



Lesson Plan

Ag Advocacy: One Hungry Planet

Created: 05/2015 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Identify agricultural facts relating to environmental impact, productivity and population growth.
2. Respond to common agricultural myths using facts.
3. Explain the importance of agriculture.

TIME REQUIRED: 15 minutes

RESOURCES: FFA.org

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "One Hungry Planet" worksheet for each student.
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.01 Premier Leadership: Acquire the skills necessary to positively influence others.
- CS.09. Technical Skills: Compare and contrast issues affecting the AFNR industry.

Common Career Technical Core

- AG1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- AG2 Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food, and natural resources (AFNR) in society and the economy.

NASDCTEc

- AGC02.01 Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology to communicate technical information within AFNR.
- AGC10.03 Compare and contrast issues affecting the AFNR industry including biotechnology, employment, safety, environmental and animal welfare to demonstrate an understanding of the trends and issues important to careers in this industry.

Common Core- Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- CCSS.ELA-Literacy.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Common Core- Literacy in Science & Technical Subjects: Writing

- WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9.10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Common Core- Math Practices

- CCSS.MP3: Construct viable arguments and critique the reasoning of others.
- CCSS.MP6: Attend to precision.

NAME: _____

Partnership for 21st Century Skills

- Civic Literacy
- Communication
- Information, Communication, and Technology Literacy
- Initiative and Self-direction
- Leadership and Responsibility
- Social and Cross-cultural Skills

LESSON PLAN:

1. *Introduction:* Discuss what students know about the growing population and the impact this has on the agricultural industry.
2. *Activity:* Give each student a copy of the worksheet "One Hungry Planet." Show the video *One Hungry Planet*. The direct url is <https://youtu.be/Jd-48Zw0Tr4>. Students will fill in part of the worksheet as they watch the video. The second part of the worksheet involves using the facts they learned from the video to respond to common questions and misconceptions people have about agriculture.
3. *Follow-up:* Define advocacy for students. Have students share facts about agriculture they have seen in social media. As a class determine the validity of these facts. Discuss the need to be factual when talking about agriculture with others so we can be effective advocates.

NAME: _____

One Hungry Planet

DIRECTIONS:

Watch the video *One Hungry Planet*. The direct url is <https://youtu.be/3d-48Zw0Tr4>. Use the video to answer the following questions.

1. For each of these categories, identify **3** facts or statistics from the video that you found surprising or interesting.

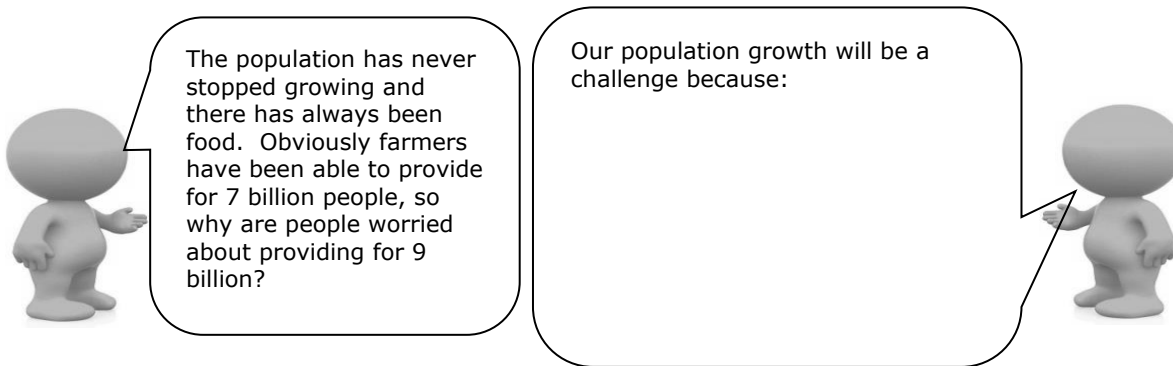
Farming's Environmental Impact	Crop Yields and Productivity	Population
▪ _____ ▪ _____ ▪ _____	▪ _____ ▪ _____ ▪ _____	▪ _____ ▪ _____ ▪ _____

2. Many times we encounter people who have limited knowledge about agriculture and do not understand what exactly agriculturalists and farmers do. In the scenarios below use the facts you have gathered to prepare an answer that is fact based, polite and encourages the person to learn more about the truth of agriculture.

- a. *Scenario:* One of your classmates, Zak, is constantly seeing on social media that agriculture and farmers are "destroying our environment." One day Zak asks why you support farmers when science shows they are hurting our environment. Using the facts you have learned answer his question.



- b. *Scenario:* Your friend's mom doesn't understand why there is so much talk about the "problem of feeding the world." Since she knows you are in FFA she asks you for an explanation. Using the facts you've learned respond to her question.



Aligned to the following standards:
CS.01; CS.09; AGC02.01; AGC10.03; CCSS.ELA-Literacy.SL.9-10.1.C; CCSS.ELA-Literacy.SL.9-10.1.D; CCSS.ELA-Literacy.SL.9-10.4; WHST.9.10.4; WHST.9.10.5; MP3; MP6; AG1; AG2