

Effective Agricultural Literacy and Advocacy



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What we are covering today

- Resources to incorporate advocacy into your classroom
 - Modules and experience guides
 - Monthly advocacy themes
 - National Ag Day 2020 items
- Political involvement

Advocacy is important...



National FFA Advocacy Model

PLAN

- Define Issue
- Analyze
- Understand Audience

REFLECT

- Monitor
- Review
- Adapt



DEVELOP

- Write Objectives
- Determine Key Messages
- Develop Plan

DO

- Collaborate
- Execute
- Raise Awareness

Target Audiences

PEERS:

Objective: educate high school peers about the career opportunities in both agriculture and STEM

ELEMENTARY:

Objective: plan an Ag Day to educate elementary students about agriculture

COMMUNITY:

Objective: host an informational booth to teach consumers about food labeling

ELECTED OFFICIALS:

Objective: plan a visit to advocate to elected officials city council, senators, mayor, etc.

THE EXPERIENCE GUIDE

EXPERIENCE GUIDE

CIRCLE ONE:

ELECTED LEADERS

ELEMENTARY

COMMUNITY

PEERS



PLAN

DEFINE ISSUE: *What is the challenge we are facing?*

ANALYZE: *What is the vital information we need to know and where can I find it?*

UNDERSTAND AUDIENCE: *Who are we trying to influence?*

A fill in the blank document
for planning purposes
General use for each audience

THE PLANNING GUIDE

IN-DEPTH planning and fill in the
blank
Resources/Examples/Handouts
ready to use for your event



PLAN

The first step in the Advocacy Model is PLAN. The overall question to investigate in this step is:

“What are elementary students’ perceptions about agriculture?”

There are three areas to explore. Each one has a guiding question to answer.

Brainstorm by answering the questions below. Examples are included — challenge yourself to think about other answers that are specific to your situation.

DEFINE ISSUE:

Guiding question: “What is the challenge we are facing?”

Examples may include:

- There is a lack of knowledge of agriculture and agricultural practices.
- There is disconnect between consumers and agricultural products, which begins at a young age.

Use the space below to capture the details of your plan.

The challenge we are facing is:

SURVEYS

Help students to calculate perception change of participants
Excel spreadsheets with built in formulas – ready to use

Enter Results for each participant in the **BLUE** Pre-Experience Sections. The formulas in the spreadsheet will automatically calculate their scores. If there are more than 10 participants, copy and paste the entire chart again lower in the spreadsheet. After completing your advocacy activity, have your participants complete the survey again. You can then record their post-experience scores in the **YELLOW** charts. The spreadsheet will again calculate their scores. Finally, the **RED** charts will show you the increased percentage they have learned through the advocacy activity!

PRE-EXPERIENCE			
Part 1: KNOWLEDGE: Food Labeling			
Participant	# of Questions Correct	Total Questions	%
1		7	0%
2		7	0%
3		7	0%
4		7	0%
5		7	0%
6		7	0%
7		7	0%
8		7	0%
9		7	0%
10		7	0%
Average: Individuals who demonstrated basic knowledge of food labeling			0%

PRE-EXPERIENCE			
Part 2: PERCEPTION: Scale 1--5			
Participant	# Circled	Total #	%
1		5	0%
2		5	0%
3		5	0%
4		5	0%
5		5	0%
6		5	0%
7		5	0%
8		5	0%
9		5	0%
10		5	0%
Average: Individuals who believe they can understand a food label			0%

ASSESSMENTS

Ensure students' understanding
with a knowledge check assessment



Ag Literacy and Advocacy Module and Event Assessment

Student Name _____ Date _____

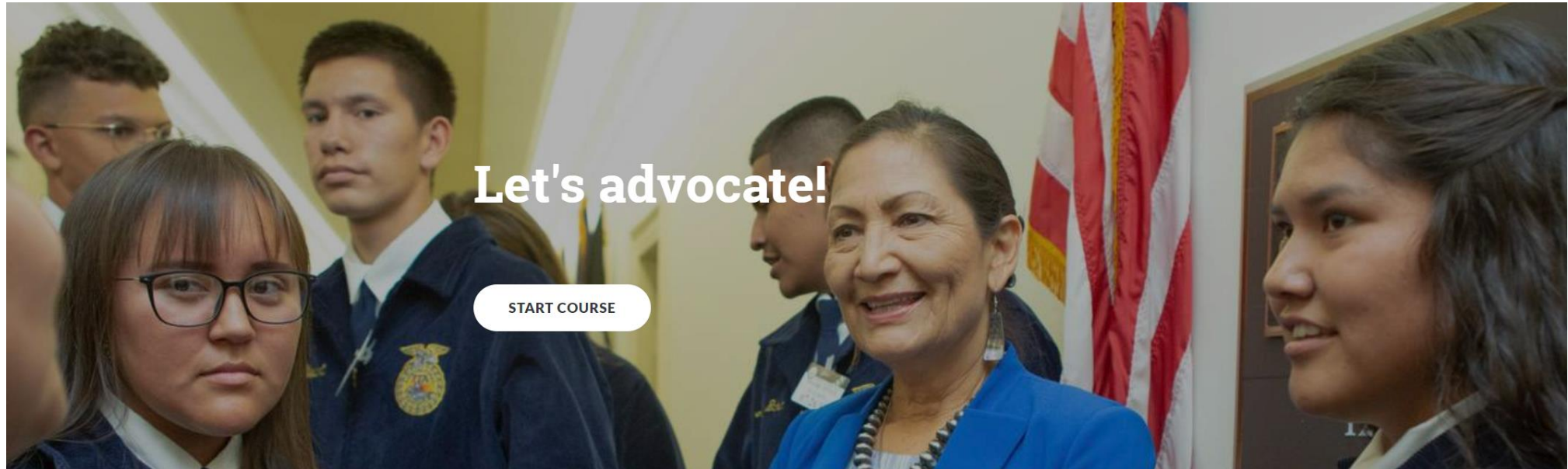
Review

Based on information you learned in the Module, answer the following questions by circling the letter next to the correct answer.

1. Why is being an Ag Advocate important?
 - a. We need people to uphold and support agriculture by educating people about the agricultural industry
 - b. So individuals can be recognized for their connection to agriculture
 - c. It's not that important to have ag advocates
 - d. Individuals can win awards and earn degrees
2. Where is the greatest need for agricultural literacy and advocacy?
 - a. Elementary students
 - b. Community members (consumers)
 - c. Peers
 - d. All of the above
3. What are the four steps in the Advocacy Model?
 - a. Plan, Focus, Do, Review
 - b. Plan, Develop, Implement, Review
 - c. Plan, Develop, Do, Reflect
 - d. Prepare, Develop, Do, Review
4. The Plan phase of the Advocacy Model includes "understanding the audience." How is this applied in a real-world situation?
 - a. When an ag advocate personally interviews people to gauge what they understand about agriculture
 - b. When we ask the question, "Who do we want to influence?" and identify that specific group.
 - c. When we write a speech about a topic or issue to inform an audience about it
 - d. We identify the challenge of the issue.
5. When we identify objectives (what we want to accomplish) it is important to be specific. Which of the following objectives is most complete?
 - a. People will hear what GMO means
 - b. Individuals define GMO
 - c. High school students will define and explain difference between GMO and organic.
 - d. Everyone will define GMOs and organic.

ONLINE LEARNING MODULE

<https://www.ffa.org/advocacy-experience/>



Advocacy Celebrations

New in 2021:

Starting in June, National FFA has begun showcasing a topic once a month. June's celebration was National Dairy Month.

Each month will feature a New Horizons blog post, infographics, Q&As with sponsors and/or industry experts, and ties to programs within FFA.

Additionally, there will be educator resources tying back to the topic. The information will be shared via a New Horizons blog post as well as on various channels such as the OWLS newsletter.

A look ahead:

July – Fairs

August – College and Career Readiness

September – “Labor Day” (Power and Tech)

June Is National Dairy Month

Ithaca FFA is just one several FFA chapters and members giving back to their communities in time for National Dairy Month. As you celebrate the dairy industry during this month and beyond, check out these resources:

- [Q&A](#) with #Speakag Ambassador Michelle Strangler, National FFA Officer Tess Seibel and partners from Domino's and American Dairy Association of Indiana
- [Information from the dairy industry about careers and statistics](#)
- Dairy-related [career development events](#)
- Dairy-related [proficiency award finalists](#)

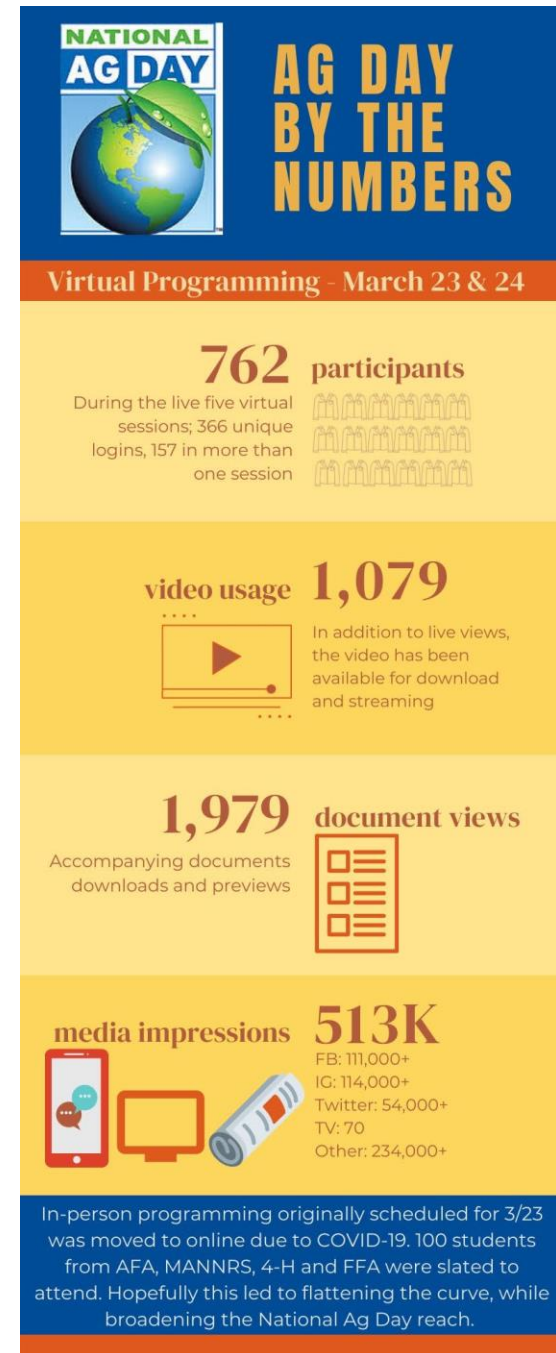
Living to Serve During National Dairy Month

Because of Covid-19, area ag producers were suffering to market their products. Scales Mound FFA and Lena-Winslow FFA of Illinois worked together to create and sell yard signs to boost the purchase of dairy products. The chapters used funds raised from the sale of yard signs to purchase dairy products for the local food pantries. To learn more about Living to Serve grant opportunities, visit [here](#).

Ag Day 2020 resources

National Ag Day programming for all

The move from in-person programming of a select 100 young agriculturists to virtual programming for all allowed National FFA to share these resources with teachers. The five sessions include advocacy, government relations training, building your brand and content, and perspectives. Each video is available to view, with an accompanying worksheet for students.



Political vs. Official Information Sheet



NATIONAL
FFA ORGANIZATION

Government Relations

Can the FFA avoid being a campaign photo op?

Determining the difference between campaign and official events

Created: 10/2019

The National FFA Charter clearly restricts FFA directors, officers, or members, acting on behalf of the FFA from contributing to, supporting, or assisting a political party or candidate for elective office. See the excerpt below taken directly from the recently modernized Charter.

36 U.S.C. § 70908.
Restrictions.
(b)
Political Activities.

The FFA or a director, officer, or member acting on behalf of the FFA may not contribute to, support, or assist a political party or candidate for elective public office.

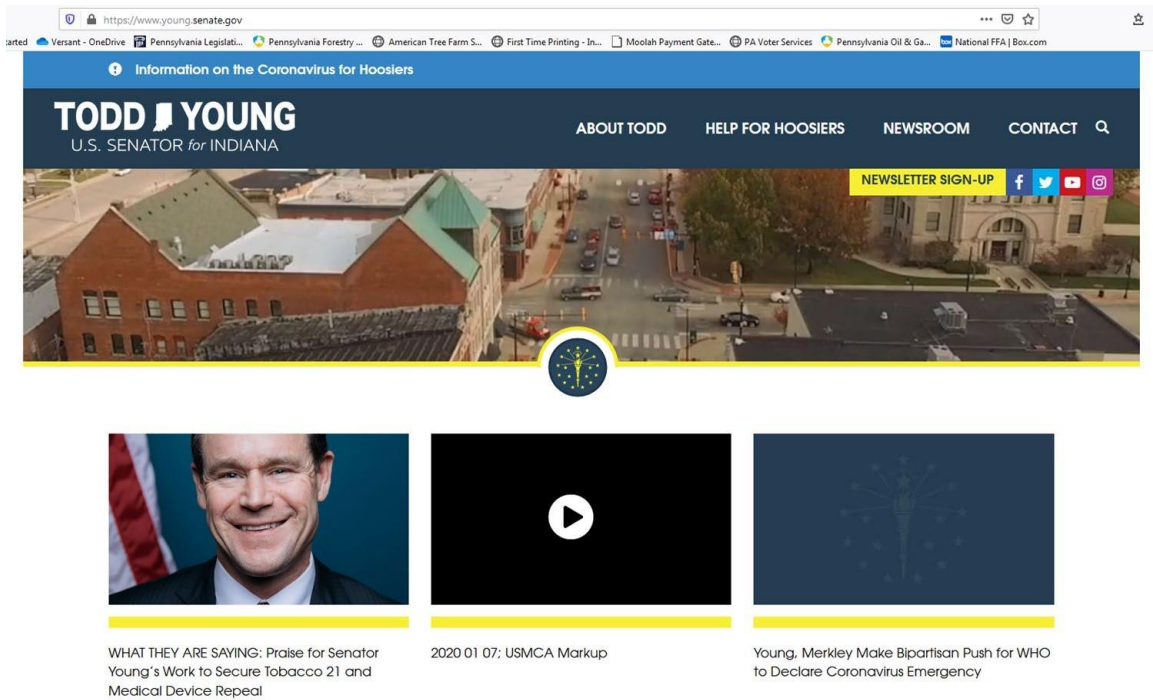
With the ever-increasing length of campaigns coupled with the near continual associated commentary from media (traditional and social), it is often hard to determine if activities are legislative or political in nature. While the National FFA Organization encourages member advocacy and engagement in the lawmaking process, it is essential to do so without compromising the integrity of the Blue and Gold Jacket. This primer is designed to help.

OFFICIAL ACTIVITIES OF THOSE ELECTED OR APPOINTED TO SERVE INVOLVE WORKING ON BEHALF OF CONSTITUENTS.

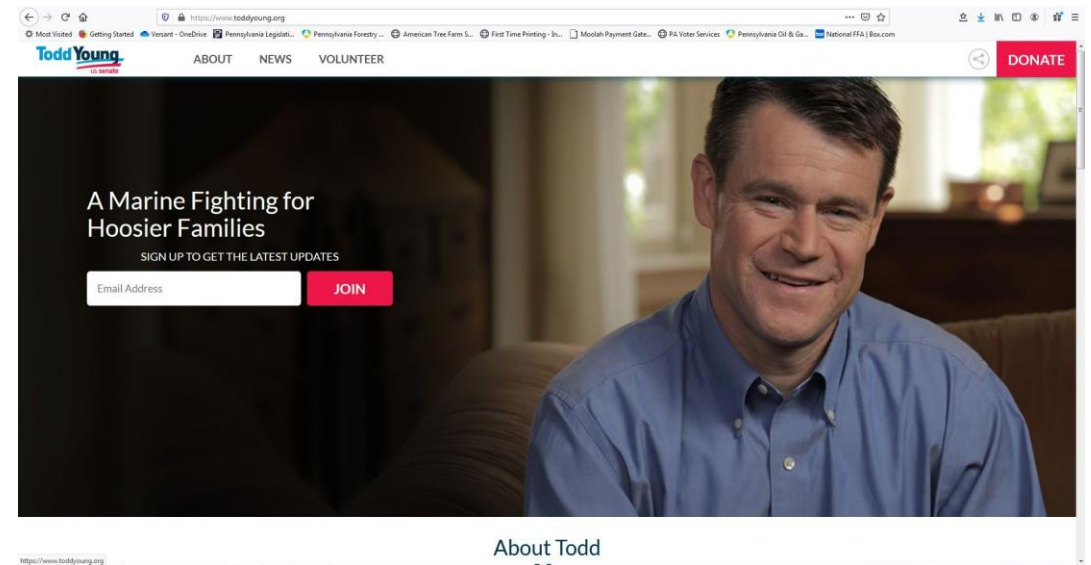
Invitations for this type of activity will arrive on official letterhead, from a local/state/federal email address, or via a member of the public office staff. These could include such events as introductions on the floor of a House or Senate Chamber, bill signings related to agriculture or agricultural education, or visits to a public office during FFA Week. In sum, occurrences in a Capitol Building or local/state/federal offices are acceptable. Likewise, inviting elected and appointed officials to participate in FFA functions is appropriate. For example, officials are invited to attend and address the National FFA Convention and members attending the State Officer Summit advocate for priority issues with the Congressional delegation.

Official vs. Campaign

Official



Campaign



- .gov vs. .org/.com webpages
- Donation buttons

How can agricultural education avoid being a campaign photo opportunity?

- Avoid the situation
- Look at how they communicate
 - Emails with a @friendsof or other campaign style email address or signature
 - Official staff communication with a .gov or similar official entity
- What's the event?
- Don't be afraid to ask.
- Use the charter



... Not to be confused with support on official accounts...

Dos and Don'ts of Advocacy

- Determine the value of quality versus quantity
- Enter prepared and help the member or staffer be prepared as well
- Develop a compelling story that exemplifies your singular ask
- Consider each meeting the development of a relationship
- Say “thank you” and offer yourself as a resource to all who assisted you, including a follow-up
- Don't use form letters, emails, prepared scripts
- Never mislead, lie, or play “Gotcha!”
- Campaign work stays outside the capitol
- Avoid the midwestern goodbye
- Stay away from the word “educate”

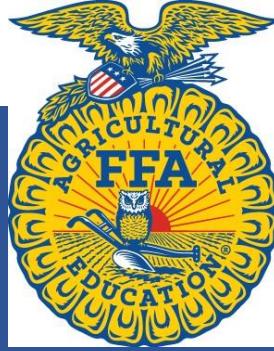
Resource Links

- Modules and Experience Guides
- Advocacy Calendar Celebrations
- National Ag Day 2020 resources
- Government Dos and Donts document
- Don't forget – MS Food Insecurity curriculum and MS Food and Ag Literacy curriculum

All accessible from FFA.org - educator resources – Ag Literacy and Advocacy

Ag Literacy and Advocacy

Name	Updated ▾	Size	⌵
 Advocacy Monthly Celebrations	Jun 15, 2020 by Glowacki, Celya	13 Files	
 National Officer Interview with Sonny Perdue	May 14, 2020 by McGrady, Megan	3 Files	
 Hot Ag Topics	Mar 26, 2020 by Glowacki, Celya	4 Files	⋮
 2020 National Ag Day	Mar 26, 2020 by Glowacki, Celya	13 Files	
 Experience Planning Guides	Feb 6, 2020 by Glowacki, Celya	10 Files	
 Advocacy-Global	Apr 16, 2019 by Weinrich, Ashli	74 Files	
 #SpeakAg Dialogues	Feb 28, 2019 by Someone	26 Files	
 Effective Advocacy Model	Jan 16, 2019 by Someone	11 Files	
 Today's Challenges; Today's Leaders-Advocacy	Jul 25, 2018 by Weinrich, Ashli	5 Files	
 Political Versus Official - One Pager.pdf	Jun 4, 2020 by Glowacki, Celya	181.9 KB	
 FFA Legislative Advocacy Handbook 1.pdf	Feb 8, 2019 by Someone	3.1 MB	



Thank you

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