



Lesson Plan

Advocacy: Sharing “The Why”

Created: 08/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Define advocacy.
2. Explain how advocacy is done through various mediums.
3. Understand John Deere's role in agriculture.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. Video: John Deere: For Generations (http://www.deere.com/en_US/media/player/player.html?src=/corp/for-generations/for-generations-v6-re-edit-new-music-2015-1080p-2.mp4&autostart=true)

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "For All Generations" 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. An introduction to agricultural advocacy.
3. Part of a unit about agriculture innovators and/or companies.

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:* To get students thinking about advocacy and what it means to be an advocate have students create a class definition of advocacy. To begin the discussion, ask students "what is advocacy?" If this the students' first exposure to the concept of advocacy you can share that the *Merriam-Webster Dictionary* defines advocacy as "the act or process of supporting a cause or proposal." After the creation of a class definition have students complete the activities while keeping their definition of advocacy in mind.
2. *Activity:* Each student needs a copy of the handout "For All Generations."
 - a. Show the video *John Deere: For Generations*. The direct URL is http://www.deere.com/en_US/media/player/player.html?src=/corp/for-generations/for-generations-v6-re-edit-new-music-2015-1080p-2.mp4&autostart=true.
 - i. Students can complete some parts of the worksheet while watching the video, but some portions will need to be completed after viewing the video as part of a reflection process.
3. *Follow-up:* Have students share their responses to the "recognizing advocacy" portion of the worksheet, and discuss any differences of opinion.
4. *Leveling Up:* In pairs or small groups, have students brainstorm how a similar video could be used to advocate for a specific agriculture topic or for FFA. Once they have determined how it could be used, each pair or group should come up with a list of at least three agriculture topics that would be best suited for this type of advocacy video.

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

For All Generations

DIRECTIONS:

Watch the video *John Deere: For Generations*. Use the video to complete the activities below.

By the Numbers

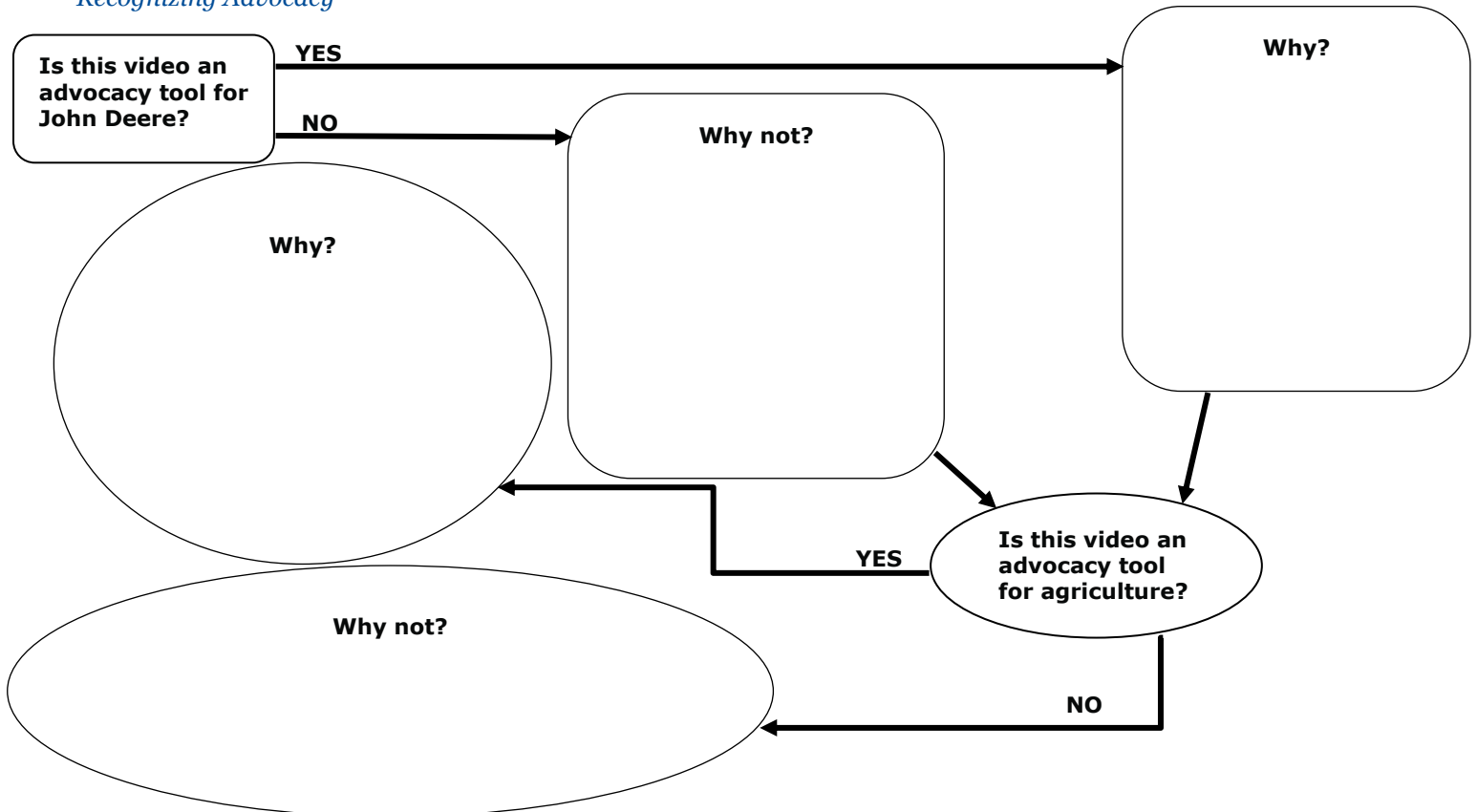
How long has John Deere been serving the population?	How many patents does John Deere have?	How much money is spent on R&D each day?	How many people are employed by John Deere?	How many countries is John Deere in?
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Figuring Out The Why

What does John Deere see as its job when it comes to feeding the world?

- To set a _____.
- To ensure enough _____, _____ and _____ for _____.

Recognizing Advocacy



NAME: _____

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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

KEY: For All Generations

DIRECTIONS:

Watch the video *John Deere: For Generations*. Use the video and your own knowledge to complete the activities below.

A. By the Numbers

How long has John Deere been serving the population? More than 175 years	How many patents does John Deere have? 25,000	How much money is spent on R&D each day? \$3 million	How many people are employed by John Deere? More than 65,000	How many countries is John Deere in? 120
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B. Identifying "The Why"

What does John Deere see as its job when it comes to feeding the world?

- To set a **place at the table**.
- To ensure enough **food, shelter** and **clothing** for **generations**.

C. Recognizing Advocacy

