



NATIONAL
FFA ORGANIZATION

This curriculum is brought to you by the 2014-2015 National Officer Team.

#Speak Ag

Overall goal: Participants will recognize the need to be advocates, identify why they need to be advocates, and determine how they, themselves, can be advocates.

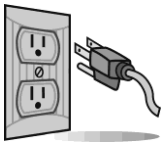
OBJECTIVES

1. Students will discover what it means to be an advocate.
2. Students will understand the importance of advocacy in agriculture.
3. Students will determine how they can advocate and use successful strategies to do so.



Action

Session Time: 1 Hour	Connection: 10 minutes Objective 1: 15 minutes Objective 2: 15 minutes Objective 3: 15 minutes Review: 5 minutes *This workshop will easily fill an hour, be conscious of your time.
Materials Needed:	One sheet of paper per person, writing utensils, flipcharts, tape, markers, random items and cards with different audiences for the "Sell It" experience.
Flipcharts to Create:	Gallery flipcharts, example BFF for Objective #2
Special Notes:	(Use as a tool to purposefully regain the attention of the audience and get some energy flowing!) When we hear "Speak What?", we'll shout back at the top of our lungs "SPEAK AG!" Let's practice. "Speak what?" "SPEAK AG" Repeat this call and response 3 times.



Connection

Execution: Prior to the start of the workshop, create three or more flipcharts (the more students you have, the more flipcharts you will need) with various topics labeled individually on each flipchart. The goal is to choose diverse, non-agricultural topics (muscle cars, World War I, Barbie, NHL, etc.)

Additionally create the same number of flipcharts with agricultural topics. Place these on the wall beneath the first flipcharts.

Welcome students and tell them to get ready for a pop quiz. Give students three minutes to go around the room and write as many facts about each non-agricultural topic on the flipcharts.

Now have students repeat this activity with the agricultural topics.

Utilize processing questions to introduce students to the idea that we are the specialists in our area, and we must be the ones to advocate and educate. (Use the below questions as needed based on student responses — whether more or less, etc.)

- What do we notice?
- What was the first time like versus the second?
- Why was the first time harder/second time easier? (Or vice-versa)
- What would this be like for someone with a background in (insert any of the non-agricultural flipchart topics)?
- If someone was able to write a lot about certain non-agricultural topics, have them expand on why.
- If someone was able to write a lot about certain agricultural topics, have them expand on why.
- Why would we need to be experts in our own areas of agriculture?

Potential points that could be drawn from processing, depending on responses:

- We need to be the go-to person on agricultural topics. We have the experience to share our story and advocate.
- We know about other topics, but we don't know as much about agriculture. We need to be informed about agricultural topics so that we can advocate.
- We all have different areas of expertise; we should share our own story and connection with agriculture and strengthen our advocacy efforts.



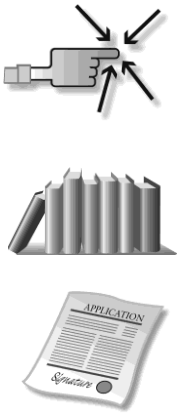
Preview

In this workshop, we'll discover our own areas of expertise and agricultural stories. We will find out what it means to Speak Ag, why we need to Speak Ag, and share some strategies to become fluent in speaking the ag story.

Transition into first objective

Let's first take a look at what it means to be an advocate.

Objective #1: Students will discover what it means to be an advocate.



Point:	Advocacy is telling our story, when we advocate for agriculture we SPEAK AG.
Support:	"Choose One" Experience – Students will make a choice between two options and give reasoning as to why they chose the side they did.
Application:	Students will write their own personal definition of advocacy.

SUPPORT

Choose One

On the phrase, "Move it," form a single file line down the center of the room.

"Move it!"

In a moment we will hear a set of two options. If we agree with the first, step to the right. If we agree with the second, step to the left. Be prepared to explain why you chose one over the other. What questions are there?

Round one:

Step right for option one, step left for option two.

Option number one — Coke; Option number two — Pepsi

Who will share why they chose Coke?

(Two students share)

Who will share why they chose Pepsi?

(Two students share)

Round two:

Step right if you like Apple. Step left if you like Android.

Who will share why they chose Apple?

(Two students share)

Who will share why they chose Android?

(Two students share)

Round three:

Step right if you prefer Chevy. Step left if you prefer Ram.

(Two students share)

Round four:

Step right if you choose right Twix. Step left if you choose left Twix.

(Two students share)

Repeat this process five to six times with comparisons such as:

Instagram vs. Twitter

Trucks vs. Cars

Country music vs. Pop music

John Deere vs. Case IH

Night Owl vs. Early Bird

Regular M&M's vs Peanut M&M's

Depending on your audience and your comfort level as a facilitator, you can offer the following two choices.
Conventional vs. organic agriculture
GMO vs. Non-GMO

The below portions in bold aren't meant to be a part of the facilitated workshop; we have provided it as guidance on how to facilitate a conversation for whichever direction this activity may lead when introducing controversial agriculture topics.

To be clear, both sides of the dichotomies above have merit in agriculture and the goal of food security for all.

The student response to this activity will likely vary depending on local, state, and regional agriculture practices, beliefs and economies. This potential for differing responses proves the value of this activity and provides many learning opportunities. Difference of opinion or conviction also can cause argument and conflict. In any scenario, this support activity has many valuable lessons in agricultural literacy and advocacy when facilitation is handled appropriately. Use these guidelines to help you lead interaction and thoughts of participants.

Scenario #1: All students choose one side

Take Away:

- 1. Great potential for collective message.**
- 2. Be certain to be well-educated about opposing side.**
- 3. Be able to support your position.**

Scenario #2: Division is 50/50

Take Away:

- 1. Great potential for discussion.**
- 2. Take this opportunity to build a balanced perspective.**
- 3. Both sides should be able to support their positions.**

Scenario #3: A majority of students choose one side, and a minority the other.

Take Away:

- 1. Challenge the majority to understand the merits of the opposing side but allow them to be convicted in their decision.**
- 2. Use the minority as a positive example; be sure to give the minority equal time to speak/share.**
- 3. Both sides should be able to support their positions.**
- 4. Just because someone is in the minority, it does not mean they are wrong.**

Think about what just happened as we move back to our seats.

PROCESSING QUESTIONS

Who will share what just happened?
What did it feel like to share our reasoning?
If we considered agreeing with the other side, throw a hand in the air.
Were some reasons more convincing than others?
What made that reasoning more convincing?
When do we see this kind of thing happening in the real world?
What makes some communicators more effective than others?
So, what do we call it when somebody effectively tells their story?

POINT

Advocacy is telling our story. When we advocate for agriculture, we Speak Ag.

APPLICATION

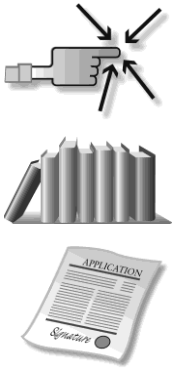
We had an opportunity to experience advocacy and talk a little bit about what it looks like in the real world. Let's take a few moments and process what advocacy means to us. On the word, "Scribble," capture our own definition of advocacy, what it means to tell our story, and Speak Ag. This definition can be as long or as short as we see fit, it is our personal definition. What can be clarified? Feel free to spread out around the room. When we are finished we will gather back in this area. Note cards and pens to capture our thoughts can be found in this corner of the room. We will have the length of one song to complete this task. When the music starts, so do we!
(Cue music)

Thanks for gathering back in a timely manner. Who will share what advocacy means to us?
(Several students share)

Transition into the second objective

Thanks for sharing those thoughts and really digging into what it means to advocate. Now that we know what it means to Speak Ag, let's dive even deeper into why it matters.

Objective #2: Students will understand the importance of advocacy in agriculture.



Point:	If we do not drive the discussion, someone else will.
Support:	"Guess Who?" Students will be making assumptions about make-believe people based off of a drawing.
Application:	Walk and Talk — Why should we Speak Ag?

SUPPORT

Let's all close our eyes, pretend we are chomping on a big piece of bubble gum and come up with our picture-perfect best friend. Let's think about what kind of person they would be. What characteristics do they possess? What are some of their favorite hobbies? What's their style? As soon as we have become besties with this person, make a heart with your hands in the air.

(Always fun to act out the chomping and heart hands in the air, if this is your style.)

On the word "Besties," capture everything about our BFF with words on our paper and keep this list top secret. Then, draw our BFF on the other side of the paper with as much detail as possible and wait for further instruction. We'll have five minutes to do so. What can be made clearer? So capture, draw and wait! "Besties!" (2 minutes)

Now that our BFF has been brought to life, it's time to let them experience the real world. On the phrase "Guess Who?" partner with someone from across the room, give them your first impression of their BFF (and vice versa) and repeat with two different partners. Our BFF's true identity will never be revealed. Once we have given three first impressions, we may have a seat. What questions can be answered? So share with three, never reveal and take a seat. "Guess Who?"

PROCESSING QUESTIONS

What were some of the things our peers guessed wrong about our imaginary best friend?
Why weren't their first impressions the exact same as the list we made about our friend?
What were our thoughts and feelings when someone was saying untrue facts about our friends?
What made it difficult to make the first impression?
How does this relate to conversations in the media about agriculture?
Why is it important for us to drive the discussion about agriculture?
Who is currently driving the discussion around agriculture?
How do we overcome this challenge? How do we get the ball back in our court?

POINT

If we do not drive the discussion, someone else will.

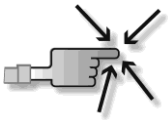
APPLICATION

We are all agriculturalists. We each have the power to drive this discussion. We know that if we don't, then someone else will. When the music begins to play, find a friend we haven't gotten to know and discuss why we need to be advocates for agriculture. When we have finished we'll have a seat with that new friend. What questions are there? Find, discuss and return. *Music* (A more serious/somber tone could be effective here; keep in mind the tone of your voice, song choice, etc.).

Transition into the third objective

We understand our responsibility as agriculturalists. We know why we must Speak Ag, but let's discover the toolbox to become these advocates.

Objective #3: Students will determine how they can advocate, and successful strategies to do so.



Point:	To effectively advocate we must Educate, Plan and Act.
Support:	"Sell it" – Students are given an item and will "sell" it as an item different than its purpose. (Ex. A bowl could be sold as a hat. Purpose to be being convincing and how to effectively communicate creatively)
Application:	Students will choose one agriculture topic and then identify one way to educate themselves about it and one way to act on it.

SUPPORT:

On the word "Clumps," jump up, find two other people, do Ring Around the Rosie, and wait for further instructions. "Clumps!" On the word "Items," we will grab an item off the back table, take the associated audience card, and find an empty space around the room. "Items!" When the music starts, as a group educate yourself on a new purpose for your item, plan a sales pitch to the audience indicated on the card, and act out a sales pitch to "sell" your item to them.

For example, if you were a college student, this bowl could serve as a fancy new hat to keep your head dry as you walked across campus. What questions are there? So, Educate, Plan, Act! (Music Starts)

*If you are comfortable, have some students act out the purpose for a little fun.

POTENTIAL GROUPS TO PUT ON FLIPCHART

Senior Citizens
Kindergarten Students
Moms on the Go
College Students
Middle School/High School Students
Teachers
Farmers
Feel free to add your own

EXAMPLE PROPS

Shoes: Could be ear muffs
Towel: Totally fancy scarf
Cup: Stand for phone
Comb: Fake mustache
Cell Phone: Coaster
Feel free to develop your own

PROCESSING QUESTIONS

How did our sales pitches go?
What made some of these sales pitches successful?
What was it like educating yourself on a new use for a common item?
How did you plan your sales pitch?
Was some of the communication more effective or spread more clearly than others?
How was it for those who couldn't talk?
What made it important to know your audience for this sales pitch?
How might that relate to advocacy or Speaking Ag?
How did following the model of Educate, Plan, Act help you with your sales pitch?
How can the model of Educate, Plan, Act relate to advocacy in agriculture or Speaking Ag?
How could this model prepare you to Speak Ag?

How could you implement it in your FFA chapter?

POINT

To effectively advocate we must Educate, Plan, Act.

APPLICATION

When the music starts, choose an agricultural topic you are interested in and let's start planning. Identify one way you can educate yourself on this topic and one way you can act on it to Speak Ag in your local community. Have a few students share answers.

Call Back - Students will do the corresponding motions as they say "Educate," "Plan," "Act."

EDUCATE - Place two fingers on temple.

PLAN - Fist to your heart.

ACT - Fist bump the air.

Do three times to get students pumped, getting louder each time!



Review and Close

We have written our own definitions of advocacy, realized the importance of driving the discussion about agriculture, and identified some great areas where we can spread the word about agriculture. Thanks so much for coming in with enthusiasm and filling up our toolboxes with knowledge about how we can better educate the world around us about agriculture. As we leave this room, let's Speak Ag!

Final Note

In efforts to track the usage and impact of this workshop, the National FFA Organization is asking that you share feedback, facilitation details (when, where, why) and numbers of participants by sending a brief email to speakag@ffa.org.

We appreciate your enthusiasm for agricultural advocacy and your efforts to help our members tell the story of agriculture.