

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

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LESSON 16

Tricks of the Trade

Unit:
AGRICULTURAL AWARENESS

PRECEPTS

- A. Action
 - A5. Communicate effectively with others
- B. Relationships
 - B2. Interact and work with others



Lesson Type:
Small Group

NATIONAL STANDARDS

NL-ENG.K-12.8. Developing Research Skills
NSS-EC.K-4.6 Gain from Trade

STUDENT LEARNING OBJECTIVES

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

1. Understand the relative proportion of land available for agricultural use.
2. Discover the importance of trade.





TIME

Instruction time for this lesson: **30 minutes.**



RESOURCES

None



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ apple
- ✓ paring knife
- ✓ note cards
- ✓ markers
- ✓ notebook paper
- ✓ writing utensil
- ✓ **Internet, magazines and agricultural resources for trade research** (such as the USDA Economic Research Service website).



KEY TERMS

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

import
export

INTEREST APPROACH

Pre-preparation: You and your PALS partner will work in a small group with other PALS partners. Be sure to divide the lead discussion and activity roles among each of the PALS Mentors. Using the note cards, write one country on each card, and then tape them in various places around the room.

Hold up an apple to demonstrate agricultural land use around the world.



Let's imagine that this apple represents the Earth. *Cut the apple into quarters. Set aside three of the four quarters.* These three quarters of the apple represent the oceans of the world. This fourth quarter represents the total land area of the earth. *Slice the quarter in half.* Once you slice this quarter in half, you'll have two one-eighths world pieces. *Set aside one of those pieces.* This piece represents land that people cannot normally live on, such as polar ice caps, deserts, swamps and very high or rocky mountainous areas. This other one-eighth piece is the land area where people actually live.

Slice that piece into four additional sections, resulting in four one-thirty-seconds pieces. Set aside three of those pieces.



These three pieces represent areas of the land on which people live, but land that is too rocky, too wet, too cold, too steep or with soil too poor to actually produce food. These pieces also represent land that could produce food if the land weren't buried under cities, highways, suburban developments, shopping centers and other man-made structures.

Peel the remaining one-thirty-second piece.



This tiny piece of peel represents the surface, the very thin skin of Earth's crust upon which humankind depends for its food. This crust is less than 5 feet deep, yet it represents the entire part of the Earth's food-producing land.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1.



Talk about the need to import and export agricultural goods. Then have PALS participants investigate different countries and the goods that they import and export from the United States. The countries will be posted around the room on note cards. Ask each PALS mentee to grab one note card and then return to their seats.

List of countries to research: India, China, Brazil, Japan, Mexico and South Korea.



There is so little land available to produce agricultural products around the world, just think about how small that portion must be here in the United States. That is why we must work together with other countries to **import** and **export** agricultural goods. **Importing** means to bring goods into the country, and **exporting** means to sell goods to another country. Let's explore **importing** and **exporting** a little deeper.

Notice there are note cards posted throughout the room. When I say GO, you and your PALS partner will have one minute to locate a note card, pull it off the wall, and then return to your seats. What questions are there?

GO!

Allow one minute for each group to retrieve their note card and return to their seats. Researching the countries' trading habits may require a trip to the computer lab or library to find the appropriate information.



The note card that you selected contains the name of a country that **imports** and **exports** agricultural goods to and from the United States. With your partners you will research the agricultural goods that are **imported** and **exported** from the country that is written on your note card. When I say EXPORT, you will have eight minutes to research your country, prepare to inform the group about your findings and return to our seats. Any questions?

EXPORT!

After eight minutes has passed, regain attention of the group and begin sharing.



All right, we will begin sharing in five, four, three, two, one... Great work! Who will share the information about their country first?

Continue until all groups have shared.



REVIEW/SUMMARY/EVALUATION

Good deal., OK, so we just learned about the importance of trade with other countries. Quickly write down two facts that you learned today on a piece of notebook paper. *Allow one minute.*

Take one minute to share those two facts with your neighbor. *Allow one minute.*

Who would like to share with group? *Elicit three or four responses.*

Thank you for being attentive learners today.

REVIEW/SUMMARY/EVALUATION ANSWERS

Answers will vary based on the information absorbed.

APPLICATION

Continued discussion/Activity: *Discuss how the cross-section of the apple also illustrates the Earth's make-up. The red peel represents the Earth's thin crust. About half of the white part of the apple represents the Earth's mantle. The inner half of the fruit represents the Earth's outer core. The core of the apple represents the Earth's inner core.*



One-on-One Suggestion: *Create a list of agricultural products that are produced in your state. Research which ones are exported or imported to various countries around the world. Discuss why their production is important to the livelihood of the state.*