



Lesson Plan

Values Based Advocacy

Created: 03/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Identify personal values and values of FFA.
2. Understand the importance of values.
3. Discuss how values can be used to advocate for agriculture.

TIME REQUIRED: 30 minutes

RESOURCES: FFA.org

Ram Trucks Next Crop Documentary (<https://youtu.be/tp8X-aZj-RA>)

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Values Based Advocacy" 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. Chapter officer development
2. Supplement to an ag leadership or ag communication unit
3. Bell ringer

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.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-M.Communication: Effectively interact with others in personal and professional settings.

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- 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.

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.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas

NAME: _____

- 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.

Partnership for 21st Century Skills

- Think Creatively
- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-direction
- Leadership and Responsibility

LESSON PLAN:

1. Introduction:

Organizations and companies use values-based marketing on a regular basis. They use values to appeal to specific audiences, depending on what product or service they are marketing.

Values can be used in similar ways to market or advocate for the importance and innovations of agriculture. This lesson will help students discover their own values, organizational values, and how they can be used to promote agriculture.

2. Activity: Each student needs a copy of the handout "Values Based Advocacy"

- Show the video *Ram Trucks Next Crop Documentary*. The direct URL is <https://youtu.be/tp8X-aZi-RA>.
- Each student should complete the upper portion of the worksheet individually.
- Finally, students should be split into pairs or small groups to discuss the questions on the lower portion of the worksheet.

3. Follow-up:

Ask students if they have been able to use common values to advocate for agriculture at home or in conversations with peers.

If they had a hard time identifying values, ask if they were able to reflect and think of some values that they can identify with.

4. Level Up:

Have students use the values that they have identified to produce a short video clip that can relay how agriculture is beneficial to all.

Have student discuss or write about what values that groups opposed to agriculture practices use to identify with consumers and the general public. Have students debate why or why not these value assessments are an accurate portrayal of agriculture. Discuss what might be the best way to approach these marketing tactics as advocates?

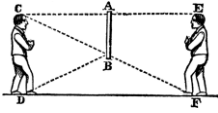
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Values Based Advocacy

DIRECTIONS:

Watch the video *Ram Trucks Next Crop Documentary*, <https://youtu.be/tp8X-aZj-RA>.

Reflection



Aligned to the following standards: CS.01, CS.02, FFA.PL-A, FFA.PL-E, FFA.PG-J, FFA.CS-M, AG1, CCSS.ELA-Literacy.W.9-10.1, CCSS.ELA-Literacy.W.9-10.2, AGC10.03, CCSS.ELA-Literacy.W.9-10.1, CCSS.ELA-Literacy.W.9-10.2, CCSS.MP1, CCSS.MP3, CCSS.MP6, CRP.04, CRP.06, CRP.08

1. What are values?

2. What are some of the values exhibited and discussed in the video?

3. What are the values of FFA?

4. What are your values and how did you develop them?

Discuss



5. Pair up with a classmate and discuss why values might be a good way to connect with consumers. What shared values would farmers and ranchers have with young mothers and teachers?

6. Also discuss the personal and FFA values you discovered above. Make a collective list and identify which 5 values best describe agriculture.

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

7. With your partner, referring to your list of values above, brainstorm how you might use values to advocate for agriculture. Report your strategies to the class.