



#SpeakAg Dialogues: What holds the best potential for the future of American food production?

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STUDENT LEARNING OBJECTIVES

After completing these activities students will ...

1. Classify varying perspectives on issues impacting the agricultural industry.
2. Demonstrate effective communication strategies to persuade other.

TIME REQUIRED: 45 minutes

RESOURCES:

1. Website: FFA.org/literacy-and-advocacy
2. Video: #SpeakAg Dialogues: What holds the best potential for the future of American food production?
Link: <https://vimeo.com/260416554/cd46154f37>

EQUIPMENT AND SUPPLIES NEEDED:

1. Internet access to play the video in real time or embed it in a PowerPoint ahead of time
2. A copy of the "#SpeakAg Dialogues: How should America prioritize farmland?" worksheet

THIS QUICK LESSON PLAN WOULD WORK WELL AS PART OF:

1. An introductory agriculture lesson.
2. A public relations lesson.
3. An agricultural business lesson.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-A. Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PG-J. Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M. Communication: Effectively interact with others in personal and professional settings.

AFNR Performance Element

- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the agriculture, food & natural resources career cluster.

Common Career Technical Core

- AG1 Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.

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- Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Common Core-Writing

- CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

AFNR Career Ready Practices

- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

Partnership for 21st Century Skills

- Communication
- Information Literacy
- Collaboration

LESSON PLAN:

1. *Bell Ringer:* Pose the question: If you had 5 acres of farm land, what would you focus on? Feed, Food, or Fuel? Discuss with a partner.
2. *Introduction option 1:* Have students find a partner and have them pick who will be the “talker” and who will be the “listener.” Ask the talkers to cover their ears. Once covered, instruct the listener to: be disengaged from the conversation, don't make eye contact, ask them questions not related to what they are talking about, and interrupt with own comments. Have talkers uncover their ears and ask a few questions to the talkers. Examples: How did you get to school today? What makes your favorite place to eat great? What is their favorite subject in school and why? Allow 2 minutes to discuss.

Reverse the roles so now the talkers are the listeners and the listeners are the talkers. Ask the talkers to cover their ears. Once covered, instruct the listener to: be the best listener, make eye contact, ask them relevant questions, nod, and smile. Have talkers uncover their ears and ask a few questions to the talkers. Use previous questions already asked. Allow 2 minutes to discuss.

Processing: As a class, discuss the following questions:

- a. What were some notable things that just happened?
- b. Those of us who were talkers first, what was our experience?
- c. What about those of us who were talkers second?

Introduce the #SpeakAg Dialogues video by explaining that we already know our stuff, but we also need to know how to communicate that and respect those with different opinion. The video will show different methods of communication and examples of how to sway the audience. Pass out accompanying worksheet or have paper for the students to take notes.

Introduction option 2: Have students create a circle around the room for a game of telephone. Give the first student the saying “Farmers will have to grow 70 percent more food than what is currently produced to feed the world's growing population by 2050.” Source (<https://www.fb.org/viewpoints/15-fantastic-food-and-farm-facts>). Once the message gets to the end of line see what the final message ended up being.

If the message is correct: As a class, discuss the following questions:

- a. What did you do as a listener to make sure you heard the statement?
- b. What did you do as a messenger to make sure the person next to you hear the statement?

If the message is incorrect: As a class, discuss the following questions:

- a. What made it difficult to get the message around the circle?
- b. What could you have done differently to pass the message along?

Introduce the #SpeakAg Dialogues by explaining that sometimes even though we hear similar messaging, we can get our wires crossed by hearing other's information and opinions. Even though there is one message we know, it is important that we take time to look at every angle of a topic before making a decision. The #SpeakAg Dialogues video will show experts who come from the topic at a different sides, but take the time to listen and build off of the other's thoughts to create a solution.

Introduction option 3: Have students for two lines where they are facing each other for a round of “Speed Dating.” Tell students that they will be given different questions and different directions after each conversation and then will be required to “swipe” or move to the next person.

Round example questions could be: What's the best movie to watch when you're with your family? What's the best holiday to celebrate? Who is the greatest of all time athlete?

Directions could be: Person on this side will be the talker, persons on both side have to answer at the same time, person on this side has to keep their eyes shut while the other side answers the question, person on this side has to stare at the floor while this side answers the question, person on this side has to ask follow-up questions to other person's response, person on this side has to try to have a conversation with someone on the opposite side that is not their partner while their partner is trying to talk to them, person on this side has to nod and smile while listening.

Processing: As a class, discuss the following questions

- a. What were some notable things that just happened?
- b. What were some things you did when your listener wasn't paying attention?
- c. What are some things you would want to do as a listener to be engaged in the conversation?

Introduce the #SpeakAg Dialogues video by explaining that we already know our stuff, but we also need to know how to communicate that and respect those with different opinion. The video will show different methods of

communication and examples of how to sway the audience. Pass out accompanying worksheet or have paper for the students to take notes.

3. *Activity:* Have students watch the video “#SpeakAg Dialogues: What holds the best potential for the future of American food production?” and pause at the instructed times during the video. There will be a “[PAUSE]” in the left hand corner to have discussion with your class. You can instruct students to share answers with a partner or with the rest of the class. The accompanying worksheet can also be used or note can be taken by the students.

Voting: There are several ways you can have the students vote for the question of the day “What holds the best potential for the future of American food production?” Students can raise their hand for either a or b or can write down their answers on a piece of paper. Once votes have been counted, continue on with the video after the voting slide.

4. *Follow-Up:* As a class, discuss the following questions:
 - a. Has your opinion changed or stayed the same after hearing from our experts? Why or why not?
 - b. What were some of the ways the experts tried to persuade you to their side?
5. *Leveling-Up:* Ask student's to prepare a 30 second pitch by themselves or with a partner about why their vote is the best option for What holds the best potential for the future of American food production? All pitches must include: one fact from the dialogue as well as one thought from an expert from the dialogue. Encourage them to use their notes and worksheet to help them in this. After all have presented ask if any student changed their vote after hearing the pitches from the class.

Leveling-Up Option 2: Have student's write a blog entry or newspaper article about the #SpeakAg Dialogue: What holds the best potential for the future of American food production?” that includes one fact from the dialogue as well as one thought from an expert from the dialogue. These blogs and articles must also be cited and can contain their own opinions on the topic. These can be as creative as you would like to tailor to your classroom. These blogs or articles can be posted in the classroom or shared using the #SpeakAg.

Leveling-Up Option 3: Have the student become the expert. Once they have their stance on the issue they can either write down their main points or hold a discussion with another student who has a differing opinion on the topic “What holds the best potential for the future of American food production?”. This discussion can be had as partners and can be in front of the class with interruptions with what is going well and what we could improve on to make the arguments stronger. This discussion could also be had with the entire class divided up in pairs.

Processing: As a class discuss the following questions:

- a. What went well in the discussion?
- b. What could you improve on for the next conversation?
- c. How can we incorporate the tricks we learned here into future conversations?

6. *Exit Ticket:* Have students evaluate whether their answer changed or stayed the same. Have them discuss with a partner and write down their answers to be put in a “ballot box” to make sure the activity was completed.

NAME: _____

#SpeakAg Dialogues: What holds the best potential for the future of American food production?

DIRECTIONS:

Complete the worksheet while watching “#SpeakAg Dialogues: What holds the best potential for the future of American food production?”

Link:

1. What holds the best potential for the future of American food production? Circle one.
 - a. Conventional Farming
 - b. Organic Farming

2. List one definition learned.

Notes from Experts

Word:

Definition:

3. Why did you choose a or b?

4. List 1 fact or statement from each Expert.

1.

2.

5. Has your opinion changed or stayed the same after hearing from our experts? Why or why not?

6. What are some key points that you would use if you were to communicate to the everyday consumer about this topic?

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