

NAME: _____

Aligned to the following standards:
CS.01; FFA.PL-A; FFA.PL-E; FFA.PL-F; FFA.PG-J; FFA.CS-N; AG1; CCSS.ELA.W.9-10.2;
CCSS.ELA.SL.9-10.4; CRP.02; CRP.04; CRP.06; CRP.07; CRP.08

Appendix 5: How to #SpeakAg With Consumers

Created: Fall 2020 by the National FFA Organization

Part 1

DIRECTIONS:

Read the article "How to #SpeakAg With Consumers" in the fall 2020 issue of *FFA New Horizons* and complete the activities below.

Where does the article state that consumers get most of their information about agriculture?

1. _____
2. _____

What are the pros and cons to consumers receiving most of their agricultural knowledge from these two sources?



What methods have been deemed most effective in communicating with consumers about food safety and production?

1. _____
2. _____
3. _____



How do you determine which method will be the most effective?



How can you effectively communicate with others about agriculture?



Part 2

DIRECTIONS:

Being able to advocate for agriculture is very important in the fast-paced world that we live in today. But what does advocacy even mean? Work through the following module, FFA.org/AdvocacyExperience/LetsAdvocate/#/, to learn about advocacy. Complete the activities as you go through each step.

Identify one fact and one fiction card that were most surprising to you. Describe why.

- Fact:
 - Why?
- Fiction:
 - Why?

What is an advocate?

What is advocacy?

What is literacy?

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In your own words, describe what each step in the "Steps to Effective Advocacy" model means.

PLAN

DEVELOP

DO

REFLECT

STEPS TO Effective Advocacy

After you have successfully passed the quiz, select the "peers" category and complete the following questions.

1. Which issue(s) did you identify that exist in your school?
2. What information would be relevant to know to advocate to your peers? List them here.

It is important to have goals when you plan to advocate. Identify and describe the best components when developing goals.

S =

M =

A =

R =

T =

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To practice applying what you just learned about goal setting, develop three SMART goals for yourself. The goals can be for anything in your life. Example: study skills, athletics, FFA, SAE, etc.

1.

2.

3.



In your own words, identify the meaning of each word below as it relates to advocating.

- Collaborate:
- Execute:
- Raise Awareness:

Part 3

DIRECTIONS:

Now that you understand what advocacy is, it is now your turn! Using what you have learned, develop a 2- to 3-minute speech to advocate for something important to you. Examples: agriculture, why the school should put in a different athletic turf, etc.

The speech must follow the guidelines in the attached rubric. Use the outline to help plan and compose your speech.

1. What are your objectives? Identify three.
2. Introduction
3. Body of the speech to address your three objectives
4. Conclusion

Why is it important to reflect when you complete an advocacy project?



Topic:

Objective 1:

Objective 2:

Objective 3:



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Speech Rubric

Qualification	Very strong evidence of skill is present (5-4 pts)	Moderate evidence of skill is present (3-2 pts)	Weak evidence of skill is present (1-0 pts)	Total Points (40 possible)
Presentation Skills	Is thorough and maintains eye contact	Somewhat professional and depends on the presentation	No evidence of preparation	
Objectives	Written in SMART format and support the selected topic	Only two of the goals are written in SMART format and support the overall topic.	One or less goals are written in SMART format and/or lack support of the main topic.	
Introduction	Adequately introduces each goal and their importance	Introduction lacks clarity for the rest of the speech.	Introduction is overall weak and does not adequately set up the content for the speech.	
Body of Speech	Each goal is directly discussed in detail.	Only two goals were discussed, or they lacked clarity.	Less than two goals were discussed, or clarity was greatly lacking.	
Conclusion	The conclusion revisited the goals and adequately summarized the main points.	The conclusion did not revisit all the main points and/or lacked strength.	The conclusion lacked clarity and strength.	
Grammar/Punctuation/Spelling	Spelling, grammar and punctuation are extremely high quality with two or less errors in the document.	Spelling, grammar and punctuation are adequate with three to five errors in the document.	Spelling, grammar and punctuation are less than adequate with six or more errors in the document.	
Time	Two minutes or more	Between one and two minutes	Under one minute	
Overall Impression	Presentation was professional, and presenter thoroughly explained his or her plan/idea.	Presentation was complete but lacked some detail.	The presentation lacked polish and information.	
			Total	/40