



Lesson Plan

Start Your Own Blog

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STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Have the know-how to start their own blog
2. Understand how a blog can be powerful advocacy tool
3. Develop skills to express themselves and share their story

TIME REQUIRED: 30 minutes

RESOURCES: FFA.org

"How to Start a Blog" (<http://www.wikihow.com/Start-a-Blog>)

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Start Your Own Blog" worksheet for each student.
2. Internet access read the provided article "A Simple, Helpful Guide to Start Your Own Blog"

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. Individual activity for an ag communications unit.
2. A tool for chapter FFA officer development.
3. A regular exercise to improve writing competency.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- 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.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.

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.

CS.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.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.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of

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existing and new technology to accomplish workplace tasks and solve workplace problems.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Financial, Economic, Business, and Entrepreneurial Literacy
- Global Awareness
- Information, Communications, and Technology Literacy
- Think Creatively
- Flexibility and Adaptability
- Initiative and Self-direction
- Leadership and Responsibility

LESSON PLAN:

1. Introduction:

Blogs are often used by individuals or groups to express their beliefs, ideas and opinions. If used correctly and methodically they can also aid in promotion and marketing of products, services or theories. Blogs allow the writer to capture their current thoughts so that they can be remembered and even built upon in the future.

Agriculture and food are popular topics for the use of blogs. A search for agriculture or food blogs on Google returns countless results and many of these are quite informative. Be sure to check the accuracy of the authors' information before using it as evidence, data or a conversation starter.

2. Activity: Each student needs a copy of the handout "Start Your Own Blog."

- a. Have students read the article "How to Start a Blog." The direct URL is <http://www.wikihow.com/Start-a-Blog>.
- b. Once they have read the article have them complete the blog template below. Even if they don't start an actual blog it will get their minds thinking of how they might use similar tools to advocate for agriculture.

Note: Even though the article does mention several "pay-to-play" options, Wordpress and other hosts do offer free blog opportunities. Encourage students to check these options out first.

3. Follow-up:

Be sure to identify any students who have a keen interest in starting their own blog. If they are comfortable, have them share the link to their blog with the class or group.

As a follow-up assignment, have students write out their first blog post, as a writing prompt. Peer discussion and review of this assignment could help refine their writing techniques.

4. Level Up:

Have students get into groups and start a blog around a topic of mutual interest. Encourage them to research the topic and post on a regular basis. Encourage them to track their followers and traffic to the site to learn about what content might be most interesting to their audiences.

Encourage students to start a blog about their SAE and to update it regularly.

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Start Your Own Blog

DIRECTIONS:

Read the article "How to Start a Blog" (<http://www.wikihow.com/Start-a-Blog>).

1. Writing is not always easy or fun, so be sure to choose a topic that you have great interest in or are passionate about.

If you were starting a blog, what would it be about?

2. The title of your blog will often be the first thing that people see when they are searching with Google or other search engines. It needs to be relevant to the topic of the blog and interesting.

What would you title your blog to grab a reader's attention?

3. The provided article talks about consistency and frequency of writing.

How often would you plan on posting to your blog? How would you schedule these posts to keep your audience engaged?

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4. Measuring your results and impact will be particularly important, specifically if you are advocating for a cause like agriculture.

How will you define and measure your success? What goals do you have for your blog?

5. Connecting with others and growing with your blog are both outlined in the provided article. This will help us understand how we can advance our skills and advocacy efforts.

Based on the suggestions in the article, what steps could you take to expand the influence of your blog? How will you market your content?

How could blogs be used to advocate for agriculture?

Have you read any blogs or blog posts about agriculture recently? What were they about and how did you find them?

Aligned to the following standards: CS.02, FFA.PL-A, FFA.PL-E, FFA.PG-J, FFA.CS-N, CCSS.ELA-Literacy.W.9-10.1, CCSS.ELA-Literacy.W.9-10.2, CCSS.MP1, CCSS.MP3, CCSS.MP6, CRP.02, CRP.04, CRP.06, CRP.08, CRP.11