



Planning Guide

ELEMENTARY

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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 Elementary Activity. The guide will walk you step-by-step through planning and conducting a complete activity/event.

Interactions with your peers, as well as chapter and community needs, 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 an all-new one!

WHAT WE KNOW:

Many students do not come from an agriculture background. Every community looks different, but for students to begin understanding agriculture, education must begin sooner rather than later. This is an opportunity to advocate! As agricultural education students and FFA members, you can impact elementary students in your community. This Planning Guide will assist you in advocating to elementary school students by explaining how to conduct an Ag Day focusing on five areas of agriculture: animals, plants, agriculture safety, nutrition and environment.

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 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:

- 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 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:

- Animals: local producers or students who raise livestock, agriculture teacher, county extension agent.
- Plants: local producers or students who grow plants, agriculture teacher, county horticulture extension agent, extension organizations like Master Gardeners.
- Agriculture Safety: local producers or students who are involved in animal production, machinery operation, agriculture teacher, county extension agent.
- Nutrition: family and consumer science teacher, agriculture teacher, county extension agent.
- Environment: local conservation agent or state conservation/natural resources staff.

We need to know:

UNDERSTAND AUDIENCE:

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

Examples:

- Elementary students (fourth grade)

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.

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:

- Students have an increased knowledge about agriculture from interactive experiences.
- Students have an increased knowledge of the processes in agriculture that produce food, fiber and natural resources.

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 knowledge of processes in agriculture by students being exposed to resources in this experience guide.”

*Anytime you see a reference to a **Resource Handout** in this guide, click on 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 knowledge about agriculture for 20 elementary school students. We will do this by sharing specific resources and completing the five different areas at Ag Day. 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 for key messages/talking points:

1. Agriculture is present in all areas of our lives.
2. Farmers and ranchers make important decisions every day to produce safe, healthy agricultural products (i.e., food, fiber, natural resources).

Having talking points is important, but be prepared for students 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.

*Use **Resource Handout 2** to map out your key messages.*

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 and conduct an Elementary Ag Day.

Step 1:

Split the students into five groups. The students will rotate between the stations and have 10 to 15 minutes to complete an activity. Each station is mapped out for you to replicate. Feel free to use your own creativity and resources!

Use Resource Handouts 3 to 7 to plan (and conduct) station activities.

Remember, the most important piece of this advocacy event is sharing key messages about agriculture. Be sure to establish a specific objective that you'd like students to accomplish at each station.

Station 1: Animals

OBJECTIVE:

- Identify food and products produced from livestock

RESOURCES PROVIDED:

Print and cut out (enough for groups of 3 to 4 students)

- My Typical Day handout
- Animal Cards
- Product Cards

BRING IT TO LIFE:

- Have live animals if you can! Let students be around the animals and make a real-life connection. Remember to have hand sanitizer at this station for use before and after students pet the animals.
- Replace the matching cards with actual products — carton of eggs, package of bacon, etc. Have groups take turns categorizing each item.

Station 2: Plants

OBJECTIVES:

- Identify seeds that produce plants we use
- Understand the main parts of a seed and germination

RESOURCES PROVIDED:

- Seeds and Germination handout
- Instructions for Bean in A Bag activity

BRING IT TO LIFE:

- Have live plants at different stages of growth and development in the germination process. Have students put them in order from early germination to seedling stage.

Station 3: Agriculture Safety

OBJECTIVE:

- Explain why safety is important for individuals involved in agriculture

RESOURCES PROVIDED:

- Distance/Time conversion chart (for group leader use)

BRING IT TO LIFE:

- Bring in additional farm equipment and/or animals and explain how quick reflexes and safety should be applied in each situation.

Station 4: Agriculture and Nutrition

OBJECTIVE:

- Understand the five food groups and their connection to agriculture

BRING IT TO LIFE:

- If students are eating lunch at Ag Day, incorporate more information about the food they are eating. For example, talk about each ingredient and where it comes from and which food group it belongs to!

Station 5: Agriculture and the Environment

OBJECTIVES:

- Understand how agriculture and the environment are connected
- Identify the importance of soil and its properties in agriculture

BRING IT TO LIFE:

- Bring in additional soil samples for students to touch and feel the different textures. Discuss which soil is best for growing different types of crops.

Step 2:

Now that you have developed each station for Ag Day, the next step is to research and gather information on community 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 Ag Day event.

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

- Which local elementary school would be a great partner for Ag Day? (if there is more than one in your community)
- What local businesses can we collaborate with for potential sponsorships or partnerships?

Step 3:

As you continue planning, it is essential to think ahead on how to measure knowledge and perceptions of the students. This will determine the impact of your experience. Identify the number of surveys to print and how and when you will distribute this to participating students. The survey should be given to elementary students TWICE — once before you start sharing resources and doing an activity 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 4:

This final step is about developing a timeline and assigning tasks to individuals that will bring your project to life. This will help you stay organized and create accountability for the project among the people helping to bring the event to life.

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

Remember to include important logistics when planning the timeline and task assignments:

- Contact elementary teachers and/or administration to schedule event.
- Have a letter for FFA members to be excused from class
- Provide field trip planning forms (or other required consent forms) through local elementary school and high school.
- Plan travel accommodations: How are the students getting to the event? (if held at location other than school)
- Confirm lunch: Does lunch need to be provided? If so, who will organize?

It is important to include the following:

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

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



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 on page 9 you brainstormed of community businesses, organizations and individuals who are potential collaboration partners.

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 the following questions to determine potential collaborations 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 conduct your experience with the local elementary school.

EXECUTE:

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

Now is the time to put your plan into action! There are multiple ways to make this happen. The process outlined so far has been about holding an Elementary Ag Day. Each Ag Day experience might look different, depending on your chapter, the local elementary school and the resources available. The following ideas are variations on utilizing the components of Elementary Ag Day:

Conduct a Classroom Visit

Take one or two activities from the stations and visit individual classrooms. You can visit multiple classes at different schools and leave a lasting impact on elementary students..

Partner with an Elementary School Event

Maybe the elementary school in your community already hosts an event, like an annual carnival. Use the station activities to engage students who attend. Ask the elementary school about upcoming events!

Local Summer Camps/Activities

Sometimes there are groups like 4-H events or recreational, like the YMCA, that would allow you to participate in their activities. Reach out to a variety of different groups! It doesn't hurt to ask, and true advocacy begins when you reach out to people outside your comfort zone!

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). An example 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 Microsoft Excel sheet to plug in survey results to see percent changes for participants' awareness and perception. The Microsoft Excel document has formulas for ease in calculating percent changes. You can access this document in the folder you downloaded from the module.

REVIEW:

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

Analyze the data and determine if the change in perception is at the level you anticipated. Were elementary school students' perceptions regarding agriculture changed or improved? 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 fellow chapter members!
- 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 for future FFA members in your chapter to learn from what was accomplished and what could improved.

Complete the program evaluation (Resource Handout 13).

CONGRATULATIONS!

You have completed the steps to be a true agriculture advocate to elementary students! 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, etc.) Think outside of 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?

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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

ANIMALS

CONNECTIONS TO WHAT WE EAT AND USE

Station Directions:

- Divide students into groups of 3 to 4.
- Distribute “A Typical Day” handout. Ask students to work as a group to complete the two lists. List 1: Write down all your favorite foods. List 2: typical activities you do in a day and things they use during those activities. (i.e., brush teeth: toothbrush and toothpaste).
- Have students share things from their lists.
- Ask students to circle anything on their lists they think comes from animals.
- Explain that there are a lot of things we eat and use every day that come from animals.
- Have students identify and/or predict what animal items on their list come from. Have groups share.
- Explain they will be learning more about direct connections between animals and what we eat and use.
- Inform students they will receive a set of cards. Their task is to lay out all the animal cards and then create a column under each one with items that come from that animal. Some items may fit under more than one animal!
- When complete, discuss results. You can use the example reflection questions:
 - What surprised you?
So many items come from animals; some products can come from more than one animal.
 - Why is it important to know where our food and products come from?
We understand agriculture and that what we eat and use is produced before it gets to the store.
 - What will you do to learn more about food and agriculture products?
Read; ask our teacher questions; spend time with FFA members learning more.
- Encourage students to learn more about how what we use each day is connected to agriculture — especially animals!

Answers:

Beef	Chickens	Dairy Cattle	Sheep	Pigs
• Steak • Hamburger • Gelatin • Leather • Crayons • Beef roast • Soap	• Eggs • Nuggets • Wings	• Yogurt • Cheese • Milk • Ice Cream	• Mittens • Leg of lamb • Sweater	• Bacon • Gelatin • Crayons • Ham • Soap • Pepperoni

A Typical Day

As a group, complete each list. Include AS MANY answers as possible!

List 1: Favorite Foods

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

List 2: Typical Activities We Do Each Day

Include what you use (example: get dressed/sweater).

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Animal Cards



Eggs

Bacon

Mittens

Steak

Leg of Lamb

Hamburger

Gelatin

Nuggets

Leather

Sweater

Crayons

Yogurt

Ham

Ice Cream

Beef Roast

Soap

Pepperoni

Milk

Cheese

Wings

PLANTS

PLANT A SEED AND GROW

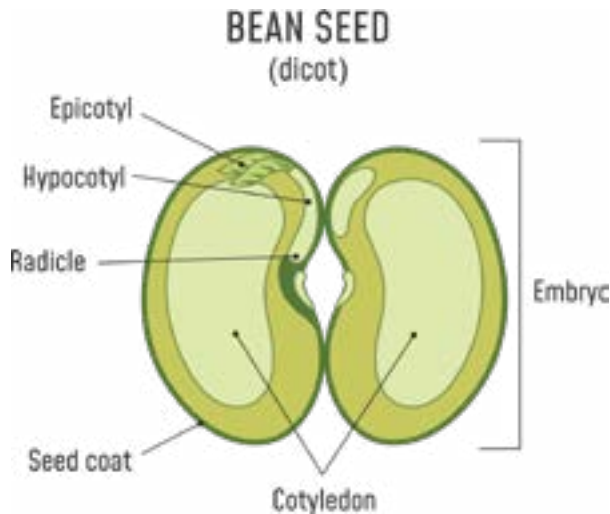
Station Directions:

- Divide students into groups of 3 to 4.
- Distribute a bag with seeds (corn, soybean, bean, wheat and/or other common seeds in your area) to each group. Have students complete these tasks as a group:
 - *Identify the type of seed.*
 - *What is the plant (or seed) is used for?*
- Have students share their responses.
- Explain that plants are an essential part of agriculture. Farmers grow the crops used for food and other products by planting seeds in the ground.
- The “big” question we will explore is: “How does a seed actually grow into a plant?” First, we need to know about the seed itself and secondly, how the process of germination works.
- Explain that each group will receive a handout with information on it. The task will be to read, learn and study the picture. Be ready to share what you learned with the group.
- Distribute the Seeds and Germination handout. After a few minutes, ask students questions about the content. Examples:
 - What are the three parts of a seed?
Embryo, endosperm and seed coat
 - What does each one do?
Embryo: tiny plant that becomes the seedling
Endosperm: seed’s food supply
Seed coat: protective coat
 - What is germination?
The process of a seed growing into a plant
 - What is scarification?
Prepares seed to begin growing
 - What do seeds need for the germination process?
Oxygen, water, ideal temperatures
 - Why are seeds and germination important in agriculture?
Without seeds that germinate into plants, we wouldn’t grow corn, soybeans and vegetables and fruits that provide us food, clothing and fuel that we use every day!
- Explain that farmers take care of the land, water and air so that when they put seeds in the ground, plants will grow and provide us food.
- Share with students that they will be taking on the role of “farmers” as they plant seeds.
- Have each student complete the “Bean in a Bag” activity. Provide each student with the supplies and instruction sheet.

SEEDS AND GERMINATION

PLANT A SEED AND GROW

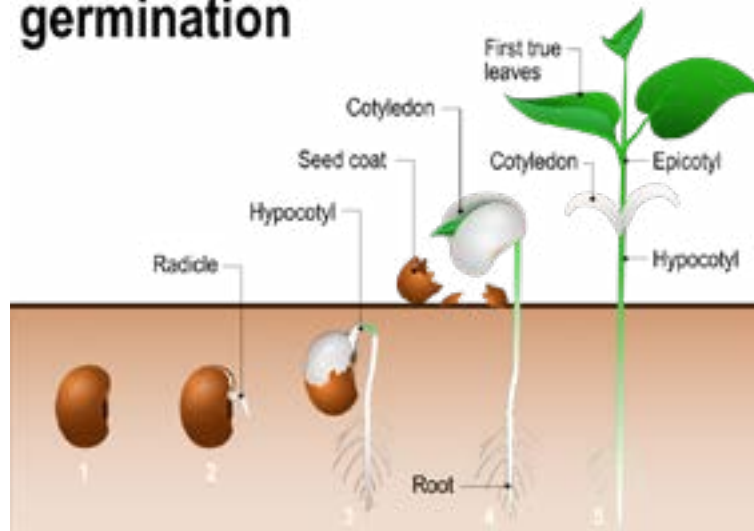
Parts of a seed:



The three main parts of a seed are the embryo, endosperm and seed coat. The embryo is the tiny plant that will eventually develop into a seedling. The seed coat consists of a protective layer. The endosperm, or food supply, is a source of stored food made up of starches.

Germination:

Seed germination



Germination is the process of a seed growing into a plant. The embryo is protected by the seed coat until germination begins. Conditions have to be just right for a seed to begin germinating.

A process called “scarification” prepares the seed to begin growing. Scarification means the seed coat changes to allow it to grow, and it can happen in a variety of ways.

All seeds need water, oxygen and ideal temperatures to begin the germination process. The embryo begins to grow and pushes out of the seed coat. The food stored in the endosperm provides energy for the plant to continue growing.

BEAN IN A BAG

SEEDS AND GERMINATION IN ACTION

Supplies:

- 1 Clear plastic bag
- 1 Paper towel
- Water
- 2-3 Bean seeds (use dried beans)

Instructions:

- Fold the paper towel to fit inside the plastic bag.
- Get the paper towel wet and place it into bag.
- Place bean seeds on top of the paper towel inside the bag.
- Wait and watch the germination process unfold.

Things to Look for and Discuss:

- Change in seed coat.
- Length of time before germination begins.
- Impact of air and water.

BE SAFE

SAFETY IN AGRICULTURE

Station Directions:

- In the next 60 seconds, think of all the directions we follow each day to be safe, (i.e., look both ways before crossing the street, etc.). Turn to a partner and create a list on a blank piece of paper. Provide a prize for the pair with the most items.
- Have the groups share and then recognize the partners with the longest list.
- Explain safety is important to us every day. *Why is safety important in agriculture?*
- There are lots of dangerous situations: equipment, animals and technology. Being aware of these situations will help people avoid injuries.
- If possible, have a tractor with an auger available to show parts that are dangerous. Explain that tractors have complicated moving pieces and shafts that clothing can get wrapped in. Once the wrapping begins, it can be difficult to escape. Our reaction time is much slower than the speed of the moving part. According to Penn State University, some of the tractor's parts can rotate 16.6 times per second!
- Complete the "Reflex and Response" activity (can do multiple times or have students complete in groups of 4 to 5 people).

Reflex and Response activity:

Supplies:

- Timer
- Ruler

Directions:

- Ask for two student volunteers. Student 1 will serve as timer. Student 2 will be dropping/catching the ruler.
- Facilitator holds the ruler at the end with the highest number on it, allowing it to hang down.
- Have Student 2 place his or her other hand near the bottom of the ruler. He/She should be ready to grab the ruler when dropped, but not touching it.
- Tell Student 2 he or she will be catching the ruler within the next five seconds. Tell the student once it is caught, not move his or her hands.
- Have the timer start the clock for five seconds and randomly drop the ruler to Student 2.
- Remind Student 2 to catch the ruler as fast as he or she can.
- Have Student 2 show the group what number their hand landed on.
- To convert reaction time, use the table.
- Challenge multiple students and convert each one's time.

Reflection Questions:

- What was the biggest challenge?
Catching it as fast as we thought we could.
- How does our reaction time impact safety?
Our reaction time is probably lots slower than we think it is — it is important to always follow safety guidelines.
- Why is it important for farmers to implement safety precautions when they work?
The likelihood of injury or death will be less.

BE SAFE

SAFETY IN AGRICULTURE

Distance/Time

2 in.	0.10 sec (100 ms)
4 in.	0.14 sec (140 ms)
6 in.	0.17 sec (170 ms)
8 in.	0.20 sec (200 ms)
10 in.	0.23 sec (230 ms)
12 in.	0.25 sec (250 ms)
17 in.	0.30 sec (300 ms)
24 in.	0.35 sec (350 ms)
31 in.	0.40 sec (400 ms)
39 in.	0.45 sec (450 ms)
48 in.	0.50 sec (500 ms)
69 in.	0.60 sec (600 ms)

AGRICULTURE AND NUTRITION

HIGH FIVE FOR HEALTH

Station Directions:

- Ask students to raise their hands if they know the five food groups.
- Have students say all five groups together (make it fun — as loud as possible, as soft as possible, etc.): fruits, vegetables, grains, protein, and dairy!
- Ask what all the food groups have in common — they all come from agriculture!
- Farmers and ranchers in the U.S. are dedicated to producing a safe food supply for a healthy lifestyle. It is up to each of us (and our families) to know how to make the best decisions for preparing and eating food.
- Complete the High Five activity.

High Five activity:

Supplies:

- 1 piece of cardstock per student
- Colors/colored pencils/markers (students may share)
- Scissors (1 for every 2-3 students — they may share)
- Scotch tape
- A popsicle stick (craft stick) per student

Directions:

- Trace your hand on a sheet of cardstock.
- Cut out your traced hand.
- Use a flipchart, poster or other writing surface to write out these directions: Label each of the fingers with a food group according to serving proportions (“fruit” in pinky finger, “vegetables” in fourth finger, “grains” in middle finger, “dairy” in pointer finger and “protein” in your thumb). Use the following colors that represent them on the MyPlate: fruit (red), vegetables (green), grains (orange), dairy (blue), and protein (purple).
- Next, write “Exercise” in the palm.
- Turn hand over. List some of your favorite foods that go with each of the food groups on the appropriate finger. Think about where they come from in agriculture.

Examples:

- *Fruit: apples, oranges, bananas.*
- *Vegetables: green beans, peas, lettuce, carrots, potatoes.*
- *Grains: bread (wheat), cereal (oats, rice, wheat), oatmeal.*
- *Dairy: milk, yogurt, cottage cheese, cheese.*
- *Protein: meat (hamburger, steak, chicken, pork chop), beans (black beans, etc.).*
- Write some of your favorite exercise activities in the palm.
- Tape a popsicle stick to the middle of the palm.
- Give your neighbor a “high five” with your healthy hand!

AGRICULTURE AND NUTRITION

HIGH FIVE FOR HEALTH

Reflection Questions:

- What is important to remember about the five food groups?

We need all five in a healthy diet, AND they all come from agriculture.

- How can our “Healthy Hands” remind us of agriculture?

All of our food comes from farms and ranches, and we need to make good food choices.

- In what ways can we use our healthy hands to help others?

We can share with our family and friends and explain healthy food and proportions, and that American farmers and ranchers provide us with safe and healthy food choices.

AGRICULTURE AND THE ENVIRONMENT

SOILS

Station Directions:

- Divide students into groups of 3 to 4. Hand each group a piece of blank paper.
- Have students create a picture collage of 2 or 3 things they do to protect the environment.
- Each group quickly shares their pictures (i.e., recycle, shut water off while brushing teeth, etc.).
- Explain that protecting the environment is important to everyone, including farmers and ranchers. Ask students why that might be important. It is because we need air, soil, and water to grow plants and take care of livestock.
- Soil is literally the foundation of agriculture! It is where we grow plants, and those are eaten by humans and animals. Water is what is added to soil to help those plants grow. It is important that farmers, ranchers, and all of us know about soil and water and how to best take care of them.
- We will explore the relationship between water and soil type.
- Ask if anyone can predict what “permeability” means. Share the definition: how quickly water passes through something due to the qualities of the material. Testing soil permeability allows farmers to see how water passes through the soil.
- Conduct Soil Permeability activity.

Soil Permeability activity

Supplies:

- 3 Water bottles (8 oz size)
- 3 Soda bottles (1 liter size)
- Knife to cut bottles
- 3 Different types of soil: one sandy, one clay rich and one soil with larger fragments in it
- Water
- 3 Containers
- 3 Small pieces of cloth for retaining the soil

Directions:

- Use the large soda bottles to hold water and cut the tops off.
- Draw a water line mark on each bottle.
- Cut smaller water bottles to hold the soil samples.
- Tie a piece of cloth around the water bottle tops to prevent soil from falling into the water.
- Place the smaller water bottles into the soda bottles and begin pouring water through to test permeability.
- Continue adding more water to each bottle to make sure it stays at the water line mark previously drawn.
- Be sure to start the timer to see which soil allows water to flow through the fastest.

AGRICULTURE AND THE ENVIRONMENT

SOILS

Reflection Questions:

- Which soil allowed water to flow/permeate the fastest? Why?
Sandy – there is a lot of space between the particles.
- What do you think is the best soil for growing vegetables?
Medium permeability so that there is some moisture kept in the soil and available to the plant.
- What happens if water moves too quickly through the soil?
Water could wash away important nutrients (the plant won't get them!) and the soil can dry out easily.
- Why is testing soil permeability important?
Farmers have to be aware of what their soil conditions are to help grow their plants and provide proper nutrients, and the right amount of water.

SURVEY

1. Bacon, leather, eggs, yogurt and wool all come directly from animals.

True or False

2. _____ is the process of a seed growing into a plant.

- a. Germination
- b. Scarification
- c. Photosynthesis
- d. Hydration

3. Following safety procedures and knowing how quickly a person responds is not important in agriculture.

True or False

4. The five food groups include: fruit, vegetables, grains, _____ and _____.

- a. oils and vinegar
- b. water and oils
- c. dairy and proteins
- d. milk and water

5. Soil permeability means:

- a. the color of the soil.
- b. the age of the soil.
- c. how quickly the water can move through the soil.
- d. how deep the plant roots grow.

6. On a scale of 1 to 5 (1=not confident at all and 5=very confident), I believe I understand where my food comes from and what farmers do to provide food and products.

1

2

3

4

5

SURVEY

ANSWER KEY

1. Bacon, leather, eggs, yogurt and wool all come directly from animals.

☒ True or ☐ False

2. _____ is the process of a seed growing into a plant.

- ☒ a. Germination
- ☐ b. Scarification
- ☐ c. Photosynthesis
- ☐ d. Hydration

3. Following safety procedures and knowing about how quickly a person responds is not important in agriculture.

☐ True or ☒ False

4. The five food groups include: fruit, vegetables, grains, _____ and _____.

- ☐ a. oils and vinegar
- ☐ b. water and oils
- ☒ c. dairy and proteins
- ☐ d. milk and water

5. Soil permeability means:

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6. On a scale of 1-5 (1=not confident at all and 5=very confident), I believe I understand where my food comes from and what farmers do to provide food and products.

1

2

3

4

5

TIMELINE

EXAMPLE

FEBRUARY

- Form committee for Ag Day
- Determine date and time for event
- Assign tasks to committee members using task excel sheet

MARCH

- Research potential elementary schools to host
- Invite elementary school(s) to event
- Determine location for event
- Review materials and determine what is needed for each station

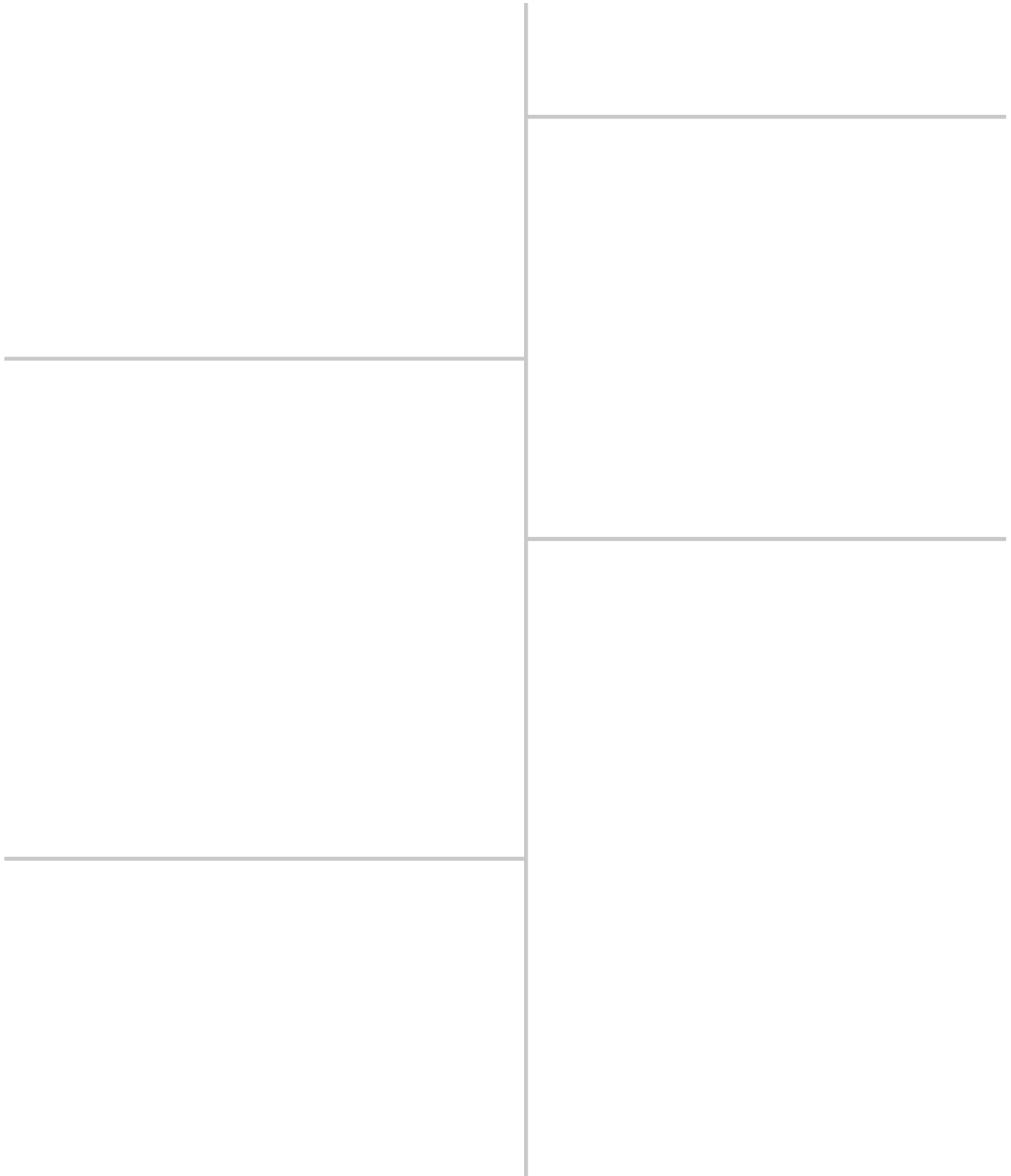
APRIL

- Create a sign-up sheet with time slots
- Purchase and/or prepare materials and supplies for each station
- Host a brief meeting for those helping with the event

MAY

- Print materials needed for stations
- Finalize time sheet assignments

TIMELINE



S.W.O.T. ANALYSIS

Opportunities for collaboration with schools, teachers and elementary students.

STRENGTHS

WEAKNESSES

OPPORTUNITIES

THREATS

S.W.O.T. ANALYSIS

EXAMPLE

Opportunities for collaboration with schools, teachers and elementary students.

STRENGTHS

The school may be interested in having a visit from older students to learn more about agriculture in a few hands-on activities.

WEAKNESSES

This may be the only exposure the students have to agriculture or FFA. They might not understand all the other unique opportunities that agriculture has to offer.

OPPORTUNITIES

The school could host an agriculture day in which all the grades and classes are able to participate. We could help in this by teaching other elementary teachers these activities to reach more students.

THREATS

The students may already have experienced this type of information previously from another organization.

SOCIAL MEDIA TIPS

1. *Be sure to share numbers and facts about attendance.*
2. *Don't be afraid to share elementary station activities 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 Chapter members educated fourth grade students at a local Ag Day. The Ag Day consisted of five stations covering a variety of topics in agriculture, including: animals, plants, nutrition, safety, and the environment. A survey of the participants shows that 80% learned new concepts about the agriculture industry! #SpeakAg

PRESS RELEASE

TEMPLATE



Contact:

First Name Last Name

Telephone

E-mail address

News Release

Agricultural Literacy: Local FFA Members Educate Elementary School Students about Agriculture

LOCAL TOWN, Month Day, 20XX – Members of the **City/School FFA** Chapter engaged with elementary students to share information and answer questions about agriculture.

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 five areas of agriculture: animals, plants, nutrition, safety, and environment.

Details about the event

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

Future plans to continue advocating or upcoming events

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

PRESS RELEASE

EXAMPLE



Contact: Jim Doe
0123-456-789
jim.doe@email.com

News Release

Agricultural Literacy: Local FFA Members Educate Elementary School Students about Agriculture

Indianapolis, Indiana, July 1, 2019 – Members of the Blue and Gold FFA Chapter engaged with 4th graders at the local elementary school to share information and answer questions about agriculture and the Elementary Ag Day on Wednesday, June 24.

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

“We discussed five different areas of agriculture and set up stations for the students to rotate through,” Jim Doe, Blue and Gold FFA chapter president said. “Many of the students asked questions about where their food comes from and want to know more about what farmers do.”

The FFA members utilized different booths that covered the following topics: animals, plants, safety, nutrition, and environment. The FFA members facilitated activities for the students.

Mr. Ag Teacher said, “Educating our world about agriculture starts at a young age, and I am so proud of the FFA members who worked hard to begin planting the seeds for elementary students.”

The Blue and Gold FFA members are continuing to promote agricultural literacy in the community with an upcoming career fair at their school.

For more information about agricultural advocacy or about the FFA organization, please email blueandgoldffa@email.com or call 555-555-5555.

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?