



FFA Blue 365: Lesson 6

Respecting the Planet — Part 2

Created: 04/2019 by the National FFA Organization

The FFA Blue 365 lesson series is intended to bring innovative technology, science, research and entrepreneurship to the classroom. These lessons are designed to highlight the innovations and technologies transforming agriculture.

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Identify multiple purposes for various items in a classroom to build creative thinking.
2. Describe the influence the company Sealed Air has on respecting the planet.
3. Evaluate how food waste impacts sustainability.
4. Determine local issues about respecting the planet.
5. Develop a campaign to respect the planet in the community.

TIME REQUIRED: 90 minutes

RESOURCES:

1. Video: "FFA Blue 365: Our Journey to a Waste-Free Future" by Dr. Ron Cotterman (2018), <https://vimeo.com/319978220>
2. Video: "World Food Day 2017: Food Waste Myths" (Sealed Air, 2017), <https://ir.sealedair.com/news-releases/news-release-details/sealed-air-highlights-its-commitment-eliminate-food-waste-world>
3. Video: "FFA Blue 365: When Common Milkweed Isn't so Common" by Chuck Benson" (2018), <https://vimeo.com/314092819>
4. Video: "FFA Blue 365: Saving Water, Fuel, Labor and Time" by Rick Ekins" (2018), <https://vimeo.com/314082126>
5. Video: "FFA Blue 365: Innovation in the Animal Health Industry" by Dr. Lowell Midla" (2018), <https://vimeo.com/315701406>
6. Video: "Adobe Spark: Create compelling stories | Adobe Creative Cloud" (Adobe Creative Cloud, 2018), <https://www.youtube.com/watch?v=MVShoQjDCnM>
7. Website: "Who We Are" (Sealed Air, 2019), <https://www.sealedair.com/uk/company/our-company/who-we-are>
8. Website: "Food Waste" (Sealed Air, 2019), <https://www.sealedair.com/uk/resources/blog/food-waste>
9. Website: "Tips to Use Less Plastic" (Green Education Foundation, 2018), <https://bit.ly/1mVir6c>
10. Website: "Dispelling Food Waste Myths" (World Food Program), <https://www.wfpusa.org/articles/dispelling-food-waste-myths/>
11. Website: "Brainstorming Ways to Solve Environmental Problems," Unity College (2018), <https://online.unity.edu/ways-to-solve-environmental-problems/>
12. Website: "Introducing Adobe Spark for Education" (Adobe Spark, 2019), <https://www.scribd.com/document/438005107/adobe-spark>
13. Website: "Promoting Peace Through Art" (ThoughtCo, 2019), <https://www.peace-ed-campaign.org/promoting-peace-through-art/>
14. Website: "Agriscience Fair," (National FFA Organization, 2018), ffa.org/participate/awards/agriscience-fair/
15. Website: AgExplorer (AgExplorer, 2018), AgExplorer.ffa.org
16. Infographic generation tools:
 - a. Piktochart (2018), <https://piktochart.com/formats/infographics/>
 - b. Canva (2018), <https://www.canva.com>

EQUIPMENT AND SUPPLIES NEEDED:

1. Internet access to play the videos in real time or embed them in a PowerPoint
2. A copy of the "What Can I Be Used For?" worksheet for each student
3. A copy of the "Who Is Sealed Air?" worksheet for each student
4. A copy of the "Identifying the Food Waste Problem" worksheet for each student

5. A copy of the "Make It Local — Make a Change" worksheet for each student
6. A copy of the "Take Action" worksheet for each student
7. A copy of the "Rubric: Respecting the Planet Awareness Campaign" worksheet for each student
8. Colored pens or markers
9. Blank paper

THIS QUICK LESSON PLAN WOULD WORK WELL AS AN:

1. Introduction to food security and feeding the world.
2. Introduction to critical issues in agriculture.
3. Introduction to innovations in agriculture.
4. Introduction to technology in agriculture.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.02. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.
- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

FFA Precept

- FFA.PL-A.Action. Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-E.Awareness. Understand personal vision, mission and goals.
- FFA.PL-C.Vision. Visualize the future and how to get there.
- FFA.CS-M.Communication. Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making. Analyze a situation and execute an appropriate course of action.

Common Career Technical Core

- AG2. Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food, and natural resources (AFNR) in society and the economy.
- AG5. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

NASDCTEc

- AGC10.03. Compare and contrast issues affecting the AFNR industry including biotechnology, employment, safety, environmental and animal welfare to demonstrate an understanding of the trends and issues important to careers in this industry.

Common Core – Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-Literacy.RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Common Core – Writing

- CCSS.ELA-Literacy.W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Common Core – Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-Literacy.SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Common Core – Science & Technical Subjects

- CCSS.ELA-Literacy.RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- CCSS.ELA-Literacy.RST.9-10.7. Translate quantitative or technical information expressed in words in a text into

visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

- CCSS.ELA-Literacy.RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

Common Core – Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Next Generation Science

- HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

Green/Sustainability Knowledge and Skill Statements

- AFNR Career Cluster, Statement 2. Analyze community practice or policy development related to sustainability in AFNR.
- AFNR Career Cluster, Statement 3. Communicate the impact of green and sustainability principles on agriculture, food and natural resource systems.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
- CRP.06. Demonstrate creativity and innovation. Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization.
- CRP.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.

Partnership for 21st Century Skills

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

LESSON PLAN:

1. **Bell Ringer:** Respecting the planet can be accomplished in many ways. Some strategies to respect the planet include reducing our carbon footprint by using cleaner energy, recycling waste, growing our own food sources and conserving water. The possibilities to improve the way we respect the planet are endless.
 - a. To make the most profound impact respecting the planet, we must think creatively and innovatively.
 - i. In groups of two to three students, find one object or item in the classroom that can be used for multiple uses or functions in addition to its normal use.
 1. For example, a solid-walled trashcan is used for collecting paper or product waste, but it could also be used to collect rainwater or as a mulch container.
 - ii. Hand out the "What Can I Be Used For?" worksheet, and encourage students to list as many different uses or functions for their item as possible.
 1. Questions included in the worksheet:
 - a. Think creatively. Brainstorm what other functions the object can be used for. List all possible options below.
 - b. What is the value of finding multiple purposes for different objects?
 - c. How does finding multiple purposes for different objects help us respect the planet?
 2. For a friendly competition, allow each group three to five minutes to brainstorm as many

different uses or functions for their selected object/item. The team with the most valid alternative functions wins.

- iii. As a class, discuss strategies to reuse or recycle items in the classroom or community.
 - 1. See Blue 365 Lesson 5, "Respecting the Planet — Part 1," for conservation and sustainability strategies at the global, national and local levels.

- 2. **Introduction:** Implementing strategies to respect the planet can often be daunting, especially when the stakes are high. Making a difference starts one step at a time. One strategy to identify how to help is to learn from companies and/or individuals who set an example for sustainable lifestyles and, then, strive to mimic their efforts to address needs within our own communities.

- a. **Sealed Air** is this lesson's highlighted company for investigating strategies to respect the planet.
 - i. Sealed Air strives to create a better way of life for customers by reimagining strategies to serve and improve the world.
 - ii. To learn more about Sealed Air (2019), visit their website at <https://www.sealedair.com/uk/company/our-company/who-we-are>
 - 1. Watch the "Sealed Air Helps Businesses Succeed" (2019) video at <https://youtu.be/db2uuUBMF7s>.
 - iii. Have students complete the "Who Is Sealed Air?" worksheet and then discuss it.
 - 1. Questions included in the worksheet:
 - a. List Sealed Air's **vision, mission and values**.
 - b. List and describe three **sustainability** initiatives Sealed Air is currently involved in.
 - c. Browse through the **Careers** tab on Sealed Air's website. List three careers that relate to respecting the planet. Describe how each career helps with respecting the planet.

- 3. **Part 1: Identify the Food Waste Problem — Strategies to Respecting the Planet**

- a. The first step to making a sustainable impact on the planet is to identify a need in your community.
 - i. In the Blue 365 presentation, Dr. Ron Cotterman, vice president of corporate innovation and sustainability for Sealed Air, described food packaging innovations and practices to help extend freshness, ensure food safety and reduce waste.
 - 1. Watch the Blue 365 Video by Dr. Ron Cotterman at Sealed Air. The video URL is <https://vimeo.com/319978220>.
 - ii. For additional resources, review the presentation slide deck for Dr. Cotterman's Blue 365 video and visit Sealed Air's (2019) website on food waste. The URL is <https://www.sealedair.com/uk/resources/blog/food-waste>
 - iii. Using the "Identifying the Food Waste Problem" worksheet, discuss key takeaways from the video regarding food waste. A few key points in Dr. Cotterman's Blue 365 presentation include the following:
 - 1. *Give the global community access to safe, nutritious food by creating a secure and less wasteful global food supply chain.*
 - 2. *Provide access to sustainable packaging and technology to help maintain the freshness of food to combat spoilage and minimize waste across the chain.*
 - 3. *We can't do it alone: farmers, food producers, retailers, transporters and consumers must work together to protect food as it travels and strengthen our food system and economy.*
 - a. Questions included in the worksheet:
 - i. What are the key takeaways in Dr. Ron Cotterman's Blue 365 presentation? Why did these points stand out to you?
 - ii. Dr. Cotterman discussed the need to extend freshness, ensure food safety and reduce waste. What is the value of helping food last longer on the shelf? In what ways could this influence your community and/or your school?
 - iii. How can you limit food waste in your home or in your school? Identify the problem and provide a step-by-step solution.
 - iv. Sustainable packaging plays a crucial role in protecting our food across the supply chain and protecting the resources that go into producing the food. Being environmental stewards requires that we address both of these issues; it cannot be one or the other.
 - 1. On average, how many plastic products do you throw away every day?
 - 2. On average, how many plastic products do you estimate students in your classroom throw away every day?
 - 3. What are at least five ways you and your classroom can limit plastic waste?
- iv. Discuss strategies you can use to reduce food and plastic waste in your household or school.

4. *Part 2: Make It Local — Make a Change*

- a. Understanding the magnitude of an issue helps us better understand common myths associated with it.
 - i. Commonly held misconceptions about food waste, outlined by Sealed Air's chief commercial officer, Karl Deily (2017), can be found here: <https://www.sealedair.com/uk/resources/blog/food-waste>
 - ii. Watch the "World Food Day 2017: Food Waste Myths" (2017) video, available at <https://sealedair.com/topics/food-waste>.
 1. Scroll to the bottom of the page and find the queued video section. Choose the video titled "World Food Day 2017: Food Waste Myths."
 - a. If audio is not available, review the website's text.
- b. Direct impact to respecting the planet starts with getting involved and invested at the local level. However, environmental issues vary by region.
 - i. Visit Unity College's "Brainstorming Ways to Solve Environmental Problems" website (2018), available at <https://online.unity.edu/ways-to-solve-environmental-problems/>.
 - ii. Complete and discuss the "Make It Local — Make a Change" worksheet.
 1. Questions included in the worksheet:
 - a. What are some common misconceptions about food waste? What are the real issues with food waste?
 - b. Using Sealed Air's "World Food Waste Facts" map(2019), <https://sealedair.com/topics/food-waste>, describe the food waste issue in each region listed below.
 - c. Think about your home community. In what ways can your community reduce food and plastic waste? How can your agricultural education classroom help?

5. *Part 3: Take Action — Develop a "Respecting the Planet" Awareness Campaign*

- a. After we identify common challenges, we can develop a plan starting in our local community.
 - i. To tackle respecting the planet in our community, develop a campaign to spread awareness by sharing the background of the challenge, the mission of the campaign and action steps to get involved.
 1. Encourage students to select a different type of presentation if they have already completed Blue 365 Lesson 5.
 - ii. Use the "Take Action" worksheet to guide the respecting the planet campaign development process.
 - iii. Several options exist for developing a campaign to raise awareness for each selected challenge. Encourage creative and innovative ideas for how to share the campaigns, and if classroom resources permit, allow students the option to choose their platform. Here are a few options:
 1. Adobe Spark Webpage or Video:
 - a. Create a free online account for Adobe Spark (2019) by visiting the "Introducing Adobe Spark for Education" website at <https://www.scribd.com/document/438005107/adobe-spark>.
 - b. Watch the "Adobe Spark: Create compelling stories | Adobe Creative Cloud" video (Adobe Creative Cloud, 2018). The URL is <https://youtu.be/MVShoQjDCnM>.
 - c. The Adobe Spark webpage or video presentation should provide a comprehensive explanation of the student's awareness campaign.
 2. Art Representation:
 - a. Students can create a mural or art piece to visually represent how to address their selected challenge.
 - i. Visit ThoughtCo's "Promoting Peace Through Art" website (2019) for examples of art pieces that also connect a story. The URL is <https://www.peace-ed-campaign.org/promoting-peace-through-art/>.
 - b. Students should be prepared to write an exhibit label that describes the purpose of the art piece.
 3. Infographic:
 - a. Students can use blank paper with colored pens or markers for their infographics, or they can use an online infographic generator:
 - i. Piktochart, <https://piktochart.com/formats/infographics/>
 - ii. Canva, <https://www.canva.com>
 - b. The information shared in the infographic should represent accurate information or statistics about the selected issues.
 4. Poem or Song:
 - a. Students can create a poem or song lyrics that tell the story of their selected challenge. Stanzas and lyrics should be well-thought out and reflect the background behind the selected challenge.

6. *Follow-up:* With a partner, have students identify two to three strengths and weaknesses for each campaign.

- a. As a class, discuss any possible ways the class can leverage each campaign to raise awareness of respecting the planet in the school or community.

7. Leveling Up:

- a. "Agriscience Fair Project":
 - i. Read the overview and rules for the National FFA Agriscience Fair at [FFA.org/participate/awards/agriscience-fair/](https://www.ffa.org/participate/awards/agriscience-fair/).
 - ii. Identify a need within one of the six agriscience fair categories: animal systems; environmental service/natural resource systems; food products and processing systems; plant systems; power, structural and technical systems; and social science.
 - iii. Using the key elements of respecting the planet as a framework, the National FFA Agriscience Fair handbook and online resources, prepare an agriscience fair project to investigate the identified need.
- b. "Art Gallery" or "Public Campaign Display":
 - i. Invite other teachers or community members to share campaign projects and get others involved with helping feed the world.
 - ii. Connect with existing school events to get others involved. For example, post art projects in the lobby of the school during sporting events or invite presentations on each campaign during FFA chapter or alumni meetings.
- c. "Careers Guest Speaker":
 - i. Identify what types of careers relate to respecting the planet. What types of careers support the mission of sustainable agriculture and innovative ideas to help the environment?
 1. Visit AgExplorer ([AgExplorer.ffa.org](https://www.ffa.org/agexplorer/)) and review the career focus areas for ideas of types of careers to choose from.
 - ii. As a class, select someone from the community who has a career that contributes to respecting the planet. Ask the individual to speak to the class to share details about his or her career.
 1. It might be helpful to refer this task to a class committee to select a speaker.
 - iii. Encourage students to research the speaker's bio and business/company/school and prepare two to three questions for the speaker prior to his or her arrival.
- d. "Elementary School" Presentation:
 - i. Visit the "Recycle City" (Environmental Protection Agency, 2017) website. The URL is <https://www3.epa.gov/recyclecity/information.htm>.
 - ii. Using the resources for teaching elementary students, prepare a presentation to help elementary students understand the impact of recycling and what products are recycled.
- e. "Farmers for America" Screencast:
 - i. Visit the "Farmers for America" (2019) screencast and trailer narrated by Mike Rowe. The URL is <https://www.leaveitbetter.com/farmers-for-america>.
 - ii. In what ways can your chapter deliver a campaign to help the community get to know your agriculturists or your FFA members?
 1. Develop a social media strategy to share your local message.
- f. "Four Stages of Innovation" Model:
 - i. Using the "Blue 365: Four Stages of Innovation" lesson plan, have students apply the four stages of innovation model to one of the challenges related to respecting the planet.
 - ii. In what ways could the four stages help raise awareness of the issue?
- g. "Living to Serve" platform:
 - i. Encourage students to look through available grants for service plans related to hunger, health and nutrition. Try to make the connection to the awareness campaigns. See links below:
 1. Hunger Health and Nutrition: Living to Serve Grants from National FFA: [FFA: FFA.org/livingtoserve/grants/](https://www.ffa.org/livingtoserve/grants/)
 2. Planning Guide: <https://ffa.app.box.com/s/9969na39x2qdv70olfadu3dj1uxae6m>
- h. "School or Community Service" Project:
 - i. Identify a need on the school campus or in the community related to respecting the planet.
 - ii. Organize a community or school drive to help address that need in the local community.
- i. "Ted Talk" Oral Presentations:
 - i. Watch the "Blue 365" (2018) video from Chuck Benson with BASF on "When Common Milkweed Isn't so Common," available at <https://vimeo.com/314092819>.
 - ii. Watch the "Blue 365" (2018) video from Rick Ekins with FMC on "Saving Water, Fuel, Labor and Time," available at <https://vimeo.com/314082126>.
 - iii. Watch the "Blue 365" (2018) video from Dr. Lowell Midla with Merck Animal Health on "Innovation in the Animal Health Industry," available at <https://vimeo.com/315701406>.
 1. Using techniques and points from your selected speaker, develop a 12- to 15-minute Ted Talk-style oral presentation to deliver to the class about an issue related to respecting the planet.
 - a. If possible, set your classroom up around a center stage to allow students to speak as if they were giving a real Ted Talk.
- j. "Written Report":
 - i. Watch the "Blue 365" (2018) video from Chuck Benson with BASF on "When Common Milkweed

Isn't so Common," available at <https://vimeo.com/314092819>.

- ii. Watch the "Blue 365" (2018) video from Rick Ekins with FMC on "Saving Water, Fuel, Labor and Time," available at <https://vimeo.com/314082126>.
- iii. Watch the "Blue 365" (2018) video from Dr. Lowell Midla with Merck Animal Health on "Innovation in the Animal Health Industry," available at <https://vimeo.com/315701406>.
 1. Using techniques and points from your selected speaker, prepare an eight- to 10-page written report analyzing opportunities to better respect the planet. Students should be sure to highlight the following:
 - a. What is respecting the planet?
 - b. What challenges does the world currently face in terms of respecting the planet?
 - c. What can be done to increase respect for the planet in the future?

8. **Exit Ticket:** Using the "Rubric: Respecting the Planet Awareness Campaign" worksheet, provide feedback for your classmates on their campaigns. Think about the value of their presentations and provide quality positive feedback to them. Avoid simple "Good job" statements. What specific things made their presentations good?

Tip: It is beneficial to notify students about this activity prior to beginning the presentations so they can write feedback in real time.

NAME: _____

What Can I Be Used For?

DIRECTIONS:

Respecting the planet can be accomplished in many ways. Some strategies to respect the planet include reducing our carbon footprint by using cleaner energy, recycling waste, growing our own food sources and conserving water. The possibilities to improve the way we respect the planet are endless. To make the most profound impact respecting the planet, we must think creatively and innovatively.

Complete the following:

- Find one object or item in the classroom that can be used for multiple functions in addition to its normal use.
 - a. For example, a solid-walled trashcan is used for collecting paper or product waste, but it could also be used to collect rainwater or as a mulch container.
- Brainstorm as many different uses or functions that the selected object or item can be used for.
- Record your responses below.

Name of Object or Item: _____

Think creatively. Brainstorm what other functions the object can be used for. List all possible options below.

- | | | |
|-----|-----|-----|
| 1. | 11. | 21. |
| 2. | 12. | 22. |
| 3. | 13. | 23. |
| 4. | 14. | 24. |
| 5. | 15. | 25. |
| 6. | 16. | 26. |
| 7. | 17. | 27. |
| 8. | 18. | 28. |
| 9. | 19. | 29. |
| 10. | 20. | 30. |

What is the value of finding multiple purposes for different objects?

How does finding multiple purposes for different objects help us respect the planet?

NAME: _____

Who Is Sealed Air?

DIRECTIONS:

Implementing strategies to respect the planet can often be daunting, especially when the stakes are high. Making a difference starts one step at a time. One strategy to identify how to help is to learn from companies and/or individuals who provide an example for sustainable lifestyles. [Sealed Air](#) sets the stage for respecting the planet.

Complete the following:

- Visit the Sealed Air website at <https://sealedair.com/company/who-we-are>.
- Watch the “Sealed Air Helps Businesses Succeed” video. The video is embedded in Paragraph 6 at <https://sealedair.com/company/who-we-are>.
- Using the Sealed Air website as a resource, record your responses below.

WHO WE ARE:



Describe Sealed Air’s [vision, mission and values](#).

Vision:	Mission:	Values:
		1) 2) 3) 4)

SUSTAINABILITY:

List and describe 3 [sustainability](#) initiatives that Sealed Air is currently involved in:

- 1)
- 2)
- 3)

CAREERS:

Browse through the [Careers](#) tab on Sealed Air’s website. List 3 careers that interest you and relate to respecting the planet. Describe how each career helps with respecting the planet.

- 1.
- 2.
- 3.

NAME: _____

Aligned to the following standards:

CS.02; CS.05; FFA.PL-A; FFA.PL-E; FFA.PL-C; FFA.CS-M; FFA.CS-N; AG2; AG5; AGC10.03; CCSS.RI.9-10.1; CCSS.RI.9-10.2; CCSS.RI.9-10.3; CCSS.W.9-10.2; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.ELA.RST.9-10.1; CCSS.RST.9-10.7; CCSS.RST.9-10.8; CCSS.WHST.9.10.6; HS-ETS1-3; AFNR Career Cluster, Statement 2; AFNR Career Cluster, Statement 3; CRP.02; CRP.04; CRP.05; CRP.06; CRP.07; CRP.08

Identifying the Food Waste Problem

DIRECTIONS:

The first step in making a sustainable impact on the planet is to identify a need in your community, such as food waste. In the Blue 365 presentation, Dr. Ron Cotterman, vice president of corporate innovation and sustainability for Sealed Air, described food packaging innovations and practices to help extend freshness, ensure food safety and reduce waste.

Complete the following:

- Watch the Blue 365 Video by Dr. Ron Cotterman at Sealed Air. The video URL is <https://vimeo.com/319978220>.
 - a. For additional resources, review the presentation slide deck for Dr. Cotterman's Blue 365 video and visit Sealed Air's (2019) website on food waste. The URL is <https://sealedair.com/topics/food-waste>.
- Record your responses below.

What are the key takeaways in Dr. Ron Cotterman's Blue 365 presentation? Why did these points stand out to you?

1)

2)

3)

Dr. Cotterman discussed the need to extend freshness, ensure food safety and reduce waste. What is the value of helping food last longer on the shelf? In what ways could this influence your community and/or your school?

How can you limit food waste in your home or in your school? Identify the problem and provide a step-by-step solution. Your solution should include at least 3 steps.

Sustainable packaging plays a crucial role in protecting our food across the supply chain and protecting the resources that go into producing the food. Being environmental stewards requires that we address both of these issues; it cannot be one or the other. Visit the Green Education Foundation website for ideas to limit our plastic use at <https://bit.ly/1mVir6c>.

On average, how many plastic products do you throw away every day?



What are at least 5 ways you can personally limit your plastic waste?

1)

2)

3)

4)

5)

On average, how many plastic products do you estimate students in your classroom throw away every day?



What are at least 5 ways your classroom can limit plastic waste?

1)

2)

3)

4)

5)

NAME: _____

Aligned to the following standards:

CS.02; CS.05; FFA.PL-A; FFA.PL-E; FFA.PL-C; FFA.CS-M; FFA.CS-N; AG2; AG5; AGC10.03; CCSS.RI.9-10.1; CCSS.RI.9-10.2; CCSS.RI.9-10.3; CCSS.W.9-10.2; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.ELA.RST.9-10.1; CCSS.RST.9-10.7; CCSS.RST.9-10.8; CCSS.WHST.9.10.6; HS-ETS1-3; AFNR Career Cluster, Statement 2; AFNR Career Cluster, Statement 3; CRP.02; CRP.04; CRP.05; CRP.06; CRP.07; CRP.08

Make It Local – Make a Change

DIRECTIONS:

Understanding the magnitude of an issue can help us better understand common myths associated with it. Making a real impact to increase respect for our planet starts at the local level.

Complete the following:

- Watch the “World Food Day 2017: Food Waste Myths” video available at <https://sealedair.com/topics/food-waste>.
 - a. Scroll to the bottom of the page and find the queued video section. Choose the video titled “World Food Day 2017: Food Waste Myths.”
- If audio is not available, visit commonly held misconceptions about food waste, outlined by Sealed Air’s, Karl Deily, <https://sealedair.com/blog/dispelling-food-waste-myths-protect-our-food-supply>.
- Record your responses below.

What are some common misconceptions about food waste? What are the real issues with food waste?

Using Sealed Air’s “World Food Waste Facts” map, <https://sealedair.com/topics/food-waste>, describe the food waste issue in each region listed below.



Figure 1. Sealed Air’s “World Food Waste Facts” map.

- | | |
|----|----|
| 1) | 5) |
| 2) | 6) |
| 3) | 7) |
| 4) | |

Think about your home community. In what ways can your community reduce food and plastic waste? How can your agricultural education classroom help?

NAME: _____

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Take Action

DIRECTIONS:

After we identify challenges, we can develop a plan to solve the problem by starting in our local community. One way to raise awareness for challenges in our community is to develop a campaign to share the background of the challenges, the mission of the campaign and action steps to get involved. Complete the questions below to guide the campaign development process.

What challenge or issue are you the most passionate about in your community? Why?

Explain the challenge or issue. How does it specifically influence your community?

How can the information you listed on the "Make It Local – Make a Change" worksheet help you develop a campaign in your own community?

What is the mission of your campaign? How does your selected delivery method best meet your mission statement?

Several options exist for developing a campaign to raise awareness for each selected challenge. Think creatively and innovatively about how to deliver your campaign. See the awareness campaign choice board below for how to address the need you identified in your community. Select one:

Adobe Spark Webpage or Video:

- Create a free online account for Adobe Spark by visiting the "Introducing Adobe Spark for Education" website at <https://blog.adobespark.com/2018/04/09/introducing-adobe-spark-for-education/>.
- Watch the "Adobe Spark: Create compelling stories | Adobe Creative Cloud" video (Adobe Creative Cloud, 2018), <https://youtu.be/MVShoOjDCnM> information.
- The Adobe Spark webpage or video presentation should provide a comprehensive explanation of your awareness campaign.

Art Representation:

- Create a mural or art piece to visually represent how to address your selected challenge.
- Visit ThoughtCo's (2019) "Promoting Peace Through Art" website for examples of art pieces that also connect a story. The URL is <https://www.thoughtco.com/peace-art-projects-2578436>.
- You should be prepared to write an exhibit label that describes the purpose of the art piece.

Infographic:

- Use blank paper with colored pens or markers to create an infographic or use an online infographic generator:
 - Piktochart, <https://piktochart.com/formats/infographics/>
 - Canva, <https://www.canva.com>
- The information shared in the infographic should represent accurate information or statistics about the selected issues.

Poem or Song:

- Create a poem or song lyrics that tell the story of your selected challenge.
- Stanzas and lyrics should be well-thought out and should reflect the background behind the selected challenge.

NAME: _____

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 CS.02; CS.05; FFA.PL-A; FFA.PL-E; FFA.PL-C; FFA.CS-M; FFA.CS-N; AG2; AG5; AGC10.03; CCSS.RI.9-10.1; CCSS.RI.9-10.2; CCSS.RI.9-10.3; CCSS.W.9-10.2; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.ELA.RST.9-10.1; CCSS.RST.9-10.7; CCSS.RST.9-10.8; CCSS.WHST.9.10.6; HS-ETS1-3; AFNR Career Cluster, Statement 2; AFNR Career Cluster, Statement 3; CRP.02; CRP.04; CRP.05; CRP.06; CRP.07; CRP.08

Rubric: Respecting the Planet Awareness Campaign

DIRECTIONS:

It is important to present new ideas and gain constructive feedback from peers when trying to overcome challenges, especially those facing our planet. Using the rubric below, rate your classmates on their "Respecting the Planet Awareness Campaign" presentations.

Think about the value of their presentations and provide quality positive feedback to them. Avoid simple "Good job" statements. What specific things made their presentations good?

Presentation and Questions Rubric

800 POINTS

Name				Member Number		
Chapter				State		
Indicators	Very strong evidence of skill 5-4 points	Moderate evidence of skill 3-2 points	Weak evidence of skill 1-0 points	Points Earned	Weight	Total Score
Oral Communication and Non-Verbal Communication						
Supporting evidence	Examples (stories, statistics, etc.) are vivid, precise and clearly explained.	Examples are usually concrete but sometimes need clarification.	Examples are sometimes confusing, leaving the listeners with questions.		x 15	
Persuasive use of evidence	Exemplary use of evidence to persuade listeners.	Sufficient use of evidence to persuade listeners.	Has difficulty using evidence to persuade listeners		x 15	
Pace	Speaks very articulately at rate that engages audience.	Speaks articulately but occasionally speaks too fast or has long unnecessary hesitations.	Speaks too slow or too fast to engage audience.		x 15	
Command of audience	Speaker uses appropriate emphasis and tone to captivate audience.	Speaker presents speech as mere repeating of facts and speech comes across as a report.	Speaker lacks enthusiasm and power to engage audience.		x 20	
Eye contact	Constantly looks at the entire audience (90 to 100% of the time)	Mostly looks around the audience (60 to 80% of the time)	Occasionally looks at someone or some groups (less than 50 % of the time)		x 10	
Mannerisms and gestures	No nervous habits are displayed. Hand motions are expressive and used to emphasize talking points.	Sometimes exhibits nervous habits; Hands are sometimes used to express or emphasize points.	Displays some nervous habits; Hands are not used to emphasize talking points; hand motions are sometimes distracting.		x 10	
Poise	Portrays confidence and composure through appropriate body language (stance, posture, facial expressions)	Maintains control most of the time; rarely loses composure	Lacks confidence and composure		x 15	
Response to Questions						
Response to questions	Responds with organized thoughts and concise answers	Answers effectively but has to stop and think and sometimes gets off focus	Rambles or responds before thinking		x 20	
Knowledge of topic	Answers show thorough knowledge of the subject and supports answer with strong evidence.	Answers show some knowledge of the subject but lacks strong evidence.	Answers show little knowledge of subject and lacks evidence.		x 40	
TOTAL POINTS EARNED OUT OF 800 POSSIBLE						

*Rubric is taken from the 2017-2021 National FFA Prepared Public Speaking Handbook.

Comments: