



Lesson Plan

Lights, Camera, Action!

Created: 12/2015 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Be prepared to promote their SAE.
2. Learn how they can use their SAE to advocate for agriculture.
3. Develop key messaging for a diverse audience.

TIME REQUIRED: 45 minutes

RESOURCES: FFA.org

Video: Farmland Documentary with Ryan Veldhuizen (Edgerton, Minn)

<https://www.youtube.com/watch?v=E0umOTJ0SzA&feature=youtu.be&list=UUPfZyeWC8JFCd1vqticTCmA>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Lights, Camera, Action!" 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. SAE primer or project
2. Supplement to an ag communication curriculum

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- 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 & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.

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.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Career Technical Core

- 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.

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.

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.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- 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.

NAME: _____

- CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Common Core- Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.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.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

- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-Direction
- Leadership and Responsibility
- Social and Cross-cultural Skills
- Think Creatively

LESSON PLAN:

1. Introduction:

Ryan Veldhuizen was selected to tell the story of his farm and agriculture from his perspective for the documentary *Farmland*. Not many individuals get such a public opportunity to share the story and science of their agriculture endeavor. When opportunity does arise or when we seek it out, we should be prepared to tell our story effectively to a diverse audience. The manner in which we share our agriculture story can greatly affect the perceptions of consumers.

This lesson will better prepare students to be effective advocates for their role in agriculture through their SAE.

2. Activity: Each student needs a copy of the handout "Lights, Camera, Action!"

- a. Show the video *Farmland Documentary with Ryan Veldhuizen Edgerton, Minn.* The direct url is <https://www.youtube.com/watch?v=E0umOTJ0SzA&feature=youtu.be&list=UUPfZyeWC8JFCd1vqticTCmA>.

3. Follow-up:

- a. Have students share their success in sharing their story through the lens of their SAE.

4. Level Up:

- a. Have students partner up and cooperate to develop and produce videos highlighting their SAEs.
- b. Have students post clips (visual, audio, or both) to social media.
- c. Have students share their videos during FFA Week or Ag Week.

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Lights, Camera, Action!

DIRECTIONS:

Watch the video *Farmland Documentary with Ryan Veldhuizen Edgerton, Minn.* The direct url is <https://www.youtube.com/watch?v=E0umOTJ0SzA&feature=youtu.be&list=UUPfZyeWC8JFCd1vqticTCma>

Method

Visual

What visual aspects of your SAE would grab the attention of viewers?

Would these visual aspects be different for agricultural literate audiences versus non-agriculture audiences?

What visual aspects or examples could you use to relate the more complex components of your SAE to the general consumer?



Audio

What aspects of your SAE would be appealing to an audience as audio?

How could you tie together the visual and audio aspects to capture and share the setting for your audience?



Aligned to the following standards: CS.01, CS.02, FFA.PL-A, FFA.PG-I, FFA.PG-J, FFA.CS-M, FFA.CS-N, AG2, CCSS.ELA-Literacy.W.9-10.1, CCSS.ELA-Literacy.SL.9-10.1, CCSS.ELA-Literacy.SL.9-10.2, CCSS.ELA-Literacy.SL.9-10.4, CCSS.ELA-Literacy.SL.11-12.1, CCSS.ELA-Literacy.WHST.9.10.4, CCSS.MP1, CCSS.MP3, CCSS.MP6, CRP.02, CRP.04, CRP.08

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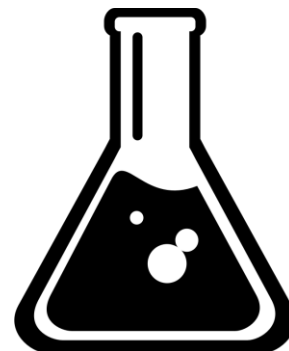
Content

Science

How can you display and explain the science behind your SAE to those who have no previous knowledge of the subject area?

List 5 visual tools that you can use to simplify and focus the delivery.
(Ex. maps)

- 1.
- 2.
- 3.
- 4.
- 5.



Story

What personal, historical or emotional connection can you share with your audience and how?

How can you couple the science with the story?

Give examples of movies or TV shows that share both the story and science.
(Ex. Deadliest Catch)

