



Planning Guide

PEERS

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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 Agricultural Literacy and Advocacy peer 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 a new one!

WHAT WE KNOW:

There are hundreds of careers in agriculture. There are also hundreds of careers in STEM (science, technology, engineering and math). And, there are lots of careers that are based in both agriculture and STEM.

Students who are not involved in agricultural education and FFA may not know about all the opportunities for careers in agriculture and STEM and the connection between the two. And that is where you come in as an agriculture advocate! This planning guide will assist you in **advocating to your peers** by directing you through a process to share the message that careers in both STEM and agriculture exist.

WHAT WE WILL DO:

The planning guide outlines the process (plan, develop, do, reflect) to create career profiles and share career opportunities available in agriculture and STEM. 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 and 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 peers’ perceptions about careers in STEM and 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 or a gap in understanding of career and industry opportunities in agriculture.
- There is a general lack of knowledge or understanding of science, technology, engineering and math (STEM) applied in agriculture.
- Peers at our school are not connecting that agriculture is an industry where STEM is applied.

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 the school guidance counselor shares in relation to agriculture careers. We can visit our high school guidance counselor to discuss this.
- Student/peers perception of agricultural opportunities after high school. We can ask our peers what they think.
- Courses offered through the agricultural education program. We can reach out to our agriculture teacher.
- A common definition of agriculture careers used by the agricultural education program. We can talk to our agriculture teacher.

We need to know:

UNDERSTAND AUDIENCE:

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

Examples:

- Ninth to 12th grade students, ages 14 to 18
- Peers
- Generally, students not enrolled in agricultural education

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 students interested in STEM careers at our high school.

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 awareness of STEM careers in agriculture by exposing students to the resources included in this experience guide
- Increase perception of the link between STEM, agriculture and agriculture careers
- Identify and share profiles of local agriculture careers
- Identify and share profiles of agriculture careers of graduates of a local program

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 STEM careers in agriculture by expose students to resources in this experience guide.”

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 five STEM careers in agriculture for 20 students in our school. We will do this by sharing specific resources and identifying local career examples. 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. Agriculture careers are all around us, and everyone needs this industry.
2. STEM careers exist in agriculture.
3. People who graduate from our school have cool careers in agriculture.

Having talking points is important, but be prepared for peers 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. The first one begins with you and your knowledge base!

Step 1:

It is important to spend time making sure you have a solid understanding of STEM and agriculture courses and how they work together to prepare students for careers. Think about your school’s course offerings in agriculture and in STEM. Individually or in a small group, brainstorm how agriculture careers that you are familiar with connect directly to your school’s STEM and agriculture classes.

Step 2:

This step is all about developing the content and resources you will share with your peers in the form of career profiles.

Identify graduates of your school/FFA chapter who have careers in STEM and agriculture. Reach out to your agricultural education teacher and guidance counselor for assistance. Also consider including other individuals and companies in your community with STEM/ agriculture careers, even if they did not attend your school. For more career options and information/resources, visit www.AgExplorer.com. Finalize your list to include 10 individuals.

Our contacts:

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

Confirm phone numbers for each individual so you can reach out for a personal interview, which will help you gather information to include in a career profile. A phone call is more personal than an email, and you are more likely to get a response.

The following information will help you conduct interviews.

Practice an introduction of who you are and what you would like to accomplish before calling. Example:

“ Hi! I am Jane Doe, and I am a member of the Blue & Gold FFA Chapter. I am interviewing alumni from our program that currently work in the agriculture industry. Our chapter is planning to use this information as a resource for our students to inform them about the amazing opportunities available in the agriculture industry! Do you have time for a brief phone interview or is there a better time I could call back? ”

Sample questions to ask:

- Background information: What agriculture classes did you take during your time as an FFA member? What did your FFA involvement look like? What is your college degree?
- How did you get to your current career?
- What jobs did you have before this one (if any)?
- Why did you choose this career?
- Who are your mentors, and what is your inspiration?
- What classes from high school prepared you for your current job?
- What's your best piece of advice for high school students?
- Where do you hope to take your career?
- What are your next steps?

Creating relationships with alumni is important for your chapter's relationships with the community.

Be creative while pursuing individuals to interview. You may find someone in your community who wasn't in your FFA chapter but has a unique career that is related to both STEM and agriculture!

Ask for a headshot and a photo of them on the job to incorporate into the profile.

Once all the interviews are complete, organize them into the Career Profile sheets.

Be sure to follow up with a handwritten thank you note.

Resource Handout 3 is a blank profile template available for your use. Resource Handout 4 includes a collection of completed example profiles for you as a resource and to use as needed!

Step 3:

Now that you have identified specific career profiles, the next step is to research and gather information on community groups, agricultural businesses and other individuals in your community, county, etc.

Identifying these groups and individuals serves two purposes: they can be resources for your peers to continue to increase their knowledge about STEM/agriculture careers. And you can collaborate with them to conduct your awareness event.

Spend some time reviewing the agricultural opportunities perception survey (Resource Handout 5).

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

- Who is active in agriculture and STEM in your community, county or region?
- What local businesses are related or connected to STEM and the agriculture industry?
- Who are active groups in your community? (Examples: local Farm Bureau, Economic Development or STEM-based group)

Step 4:

As you continue planning, it is essential to think ahead on how to measure perceptions your peers 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 your peers. The survey should be given to your

peers 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.

Step 5:

This final step is about 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.

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

Take time to complete a personalized version for your use!

Resource Handout 6 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 of community business, organizations and individuals that are potential collaboration partners (see Page 7 brainstorming tasks).

Complete a SWOT analysis for one of the businesses, organizations and/or individuals on your list to determine who will be resources and partners for collaboration.

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 collaborations, and complete the worksheet on Page 35.

A completed SWOT analysis is provided as an example (Resource Handout 7). Use the questions below to guide discussion.

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 selected individuals/businesses for career profiles. Contact the people that you want to invite to a career or course fair at the school or that you want to personally have speak to your target audience.

EXECUTE:

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

Now is the time to put your career profiles and collaborating partners into action! There are multiple ways to make this happen. Check out the examples and also be creative!

Career Fair

Review your specific timeline. Make sure the final details are taken care of prior to the start of the actual fair. Have the perception survey ready for students to fill out as they enter and exit the fair.

Be prepared to meet and greet your career fair participants. Be certain to thank them at the conclusion of the event.

Career Profiles

Get permission from teachers/administrators to create a career profile gallery in a busy hallway. Hang up all the career profiles and list of all local businesses/organizations and individuals in STEM/agriculture. Coordinate with STEM teachers to handout the pre-perception survey prior to having the gallery displayed. Collect surveys from those teachers. Ask those same teachers to distribute the post-perception surveys a few days after the career profile gallery started.

Share the News!

Similar to the career profile gallery, you can identify peers enrolled in a specific STEM class and coordinate with that teacher to hang up the career profiles in his/her classroom and talk about/integrate the connection between STEM and agriculture careers in lessons. Confirm that the teachers are willing to hand out your pre- and post-perception surveys and collect those when completed.

National FFA Week

Use the career profiles alongside already scheduled events during National FFA Week. That is a great time to showcase FFA and agriculture — and now you can include STEM!

Join the FFA!

While talking to younger students about the endless opportunities in FFA, use the career profiles to expose them to new career paths they may not have previously considered. Some students may not think they want to join FFA if they don't know about these opportunities for a unique career in STEM and agriculture!

This is a great strategy to implement when students are enrolling for classes and determining if they want to take an agriculture class.

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. Don't be afraid to 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 Resource Handout 8. An example press release and guide to writing a press release is provided (Resource Handout 9).



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 participant’s 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.

REVIEW:

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

Analyze the data and determine if the change in perception is at a level that was anticipated. Did you change your peers’ perceptions regarding careers in both STEM and agriculture? 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 peers!
- Identify how this event/experience fits into an SAE and proficiency area.
- This experience should also be documented for recognition as part of the National FFA National 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 so future FFA members in your chapter can learn from what was accomplished and what could be improved.

Complete program evaluation (Resource Handout 10).

CONGRATULATIONS!

You have completed the steps to be a true agriculture advocate to your peers. Celebrate your success and then be 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?
(Ex. school, community, youth group, etc.)
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

CAREER PROFILE

NAME:

JOB TITLE:

COLLEGE DEGREE:



CAREER PATH:

FUTURE GOALS/ADVICE:

CAREER PROFILE

NAME:

Jane Doe

JOB TITLE:

Agriculture Teacher

COLLEGE DEGREE:

Bachelor's in agricultural education



CAREER PATH:

"I have always loved the idea of preparing students for successful careers. As an agriculture teacher, I have the chance to help create industry leaders by exposing my students to concepts in science and technology. I love my job because I can make a difference in my students' lives. I chose to major in agricultural education and used the skills I learned in FFA to teach my own students."

FUTURE GOALS/ADVICE:

"There is a shortage of agriculture teachers, so I hope I can inspire my students to pursue a career that is both fulfilling and purposeful."

CAREER PROFILE

NAME:

John Doe

JOB TITLE:

Agricultural Lawyer

COLLEGE DEGREE:

Bachelor's in agribusiness



CAREER PATH:

“As an agricultural lawyer, I work with a variety of water, environmental, labor, land use and pesticide use issues in the industry. My favorite part of my career is the ability to help represent farmers and ensure their voices are heard. I loved debate club in high school, as well as public speaking events in FFA. The skills I developed have been helpful throughout my career.”

FUTURE GOALS/ADVICE:

“I hope to eventually move to Washington, D.C., so I can work closely with individuals who are writing and creating legislation. My best advice for high school students is to never stop learning!”

CAREER PROFILE

NAME:

John Doe

JOB TITLE:

Feed Mill Operator

COLLEGE DEGREE:

Bachelor's in feed/grain science or an animal agriculture-related field.



CAREER PATH:

"On a daily basis, I am responsible for the management of the feed mill. This includes mixing, storing and delivering feed for livestock. In FFA, I developed a passion for raising livestock and the management practices involving their nutritional needs. Agriculture classes like animal science and mathematics have been useful for my job."

FUTURE GOALS/ADVICE:

"I hope to eventually own and operate my own feed mill one day! I enjoy providing quality products for the livestock in our agriculture industry."

CAREER PROFILE

NAME:

John Doe

JOB TITLE:

Athletic Turf Manager

COLLEGE DEGREE:

Bachelor's in turf grass management



CAREER PATH:

"I have always loved being outside and have a passion for sports and athletics. I never thought I could combine that into a career involving science and agriculture! I began working on golf courses as an FFA member for my SAE. The classes I apply every day from high school are chemistry, math and environmental science."

FUTURE GOALS/ADVICE:

"One day I hope to work for a professional sporting team! I love that my job incorporates sports, agriculture and science. I encourage high school students to think about what classes they enjoy most and what career would use those classes."

CAREER PROFILE

NAME:

Jane Doe

JOB TITLE:

Food Animal Veterinarian

COLLEGE DEGREE:

Bachelor's in animal science and a
doctorate in veterinary medicine



CAREER PATH:

"I have always loved animals! I began raising animals in FFA but never thought I would work in the agriculture industry. I take pride in knowing that I am helping livestock producers operate safe, healthy and sustainable operations. Every science class I took in high school prepared me for vet school."

FUTURE GOALS/ADVICE:

"A big part of my job is disease prevention. I am conducting new research regarding diseases in livestock. I encourage every student to participate in some type of scientific research in high school to gain valuable skills and experience!"

CAREER PROFILE

NAME:

John Doe

JOB TITLE:

Environmental Engineer

COLLEGE DEGREE:

Bachelors in agricultural engineering



CAREER PATH:

"I have always been passionate about the environment, and I enjoy solving problems. Becoming an environmental engineer allows me to solve problems and make a difference. I love science and math, which I get to use every day in my role. I pursued a degree in agricultural engineering to learn more about the environment and the issues facing the industry."

FUTURE GOALS/ADVICE:

"My biggest piece of advice is to explore new areas that seem unfamiliar. I would have never expected to work in the agriculture industry! I plan to work on new projects in the future that will continue to improve the environment. This means continuous learning and research. Never stop learning!"

CAREER PROFILE

NAME:

John Doe

JOB TITLE:

Ecologist

COLLEGE DEGREE:

Bachelor's in biological sciences,
botany or ecology



CAREER PATH:

“The coolest part of my job is that I get to look at what might be causing problems in our environment and aim to solve problems. We study organisms and the environment and the relationship between the two. I never was involved in FFA, but I loved all my science classes in high school.”

FUTURE GOALS/ADVICE:

“A unique opportunity I have as an ecologist is developing and working on educational outreach programs for my community. I plan to develop a new program to teach my community about soil and water conservation.”

CAREER PROFILE

NAME:

John Doe

JOB TITLE:

Food Safety Specialist

COLLEGE DEGREE:

Bachelor's in food science



CAREER PATH:

“Food safety specialists ensure that products adhere to standards and regulations set by food safety organizations. I also train and communicate food safety policies to fellow employees. I enjoyed math and chemistry in high school. I am passionate about my job because I am ensuring that our communities have access to safe and healthy food.”

FUTURE GOALS/ADVICE:

“My best advice to high school students is to find something that sparks your interest and run with it. I joined the food science and technology CDE in high school and found my career passion! Pay attention in math and science. You will use those skills!”

CAREER PROFILE

NAME:

John Doe

JOB TITLE:

Meat Inspector

COLLEGE DEGREE:

Bachelor's in food science or meat science



CAREER PATH:

"I never expected to end up in this industry; however, I love my job because I make sure food is safe and healthy to consume. As a meat inspector, I ensure the product meets safety standards and quality regulations. We also work to ensure meat is graded correctly. We use lab testing and samples as well."

FUTURE GOALS/ADVICE:

"I hope to continue learning more about meat science, as I never had the chance to participate in a meat evaluation CDE."

CAREER PROFILE

NAME:

John Doe

JOB TITLE:

Greenhouse Manager

COLLEGE DEGREE:

Bachelor's in plant science



CAREER PATH:

“My daily tasks include managing the greenhouse, overseeing computer controls and maintaining accurate records. I had to learn about stages of plant life as well as potential diseases. I enjoy my job because I am always working toward improving yields and maximizing production in the greenhouse. The skills I learned in high school science classes and college courses in plant science allow me to have a hands-on career.”

FUTURE GOALS/ADVICE:

“I hope to eventually own and operate my own business and greenhouse. I encourage students interested in technology to consider plant science, as the industry is quickly evolving, and new technologies and career opportunities are emerging in agriculture.”

CAREER PROFILE

NAME:

Jane Doe

JOB TITLE:

Molecular Biologist

COLLEGE DEGREE:

A bachelor's in life science with a concentration in molecular biology



CAREER PATH:

"I loved science in high school! In my career, I work with plant, animal and even human genetics. I use chemistry, genetics and biology in my work. I evaluate genetics and how traits are passed down, and I even evaluate new ways to treat disease. My job allows me to solve problems and use new and exciting technology."

FUTURE GOALS/ADVICE:

"I hope to continue working on research projects that will make a difference in the agriculture industry. My work in the lab affects what we eat. My advice to high school students is to find a career that challenges you to continue growing!"

CAREER PROFILE

NAME:

John Doe

JOB TITLE:

Welder

COLLEGE DEGREE:

A high school diploma and a welding certification



CAREER PATH:

"I have always loved hands-on FFA projects and knew I wanted a job where I could build things. My job requires great attention to detail. I was involved in the agriculture mechanics CDE team in high school, which led to my decision to get my welding certification."

FUTURE GOALS/ADVICE:

"I hope to continue working within the agriculture industry. I know that my talent and hard work is worthwhile and valuable to their success. I also hope to explore other certification programs and expand my skills."

SURVEY

Part 1: Circle which careers you believe are both a career in agriculture as well as science, technology, engineering and math.

A.



B.



C.



D.



Part 2: To what extent do you believe careers in agriculture include science, technology, engineering and math? On a scale of 1 to 5 (5 being the most):

1

2

3

4

5

TIMELINE

EXAMPLE

DECEMBER

- Research potential sites or venues to host fair
- Book location
- Review FFA alumni roster for potential career profile spotlights
- Research other individuals

FEBRUARY

- Complete career profiles
- Create a map of room for booths
- Print profiles for event
- Follow up with thank you notes to community members, profiles and sponsors

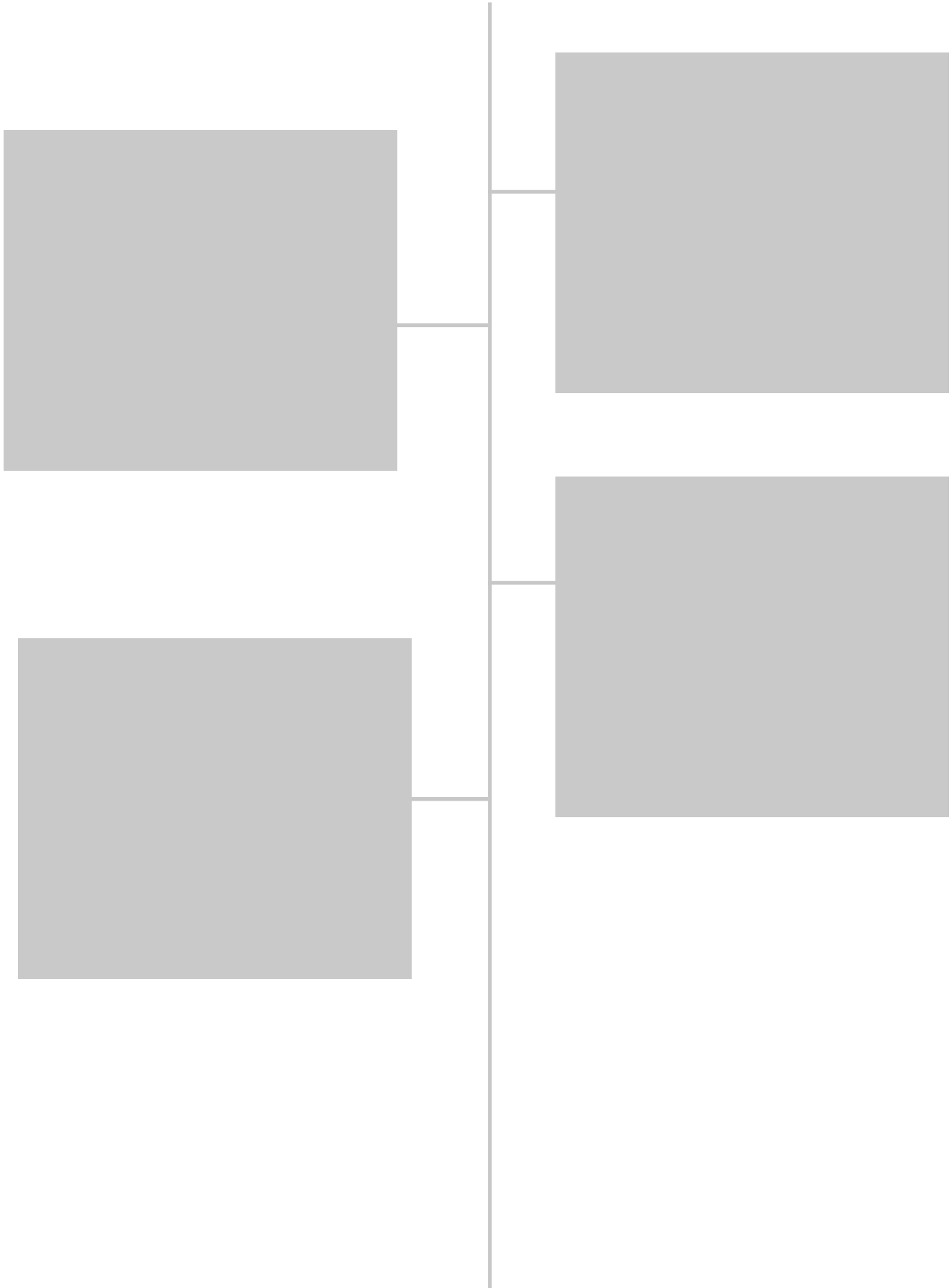
NOVEMBER

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

JANUARY

- Formulate interview questions and template for career profiles
- Reach out to potential sponsors in community to sponsor refreshments for the event
- Ask companies to attend and set up booth at career fair
- Compile information for career profiles

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

The company is a precision agriculture business in our community. Many of their employees went to our school. The company definitely has both agriculture and STEM career options. They already have a connection to our FFA chapter as they purchase FFA market animals at the county fair each year.

WEAKNESSES

The company hasn't responded to other requests, which included attending our banquet and having agricultural education students job shadow. They may not truly understand the scope of FFA and agricultural education.

OPPORTUNITIES

This connection could develop into a partnership with the company. They could demonstrate precision agriculture products to our agriculture classes and help students learn more about technology. FFA members may be able to serve as volunteers at the company's outreach events.

THREATS

The company is already very involved in the community, activities and organizations. They may not be interested in other areas of collaboration.

SOCIAL MEDIA TIPS

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

Example Status Update:

In order to solve problems facing the agriculture industry, we need leaders in science, technology and agriculture. Our first annual STEM Career Fair was a success! FFA members interviewed individuals who work in both agriculture- and STEM-based careers to share profiles with students. Twenty-five companies were represented at the career fair, with over 150 students in attendance! For more information about careers in agriculture, visit www.AgExplorer.com. [#SpeakAg](#)

PRESS RELEASE

TEMPLATE



Contact:

First Name Last Name

Telephone

E-mail address

News Release

Agricultural Literacy: Local FFA Members Promote Careers in STEM and Agriculture

LOCAL TOWN, Month Day, 20XX – Members of the **City/School FFA** spoke to their peers about the opportunities available in careers that are related to both STEM (science, technology, engineering and mathematics) and 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.

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
555-555-1212
jane.doe@email.com

News Release

Agricultural Literacy: Local FFA Members Promote Careers in STEM and Agriculture

Indianapolis, Indiana, July 1, 2019 – Members of the Blue and Gold FFA Chapter spoke to their peers about the opportunities available in careers that are related to both STEM (science, technology, engineering and mathematics) and agriculture. 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 conducted interviews of individuals in the community who work in agriculture and STEM. The interviews collected were later developed into career profiles.

“We interviewed a variety of people in Indianapolis,” Jane Doe, Blue and Gold FFA chapter president said. “Many of them shared one thing in common: the STEM courses they took in high school were relevant to their careers in agriculture.”

The FFA members utilized the career profiles and conducted a career fair for all Blue and Gold FFA members to attend. Several companies from the community and surrounding areas also set up booths to discuss career opportunities with students.

Mr. Agriculture Teacher said, “The connection between STEM and agriculture runs deep, and we need to ensure we have students who are ready to use technology to solve problems facing the agriculture industry.”

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.

For more information about careers in STEM and agriculture or about the FFA organization, please email blueandgoldffa@email.com or call 555-555-1212.

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?