



# FFA Blue 365: Lesson 4

## Feeding the World — Part 2

Created: 02/2019 by the National FFA Organization

*The FFA Blue 365 lesson series is intended to bring innovative technology, science, research and entrepreneurship to the classroom. These lessons are designed to highlight the innovations and technologies transforming agriculture.*

### STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Inspect the concepts of feeding the world and hunger awareness.
2. Determine local issues regarding hunger.
3. Develop a hunger awareness campaign.

**TIME REQUIRED:** 90 minutes

### RESOURCES:

1. Video: "How It Feels to Be Hungry" (No Kid Hungry, 2019), <https://vimeo.com/313811194>
2. Video: "Numbers in Action" (United Nations, 2016), [https://youtu.be/Mdm49\\_rUMqo](https://youtu.be/Mdm49_rUMqo)
3. Video: "Adobe Spark: Create compelling stories | Adobe Creative Cloud" (Adobe Creative Cloud, 2018), <https://www.youtube.com/watch?v=MVShoOjDCnM>
4. Video: "Donnie Smith – Keynote Speaker – 87th National FFA Convention & Expo" (2014), <https://www.youtube.com/watch?v=LJfAIXLx-WY>
5. Video: "Blue 365 — Sara Steinlage" (2018), <https://vimeo.com/307344189/cdabf5f2cd>
6. Video: "Blue 365 — Devry Boughner" (2018), <https://vimeo.com/307347412/88b6174045>
7. Website: "Hunger in America" (Feeding America, 2018), [https://www.feedingamerica.org/hunger-in-america?s\\_src=WXXX1MTMG&\\_ga=2.142209842.185763605.1546865895-1598350509.1546577041](https://www.feedingamerica.org/hunger-in-america?s_src=WXXX1MTMG&_ga=2.142209842.185763605.1546865895-1598350509.1546577041)
8. Website: "The Global Goals for Sustainable Development" (United Nations, 2018), <https://www.globalgoals.org>
9. Website: "SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats" (Community Toolbox, 2019), <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main>
10. Website: "Introducing Adobe Spark for Education" (Adobe Spark, 2019), <https://www.scribd.com/document/438005107/adobe-spark>
11. Website: "Promoting Peace Through Art" (ThoughtCo, 2019), <https://www.thoughtco.com/peace-art-projects-2578436>
12. Website: "Agriscience Fair," (National FFA Organization, 2018), <https://www.ffa.org/participate/awards/agriscience-fair/>
13. Website: "Hunger U Challenge," (Hunger U, 2018), <https://www.hungeru.org/hu-challenge>
14. Website: AgExplorer (AgExplorer, 2018), [AgExplorer.ffa.org](https://AgExplorer.ffa.org)
15. Infographic generation tools:
  - a. Piktochart (2018), <https://piktochart.com/formats/infographics/>
  - b. Canva (2018), <https://www.canva.com>

### EQUIPMENT AND SUPPLIES NEEDED:

1. Internet access to play the videos in real time or embed them in a PowerPoint
2. A copy of the "What Do I Bring to the Table" worksheet for each student
3. A copy of the "The Global Goals" worksheet for each student
4. A copy of the "Needs Assessment of Local Challenges" worksheet for each student
5. A copy of the "Take Action" worksheet for each student
6. Colored pens/markers
7. Blank paper

### THIS QUICK LESSON PLAN WOULD WORK WELL AS AN:

1. Introduction to food security and feeding the world.

2. Introduction to critical issues in agriculture.
3. Introduction to innovations in agriculture.
4. Introduction to technology in agriculture.

## **STUDENT ACTIVITY SHEETS**

<https://ffa.box.com/s/ip526ja7ho30xaac4klkyi4sssaysu1u> (Word)

<https://ffa.box.com/s/wc65qlenfnjb59rt7rxcs1pb082m7w38> (PDF)

## **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.
- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

### *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.PL-C.Vision. Visualize the future and how to get there.
- FFA.CS-M.Communication. Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making. Analyze a situation and execute an appropriate course of action.

### *Common Career Technical Core*

- AG2. 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.
- AG5. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

### *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 – Reading: Informational Text*

- CCSS.ELA-Literacy.RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-Literacy.RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

### *Common Core – Writing*

- 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 – Speaking and Listening*

- CCSS.ELA-Literacy.SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- 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 – Science & Technical Subjects*

- CCSS.ELA-Literacy.RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- CCSS.ELA-Literacy.RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- CCSS.ELA-Literacy.RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

### *Common Core – Literacy in Science & Technical Subjects: Writing*

- CCSS.ELA-Literacy.WHST.9.10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### *Next Generation Science*

- HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

### *Green/Sustainability Knowledge and Skill Statements*

- AFNR Career Cluster, Statement 2. Analyze community practice or policy development related to sustainability in AFNR.
- AFNR Career Cluster, Statement 3. Communicate the impact of green and sustainability principles on agriculture, food and natural resource systems.

### *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.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- 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 21<sup>st</sup> Century Skills*

- Communication
- Critical Thinking and Problem Solving
- Global Awareness
- Information, Communications, and Technology Literacy
- Initiative and Self-Direction
- Leadership and Responsibility
- Think Creatively

### **LESSON PLAN:**

1. *Bell Ringer:* Feeding the world is a tremendous task, especially when hunger is such a complex issue. Many variables contribute to hunger and food insecurity, and many variables span across the world.
  - a. Watch "How It Feels to Be Hungry" (No Kid Hungry, 2019). The video is available at <https://vimeo.com/313811194>.
    - i. *Optional:* If watching YouTube is not an option, have students visit the Feeding America (2018) "Hunger in America" website, available at [https://www.feedingamerica.org/hunger-in-america?s\\_src=WXXX1MTMG&\\_ga=2.142209842.185763605.1546865895-1598350509.1546577041](https://www.feedingamerica.org/hunger-in-america?s_src=WXXX1MTMG&_ga=2.142209842.185763605.1546865895-1598350509.1546577041).
  - b. With a partner, discuss the implications of hunger at the local level. Discuss two to three ways to help address hunger needs in the classroom or in the community. Share responses with the class.
    - i. See "Blue 365: Feeding the World — Part 1" for strategies to understand food insecurity at the global, national and local levels.
2. *Introduction:* Feeding the world can take many shapes and forms. We all play a role. We do not have to live on a farm or grow up with an agriculture production background to contribute to making a difference. Many times, the best way to become engaged in feeding the world is to identify what we bring to the table.
  - a. With a partner, complete the "What Do I Bring to the Table?" worksheet.
  - b. Share and discuss responses with the class.
    - i. If time permits, as students share what they bring to the table, use the board or flipchart paper to

make a collage of the different talents and traits the full class brings together to help feed the world.

**3. *Part 1: Identify the Problem — Strategies to Feed the World through the Global Goals***

- a. One step to helping feed the world is to identify challenges to feeding the world and then identify what strategies can help address those challenges.
- b. In September 2015, the United Nations adopted 17 “Sustainable Development Goals” or “Global Goals” to address large issues facing the world, including extreme poverty, challenges to sustainability, inadequate nutrition and social inequalities.
  - i. Watch the U.N.’s (2016) “Numbers in Action” video, available at [https://youtu.be/Mdm49\\_rUMgo](https://youtu.be/Mdm49_rUMgo).
    - a. *Optional:* If watching YouTube is not an option, have students visit the U.N.’s (2018) “The Global Goals for Sustainable Development” website directly. The URL is <https://www.globalgoals.org>.
  - ii. Visit the U.N.’s (2018) “The Global Goals for Sustainable Development” website, available at <https://www.globalgoals.org>.
  - iii. Review the statistics and resources by clicking each of the 17 Global Goals icons. Pay special attention to the “Target Areas” for each Global Goal by scrolling down the Global Goals website.
  - iv. Complete and discuss “The Global Goals” worksheet.

**4. *Part 2: Make it Local — Perform a Needs Assessment of Local Challenges***

- a. While addressing the Global Goals can seem daunting, the most effective solutions start at the local level.
  - i. The first thing to do is gain a better understanding of local needs through a needs assessment. Several strategies exist for how to conduct a needs assessment, but one strategy is to conduct a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis.
    1. For additional information, visit the Community Toolbox’s (2019) “SWOT Analysis: Strengths, Weaknesses, Opportunities and Threats” website. The URL can be found at <https://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main>.
  - ii. With a partner, complete and discuss the “Needs Assessment of Local Challenges” worksheet.
    1. If time permits, share responses with the class, and develop an overall SWOT report from the responses from each group.
    2. Write responses on the board or on a flipchart poster.

**5. *Part 3: Take Action — Develop a Hunger Awareness Campaign***

- a. After we identify challenges, we can develop a plan starting in our local community.
  - i. One way to raise awareness for challenges in our community is to develop a campaign to spread awareness of the challenges by sharing the background of the challenges, the mission of the campaign and action steps to get involved.
  - ii. Use the “Take Action” worksheet to guide the campaign development process.
  - iii. Several options exist for developing a campaign to raise awareness for each selected challenge. Encourage creative and innovative ideas for how to share the campaigns, and if classroom resources permit, allow students the option to choose their platform. Here are a few options:
    1. Adobe Spark Webpage or Video:
      - a. Create a free online account for Adobe Spark (2019) by visiting the “Introducing Adobe Spark for Education” website at <https://www.scribd.com/document/438005107/adobe-spark>.
      - b. Watch the “Adobe Spark: Create compelling stories | Adobe Creative Cloud” video (Adobe Creative Cloud, 2018). The URL is <https://youtu.be/MVShoQjDCnM>.
      - c. The Adobe Spark webpage or video presentation should provide a comprehensive explanation of the student’s awareness campaign.
    2. Art Representation:
      - a. Students can create a mural or art piece to visually represent how to address their selected challenge.
        - i. Visit ThoughtCo’s (2019) “Promoting Peace Through Art” website for examples of art pieces that also connect a story. The URL is <https://www.thoughtco.com/peace-art-projects-2578436>.
      - b. Students should be prepared to write an exhibit label to accompany the art piece that describes the purpose of the art piece.
    3. Infographic:
      - a. Students can use blank paper with colored pens/markers for their infographics, or they can use an online infographic generator:
        - i. Piktochart — <https://piktochart.com/formats/infographics/>
        - ii. Canva — <https://www.canva.com>
      - b. The information shared in the infographic should represent accurate information or

statistics about the selected issues.

4. Poem or Song:

- a. Students can create a poem or song lyrics that tell the story of their selected challenge. Stanzas and lyrics should be well-thought out and should reflect the background behind the selected challenge.

6. *Follow-up:* Connect each student's completed campaign design to the SWOT analysis.

- a. As a class, determine how each campaign can provide an *opportunity* to feed the world at the local level.
- b. Discuss any possible ways the class can leverage each campaign to raise awareness in the community.

7. *Leveling Up:*

a. "Art gallery" or "Public Campaign Display":

- i. Invite other teachers or community members to share campaign projects and get others involved with helping feed the world.
- ii. Connect with existing school events to get others involved. For example, post art projects in the lobby of the school during sporting events or invite presentations on each campaign during FFA chapter or alumni meetings.

b. "Careers Guest Speaker":

- i. Identify what types of careers relate to the class's awareness campaigns. What types of careers could support the selected passions, goals and mission to help feed the world?
  1. Visit AgExplorer ([AgExplorer.ffa.org](http://AgExplorer.ffa.org)) and review the Career Focus Areas for ideas of types of careers to choose from.
- ii. As a class, select someone from the community who has a career that contributes to feeding the world. Ask the individual to speak to the class to share details about his or her career.
  1. It might be helpful to refer this task to a class committee to select a speaker.
- iii. Encourage students to research the speaker's bio and business/company/school and prepare two to three questions for the speaker prior to his or her arrival.

c. "Four Stages of Innovation" model:

- i. Using the "Blue 365: Four Stages of Innovation" lesson plan, have students apply the four stages of innovation model to their selected campaign.
- ii. In what ways could the four stages help raise awareness of the issue?

d. "Living to Serve" platform:

- i. Encourage students to look through available grants for service plans related to hunger, health and nutrition. Try to make the connection to the awareness campaigns. See links below:
  1. Hunger Health and Nutrition: Living to Serve Grants from National FFA: [FFA: FFA.org/livingtoserve/grants/](http://FFA.org/livingtoserve/grants/)
  2. Planning Guide: <https://FFA.app.box.com/s/9969na39x2qdv70olfadu3dj1uxae6m>

e. "Agriscience fair" project:

- i. Have students read the overview and rules for the National FFA Organization's (2018) Agriscience Fair at <https://www.ffa.org/participate/awards/agriscience-fair/>.
- ii. Students should identify a need within one of the six agriscience fair categories: animal systems; environmental service/natural resource systems; food products and processing systems; plant systems; power, structural and technical systems; and social science.
- iii. Using the National FFA Agriscience Fair handbook and online resources, have students prepare an agriscience fair project to investigate an identified hunger need in your local community or chapter.

f. "Hunger U" challenge:

- i. Visit the Hunger U Challenge (2018) website at <https://www.hungeru.org/hu-challenge>.
- ii. Identify ways the Hunger U Challenge could be used at your school. Encourage students to host a Hunger U booth for fellow classmates or for elementary and middle school students in your community.
- iii. Encourage students to prepare a summary report of hunger in your local area for participants who would attend the Hunger U booth.

g. "School or community service project":

- i. Identify a need on the school campus or in the community regarding hunger awareness or feeding the world.
- ii. Organize a community or school food drive to donate to the local food pantry, senior citizen center or youth facility.

h. "Ted Talk on hunger awareness":

- i. Have students watch the "Blue 365" (2018) video from Sara Steinlage, available at <https://vimeo.com/307344189/cdabf5f2cd>.
- ii. Have students watch the "Blue 365" (2018) video with Devry Boughner from Cargill, available at <https://vimeo.com/307347412/88b6174045>.
- iii. Using techniques and points from Steinlage and Boughner, have students develop a 12- to 15-minute Ted Talk-style oral presentation to deliver to the class about an issue regarding food security/insecurity or innovations to increase food production.

1. If possible, set your classroom up around a center-stage to allow students to speak as if they were giving an actual Ted Talk.
  - i. "Use your voice" on hunger awareness:
    - i. Have students watch "Donnie Smith — Keynote Speaker — 87th National FFA Convention & Expo" video. The URL is <https://www.youtube.com/watch?v=LJfAIXLx-WY>.
    - ii. Encourage students to develop a social media platform promoting hunger awareness in your community.
    - iii. Have students consider the ways they can help their community become aware of hunger issues in their area.
  - j. "Written report":
    - i. Have students watch the "Blue 365" (2018) video from Sara Steinlage, available at <https://vimeo.com/307344189/cdabf5f2cd>.
    - ii. Have students watch the "Blue 365" (2018) video with Devry Boughner from Cargill, available at <https://vimeo.com/307347412/88b6174045>.
    - iii. Using techniques and points from Steinlage and/or Boughner, have students prepare an 8- to 10-page written report analyzing opportunities to increase how we feed the world in the future. Students should be sure to answer the following questions:
      1. What is feeding the world?
      2. How are we currently feeding the world?
      3. What can be done to increase sustainable food production in the future?
8. *Exit Ticket:* Write one to two positive things about each of the other students' awareness campaigns on separate notecards or sticky notes.

Really think about the value of their presentations and provide quality positive feedback to them. Try to avoid simple "Good job" statements. What specific things made their presentations good?

Make sure to give one to each of the presenters before leaving.

*Tip:* It might be beneficial to notify students about this activity prior to beginning the presentations so they can write feedback in real time.



NAME: \_\_\_\_\_

## What Do I Bring to the Table?

### DIRECTIONS:

Feeding the world can take many shapes and forms. We all can play a role. We do not have to live on a farm or grow up with an agriculture production background to contribute to making a difference. Many times, the best way to become engaged in feeding the world is to identify what we bring to the table.

Think critically about your skills, passions, life experiences and goals — do not limit yourself. Almost all experiences can help make a difference if you work to apply them. Use the diagram below to illustrate what you bring to the table.

*Example: I am good at designing advertisements.*

*Example: I am passionate about helping elderly people and making sure they have adequate food to eat.*

**Skills**

**Passions**

**Life Experiences**

**Future Goals**

*Example: I have volunteered at a food bank.*

*Example: I want to be a veterinarian.*

How can these can these skills, passions, life experiences and goals combined help address needs in your community? Explain your reasoning for how they are relevant and beneficial to helping the community.

NAME: \_\_\_\_\_

Aligned to the following standards:

CS.02; CS.05; FFA.PL-A; FFA.PL-E; FFA.PL-C; FFA.CS-M; FFA.CS-N; AG2; AG5; AGC10.03; CCSS.ELA.RI.9-10.1; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.3; CCSS.ELA.W.9-10.2; CCSS.ELA.W.9-10.4; CCSS.ELA.SL.9-10.2; CCSS.ELA.SL.9-10.4; CCSS.ELA.RST.9-10.1; CCSS.ELA.RST.9-10.7; CCSS.ELA.RST.9-10.8; CCSS.ELA.WHST.9.10.6; HS-ETS1-3; AFNR Career Cluster, Statement 2; AFNR Career Cluster, Statement 3; CRP.02; CRP.04; CRP.05; CRP.06; CRP.07; CRP.08

# The Global Goals

## DIRECTIONS:

One step to helping feed the world is to identify challenges to feeding the world and then identify what strategies can help address those challenges. In September 2015, the United Nations adopted 17 "Sustainable Development Goals" or "Global Goals" to address large issues facing the world, including extreme poverty, challenges to sustainability, inadequate nutrition and social inequalities.

Complete the following tasks:

- Watch the U.N.'s (2016) "Numbers in Action" video, available at [https://youtu.be/Mdm49\\_rUMgo](https://youtu.be/Mdm49_rUMgo).
  - Optional: If watching YouTube is not an option, visit the U.N.'s (2018) "The Global Goals for Sustainable Development" website directly. The URL is <https://www.globalgoals.org>.
- Visit the U.N.'s (2018) "The Global Goals for Sustainable Development" website, available at <https://www.globalgoals.org>.
- Review the statistics and resources by clicking each of the 17 Global Goals icons. Pay special attention to the "Target Areas" for each Global Goal by scrolling down the Global Goals website. Complete the following questions:

## THE GLOBAL GOALS

For Sustainable Development



Read through the descriptions for each of the 17 goals. Click on each icon and scroll down to the "Target Areas" to read each description. List the most impactful "Target Area" for each goal. What makes them impactful?

### Goal 1: Target Area

**What makes this area impactful?**

### Goal 2: Target Area

**What makes this area impactful?**

### Goal 3: Target Area

**What makes this area impactful?**



**Goal 4: Target Area**

*What makes this area impactful?*

**Goal 5: Target Area**

*What makes this area impactful?*

**Goal 6: Target Area**

*What makes this area impactful?*

**Goal 7: Target Area**

*What makes this area impactful?*

**Goal 8: Target Area**

*What makes this area impactful?*

**Goal 9: Target Area**

*What makes this area impactful?*

**Goal 10: Target Area**

*What makes this area impactful?*

**Goal 11: Target Area**

*What makes this area impactful?*

**Goal 12: Target Area**

*What makes this area impactful?*

**Goal 13: Target Area**

*What makes this area impactful?*

**Goal 14: Target Area**

*What makes this area impactful?*

**Goal 15: Target Area**

*What makes this area impactful?*

**Goal 16: Target Area**

*What makes this area impactful?*

**Goal 17: Target Area**

*What makes this area impactful?*

Think about the needs in your community. Which Target Goal relates the most to your community? How?

Aligned to the following standards:  
CS.02; CS.05; FFA.PL-A; FFA.PL-E; FFA.PL-C; FFA.CS-M; FFA.CS-N; AG2; AG5; AGC10.03;  
CCSS.ELA.RI.9-10.1; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.3; CCSS.ELA.W.9-10.2;  
CCSS.ELA.SL.9-10.2; CCSS.ELA.SL.9-10.4; CCSS.ELA.RST.9-10.1; CCSS.ELA.RST.9-10.7;  
CCSS.ELA.RST.9-10.8; CCSS.ELA.WHST.9.10.6; HS-ETS1-3; AFNR Career Cluster, Statement 2; AFNR  
Career Cluster, Statement 3; CRP.02; CRP.04; CRP.05; CRP.06; CRP.07; CRP.08

NAME: \_\_\_\_\_

Aligned to the following standards:

CS.02; CS.05; FFA.PL-A; FFA.PL-E; FFA.PL-C; FFA.CS-M; FFA.CS-N; AG2; AG5; AGC10.03; CCSS.ELA.RI.9-10.1; CCSS.ELA.RI.9-10.2; CCSS.ELA.RI.9-10.3; CCSS.ELA.W.9-10.2; CCSS.ELA.W.9-10.4; CCSS.ELA.SL.9-10.2; CCSS.ELA.SL.9-10.4; CCSS.ELA.RST.9-10.1; CCSS.ELA.RST.9-10.7; CCSS.ELA.RST.9-10.8; CCSS.ELA.WHST.9.10.6; HS-ETS1-3; AFNR Career Cluster, Statement 2; AFNR Career Cluster, Statement 3; CRP.02; CRP.04; CRP.05; CRP.06; CRP.07; CRP.08

## Take Action

### DIRECTIONS:

After we identify challenges, we can develop a plan starting in our local community. One way to raise awareness for challenges in our community is to develop a campaign to share the background of the challenges, the mission of the campaign and action steps to get involved. Complete the questions below to guide the campaign development process.

What challenge or issue are you the most passionate about in your community? Why?

Explain the challenge or issue. How does it specifically influence your community?

How can the qualities you listed on the "What Do I Bring to the Table?" worksheet help you develop campaign awareness?

Several options exist for developing a campaign to raise awareness for each selected challenge. Think creatively and innovatively for how to deliver your campaigns. See the awareness campaign choice board below for how to address the need you identified in your community. Select one:

#### Adobe Spark Webpage or Video:

- Create a free online account for Adobe Spark (2019) by visiting the "Introducing Adobe Spark for Education" website at <https://www.scribd.com/document/438005107/adobe-spark>.
- Watch the "Adobe Spark: Create compelling stories | Adobe Creative Cloud" video (Adobe Creative Cloud, 2018), <https://youtu.be/MVShoQjDCnM> information.
- The Adobe Spark webpage or video presentation should provide a comprehensive explanation of your awareness campaign.

#### Art Representation:

- Create a mural or art piece to visually represent how to address your selected challenge.
- Visit ThoughtCo's (2019) "Promoting Peace Through Art" website for examples of art pieces that also connect a story. The URL is <https://www.thoughtco.com/peace-art-projects-2578436>.
- You should be prepared to write an exhibit label to accompany the art piece that describes the purpose of the art piece.

#### Infographic:

- Use blank paper with colored pens/markers to create an infographic or use an online infographic generator:
  - Piktochart — <https://piktochart.com/formats/infographics/>
  - Canva — <https://www.canva.com>
- The information shared in the infographic should represent accurate information or statistics about the selected issues.

#### Poem or Song:

- Create a poem or song lyrics that tell the story of your selected challenge.
- Stanzas and lyrics should be well-thought out and should reflect the background behind the selected challenge.

What is the mission of your awareness campaign? How does your selected delivery method best meet your mission statement?