

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

Sponsored by



LESSON 15

Everybody's Bread and Butter!

Unit:
AGRICULTURAL AWARENESS

PRECEPTS

- F. Continuous Improvement
 - F3. Use innovate problem-solving strategies



Lesson Type:
Small Group

NATIONAL STANDARDS

NL-ENG.K-12.4 Communication Skills

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

1. Practice creative thinking skills.
2. Discover agriculture's impact on his or her world.





TIME

Instruction time for this lesson: **20 minutes.**



RESOURCES

www.thefreedictionary.com



TOOLS, EQUIPMENT AND SUPPLIES

-  writing surface
-  writing utensils
-  scrap paper
-  highlighters

KEY TERMS



The following term is presented in this lesson and appears in ***bold italics***:

slogan
agriculture

INTEREST APPROACH

In this Interest Approach use any slogan with which you think the mentees will be familiar.



OK group let's get started. I'm going to say a phrase and you are going to blurt out the first thing that comes to your mind. Ready?

Eat Fresh.....*Subway*

I'm loving it.....*McDonald's*

Give me a break. Break me off a piece of that.....*Kit Kat Bar*

Snap, Crackle, Pop!.....*Rice Krispies*



Wow, you guys were definitely on top of all of those ***slogans***! How did you know which product I was referring to?

We hear and see these catchy advertisements all the time. They're on TV or radio commercials, and we see them at the store and on packages, etc.



What does a ***slogan*** do for a marketing campaign?

Elicit the following responses: A slogan helps a company advertise ;it is a catchy way to help customers recognize and remember a product without having to see or hear its formal name; and it allows a company to market its product to a target (specific) audience.



The definition of a **slogan** is: A phrase used repeatedly, as in advertising or promotion.

Have you ever heard this **slogan** for **agriculture**: Farming is Everybody’s Bread and Butter!

When I say DISCUSS, take 30 seconds and have a brief discussion with your mentor about what each of you think the **slogan** means.

DISCUSS!



I heard some great discussions. Who will be the first to explain to the group what your pair thinks the **slogan** means?

Allow volunteers to explain their ideas.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Practice creative thinking skills.



*Reveal the **slogan** or write it on the board before the next activity.*



Now that we have discovered what “Farming is Everybody’s Bread and Butter!” means, let’s use our thinking caps and creative skills to come up with as many words from this **slogan** as possible.

When I say PALS PAIRS you will have five seconds to find a partner and focus your attention back to the front of the room. What questions are there? PALS

PAIRS!



When I say SCRAMBLE, you will have six minutes to work with your partner and come up with as many words from the slogan “Farming is Everybody’s Bread and Butter!” as you can.



Rules:

1. You may only use letters that are in the phrase.
2. Do not use proper nouns, such as people and place names.
3. In each word, each letter from the phrase may be used only once. For example, the word “matter” is OK, because there are two Ts in the phrase. The word “toffee” is not OK, because there is only one F in the phrase.

What questions do you have?

SCRAMBLE!

*Mentors, allow your mentees time to think of words on their own, but help them if they are struggling. Toward the end of the time, work together and, if possible, suggest words relating to **agriculture**.*

Announce when they have 30 seconds left.

There are 30 seconds left! Find as many words as you can.



OK, in five, four, three, two, one...time’s up. Please put your pencils down. Turn to your teammate and give them a high five for a job well done!

Count the number of words you and your partner came up with. Stand up if you came up with more than 10. Remain standing if you came up with more than 20...more than 30...more than 40...



Continue this way of discovering who had the most words, using smaller increments as you go along, until only one pair is standing.

OBJECTIVE 2. | Discover agriculture’s impact on his or her world.



Great job! That is a lot of words! Please read your list aloud, and everyone else should listen carefully and check the words off your list that you have in common with this group. After every word we are going to do a group clap, and after every word that relates to **agriculture** (or those made by **agricultural** products) we are going to do two group claps.

What questions are there?

Allow students to highlight those related to agriculture or somehow symbolize this fact on their paper.

Continue to go around the room, allowing each group to read the words they came up with that have not been said yet.



As we can see, many of these everyday words that we made from the **slogan**, “Farming is Everybody’s Bread and Butter!” relate to **agriculture** or come from an **agricultural** product.



REVIEW/SUMMARY/ EVALUATION

Work with mentees to come up with one **agricultural** related item for each letter of their name. Help the students to be creative and think outside the box.

REVIEW/SUMMARY/ EVALUATION ANSWERS

Sample:

S – Sugar

C – Chocolate

H – Ham

O – Omelet

O – Oranges

L -- Lotion

APPLICATION

Continued discussion/ activity: *Dickens e-Moment*, continue to work in small groups of mentors/mentees and create a story about how agriculture is going to affect or, perhaps, how it has already affected their lives.



One-on-One Suggestion: With your individual mentees, make up other bumper sticker **slogans** that illustrate the impact of agriculture.