Institute</i></p> <p>Identify Speakers Bureau resources</p> <p>Provide a global dimension to <i>Washington Leadership Conference</i>, <i>State Presidents Conference</i>, etc.</p>	<p>Ag Ed individual student exchange</p> <p>FFA Chapter exchange</p> <p>Travel/seminar Study abroad</p> <p>Participate in <i>World Food Congress</i> or <i>World Food Prize</i></p> <p>International workshops &amp; seminars at National FFA Convention</p> <p>Sponsors add global</p>

				dimension to career show displays  International seminars/tours in Washington, D.C.
<b>Postsecondary/University</b>				
Classroom Instruction/Laboratory	Ag Ed student organizations (Collegiate FFA, ATA, MANRRS, etc.) sponsor international fair, global debate with food as context, global panel	College entrance (foreign language requirements) Reduce the conflict of choice (general/CTE/college preparatory) Language vs. vocation	Educational exchange  Study abroad required as part of continuing education	Capstone (best practices) Have a portion of student teaching be in global context (establish partner school)
SAE	Sponsor farm and/or agro-processing tours of local, state, regional businesses engaged in global food system	Provide Teacher Educators tools and strategies to prepare teachers/advisors with experiences, resources, requirements for global proficiency, etc.	Sponsor/participate in global agriculture fair  Require portion of undergraduate degree to be in food production within global context	Enhance study abroad by requiring pre-service teachers to have global experience (goal- 100%)  Study abroad experiences through service learning and internships  Internships with government agencies, non-profit organizations
FFA		Create an international FFA degree  Create an international knowledge/experience component to American FFA Degree	Require global component to all CDEs at state and national levels	Participate in attending and/or leading a regional, national or international service learning project
<b>Beyond Postsecondary/University</b>				
	???	???	???	???