



#SpeakAg Dialogues: Why do other countries trade agricultural products with the U.S.?

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STUDENT LEARNING OBJECTIVES

After completing these activities students will ...

1. Classify varying perspectives on issues impacting the industry of agriculture.
2. Demonstrate effective communication strategies to persuade others.

TIME REQUIRED: 1 hour

RESOURCES:

1. FFA.org/literacy-and-advocacy
2. Video: #SpeakAg Dialogues: Why do other countries trade agricultural products with the U.S.?
<https://vimeo.com/288060728/d03b91c8ab>

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: Why do other countries trade agricultural products with the U.S.?" 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: Have you ever traded something you have for something else? Have students discuss in pairs or answer as a class.
2. *Introduction — Option 1:* Have students get into pairs having one student face the whiteboard/chalkboard while the other student faces away from the board. On the board write down a word that the student facing the board has to describe to their partner and get them to guess the word. Examples of words include: Trade, Government, Negotiation, Surplus, Partnerships, Products, Exchange. Give partners 20 seconds to describe the word. If guessed correctly, team gets one point.

Have students switch after 3 words. Once all 6 rounds are completed, see how many groups were able to guess all 6 words.

Processing: As a class, discuss the following questions:

- a. What made this activity challenging?
- b. Did it get easier as the activity went on to guess?
- c. What were some things we did to get our partner to guess the word?

Introduce the #SpeakAg Dialogues video by explaining that while we already know what we know, but we must also have to convey a message in a different way to help others understand. The video will show different methods of communication and examples of how to communicate with others who don't understand our viewpoint. Pass out the accompanying worksheet or have paper for the students to take notes.

Introduction — Option 2: Have students stand in a circle and instruct them to remember the phrase: The United States builds relationships with other countries to trade agricultural products to benefit our farmers and ranchers and create a strong foundation for agriculture. Have them repeat it out loud twice and then instruct them to complete the sentence with each person having one word of the phrase. For example: 1st student in the circle would say the word "The" and 2nd student in the circle would say the word "United" etc. On the first try do not let the students work together and they must each do their best to remember the phrase and what word they are on. After the first attempt, they can work together as a circle to have the completed phrase repeated.

Processing: As a class, discuss the following questions:

- a. What made this activity challenging?
- b. How did you communicate to help out someone in the group that was struggling?
- c. How did you communicate when you knew what the next word was to help out?

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 approach a topic from 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 make a decision between vanilla and chocolate ice cream and divide them into the 2 options. Each team will have 3 minutes to create a 30 second pitch about why their flavor of ice cream is best for a summer afternoon. One representative will be giving the 30 second pitch to the rest of the class.

Once the 3 minutes are up, have the first representative give their pitch and then the second representative give their pitch. Once the class hears both sides, have the representatives go back to their group to create a counter argument to one thing mentioned by the other team. For instance: Vanilla ice cream is the best because it can go with every topping. Counter argument: Chocolate ice cream doesn't need toppings to be delicious. Give them 2 minutes to come up with a 30 second counter argument. Once the 3 minutes are up, have the first representative give their pitch and then the second representative give their pitch.

Once arguments are completed see if anyone would like to switch which ice cream option they prefer.

Processing: As a class, discuss the following questions:

- a. What were some things your representative did to voice their option?
- b. Were you able to see the other option's point of view from their argument?
- c. What are some things you would do to convey your opinion to someone else?

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 opinions. The video will show different methods of communication and examples of how to sway the audience. Pass out the accompanying worksheet or have paper for the students to take notes.

3. *Activity:* Have students watch the video “#SpeakAg Dialogues: Why do other countries trade agricultural products with the U.S.?” and pause at the instructed times during the video. The video is available on the ffa.org/literacy-and-advocacy page in the #SpeakAg Dialogues videos. The direct URL is <https://vimeo.com/288060728/d03b91c8ab>. The video will have a “[Pause Video]” notification in the bottom left corner to allow you 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 notes can be taken by the students.

Pause at:

00:50 — Voting Slide
10:27 — Discussion Slide
13:30 — Discussion Slide
17:24 — Discussion Slide

Voting: There are several ways you can have the students vote for the question of the day (“Why do other countries trade agricultural products with the U.S.?”). Students can raise their hand for either A, B, C, or D 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 — Option 1:* Ask students to write down 5 different things they noticed the speakers did to defend their answer. Answers could include: used examples, made the stories relatable, and changed their tone. Once these actions are written down have the students partner up for a quick game of charades. Each student must pick one action to act out and get the other student to guess. Once each action is guessed correctly, have students create a “tweet” about that action in the #SpeakAg Dialogue to put on the “news feed” portion of their worksheet.

Leveling-Up — Option 2: Have students get into groups depending on the answer to the voting question (question 1 on the worksheet) and have them discuss the following questions:

- a. What facts did the expert use to defend their answer?
- b. Do you think that some of the experts’ answers were similar?
- c. What would you have added to the conversation to defend the answer?

Have each group work together to come up with a “tweet” to defend their answer after the discussion to add to the “news feed” question of their worksheet.

Leveling-Up — Option 3: Have the students become the experts. Once they have their stance on the issue, they should write down their main points and prepare to present them. If students are sharing in front of the class, provide constructive feedback during the presentation by explaining what is going well and what could be improved to make the arguments stronger. Students with different options about the topic (“Why do other countries trade agricultural products with the U.S.?”) could also be paired or placed in small groups to discuss their main points.

Processing: As a class, discuss the following questions:

- a. What went well in the discussion?
- b. What could we improve 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 is completed.

NAME: _____

#SpeakAg Dialogues: Why do other countries trade agricultural products with the U.S.?

DIRECTIONS:

Complete the worksheet while watching "#SpeakAg Dialogues: Why do other countries trade agricultural products with the U.S.?" The video's direct URL is <https://vimeo.com/288060728/d03b91c8ab>

1. Why do other countries trade agricultural products with the U.S.? Circle one.
- | | |
|-----------------------|--------------------------|
| A. Excellent products | C. Government Initiative |
| B. Reputation | D. Product Surplus |

2. List one definition you learned.

Word:

Definition:

Notes from Experts

3. Why did you choose A, B, C, or D?

4. List 2 facts or statements from the video.

1.

2.

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

6. Newsfeed (optional)