



Section 3: Part 3

Do: Agricultural Literacy and Advocacy

Created: August/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Define advocacy.
2. Identify the skills of advocates and why advocacy is important.
3. Discover common agricultural issues and ways to advocate for these issues.

TIME REQUIRED: One lesson that requires two class periods. First lesson with an Interest Approach of 15 minutes; both with Lesson and Activities - 50 minutes. The second lesson begins with the second activity.

RESOURCES: "Official FFA Student Handbook" – one per student, FFA.org and additional resources outlined below.

EQUIPMENT AND SUPPLIES NEEDED:

1. Professional Growth PowerPoint.
2. Public writing surface.
3. Sticky notes.
4. One copy per student of the "Advocate Today" worksheet.
5. One copy per student of the "#SpeakAg" worksheet.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An accompaniment to any LifeKnowledge unit.

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-G.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- 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.

Common Core - Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

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.

AFNR Career Ready Practices

- 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.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

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solve the problem.

- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

Partnership for 21st Century Skills

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

LESSON PLAN 1:

1. *Interest Approach:* Show one to two videos (depending on video length) from a favorite organization that advocates for agriculture. A suggested video is from the Peterson Farm Brothers website. After watching the video, lead a class discussion. Begin the discussion with students in pairs or small groups. Allow time for discussion then bring the students back together and have students share about their discussions. Some questions to consider are listed below. The goal is to explore the idea and need of advocacy.
 - a. What did you think about the video?
 - b. What impact(s) does this video have on agricultural audiences?
 - c. What impact(s) does this video have on nonagricultural audiences?
 - d. What can we learn about our own ability to promote/advocate for agriculture?
2. *Activity #1: Advocacy – Who, What, Why and How?*
 - a. Propose the following questions on a public writing surface or poster. Allow students to carousel the posters with markers to add questions and comments to each one.
 - i. What is advocacy?
 - ii. Why do we advocate?
 - iii. Who should be advocates?
 - iv. How do we advocate?
 - b. Once the allotted time for carouseling is complete (approximately 10 minutes), have one student remain at each poster/question to report out to the class (additional five to 10 minutes, depending on depth of conversation).
 - c. Review formal content from the PowerPoint (approximately 10-15 minutes).
 - i. Advocacy is the act of pleading for, supporting or recommending.
 - ii. Knowing others and ourselves means nothing if it doesn't lead to action. Our cities, states, country and world need people who are active voters, engaged in issues, and looking for answers to societal challenges—people who stand for something. Leaders make a difference by having their voices heard.
 - iii. Telling our story of agriculture is critical. Agricultural education students are not only consumers now but will be powerful influencers of consumer awareness.
 - iv. Skills of advocates:
 1. Think critically. Approach decisions with an open mind and addressed with calculated thought.
 2. Grow a broadened perspective. Allow yourself to see different cultures, educations and experiences. It can help build a robust understanding of consumer preferences, opinion and emotions.
 3. Effectively analyze and use resources. Information is abundant and diverse. It is our responsibility to determine the usability and scientific basis of such resources.
 4. Brainstorm solutions. Opportunities for innovation and experiences in advocacy can empower you to envision a sustainable future.
 5. Collaborative conversation. Have educated and balanced conversations with consumers.
 - v. How can you advocate today?
 1. To yourself.
 2. To your chapter.
 3. To your community.
 4. To your government.

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LESSON PLAN 2:

Optional Interest Approach/Review: Before beginning the activity below, consider reviewing the previous lesson by having students complete a review where each student shares a piece of information from the previous lesson or a review of the gallery posters, etc. (approximately five minutes).

3. *Activity #2: #SpeakAg and Advocacy Today*—begin this section by transitioning from the last slide into reviewing the corresponding page in the “Official FFA Student Handbook.”
 - a. The handbook references two websites and an explanation of the #SpeakAg initiative.
 - i. [FFA.org/literacy-and-advocacy](https://www.ffa.org/literacy-and-advocacy)
 - ii. [FFA.org/speakag](https://www.ffa.org/speakag)
 - b. Allow students to explore these resources individually, about 10-15 minutes.
 - c. Disperse the “Advocate Today” worksheet, one per student.
 - d. Encourage students to do a Google search on #SpeakAg and fill in five agricultural topics in the first column of the worksheet and only that column. Instruct the students that additional time (approximately 10-15 minutes) will be allotted to research those five topics.
 - e. Group the students in pairs and provide 10-15 minutes for students to work on the additional columns of the worksheet. Brainstorm how to advocate by yourself, as a chapter, to the community and to the government.
4. *Follow Up:* Provide the #SpeakAg cards, one per student. Provide students the opportunity to create a tweet or post on their own #SpeakAg. This can be done in class or as a homework assignment.
5. *Leveling Up:*
 - a. LifeKnowledge Lesson – Using Key Messages, https://www.ffa.org/myresourcedocuments/lk_HS088.pdf.

ADDITIONAL RESOURCES:

ADVOCATE TODAY – one copy per student.

#SPEAKAG – copies as needed.

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Advocate Today

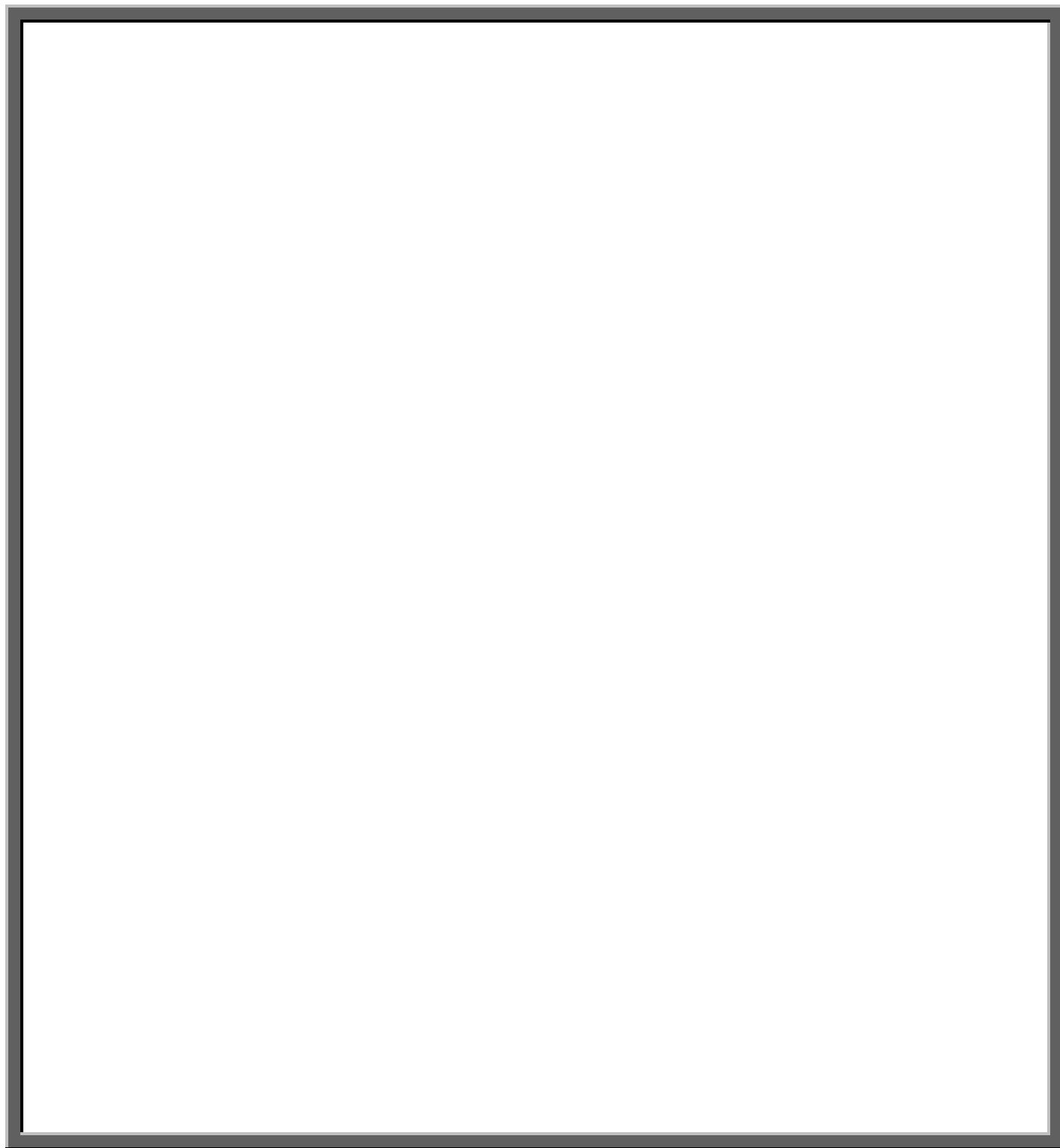
Topic	Yourself	Chapter	Community	Government

NAME: _____

Topic	Yourself	Chapter	Community	Government

NAME: _____

#SpeakAg



NAME: _____