



Lesson Plan

Ag Advocacy: Through the Eyes of a Farmer

Created: 06/2015 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Identify characteristics of advocacy messages.
2. Determine how to improve their own advocacy efforts.

TIME REQUIRED: 20 minutes

RESOURCES: FFA.org

EQUIPMENT AND SUPPLIES NEEDED:

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

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. Part of an advocacy unit.
2. A standalone activity to share concepts of agriculture advocacy.
3. An introduction to a unit on agriculture issues or production agriculture.

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.

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- 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.

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:* Explain the concept of advocacy. Discuss ways that people can advocate for agriculture
2. *Activity:* Show the video *Why I Farm- Sonny Beck*. The direct url is <http://youtu.be/Xx2QZswwCY4>.
 - a. Each student needs a copy of the handout "Through the Eyes of a Farmer." Students should complete the worksheet after watching the video.
3. *Follow-up:* Have students share their thoughts on the video. As a class discuss how elements of the video can be incorporated into simple opportunities for advocacy.

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Through the Eyes of a Farmer

DIRECTIONS:

1. Watch the video *Why I Farm- Sonny Beck* and respond to the following questions. The direct url is <http://youtu.be/Xx2QZswwCY4>.

List three rewards of farming.	List two challenges faced by farmers.

How could you use the basic concepts of this video the next time you have an opportunity to advocate for agriculture?



If you didn't know anything about agriculture, what would be your impression after watching this video?	What was engaging about this video?
What did you NOT you like about the video?	Is this a good example of advocacy? Why or why not?

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