



#SpeakAg Dialogues: What holds the best potential for the future of American food production?

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STUDENT LEARNING OBJECTIVES

After completing these activities students will ...

1. Classify varying perspectives on issues impacting the industry of agriculture.
2. Demonstrate effective communication strategies to persuade others.

TIME REQUIRED: 1 hour

RESOURCES:

1. FFA.org
2. Video: #SpeakAg Dialogues: What holds the best potential for the future of American food production?, <https://vimeo.com/260416554/cd46154f37>

EQUIPMENT AND SUPPLIES NEEDED:

1. Internet access to play the video in real time or embed it in a PowerPoint ahead of time
2. A copy of the "#SpeakAg Dialogues: What holds the best potential for the future of American food production?" worksheet

THIS QUICK LESSON PLAN WOULD WORK WELL AS PART OF:

1. An introductory agriculture lesson.
2. A public relations lesson.
3. 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.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 Performance Element

- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the agriculture, food & natural resources career cluster.

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. *Bell Ringer:* Pose the question: If you had 5 acres of farm land, what would you focus on? Feed, food or fuel? Discuss with a partner.
2. *Introduction — Option 1:* Have students find a partner. They will pick one student who will be the “talker” and one who student will be the “listener.” Ask the talkers to cover their ears. Once the talker’s ears are covered, instruct the listener to be disengaged from the conversation, not make eye contact, ask questions not related to what they are talking about, and interrupt with their own comments. Have talkers uncover their ears and you will then ask a few questions to the talkers. Examples: How did you get to school today? What makes your favorite place to eat great? What is your favorite subject in school and why? Allow two minutes to discuss.

Reverse the roles so that now the talkers are the listeners and the listeners are the talkers. You will ask the talkers to cover their ears. Once covered, instruct the listener to be the best listener, make eye contact, ask relevant questions, nod and smile. Have talkers uncover their ears and then you will ask a few questions to the talkers. Use the questions from the first round. Allow two minutes to discuss.

Processing: As a class, discuss the following questions:

- a. What were some notable things that just happened?
- b. Those of us who were talkers first, what was our experience?
- c. What about those of us who were talkers second?

Introduce the #SpeakAg Dialogues video by explaining that while we already know what we know, we must also know how to communicate it and respect those with different opinions. The video will show different methods of communication and examples of how to sway the audience. Pass out the accompanying worksheet or have paper for the students to take notes.

Introduction — Option 2: Have students create a circle around the room for a game of telephone. Give the first student this sentence: “Farmers will have to grow 70 percent more food than what is currently produced to feed the world’s growing population by 2050.” (Source: <https://www.fb.org/viewpoints/15-fantastic-food-and-farm-facts>) Once the message gets to the end of line, see what the final message ended up being.

If the message is correct: As a class, discuss the following questions:

- a. What did you do as a listener to make sure you heard the statement?
- b. What did you do as a messenger to make sure the person next to you heard the statement?

If the message is incorrect: As a class, discuss the following questions:

- a. What made it difficult to get the message around the circle?
- b. What could you have done differently to pass the message along?

Introduce the #SpeakAg Dialogues by explaining that sometimes even though we hear similar messaging, we can get our wires crossed by hearing other’s information and opinions. Even though there is one message we know, it is important that we take time to look at every angle of a topic before making a decision. The #SpeakAg Dialogues video will show experts who approach a topic from different sides but take the time to listen and build off of the other’s thoughts to create a solution.

Introduction — Option 3: Have students for. two lines where they are facing each other for a round of “Speed Dating.” Tell students they will be given different questions and different directions after each conversation and then will be required to “swipe” or move to the next person after each question.

Example questions: What’s the best movie to watch when you’re with your family? What’s the best holiday to celebrate? Who is the greatest-of-all-time athlete?

Example directions for each round: People in Line 1 will be the talkers. Both lines will have to answer at the same time. People in Line 2 have to keep their eyes shut while their partner answers the question. People in Line 1 have to stare at the floor while people in Line 2 answer the question. People in Line 2 have to ask follow-up questions to their partner’s response. People in Line 1 must try to have a conversation with someone on the opposite side that is not their partner while their partner is trying to talk to them. People in Line 2 have to nod and smile while listening.

Processing: As a class, discuss the following questions:

- a. What were some notable things that just happened?
- b. What were some things you did when your listener wasn’t paying attention?
- c. What are some things you would want to do as a listener to be engaged in the conversation?

Introduce the #SpeakAg Dialogues video by explaining that we already know our stuff, but we also need to know how to communicate that and respect those with different opinions. The video will show different methods of communication and examples of how to sway the audience. Pass out the accompanying worksheet or have paper for the students to take notes.

3. *Activity:* Have students watch the video “#SpeakAg Dialogues: What holds the best potential for the future of American food production?” and pause at the instructed times during the video. The direct URL is <https://vimeo.com/260416554>. The video will have a “[Pause Video]” notification in the bottom left corner to allow you to have discussion with your class. You can instruct students to share answers with a partner or with the rest of the class. The accompanying worksheet can also be used or notes can be taken by the students.

Pause at:

00:59 — Voting Slide
14:39 — Discussion Slide
23:13 — Discussion Slide
32:39 — Discussion Slide
32:52 — Discussion Slide
35:18 — Discussion Slide

Voting: There are several ways you can have the students vote for the question of the day (“What holds the best potential for the future of American food production?”). Students can raise their hand for either a or b or can write down their answers on a piece of paper. Once votes have been counted, continue on with the video after the voting slide.

4. *Follow-Up:* As a class, discuss the following questions:
 - a. Has your opinion changed or stayed the same after hearing from our experts? Why or why not?
 - b. What were some of the ways the experts tried to persuade you to their side?
5. *Leveling-Up — Option 1:* Ask students to prepare a 30 second pitch by themselves or with a partner about why their vote is the best option for the question “What holds the best potential for the future of American food production?” All pitches must include one fact from the dialogue as well as one thought from an expert from the dialogue. Encourage them to use their notes and worksheet to help them in this. After all students have presented, ask if any students changed their votes after hearing the pitches from the class.

Leveling-Up — Option 2: Have student’s write a blog entry or newspaper article about the #SpeakAg Dialogue: What holds the best potential for the future of American food production? The blog or article should include one fact from the dialogue as well as one thought from an expert from the dialogue. These blogs and articles must also be cited. Example: (Luhman, 2017). These articles or blogs can contain their own opinions on the topic. Tailor this activity to your classroom by adding to the requirements for the articles/blogs to increase the creativity needed by students. These blogs or articles can be posted in the classroom or shared using #SpeakAg.

Leveling-Up — Option 3: Have the students become the experts. Once they have their stance on the issue, they should write down their main points and prepare to present them. If students are sharing in front of the class, provide constructive feedback during the presentation by explaining what is going well and what could be improved to make the arguments stronger. Students with different options about the topic (“What holds the best potential for the future of American food production?”) could also be paired or placed in small groups to discuss their main points.

Processing: As a class, discuss the following questions:

- a. What went well in the discussion?
- b. What could we improve for the next conversation?
- c. How can we incorporate the tricks we learned here into future conversations?

6. *Exit Ticket:* Have students evaluate whether their answer changed or stayed the same. Have them discuss with a partner and write down their answers to be put in a “ballot box” to make sure the activity was completed,

NAME: _____

#SpeakAg Dialogues: What holds the best potential for the future of American food production?

DIRECTIONS:

Complete the worksheet while watching “#SpeakAg Dialogues: What holds the best potential for the future of American food production?” The direct URL is <https://vimeo.com/260416554/cd46154f37>.

1. What holds the best potential for the future of American food production? Circle one.
 - a. Conventional farming
 - b. Organic farming

2. List one definition you learned.

Word:

Definition:

Notes from Experts

3. Why did you choose a or b?

4. List 1 fact or statement from each expert.

1.

5. I
after

ame
not?

2.

6. What are some key points that you would use if you were to communicate with the everyday consumer about this topic?

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