



Lesson Plan

Keeping It Real

Created: 11/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Describe the role of Tyson Foods in agriculture.
2. Understand changes in agriculture, as well as what has remained constant.
3. Build skills needed to be effective advocates for agriculture.

TIME REQUIRED: 45 minutes

RESOURCES:

1. FFA.org
2. Video: "Tyson: Keeping It Real Since 1935," <https://www.youtube.com/watch?v=9ETyY0QktUY>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Keeping It Real" 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 a unit about agriculture innovators and/or companies.
2. Part of a unit about agricultural advances.
3. Part of a unit about agricultural business or marketing.

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.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.

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.
- CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing the development, organization, and style are appropriate to task, purpose, and audience.

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.
- 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 - Language

- CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Common Core - Math Practices

- CCSS.MP3: Construct viable arguments and critique the reasoning of others.
- CCSS.MP6: Attend to precision.
- CCSS.MP7: Look for and make use of structure.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- 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.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
- 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 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

- Civic Literacy
- Communication
- Critical Thinking and Problem Solving
- Information Literacy
- Information, Communications, and Technology Literacy
- Initiative and Self-direction
- Media Literacy
- Productivity and Accountability

LESSON PLAN:

1. Introduction: Hand out the worksheet, "Keeping It Real." Students will focus on Part I as they watch the video the first time. Have students watch the video, "Tyson: Keeping It Real Since 1935." The direct URL is <https://www.youtube.com/watch?v=9ETyY0QktUY>.

2. Activity: Students will work through Part II of the worksheet. Have students watch the video a second time, paying close attention for key words and phrases that are used specifically relating to advocacy and telling the story of Tyson Foods.

3. Follow Up: Students will apply aspects of the video to being effective advocates for FFA and agriculture. Have students work through Part III of the worksheet.

4. Leveling Up: Have students identify three events where their advocacy videos can be shown.

NAME: _____

Aligned to the following standards:
FFA.PL-A; FFA.PG-I; FFA.PG-J; FFA.CS-M; CS.01; CCSS.W.9-10.1; CCSS.W.9-10.2;
CCSS.W.9-10.4; CCSS.SL.9-10.1; CCSS.SL.9-10.4; CCSS.L.9-10.6; CCSS.MP3;
CCSS.MP6; CCSS.MP7; CRP.02; CRP.04; CRP.05; CRP.06; CRP.08

Keeping It Real

DIRECTIONS:

Watch the video, "Tyson: Keeping It Real Since 1935." Use the video to complete the activities below.

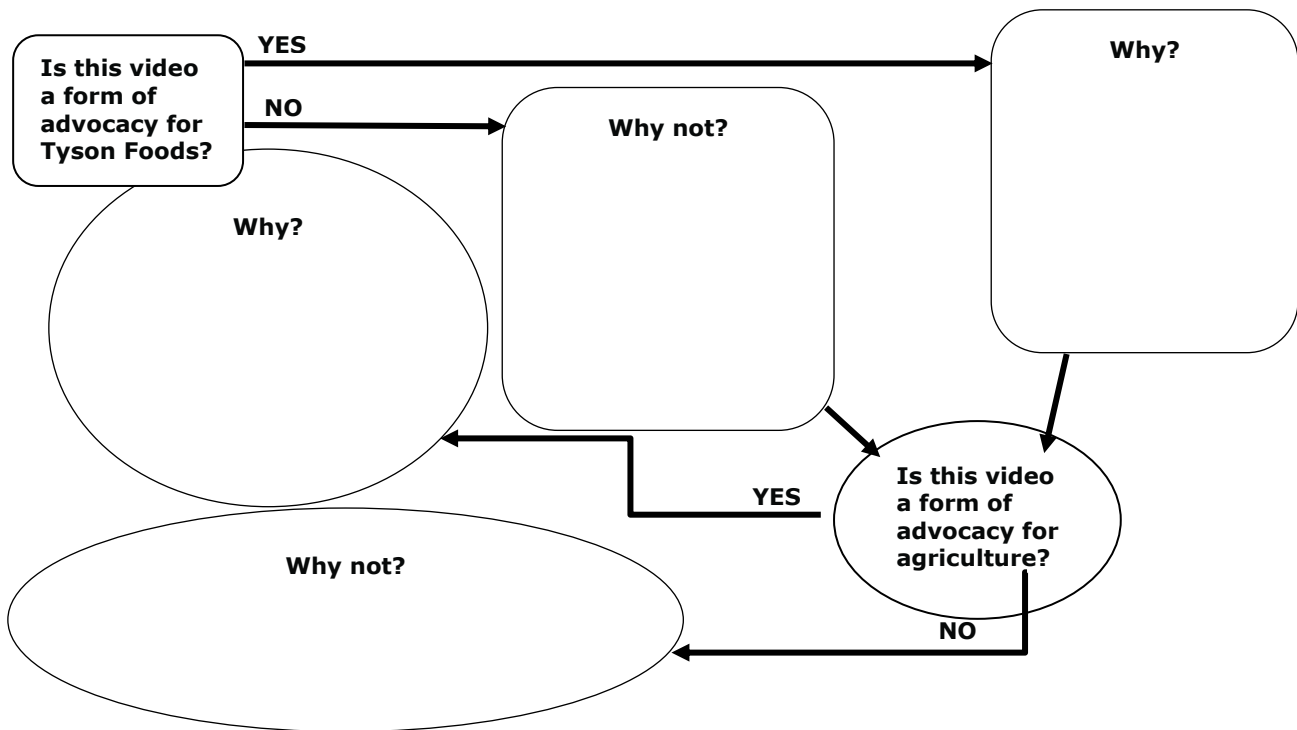
Part I

As you watch the video, write down key words or phrases that stick out to you.

What about these words and phrases made them stick out to you and made them memorable?

Part II

After watching the video a second time, what do you think Tyson Foods was trying to accomplish with this video?



Part III

Using some of the strategies from the Tyson Foods video, create a short video about your experience in an agriculture class, encouraging other students to take those classes.

NAME: _____