



Planning Guide

COMMUNITY

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INTRODUCTION

Thank you for committing to be an agriculture advocate! This is an important and essential role needed in agriculture. This planning guide will assist you in conducting a complete advocacy activity.

The Agricultural Literacy and Advocacy Model consists of four steps: plan, develop, do and reflect. This model can be used to complete advocacy experiences with different audiences. This planning guide is designed for an Agriculture Literacy and Advocacy Community Activity. The guide will walk you step-by-step through planning and conducting a complete activity/event.

Interactions with your community members are unique and might be different than what is included in this guide. It is important to take those into consideration and revise the advocacy plan to fit your local needs and situation. A blank Experience Guide (for a quick start to planning!) can be downloaded from the online module if you want to personalize this plan and/or create a new one!

WHAT WE KNOW:

Now, more than ever, people want to know where their food comes from and what's in it. Consumers make buying decisions, and companies create food labels to reflect these decisions. The United States became the first country to initiate mandatory food labeling in 1913. Since then, significant changes have been made to regulations in the agriculture and food industries. This Planning Guide will serve as a resource as you share relevant and factual information about food labels.

As agricultural education students and FFA members, you may be asked to volunteer or even host events in your community. This is an opportunity to interact with community members and answer their questions about agriculture and food labeling. This is where you come in as an agriculture advocate! This Planning Guide will assist you in **advocating to community members** by directing you through a process to communicate food label information to consumers.

WHAT WE WILL DO:

The Planning Guide outlines the process (plan, develop, do, reflect) to conduct a consumer education activity. The activity can be completed by an individual (you!) or by a small group of FFA members. The Planning Guide provides the layout for some specific processes and events — you can use this in conjunction with an existing chapter, school or community event or you can create a stand-alone experience. Whichever you choose, let's get ready to advocate!



PLAN

The first step in the advocacy model is PLAN. The overall question to investigate in this step is:

“What are my community members’ perceptions of food labels?”

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:

- Food packages sometimes have many claims (gluten free, free range, vegan, no high fructose corn syrup, no antibiotics, etc). It can be confusing for consumers to try to choose between options with many different claims.
- Some claims are regulated by the government while others are from a private organization (third party). Some third-party groups have rigorous verification processes, and others don’t.
- Understanding food claims better could help community members spend their money on the attributes they really care about (and not others).

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

The challenge we are facing is:

ANALYZE:

Guiding question: “What is the vital information we need to know, and where can I find it?”

Examples:

- What is legally required to be on a food label by the United States Department of Agriculture (USDA) and Food and Drug Administration (FDA)?
- Common additional icons added to labels and what they mean: Non-GMO, USDA Organic, Natural USDA, Hormones, Antibiotics.
- If someone cares about a specific attribute (health, the environment, sugar, sodium, etc.), where on a food package should they actually look to find that information?

We need to know:

UNDERSTAND AUDIENCE:

Guiding question: “Who are we trying to influence?”

Examples:

- Adults (consumers, those who make buying decisions)

Before beginning the next step, it is crucial to determine your target audience. When questions arise throughout the process, you can refer back to your target audience. Consider any questions or feelings they may have. An example of a target audience is local community members/consumers.

Our target audience is:



DEVELOP

Now that you have analyzed the situation and identified the target audience, it is time to begin to DEVELOP materials, messages and resources!

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

WRITE OBJECTIVES:

Guiding question: “What do we want to accomplish?”

Examples:

- Increase consumer understanding of labeling requirements
- Increase consumer confidence in and understanding of food labels

Our objectives are:

IDENTIFY SMART GOALS:

Guiding question: “How are we going to accomplish this?”

Once you have solid objectives, it is essential to think about how you will bring them to life. That happens by setting goals for each one.

Example: The objective is to “increase awareness of what is mandatory for food labeling and what specific phrases mean on food labels.”

Anytime you see a reference to a Resource Handout in this guide, click on it and it will take you directly to that document!

Take time to write your specific objectives and goals for each one using *Resource Handout 1*.

The next step is to write a goal to support that objective. Goals should always be SMART: Specific, Measurable, Attainable, Relevant and Timely.

So our goal to meet the objective might be, “We will increase awareness about food labeling for 20 community members. We will do this by sharing specific resources and sharing the different components of a food label at a community event. This will be accomplished in one month.”

DETERMINE KEY MESSAGES:

Guiding question: “What are our important talking points for our defined audience?”

Talking points are a set of clear, easily remembered phrases that outline a project or idea. They help keep the audience focused on the important concepts.

Examples of key messages/talking points:

1. Food label claims are regulated, and there is information that legally must be provided.
2. Producers must adhere to regulations in order to have their food labeled.
3. Additional labels may be added to inform the consumer.
4. Marketing may impact consumer decisions.

Use Resource Handout 2 to map out your key messages.

Having talking points is important, but be prepared for community members to ask questions and seek additional information. A great resource to help you prepare is in the online module, “Let’s Advocate!” You can listen to the start of a conversation and decide what your key message response could be.

DEVELOP PLAN:

Guiding question: “What are the steps that we need to take to achieve our objectives?”

There are multiple steps to complete in order to meet the objectives. The first one begins with you and your knowledge base!

Step 1:

In order to answer difficult questions and advocate, it's important to ensure you understand the details behind food labeling. It's a complicated process!

Think about a consumer making a buying decision at a grocery store. Individually or in a small group, brainstorm how food labeling might affect perceptions and change a buyer's thought process and decision making.

Step 2:

Locate the food label cards that are designed to use at a community consumer education event. Each card has two sides. The front can be used to engage the community member by “testing” their knowledge. Consider laminating these and using a whiteboard marker to make this interactive!

Next, review Resource Handouts 3 to 7 for more details on the activities you can do with your community members.

The back side is an answer key that will guide you through talking points that are connected to key messages about food labeling. Use the cards provided, or get creative and make your own. Either way, get ready to advocate!

Step 3:

The next step is to research and gather information on groups, businesses and other individuals in your community, county, etc. Identifying these groups and individuals serves an important purpose: you can collaborate with them to conduct your consumer education event!

Begin by brainstorming (individually or as a group) the answers to the following questions. Capture responses on a list.

- Where can we find opportunities to reach consumers in our community?
- What local businesses can we collaborate with? (example: grocery stores)
- What local events in the community already exist that we might partner with? (examples: county fair, farmers market, etc.)

Step 4:

As you continue planning, it is essential to think ahead about how to measure perceptions your community members have. This will determine the impact of your experience.

Identify the number of surveys to print and how and when you will distribute this to community members. The survey should be given to the individuals TWICE — once before you start sharing resources and doing an event and then after everything is completed. This will allow you to measure how perceptions have changed as a result.

Spend some time reviewing the Survey (Resource Handout 8).

Step 5:

This final step is developing a timeline and assigning tasks to individuals to bring your project to life.

It is important to include the following:

- Tasks to be completed
- Start date
- Due date
- Who is responsible

This will help you stay organized and create accountability for the project among the people helping to bring the event to life.

Resource Handout 9 is an example timeline for your project. A blank timeline is also included so you can map out your project!

An example task sheet can be found in the online module “Let’s Advocate!”



DO

You have successfully planned and developed your resources. Now it is time to take action! What are the next steps? Collaborate, execute and raise awareness! Each area has a specific guided question to help you.

COLLABORATE:

Guiding question: “How can we partner with others to strengthen our advocacy efforts?”

Reference the list of community businesses, organizations and individuals that are potential collaboration partners (see Page 7 brainstorming tasks).

Complete a SWOT analysis on the business/organization/individuals on your list to determine who will be resources and partners.

A SWOT analysis is an evaluation of strengths, weaknesses, opportunities and threats. Strengths include positive attributes. Weaknesses are negative factors that can take away from strengths. Opportunities are potential areas that can be utilized to improve and find success. Threats are mostly negative and out of your control. Consider these questions to determine potential collaboration, and complete the worksheet on [Resource Handout 10](#).

A completed SWOT analysis is provided as an example on Resource Handout 10. Use the questions below to guide discussion. A blank SWOT analysis is also provided.

Strengths

- What are some of the strengths of your target audience in your community?
- What are the events that these people do well?
- What are the positive feelings associated with these people/groups?

Weaknesses

- What are the weaknesses of pursuing a collaboration with this group?
- Are there any negative aspects? If so, what are they?
- What could potentially be considered a barrier?

Opportunities

- What opportunities are there for creating a new event or partnership?
- What benefits could result from this?

Threats

- Are there any threats that may be a challenge? List those.
- What other groups may be competition?

Next, it is essential to engage the people/groups identified in the Develop phase. Finalize your plans to reach out to community members. Contact the business you want to partner with to host the consumer education event.

EXECUTE:

Guiding question: “How are we using what we know?”

Now is the time to put your food labeling knowledge into action! There are multiple ways to make this happen. Check out the examples and use your own creativity.

Information Day

Reach out to your local grocery store or farmers market to set up a booth or area to interact with and educate consumers. This is also a great opportunity for your chapter to build relationships with community businesses and events.

County Fair

Set up a booth at your local county fair to discuss food labeling with fair attendees. This is a great way to reach out to a large amount of people in a short amount of time!

Health Fair

Do some research and find a health fair in your community. Focus your booth on nutrition labels and the health benefits of being able to properly identify what is on a food label.

Local Community Dinners

Community groups often host meetings or fundraising dinners. Ask if your chapter can conduct an informative presentation or set up an educational booth.

Each time you talk to someone at an event, ask that person to fill out the pre-perception survey. Upon completion of your event, be sure to follow up with the post-perception survey. Reminder, the community member should fill out the survey TWICE — before and after you share information.

RAISE AWARENESS:

Guiding question: “How do we promote our advocacy efforts and gain support?”

Be diligent and focus on sharing the key messages to meet the objectives in each interaction during the event. Consider posting on your chapter’s social media pages or website to share the progress of your event. Reach out to your local newspaper to highlight your chapter’s exciting advocacy activities!

Think about the message you want to share and use the Social Media Tips (Resource Handout 11). A sample press release and guide to writing a press release is provided in Resource Handout 12.



REFLECT

Taking time to reflect on what happened and what could be changed or improved is one of the most important parts of completing an event (and one that is sometimes overlooked)!

This final step is critical to determine what was done well and what can be adjusted for future advocacy events. Use the guiding questions below to reflect on all that you just accomplished!

MONITOR:

Guiding question: “What information can we collect that will demonstrate impact?”

Calculate perception results from the perception survey. Analyze the surveys and use the blank Excel sheet to plug in survey results to see percent changes for participants’ awareness and perception. The Excel document has formulas for ease in calculating percent changes. You can access this document in the folder you downloaded from the module.

You can access the survey Excel sheet in the folder you downloaded from the online module.

REVIEW:

Guiding question: “How well did I achieve my objectives?”

Analyze the data and determine whether the change in perception is at a level that was anticipated. Did you change community members’ perceptions about food labels? Did you meet or exceed your goals?

Where can I showcase this experience and results?

- Share results of surveys and your program evaluation with your agricultural education instructor, school counselors and, of course, your community!
- Identify how this event/experience fits into an SAE and proficiency area.
- This experience should also be documented for recognition in the National FFA Chapter Award Program.

ADAPT:

Guiding question: “What changes can I make to improve?”

Determine what changes should be made in the future. Keep accurate records and notes so future FFA members in your chapter can learn from what was accomplished and what could be improved.

Complete the program evaluation (Resource Handout 13).

CONGRATULATIONS!

You have completed the steps to be a true agriculture advocate in your community. Celebrate your success and get ready to plan your next advocacy effort!

SMART GOALS

OBJECTIVE 1

S:

M:

A:

R:

T:

OBJECTIVE 2

S:

M:

A:

R:

T:

ADVOCACY PLAN:

HOW TO GET STARTED

DIRECTIONS: Begin the process of developing an advocacy plan by completing the first four steps outlined below.

Step 1: Identify an advocacy challenge or opportunity.

Where can you advocate for agriculture? (e.g., school, community, youth group) Think outside the box!	In the locations you identified, what opportunities to advocate are available?	Which opportunity appeals to you the most or has the highest priority?

Step 2: Determine key audiences.

Who are the key people you want to reach with your message? Are they in the primary or secondary audience?

--

Who can help you influence your audience? What influence do these people have? Will they champion your efforts?

--

Step 3: Determine what they know.

What do you need to know to effectively share your message?

What does your audience need to know to understand and accept your message?

How will you find out what your audience already knows or believes about the topic?

Step 4: Determine how they receive their information.

What are common ways people get information?

How can you provide information using these common ways?

How will you find out how your audience receives information?

Aligned to the following standards:
CS.01; CS.09; AGC02.01; AGC10.03; CCSS.SL.9-10.1.C;
CCSS.SL.9-10.1.D, CCSS.SL.9-10.4; WHST.9.10.4;
WHST.9.10.5; MP3; MP6; AG1; AG2



LABELING CLAIMS: GOVERNMENT REGULATED OR THIRD PARTY

Do you know how to tell the difference between labels regulated by the government versus labels regulated by other third-party organizations?



Vegan Label

GOVERNMENT REGULATED OR THIRD-PARTY REGULATED



Gluten Free Label

GOVERNMENT REGULATED OR THIRD-PARTY REGULATED



Kosher Label

GOVERNMENT REGULATED OR THIRD-PARTY REGULATED



Soy or Dairy Free Label

GOVERNMENT REGULATED OR THIRD-PARTY REGULATED

LABELING CLAIMS: GOVERNMENT REGULATED OR THIRD PARTY ANSWER KEY

*Did you know? These labels are found on many food packages.
Here's what you should know:*



THIRD-PARTY

Vegan Labels: The Food and Drug Administration does not regulate the term “vegan” or “vegetarian.” There are private organizations that have created their own certifications; however, these are not regulated by the government.



GOVERNMENT REGULATED

Gluten-Free Labels: This is regulated by the FDA. The product must contain less than 20 parts per million of gluten. This is a tiny amount of gluten! Accurate labeling of gluten-free foods is important for people with allergies or celiac disease.



THIRD-PARTY

Kosher Labels: This is not regulated by the FDA. However, there are a variety of supervisory organizations that monitor the kosher label. The “Big Four” are the largest and include Organized Kashrut Laboratories (OK), the Orthodox Union (OU), Kof-K, and Star-K. There are also regional and specialty organizations.



DEPENDS

Dairy Free or Soy Free Labels: There is no regulation for the term Dairy Free. Most of the time it is actually dairy free. The term “Non-Dairy” is FDA regulated and can still contain some of the proteins like casein and whey found in dairy products. The Food Allergen Labeling and Consumer Protection Act is regulated by the FDA and requires major allergens to be labeled, including soy.



WHAT DO THESE MEAN? TRUE OR FALSE



Fair Trade Certified: A non-profit third party has verified that all workers receive fair wages and have safe working conditions.

TRUE
OR
FALSE



Non-GMO Project Verified: Government verifies and regulates that products are grown without genetic engineering and are completely non-GMO.

TRUE
OR
FALSE



USDA Organic: The government verifies that organic food is 100% organic ingredients. No growth hormones, antibiotics, biotechnology or pesticides are used.

TRUE
OR
FALSE

WHAT DO THESE MEAN? TRUE OR FALSE

ANSWER KEY

*Did you know? These labels are found on many food packages.
Here's what you should know:*



TRUE

Fair Trade is a non-profit organization that ensures products with its stamp are produced by the following guidelines:

- Workers must receive fair wages, have safe working conditions and have the right to join trade unions, and child labor is prohibited.
- Crops must be grown and processed in a way that supports economic, social and environmental development.

Fair trade standards have been established for the following crops and products: coffee, tea, cocoa, honey, bananas, juices, cotton, flowers, rice, spices and herbs, wine, fresh fruit and sugar.



FALSE

Non-GMO Project Verified: This is a non-profit organization that serves as a third-party labeling program. Products must be grown without using genetic engineering, and producers must ensure the products are non-GMO from start to finish.



FALSE

USDA Organic: The USDA Organic seal is a government-regulated program that ensures food products labeled "organic" are grown without artificial hormones, antibiotics, biotechnology or synthetic pesticides. However, to be labeled with the USDA Organic seal, the threshold is 95% organic ingredients – not 100%.

Bottom Line "Bite" to Chew On:

Products that have these labels share information, but some are regulated by government and some are developed and verified by independent third parties. It is important to research food labels to make sure you're getting what you want for your money.



IS IT SAFE? WHAT DO DATES MEAN ON A LABEL?

Product Dating: Governed by federal regulation

TRUE

OR

FALSE

If food shows no signs of spoilage, the food may still be sold after the “Best If Used By” date.

TRUE

OR

FALSE

Infant formula is safe after the “Use-By” date.

TRUE

OR

FALSE

IS IT SAFE? WHAT DO DATES MEAN ON A LABEL?

ANSWER KEY

Product Dating: Governed by federal regulation

TRUE

OR

FALSE

Surprising, right? The “Best If Used By” label is not required to be placed on a food label, and there are no federal regulations.

If food shows no signs of spoilage, the food may still be sold after the “Best If Used By” date.

TRUE

OR

FALSE

This is true! As long as there is no sign of spoilage, the product can still be sold and is still safe to eat.

Infant formula is safe after the “Use-By” date.

TRUE

OR

FALSE

Infant formula is the exception. It must be used by the “Use-By” date for safety purposes.

Here’s a breakdown of what these phrases mean:

“Best If Used By/Before” date: indicates when a product will be of best flavor or quality. It is not a purchase or safety date.

“Sell-By” date: tells the store how long to display the product for sale for inventory management. It is not a safety date.

“Use-By” date: the last date recommended for the use of the product while at peak quality. It is not a safety date except when used on infant formula.

“Freeze-By” date: indicates when a product should be frozen to maintain peak quality. It is not a purchase or safety date.

Bottom Line “Bite” to Chew On:

USDA estimates that 30 to 40% of our food supply is wasted. Some spoils on the farm and some in our refrigerators. The average American family of four throws away about \$1,500 worth of food each year!



FOOD LABEL STATEMENTS: TRUE OR FALSE?

If a food is organic, it cannot contain GMO ingredients.

TRUE OR FALSE

Organic products have less sugar, fat and calories than conventional products.

TRUE OR FALSE

FOOD LABEL STATEMENTS: TRUE OR FALSE?

ANSWER KEY

TRUE

If a food is organic, it cannot contain GMO ingredients.

HERE'S WHY

Organic means non-GMO, plus much more, including no use of synthetic pesticides or fertilizers.

FALSE

Organic products have less sugar, fat and calories than conventional products.

HERE'S WHY

Organic products use ingredients that are grown without synthetic inputs. The difference is in the growing practices, not the nutrition. They can be just as healthy or indulgent as conventional products.

Bottom Line “Bite” to Chew On:

Organic labels indicate ingredients without synthetic inputs (like fertilizers, pesticides, etc). However, that does not always equate to better nutritional value for you! It's about the growing practices and treatment of land.



WHAT IS REQUIRED ON A FOOD LABEL?

Place an X next to the required/
mandatory items on a food label.

- _____ Net Weight
- _____ Protein
- _____ Serving Size
- _____ Gluten Free/Contains Gluten
- _____ Calories
- _____ GMOs/Non-GMOs

WHAT IS REQUIRED ON A FOOD LABEL?

ANSWER KEY

Place an X next to the required/
mandatory items on a food label.

 X Net Weight

 X Protein

 X Serving Size

 Gluten Free/Contains Gluten

 X Calories

 GMOs/Non-GMOs

There are five total requirements for a food label:

Statement of Identity (name of food)

Product's Net Weight (weight of actual food without packaging)

Manufacturer's Address

Nutrition Facts (serving size/servings per container; calories, fats, cholesterol, sodium, carbohydrates, dietary fiber, added sugars, protein, vitamins and minerals)

Ingredients List

All of these are regulated by the Food and Drug Administration (FDA).

There is NO requirement or regulations for a product to state if it is non-GMO, gluten free, etc.!

Bottom Line “Bite” to Chew On:

Food labels are tools for consumers to identify and compare nutritional values of products. It is important to be educated on what is included and how these elements affect daily diet and nutritional requirements. Some of the information you see on a package is required; some is extra marketing information.

NUTRITION FACTS PANEL SURVEY

Nutrition Facts	
8 servings per container	
Serving size	2/3 cup (55g)
Amount per serving	
Calories	230
% Daily Value*	
Total Fat 8g	10%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
Protein 3g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 235mg	6%
* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.	

1. Is serving size mandatory for a label?
YES / NO
2. How much sugar is in a serving of this product?
A) 12g B) 22g C) 2g
3. How big is one serving of this product?
A) 230g B) 8g C) 55g
4. Is this product high in sodium?
YES / NO
5. Does one serving have a high amount of iron?
YES / NO
6. Is serving size chosen by the government or by the food company?
A) government B) food company

7. Is everything placed on a nutrition facts panel regulated by the government?
YES / NO

8. On a scale of 1 to 5, how confident do you feel about understanding food labeling?
1 2 3 4 5

NUTRITION FACTS PANEL SURVEY

ANSWER KEY

Nutrition Facts	
8 servings per container	
Serving size	2/3 cup (55g)
Amount per serving	
Calories	230
% Daily Value*	
Total Fat 8g	10%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
Protein 3g	
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 235mg	6%

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

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YES / NO

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YES / NO

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A) government B) food company

7. Is everything placed on a nutrition facts panel regulated by the government?

YES / NO

8. On a scale of 1 to 5, how confident do you feel about understanding food labeling?

1 2 3 4 5

TIMELINE

EXAMPLE

MARCH

- Research potential sites or locations to set up booth
- Confirm location
- Review materials and determine what is needed for booth
- Begin promoting to fellow FFA members as an opportunity to serve

MAY

- Print materials needed for booth (brochures, handouts and surveys)
- Finalize time sheet assignments

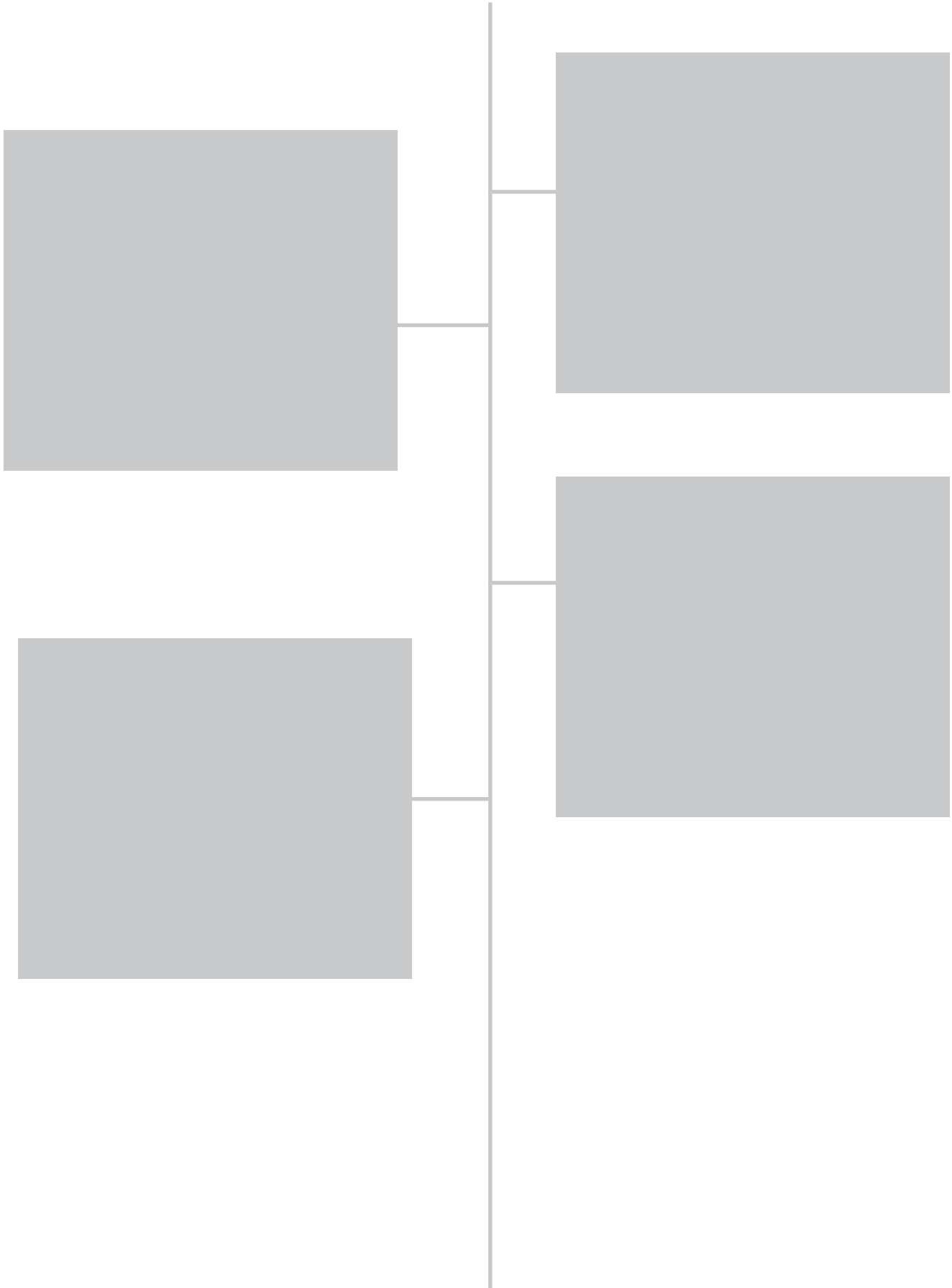
FEBRUARY

- Form committee for consumer education event
- Determine date and time for event
- Assign tasks to committee members using task Excel sheet

APRIL

- Create a sign-up sheet for time slots
- Purchase/create decorations for booth (signs, etc.)
- Have a brief meeting with those who have signed up to help with event

TIMELINE



S.W.O.T. ANALYSIS

Opportunities for collaboration with community groups, agricultural businesses and people in the community.

STRENGTHS

WEAKNESSES

OPPORTUNITIES

THREATS

S.W.O.T. ANALYSIS

EXAMPLE

Opportunities for collaboration with community groups, agricultural businesses and people in the community.

STRENGTHS

Our local county fair would be an excellent option to set up a booth. Many of our FFA members will already be present to show their animals. We can easily set up a booth.

WEAKNESSES

Some of our students have lots of commitments during the fair, and it might be hard to plan a schedule that includes FFA members involved for the duration of the fair.

OPPORTUNITIES

We will have an opportunity to advocate and educate a unique audience. Some attendees at the fair are not from agricultural backgrounds, and we will be raising awareness in our community.

THREATS

There are other events in the community where we might reach more people.

SOCIAL MEDIA TIPS

1. *Be sure to share numbers and facts about attendance.*
2. *Don't be afraid to share food label information as a resource on your chapter's social media platforms or website.*
3. *Include high-quality photos from the event!*
4. *Remember to hashtag [#SpeakAg](#)*

Example Status Update:

Blue and Gold FFA members have been educating our community members about food labels. Last week, we set up a booth at the county fair with an educational activity. We have also visited two of our local grocery stores to answer questions about food labeling. We are proud to say that with a pre- and post-survey, we have determined that 60% of individuals experienced a perspective shift after engaging in conversation with our members. [#SpeakAg](#)

PRESS RELEASE

TEMPLATE



Contact:

First Name Last Name

Telephone

E-mail address

News Release

Agricultural Literacy: Local FFA Members Educate Community Members about Food Labels

LOCAL TOWN, Month Day, 20XX – Members of the **City/School FFA** engaged with community members to share information and answer questions about food labeling.

The project was inspired by the National FFA Agriculture Literacy and Advocacy Model, which encourages FFA members to complete four steps to successfully advocate: plan, develop, do, and reflect.

Details about the event

Quote from a student who attended, committee chair or agriculture teacher

Future plans to continue advocating or upcoming events

For more information about agricultural advocacy or about the FFA organization, please contact **(contact information)**.

PRESS RELEASE

EXAMPLE



Contact: Jane Doe
555-555-1234
jane.doe@email.com

Agricultural Literacy: Local FFA Members Educate Community Members About Food Labels

Indianapolis, Indiana, July 1, 2019 – Members of the Blue and Gold FFA Chapter engaged with community members to share information and answer questions about food labeling.

The project was inspired by the National FFA Agriculture Literacy and Advocacy Model, which encourages FFA members to complete four steps to successfully advocate: plan, develop, do, and reflect.

Members of the chapter focused on sharing information about different food labels, including whether they are or are not regulated by government agencies, what is required to be on a label and what can be placed on the label for marketing purposes.

“We discussed food labeling with a variety of consumers in our community,” Jane Doe, Blue and Gold FFA chapter president said. “Many of them shared one thing in common: they care about where their food comes from and want to know more about what food labels really mean.”

The FFA members utilized activities to engage community members and address common misconceptions about food labeling. The chapter members have set up the booth at a variety of community events, including the county fair. They even set up a booth at the local grocery store to engage more consumers in a conversation about what food labels mean.

Mr. Ag Teacher said, “There is a lot of confusion when it comes to food labeling, and it is important that we educate our local consumers so they can make informed decisions for themselves and their families.”

The Blue and Gold FFA members are continuing to promote agricultural literacy in the community with an upcoming Ag Day at a local elementary school.

REVIEW AND ADAPT

REVIEW: DID I MEET MY OBJECTIVES?

ADAPT: HOW CAN I IMPROVE?

WHAT WAS THE OBJECTIVE OF THE EXPERIENCE?	EXPECTED COMPLETION DATE	DID I MEET EXPECTATIONS? WHAT AREAS CAN BE IMPROVED?