



Lesson Plan

How to Change the World

Created: 04/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Identify tactics used by individuals and groups in communication.
2. Discuss and discover positive ways to influence change.
3. Discover opportunities in advocacy.

TIME REQUIRED: 60 minutes

RESOURCES: FFA.org

Kid President - How to Change the World (a work in progress)

<https://www.youtube.com/watch?v=4z7qDsSKUmU>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "How to Change the World" 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. Leadership lesson
2. Supplement to an ag communication curriculum
3. Reflective exercise for FFA project development
4. You could also add FFA officer team development

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.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

AFNR Cluster Skills

- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster

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.

Common Core- Speaking and Listening

- 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- Math Practices

- CCSS.MP1: Make sense of problems and persevere in solving them.
- CCSS.MP3: Construct viable arguments and critique the reasoning of others.
- CCSS.MP6: Attend to precision.

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.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their

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- organization.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

Partnership for 21st Century Skills

- Global Awareness
- Think Creatively
- Communication
- Critical Thinking and Problem Solving

LESSON PLAN:

1. *Introduction:* To address issues and progress we must face issues head-on. In the video, Kid President lays out tactics people use to avoid or dismiss controversial topics. As agriculture students and FFA members we have the skills and abilities to eliminate all excuses and help create solutions.

This activity will help us understand situations we may face while working with others and identify different approaches we can take to influence positive change.

2. *Activity:* Each student needs a copy of the handout "How to Change the World."
 - a. Show the video *How To Change The World (a work in progress)*. The direct URL is <https://www.youtube.com/watch?v=4z7gDsSKUmU> .
Wrong - (Min. 0-1:12) Right - (Min. 1:12-2:58)
 - b. Students should then complete the activity as outlined here and in the worksheet.
3. *Follow-up:*
 - Have a class discussion on progress and change
 - Have students share the ideas they had for producing change
4. *Level Up:*
 - Have students identify individuals or organizations (ag or non-ag) that use the wrong ways to change the world.
 - Have a discussion on why these tactics work in many cases. Is that success sustainable and enduring?
 - Ask students to develop ways these individuals and organizations could improve their strategies for change
 - Have students identify individuals and organizations (ag or non-ag) that use the right ways to change the world.
 - Ask students why they believe these individuals and organizations are exemplary?
 - Have any of these organizations used the wrong ways in the past?
 - What do these organizations do to advocate for their cause?

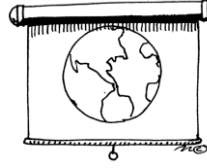
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How to Change the World

DIRECTIONS:

Watch the video *How To Change The World* (<https://www.youtube.com/watch?v=4z7gDsSKUmU>).

(Wrong) Ideas on How to Change the World



Option 1:

How does this inhibit change?

Option 2:

How does this inhibit change?

Option 3:

How does this inhibit change?

Option 4:

How does this inhibit change?

Option 5:

How does this inhibit change?

Option 6:

How does this inhibit change?

Option 7:

How does this inhibit change?

Option 8:

How does this inhibit change?

(Right) Ideas on How to Change the World



NAME: _____

What ideas did Kid President have for creating change the right way?

What ideas do you have on how to creating change the right way?

Why is creating change important? In what area do you want to create change?

How could you use advocacy to create change? Why is advocacy important to influence people who employ the wrong options to create change?

Aligned to the following standards: FFA.PL-A, FFA.PL-E, FFA.PG-J, FFA.CS-N, CS.01, CCSS.ELA-Literacy.W.9-10.1, CCSS.ELA-Literacy.W.9-10.2, CCSS.ELA-Literacy.SL.9-10.4, CCSS.MP1, CCSS.MP3, CCSS.MP6, CRP.04, CRP.06, CRP.08