



Lesson Plan

Here chicky chicky!

Created: 05/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES

After completing these activities students will...

1. Identify and explain the differences in poultry production.
2. Explain ways that poultry farms are humane.
3. Develop and deliver a speech based on knowledge learned about advocating for values and the science of agriculture.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. Video – VetsOnCall – US chicken farms are humane + family-run, vets show, <https://youtu.be/GdQgnsoZf-U>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Question and Answer" worksheet for each student.
2. A copy of the "Advocate for Agriculture" worksheet for each student.
3. 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 A:

1. Tool for FFA officers and members.
2. Stand-alone activity for understanding advocacy and consumer audiences.
3. Portion of an animal science lesson.

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.
- CS.03. Examine and summarize the importance of health, safety and environmental management systems in AFNR workplaces.
- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.
- CS.06. Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.

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-D.Character: Conduct oneself appropriately in relation to others regardless of the situation.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-H.Social Growth: Successfully interact with others and adapt to various social situations.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.PG-K.Emotional Growth: Share and express healthy feelings and emotions.

Name: _____

- 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

- AG6: Analyze the interaction among AFNR systems in the production, processing, and management of food, fiber, and fuel and the sustainable use of natural resources.

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.
- AGC05.02: Identify how key organizational systems affect organizational performance and the quality of products and services to demonstrate an understanding of how AFNR systems are managed and improved.

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- Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 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- 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.
- CCSS.ELA-Literacy.WHST.9.10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- CCSS.ELA-Literacy.WHST.9.10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Common Core- Math Practices

- 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.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.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 21st Century Skills

- Global Awareness
- Think Creatively
- Technology Literacy
- Information, Communications, and Technology Literacy
- Communication
- Critical Thinking and Problem Solving
- Civic Literacy

Name: _____

LESSON PLAN:

1. Introduction:

In today's society many consumers have misconceptions about the agriculture industry and more specifically the poultry industry.

Bellwork/Pre-Lesson Activity:

To introduce the students to the lesson for the day ask these two questions:

1. What do you think are two misconceptions about the animal agriculture industry? Possible answers based off of video: different uses of chickens. For example: broiler chickens are for meat production and egg layer chickens are used primarily for egg production. Secondly, many consumers believe that the living conditions for animals are poor such as having inadequate access to food and water, inadequate temperatures, and poor air quality. When in reality, poultry for example, have adequate space, access to water and food, great air quality, and maintained temperatures.

2. What percentage of farms do you think are family operated? (www.usda.gov) 97 percent

2. Activity: Each student needs a copy of the handout "Question and Answer."

- a. Show the video *VetsOnCall-US chicken farms are humane + family-run, vets show*. The direct URL is <https://youtu.be/GdQgnsoZf-U>.
- b. Students should complete the activity as it is outlined on the worksheet.

3. Follow-up: What are specific ways we as students and agriculturalists can advocate for agriculture and specifically the animal industry? Have students pair up with their seat partner and allow them 5-7 minutes to discuss possible answers. At the conclusion of the 5-7 minutes have one partner share their answers with the class.

4. Leveling Up: As an additional activity, have students create either a flyer or brochure about the differences in production of broiler and meat chickens and the humane ways they are each produced.

NAME: _____

Question and Answer

DIRECTIONS:

Watch the video *VetsOnCall-US chicken farms are humane + family-run, vets show*.

Based off of the video, answer the following questions.

1. Highlight 2 common misconceptions of poultry production.:

2. Explain responsibilities/duties of the career of a poultry veterinarian.:

3. Explain the environmental conditions in a poultry house.:

4. Identify and explain the differences between actual production practices and consumer perceptions. Highlight the major differences.

Aligned to the following standards:
FFA.PL-A; FFA.PL-C; FFA.PL-F; FFA.PG-K; FFA.CS-M: FFA.CS-P; AGC10.03; CCSS.R19-10.1; CCSS.R19-10.4; CCSS.W.9-10.2; CCSS.SL.9-10.4; CCSS.WHST.9.10.4; CCSS.MP1; CCSS.MP6; CRP.04; CRP.05; CRP.07; CRP.08

Advocate for Agriculture!

Name: _____

DIRECTIONS:

The video touches on misconceptions by the public about humane practices by the poultry industry. Based on what you have learned develop a short speech to advocate to others about humane practices; not just in the poultry industry but the agriculture industry as a whole.

Tip: To have a successful speech be sure to have an introduction, middle and conclusion.

Audience: Write the speech for an audience who has no prior knowledge of this topic.

Length: Your speech should last between 4-5 minutes.

Note: Additional paper may be needed.



Aligned to the following standards:
FFA PL-A; FFA PL-C; FFA PL-F; FFA PG-K; FFA CS-M; FFA CS-P; AGC10.03; CCSS.R.19-10.1; CCSS.R.19-10.4; CCSS.W.9-10.2; CCSS.SL.9-10.4; CCSS.WHST.9.10.4; CCSS.MP1; CCSS.MP6; CRP.04; CRP.05; CRP.07; CRP.08

Name: _____

Answer Key – Question and Answer Worksheet

DIRECTIONS:

Watch the video *VetsOnCall-US chicken farms are humane + family-run, vets show*.

Based off of the video, answer the following questions.

1. Highlight 2 common misconceptions of poultry production.:

One misconception is centered around poultry production; chickens that are used for egg production and those used for meat production. Consumers don't differentiate between the two. Another misconception is that consumers are not aware of the conditions of the chicken house. Many consumers assume that the living conditions of chickens are poor. In reality, the environment of the chicken house is very good. For example, the temperature and humidity is controlled and they have unlimited access to food and water.

2. Explain responsibilities/duties of the career of a poultry veterinarian.:

They evaluate the animal's overall health. They perform an overall examination such as checking the crop of the bird. They also check the flashing and the development of the breast muscle.

3. Explain the environmental conditions in a poultry house.:

The air quality, humidity, and temperature are all controlled and monitored on a daily basis.

4. Identify and explain the differences between actual production practices and consumer perceptions. Highlight the major differences.

Actual production practices include monitoring closely the environmental conditions of the chicken house; such as controlling the temperature, humidity, and air quality. Chickens also have adequate space to roam inside the chicken house and are not in cramped areas. Many consumers assume that the conditions in which the chickens are raised are poor and the chickens are treated poorly as well. The reality is they are constantly checked to make sure they are eating and drinking properly and are checked for their overall health.

Aligned to the following standards:

FFA.PL-A; FFA.PL-C; FFA.PL-F; FFA.PG-K; FFA.CS-M; FFA.CS-P; AGC10.03; CCSS.R19-10.1; CCSS.R19-10.4; CCSS.W.9-10.2; CCSS.SL.9-10.4; CCSS.WHST.9.10.4; CCSS.MP1; CCSS.MP6; CRP.04; CRP.05; CRP.07; CRP.08