



Lesson Plan

Member Rides His Way Into Championship Ring

Created: 04/2021 by the National FFA Organization

Description of Lesson: *An FFA member from Georgia recently placed second in his age bracket at the 2020 Junior National Finals Rodeo. In this lesson, students will read about this FFA member's accomplishment as well as gain insight into the bucking bull industry.*

Student Learning Objectives:

After completing these activities, students will ...

1. Identify myths that exist in the bull riding industry.
2. Determine why misconceptions exist in the bull riding industry.
3. Develop three social media posts about the bull riding industry.

Time Required: 45 minutes

Resources/References:

1. Article: Member Rides His Way Into Championship Ring, [FFA.org/the-feed/member-rides-his-way-into-championship-ring/](https://ffa.org/the-feed/member-rides-his-way-into-championship-ring/)
2. Website: Professional Bull Riders, <https://pbr.com/news/2020/03/7-things-you-need-to-know-about-animal-welfare-in-the-pbr/>
3. Video: Rodeo 101 – Bull Riding, <https://youtu.be/NusieT4-s6U>

Equipment and Supplies Needed:

1. A copy of the "Member Rides His Way Into Championship Ring" worksheet for each student
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time

Vocabulary:

1. Bovine
2. Bull Riding
3. Misconception
4. Mistreatment
5. Rodeo
6. Welfare

Cross-Curricular Connections:

English/Language Arts

Students will develop three social media posts about the bull riding industry.

Student Activity Sheets:

Direct access to student activity sheets without lesson plan or answer key for easy upload to a learning management system or printing for classwork.

Link (Word)

<https://ffa.box.com/s/h1lu6kma1xuakh6gcm4jbkyides9453t> (Word)

<https://ffa.box.com/s/h1lu6kma1xuakh6gcm4jbkyides9453t> (PDF)

These Activities are Aligned to the Following Standards:

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-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- 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.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.
- FFA.CS-P.Technical/Function Skills in Agriculture: Obtain knowledge and skills needed for a career in agriculture and related industries.

Common Core – Reading: Informational 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.

Common Core – Writing

- CCSS.ELA-Literacy.W.9-10.4: Produce clear and coherent writing in which the development, organizations, and style are appropriate to task, purpose, and audience.

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.

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.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 21st Century Skills

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

Lesson Plan:

1. **Bellringer:** Have students draw a picture on their own paper of what comes to mind when they hear the word “rodeo.” Have students share their images with the class and explain why they drew that image.
2. **Introduction:** Every person has a different conception of what a rodeo is and the purpose. Today, we are going to learn about the rodeo industry and the misconceptions that exist.
3. **Activity:** Each student needs a copy of the worksheet “Member Rides His Way Into Championship Ring.”
 - a. **Part 1:** Read the article “Member Rides His Way Into Championship Ring,” found at FFA.org/the-feed/member-rides-his-way-into-championship-ring/, and have students complete the activities.
 - b. **Part 2:** Have students watch the video “Rodeo 101 – Bull Riding,” found at <https://youtu.be/NusieT4-s6U>, and complete the chart. Have students identify the things in the video that they agree with and those that they disagree with. Give students one to two minutes after the video ends to complete their thoughts. Next, have students share the items from the video they agree with and those they disagree with. Discuss their responses. Have students use a dictionary or dictionary.com to define the word “misconception.” After they define misconception, have students think about two misconceptions that may exist in the bull riding industry. Discuss student responses.
 - c. **Part 3:** Have students visit the Professional Bull Riders website at <https://pbr.com/news/2020/03/7-things-you-need-to-know-about-animal-welfare-in-the-pbr/>. Students will use this site to learn more about the bull riding industry and the many misconceptions that exist.
 - d. **Part 4:** Now that students have an understanding of the bull riding industry, they will complete four social media posts (Facebook, Instagram, Snapchat, Twitter) about the profession.
4. **Follow-up:** Have students post their social media posts around the room to educate others who come through the class. For virtual settings, have students share in a gallery forum such as Flipgrid.
5. **Exit Ticket:** Why is it important to understand the misconceptions that exist in the agriculture industry?

Member Rides His Way Into Championship Ring

Directions:

What state is Marco from? a. Texas b. Oklahoma c. Kansas d. Georgia	How old is Marco? a. 15 b. 16 c. 17 d. 18	How did Marco become involved in bull riding?
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A photograph of a bull rider on a bucking bull. The rider is wearing a cowboy hat and a patterned shirt, and is being thrown off the bull. The bull is dark-colored and has a rope around its neck. In the background, there is a banner that says "WAM RODEO".

Directions:

I agree with ...	I disagree with ...

What is a misconception?	What misconceptions do you think may exist in the bull riding industry? Identify at least two.
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Name: _____

Part 3

Directions:

Using the Professional Bull Riders website, found at <https://pbr.com/news/2020/03/7-things-you-need-to-know-about-animal-welfare-in-the-pbr/>, learn more about the bull riding industry and the many misconceptions that exist. For each statement below, circle if the statement is true or false.

- | | | |
|---|------|-------|
| 1. The bulls utilized in the bull riding industry are considered professional athletes. | True | False |
| 2. The term bovine is another term used for a human. | True | False |
| 3. Bucking bulls are bred from the bucking industry first and the beef industry second. | True | False |
| 4. The rope used near the bull's back legs causes direct harm to the bull. | True | False |
| 5. The average bucking bull competes for 12 or more years. | True | False |
| 6. The bulls used for bull riding are housed in small pens at the rodeo arena. | True | False |
| 7. Food and water are withheld from the animals to make the bulls meaner. | True | False |
| 8. There are vets on call for every event to ensure the proper care and health of the animal. | True | False |
| 9. Bulls are often injured due to the extreme nature of the bucking motions. | True | False |
| 10. Bucking bulls are forced to perform four or more times during a two-day event. | True | False |

Summarize the animal welfare considerations for the animals utilized in the bucking bull industry.

Part 4

Directions:

Using the space below, develop a social media campaign by creating a Facebook post, Instagram post, Twitter post and Snapchat post about the truth of the bull riding industry. Be sure to include a small picture with each.

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Name: _____

KEY: Member Rides His Way Into Championship Ring

Part 1

Directions:

Read the article "Member Rides His Way Into Championship Ring," found at FFA.org/the-feed/member-rides-his-way-into-championship-ring/, and complete the following activities.

What state is Marco from?

- a. Texas
- b. Oklahoma
- c. Kansas
- ☒ d. Georgia

How old is Marco?

- ☒ a. 15
- b. 16
- c. 17
- d. 18

How did Marco become involved in bull riding?

His dad was involved.

What impact can interests during high school have on your career goals? Give a specific example from your own life.

Answers will vary.



Part 2

Directions:

Watch the video "Rodeo 101 – Bull Riding," found at <https://youtu.be/NusieT4-s6U>, and complete the following chart. Identify the things in the video that you agree with and those that you disagree with.

I agree with ...	I disagree with ...
Answers will vary.	Answers will vary.



Why do you disagree with the above items? If you did not have anything in the "disagree" column, explain why.

Answers will vary.

What is a misconception? A misunderstanding. Example, bucking bulls are mistreated to force them to buck.

What misconceptions do you think may exist in the bull riding industry? Identify at least two. Answers will vary.

Name: _____

Part 3

Directions:

Using the Professional Bull Riders website, found at <https://pbr.com/news/2020/03/7-things-you-need-to-know-about-animal-welfare-in-the-pbr/>, learn more about the bull riding industry and the many misconceptions that exist. For each statement below, circle if the statement is true or false.

- | | | |
|---|---------------------------------------|--|
| 1. The bulls utilized in the bull riding industry are considered professional athletes. | ☒ True | ☐ False |
| 2. The term bovine is another term used for a human. | ☐ True | ☒ False |
| 3. Bucking bulls are bred from the bucking industry first and the beef industry second. | ☒ True | ☐ False |
| 4. The rope used near the bull's back legs causes direct harm to the bull. | ☐ True | ☒ False |
| 5. The average bucking bull competes for 12 or more years. | ☐ True | ☒ False |
| 6. The bulls used for bull riding are housed in small pens at the rodeo arena. | ☐ True | ☒ False |
| 7. Food and water are withheld from the animals to make the bulls meaner. | ☐ True | ☒ False |
| 8. There are vets on call for every event to ensure the proper care and health of the animal. | ☒ True | ☐ False |
| 9. Bulls are often injured due to the extreme nature of the bucking motions. | ☐ True | ☒ False |
| 10. Bucking bulls are forced to perform four or more times during a two-day event. | ☐ True | ☒ False |

Summarize the animal welfare considerations for the animals utilized in the bucking bull industry.

Answers will vary.

Part 4

Directions:

Using the space below, develop a social media campaign by creating a Facebook post, Instagram post, Twitter post and Snapchat post about the truth of the bull riding industry. Be sure to include a small picture with each. Answers will vary.

		
		