

## Micro-Internship: Sample Projects

### EXAMPLE 1:

- € **Project Name:** “Urban Agriculture Storytelling: PLT 4975L”
- € **Department:** “Plant Science, Cal Poly Pomona”
- **Purpose:** Support the statewide needs assessment/roadmap for urban ag with storytelling.
- **Task:** Students will put together compelling short videos (*social media like*) about specific issues urban farmers face and/or about the farms/gardens and how they support their community. *For example:*
  - Highlighting a specific farmer & the work they do to support their community
  - Highlight how tribal communities have NOT been centered in the UA
  - Highlight a specific barrier most farmers face - access to land, land security, water access, soil contamination, access to programs
- **When:** Fall 2022
- **Deliverable:**
  - 3 videos for social media (each video should be short no more than 1-3 minute max) these videos should include graphics, interview content and photos. Final video to be shared via dropbox & .mov (Jamie to check which final is best)
  - 5-10 photos from LA event - B roll, attend event
  - A corresponding blog post with each video
- **Time & skills needed for this task:**
  - Two students — will roughly take 40-80 hours
  - Skills in photographic, video editing & production, social media, and storytelling
- **TBD & discussed between students and CAFF + Professor**
  - Questions to ask
  - Issue areas to highlight
  - Farms to highlight
- **Materials:**
  - Literature review
  - Presentation & literature & project partner list / location
  - Youtubes videos provide guidance on how to develop these videos (Jamie)

### EXAMPLE 2:

- **Project Title:** “Website Issue Area Page Updates: PLT 4975L”
- **Department:** “Plant Science, Cal Poly Pomona”
- **Goal/ Purpose:** Make significant updates to [policy “Issue Area” pages](#) on the CAFF website. The purpose of this project is to communicate the primary issue areas CAFF

focuses on with the most updated perspective CAFF holds on these issues. It is especially important when summarizing these issues to center farmer equity and justice.

- **Task:** Using the existing literature on the website pages along with your own research summarize the primary barrier as it relates to the specific issue area. The summary should be brief (2-3 paragraph maximum paragraphs tops!) and have a strong equity focus.
- **Establish New subject matter Issue Areas including:** Urban Agriculture; Cultural and Language Appropriate Technical Assistance, and/or Cooperative Models: Food Hubs, Agrarian Commons, Tool Sharing
  - The summaries provided by students will be the opener for each of these issues are pages and the language should be broad enough so we will not have to update the website for several years.
  - [Organizational Doc](#)
- Needs:
  - How do we support these students to understanding specific issues:
    - What are the stepping stones to understanding the issue - three other resources

€ **(Optional) Resources Summary Table:**

€ **Task:** Conduct a full assessment of all funding grants and resources that could be useful for urban farmers? E.g. CDFA, NRCS, FSA, USDA, Lease agreements. Turn into a summary table with description of and timeline for each grant opportunity.

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€ Reading & Articles:

- David Sorota (journalist - national), the Intercept
- CalMatters (daily digest):
- Cal Ag Roots, (<https://cirsinc.org/cal-ag-roots/>)

### EXAMPLE 3:

#### Spring 2023 Invest Grant Internship PETE Capstone and IPoly High School Physical Education program

**Assignment A: Integrate Social Emotional Learning (SEL) lessons into high school physical education class**

- **Project Title:** “IPoly High School Physical Education program: KIN4602”
- **Department:** “Kinesiology & Health Promotions, Cal Poly Pomona”
- **Purpose:** Group activities within the IPoly physical education program aimed to lower stress and increase positive mental health skills such as: resilience, optimism, goal-setting, and positive relationships

- **Task:** Students will meet inside and outside of class to discuss:
  - Which techniques from Fall 2022 SEL circles would work best with IPoly High School
  - Which students will incorporate which SEL activities and what part of the physical education lesson
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- **When:** Spring 2023
- **Deliverable:**
  - Written SEL lesson components for high school physical education classes for the semester and future teaching
- **Time & skills needed for this task:**
  - 10-15 students — will roughly take 10 hours each
  - Skills in lesson planning, understanding how to integrate social emotional into physical education classes and analysis of what works and what does not

### **Assignment B: Assist with IPoly physical education program**

- **Purpose:** Assist with IPoly physical education
- **Task:** Assigned duties may include, but are not limited to: taking roll, setting up physical education equipment, teaching parts of lessons including: warm-up, group activities and closure, putting away equipment, administering quizzes, grading quizzes, small group coaching, assisting with set up and clean up for Pep rallies, assisting with mile run, assisting with heart rate monitor data, assist with peer assessment on iPads, assist with PE clothes and equipment inventory.
- **When:** Spring 2023
- **Deliverable:**
  - In-person assistance with IPoly Physical Education teachers: Mark Hanke and Kathleen Russell
- **Time & skills needed for this task:**
  - 10-15 students committed to assisting and signing up for 10 hours of work on above tasks