



Lesson Plan

Differing Viewpoints

Created: 12/2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Look at different viewpoints on agricultural issues.
2. Develop techniques to have conversations with people from different backgrounds.

TIME REQUIRED: 45 minutes

RESOURCES:

1. FFA.org
2. Kid President Video — <https://youtu.be/dG5fkAqJmqc>
3. Websites — <http://www.fooddialogues.com/>
<https://www.usda.gov/oce/forum/diversity/papers/2015/MelissaWoolpert.pdf>

EQUIPMENT AND SUPPLIES NEEDED:

1. "Differing Viewpoints" Worksheet
2. Internet access for students

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. As a portion of an introductory agriculture lesson.
2. As part of a public relations lesson.
3. As a portion of an agricultural business lesson.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.CS-M. Communication: Effectively interact with others in personal and professional settings.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.

AFNR Cluster Skills

- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- CS.02. Evaluate the nature and scope of the Agriculture, Food, and Natural Resources Career Cluster and the role of agriculture, food, and natural resources (AFNR) in society and the economy.

Common Career Technical Core

- AG1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.

NASDCTEc

- 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 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Common Core-Writing

- CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

Partnership for 21st Century Skills

- Communication
- Information Literacy
- Collaboration

LESSON PLAN:

1. *Introduction:* Have students choose between the following products by asking them “this or that questions.”
 1. Coke or Pepsi
 2. John Deere or Case IH
 3. iPhone or Samsung Galaxy
 4. Basketball or football
 5. JayZ or Jason Aldean

Show the video “Kid President – How to Disagree.” The direct URL is <https://youtu.be/dG5fkAgJmqc>.

Make sure to point out that during the activity not everyone agreed on everything and that each person had different reasons for his or her choices. While advocating for a cause, it is important to look at the views of who we are trying to communicate with. Working through these agriculture topics from different viewpoints will bring all perspectives to the table.

2. *Activity:* Have students work through the four columns of the “Differing Viewpoints” worksheet with a partner. They should answer the questions (What do I think? What does my partner think? What does an average consumer think? What does a farmer think?) by imagining how each person would respond to the given topic. These different viewpoints will show that different experiences in that area will affect their feelings and first reactions on the topic. The websites <http://www.fooddialogues.com/> and <https://www.usda.gov/oce/forum/diversity/papers/2015/MelissaWoolpert.pdf> can be used if the students are feeling stuck about what the reaction from a consumer or farmer might be.

Encourage students to dive deeper into their initial reactions by asking these follow-up questions. Even though you and your partner are in the same class and same school why were your answers different? Or were they the same? Why do you think the consumer feels this way? Why does the farmer feel this way?

3. *Follow-Up:* As a class, discuss the following questions:
Why is it important to look at different viewpoints when it comes to communicating with others? What can we do to make sure that our audience considers our point of view?
4. *Leveling Up:* Have students role-play conversations between themselves and another consumer or farmer. This will give students practice for real life conversations that could happen at a grocery store or farmer’s market. Suggest a scenario for the students and get reactions about how the activity went and what they could improve on.

NAME: _____

Aligned to the following standards:
FFA.PL-A, FFA.PL-E, FFA.CS-M, FFA.PG-J; C.01, CS.02; AG1; AGC10.03;
CCSS.SL. 9-10.1; CCSS.W.9-10.1, CCSS.W.9-10.2; CRP.04

Differing Viewpoints

DIRECTIONS:

Write down 1 to 2 thoughts or feelings each person would have about the topic listed on the left side of the page.

Useful Websites:

<http://www.fooddialogues.com/> <https://www.usda.gov/oce/forum/diversity/papers/2015/MelissaWoolpert.pdf>

Topic	What I think	What my partner thinks	What the average consumer thinks	What a farmer thinks
GMOs				
Treatment of Livestock				
Climate Change				
Pesticides				

Why is it important to look at different viewpoints when communicating with others?

What can we do to communicate the story of agriculture to others?
