

The Facts of Life: More than Birds and Bees

Overall Goal: Participants will recognize the depth and breadth of U.S. and Michigan agriculture.

OBJECTIVES:

1. *Students will interpret key agriculture facts and statistics through interactive activities.*
2. *Students will design their own interactive activities to teach others about agriculture statistics.*



Action:

Session Time: 1 hour 15 minutes	Connection: 15 minutes Objective 1: 20 minutes Objective 2: 30 minutes Review: 10 minutes
Materials Needed:	Connection: <ul style="list-style-type: none"> • Sticky notepad & pen for each table (different color for each table) • Flipchart Scoreboard • PowerPoint slides for each of the 10 questions Obj. 1: <ul style="list-style-type: none"> • Kahoot.it Game of 25 questions • PowerPoint slide with Kahoot facts with answers • Projector, Laptop & House Sound • Learn Book • Formula for Elevator Speeches either on Flipchart or Powerpoint slide with key questions/components (like Learn Book page) Obj. 2: <ul style="list-style-type: none"> • Learn Book Review: <ul style="list-style-type: none"> • Learn Book
Flipcharts to Create:	Connection: Score Board Obj. 2: Formula for Elevator Speeches
Special Notes:	A/V Needs: laptop & projector with Kahoot game Other Special Needs:



The Facts of Life: More than Birds and Bees

Simple Outline

Overall Goal: participants will recognize the depth and breadth of U.S. and Michigan agriculture.

OBJECTIVES:

1. Students will interpret key facts and statistics through interactive activities.
2. Students will design activities to teach others about agriculture statistics.

EDUCATIONAL STANDARDS:

Common Core English Language Standards-LITERACY RST.9-10.2; RST.11-12.2, SLS.9-10.4; SLS.11-12.4

Common Career Technical Core: AG1.2; AG1.5; AG 1.6; AG 2.2; AG 2.3; AG 2.4

Common Career Technical Core Career Ready Practices: 01.IA.04; 01.IA.05; 01.IA. 06; 01.IA.12

CONNECTION:

Where does Michigan Fit?

1. Split students into teams and have them select a team name.
 - a. Create a score board with the team names on a whiteboard or tear-sheet
2. Go through trivia questions and keep score of the points each team collects.
 - a. Have students answer by writing the answer on a sticky note and running it to the front of the classroom.
 - b. Remind students not to use their phones or other devices to look up the information.
3. After completing the set of questions, determine a winner.

The following questions for trivia can be placed onto PowerPoint slides or be read aloud during the activity:

1. Michigan farms are split 60% crops, 40% livestock. Overall, U.S. farms is _____ % crops and _____% livestock. (87% crops, 13% livestock)
2. The average age of a U.S. farmer is 58 years old. The average age of a Michigan farmers I _____. (56)
3. The average Michigan farm is 193 acres. The average U.S. farm is _____ acres. (437 acres).
4. The U.S. has 915 million acres of farm land. Michigan has _____ acres of farm land. (9.95 million)
5. There are 8,268 Farmers Markets in the U.S. Where does Michigan rank amongst the other states for number of markets? (3rd)
6. Through 2015, Michigan farmers participated in conservation programs through the Natural Resources Conservation Service to prevent soil erosion, runoff of sediment into waterways and preserve natural wildlife habitats on more than _____ acres. (2.3 million)
7. 25% of all Michigan's land is managed by local, state, or federal governments (think state and national parks). _____ % of all U.S. land is managed by local, state, or federal governments. (42%)
8. The U.S. exports \$150.5 billion of agricultural products annually. Michigan exports \$_____ annually. (approximately \$2.8 billion)
9. 24,795 Michigan residents claim primary farm operator as their occupation. _____ people in the U.S. claim this as their occupation. (2 million)
10. There are approximately 240 land grant higher education colleges and universities in the U.S. and its territories. Michigan has _____ land grant college or university(ies) under the Morrill Act of 1862. (1, although 3 tribal-land grant colleges have been added)

Processing Questions:

1. After thinking through those team trivia questions, how does Michigan agriculture align with the rest of the U.S.?
2. Why is this significant?
3. What are some sources you could utilize to find these and other statistics or facts?

OBJECTIVE 1: Students will interpret key facts and statistics through interactive activities.

Support: Kahoot.it Michigan Agriculture Style – students will use their own cell phones/tablets to play a round of Kahoot to dive deeper into Michigan agriculture facts.

Point: Michigan Agriculture is kind of a Big Deal – as the second most agriculturally diverse state in the nation and the state's second largest economic sector, we as agriculture have a lot to be proud of!

Application: Agriculture Elevator Speech – students will use the formula in their respective handouts to write individual elevator speeches to explain Michigan agriculture to anyone they meet.

SUPPORT:

1. Ask students to pull out their cell phones/tablets/laptops and in a browser, go to Kahoot.it.
2. Display the Kahoot.it. site on a screen/laptop for the whole room to see.
 - a. Display the game code and cue up the Kahoot game on this screen to have students start the game.
 - i. Instruct students to enter the game code and their first and last initials.
 - ii. Instruct students that a question will pop on the screen and a countdown will begin. They will then answer the question from their personal device.
 - iii. Let students know that the faster they answer questions, the more points they will receive!
 - b. Determine and announce the game winner.
3. Have students turn to page [redacted] of their handout materials and copy down their favorite facts from the Kahoot game.
 - a. Display the questions from the Kahoot game on the screen/laptop.

Processing Questions:

1. What fact surprised you the most?
2. Which do you think would surprise a lot of your chapter members/classmates?
3. Are there any that would surprise your parents?

POINT:

1. Acknowledge and discuss with students that using short, quick facts help people better understand the scope and depth of agriculture. Be sure to source your facts from a credible website; check out page [redacted] of the handout for a list of these resources!

APPLICATION:

1. Review the process of creating an elevator speech with students. Use page [redacted] of the hand out as a guide as well as a PowerPoint slide or poster of the steps as well.
 - a. Who – name, chapter/high school and organization affiliation

- b. What or Why – the main point of the conversation. One or two facts, in this case about agriculture, and that we feel are important that others know about.
 - c. How – how we are associated with the main point of the conversation; personal stories and connections or our experiences in class, on our farms, in our SAE's and more.
2. Have students create their own elevator speech and write their final version on page _____ of the hand out.
 3. Instruct student that they will have 5-8 minutes to complete their speeches.
 - a. Perform time checks
 4. Ask for volunteers to share their speeches.

OBJECTIVE 2

Students will design activities to teach others about agriculture statistics.

Support: Investigate Activities to Teach Lessons – students will explore methods to teach lessons about agriculture facts to their peers.

Point: Design an Activity to Teach these Facts – students will develop different activities to teach these agriculture facts to other students.

Application: Incorporate into POA – students can brainstorm ways to incorporate these lessons into the chapter's POA.

SUPPORT:

1. Ask to students to recap the activities that they have done today with ag facts; prepare them to brainstorm more activities that can help people learn agriculture facts.
2. Instruct students to take about 10 minutes to:
 - a. Brainstorm a creative activity to learn the top ten facts they recorded on page _____ of the hand out.
 - b. Map out the activity on page _____ of the hand out.
 - c. Be prepared to share and explain their activity later.

POINT:

1. Discuss with students that although facts are effective, integrating them into an activity or lesson plan makes them much more impactful and valuable.

APPLICATION:

1. Instruct students to create two lines and to face each other, standing about an arm's length away with their handout materials at the ready.
2. Inform them that they will be sharing their lesson plans with the student across from them.
 - a. Direct one half of the room to speak first, while the other half listens.
 - b. Share with students that they will only have about 30 seconds to share, so they should be concise and hit main points!
 - c. Provide a start and a switch time. Give time checks as necessary.
3. Have students wrap up their conversations and as they return to their original spaces, write down a few ways they can utilize the lessons in their chapter or classroom.

REVIEW AND CLOSE:



The Facts of Life: More than Birds and Bees

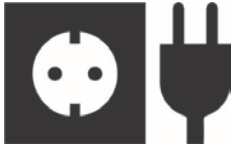
1. Ask students to turn to page of their handout materials and 3-5 minutes brainstorming at least three ways they can use the lessons or facts in their chapters/communities.
 - a. i.e., if some of the facts hit home, write it down to remember; if a peer's activity was really creative, write it down!
2. Wrap up with any further concluding remarks.

Today we:

- *learned where Michigan fits in the larger picture of U.S. agriculture*
- *investigated the top commodities and facts that make Michigan agriculture so important to our state*
- *created lessons we could use back in our own chapters.*

Thank you for learning the facts of life! I know your chapters will learn lots from information you bring home to them next school year.

Full Script



Connection:

Where does Michigan Fit?

Welcome to *The Facts of Life: More than Birds and Bees!* Our fast paced session is going to give us all the trivia tidbits needed to dominate agriculture Jeopardy! I'm _____ and I'm _____. First let's test your knowledge in a friendly competition, then arm you with facts you can use back in your own chapters!

Who likes team trivia?! Tables, we're now teams! Take 30 seconds to come up with a team name. [Create scoreboard with team names on flipchart.] We'll see a Michigan or a U.S. agriculture question pop up on the screen. As a table, we'll have 45 seconds to decide on our answer, write it on a sticky note and run it up to me. The most correct answers will win!

Before we get going, stow your electronic devices! No Dr. Google today. Turn to page 5 in our Learn Books to fill in the correct answers as we go.

First question... [Go through all 10 questions, give correct answer after each, tally score and give out candy to winning team.]

Questions to be placed one on each PowerPoint slide, answers should appear on click after all stick notes are submitted:

1. Michigan farms are split 60% crops, 40% livestock. Overall, U.S. farms are ____% crops and ____% livestock. (87% crop, 13% livestock)
2. The average age of a U.S. farmer is 58 years old. The average age of a Michigan farmer is _____. (56)
3. The average Michigan farm is 193 acres. The average U.S. farm is _____ acres. (437 acres)
4. The U.S. has 915 million acres of farmland. Michigan has _____ acres of farmland. (9.95 million)
5. There are 8,268 farmers markets in the U.S. Where does Michigan rank amongst other states for number of markets? (third)
6. Through 2015, Michigan farmers participated in conservation programs through the U.S. Natural Resources Conservation Service to prevent soil erosion, and runoff of sediment into waterways as well as preserve natural wildlife habitats on more than _____ acres. (2.3 million)
7. 25% of Michigan's land is managed by local, state or federal governments. Think state/national parks. _____% of all U.S. land is managed by local, state or federal governments. (42%)
8. The U.S. exports \$150.5 billion of agricultural products annually. Michigan exports \$_____ annually. (approximately \$2.8 billion)
9. 24,795 Michigan residents claim "primary farm operator" as their occupation. _____ people in the U.S. claim this as their occupation. (2 million)
10. There are approximately 240 land grant higher education colleges and universities in the U.S. and its territories. Michigan has _____ land grant college or university(ies) under the Morrill Act of 1862. (one, although since 1862, 3 tribal land grant colleges have been added in the state)

Hurry! Let's get those last answers in! Drumroll please.....and in third place with ____ points is team ____! In second place, with ____ points is ____! And in first place, with ____ points is team ____! Congratulations to all team trivia contestants! Give yourselves a hand. [Award candy.]

Processing questions:

- After thinking through those team trivia questions, how does Michigan agriculture align with the rest of the U.S.?
- Why is this significant?
- What are some sources you could utilize to find these and other such statistics or facts?

Explaining to someone why we, as FFA members, see the importance of agriculture can be tough. Though we all eat every day, sometimes we don't really think about how agriculture fits in the bigger picture of our economy, employment and land use.



Preview:

To help us explain the importance of agriculture to family, friends and the general, we'll

- Use facts to write elevator speeches – so we're prepared to explain Michigan agriculture to crazy Aunt Suzie who always wants to know what we're learning in school at the next family gathering.
- And assemble some activities to add to our chapter's POA.

Transition into first objective

Let's get more specific details about Michigan agriculture. This time, it's every person for themselves, so be prepared for some more friendly competition!

Objective 1: Students will interpret key agriculture facts and statistics through interactive activities.



Support:	Kahoot.it Michigan Agriculture style —Students will use their own cell phones/tablets to play a round of Kahoot to dive deeper into Michigan agriculture facts.
Point:	Michigan Agriculture is kind of a big deal —As the second most agriculturally diverse state in the nation and the state's second largest economic sector, we as agriculture have a lot to be proud of!
Application:	Agriculture Elevator Speech —Students will use the formula in their Learn Book to write individual elevator speeches explaining Michigan agriculture to anyone they meet.

SUPPORT:

Alright, we know almost all of you have one of these, and we know that usually we're asking you to silence them, put them away and not try to sneak a text. But now we're saying take out that smart phone hiding in your pocket, bag or backpack. A tablet would work too. If you don't have either, partner up with someone who does at your table. Hold them up in the air! [Model with your own.]

Go to your browser and type: kahoot.it. [Should be on the screen.] Has anyone played this game before?

[Pull up game code on presenter laptop and cue up Kahoot game to display the game code.]

No need to install the app, just enter game code and enter your first name and last initial. [After most students are in, give some directions.]

In just a second, a question will pop up on our big screen and a countdown will begin. Read the question and select the box of the same color as the answer you think is correct. Be quick – the faster we answer, the more points we receive! What questions are there? Let's get going! [Do quiz.]

And our winner is... _____! Congratulations! [Lead applause. Give candy.]

Let's turn to page 6 and take a look at some of the facts we just saw. [Wait for everyone to turn to page. Put up a slide of the questions from the Kahoot.]

We'll have one song to pick our top 10 favorite facts and copy them on page 6. This will move quickly, so write like the wind! [Play music. Give time checks to encourage speedy writing. Allow more time if needed.]

Processing Questions:

- *What fact surprised you the most?*
- *Which do you think would surprise a lot of your chapter members?*
- *Any that would surprise your parents?*

POINT:

When we promote agriculture, it's important to use bite-sized facts, like these, to help people understand the scope and depth of agriculture. But facts are only as credible as where they come from. We'll talk more about that in another session, but on page _____, there are a few credible websites where these and similar facts can be found. Use these facts to help tell the agriculture story!

APPLICATION:

How many of us have been at a restaurant during state or national convention, and some random person asks, "What's up with all these blue jackets? All of you kids are studying farming?" [Model hand raising.]

Anyone else fumbled around for an answer? [Give your worst example of an answer to those questions]

Let's use these facts to help us develop quick, informative elevator speeches to answer those or similar questions.

Elevator speeches are meant to be 30 to 60 seconds long, something that could be entirely said in the short time of an elevator ride. Now they're not just for use inside an elevator, but any time you need to develop a quick, concise message. This could be for an interview, a sales pitch, or it could be used to explain your project at a school science fair. The formula we're reviewing today can be used to impress your parents, teachers, friends – everyone!

Page 7 of our Learn Book has this formula. [Show formula on slide or on poster.]

The "Who" tells us who someone is. In our case, that's our first name, chapter/high school and organization affiliation. [Demonstrate using your state office position.]

The "What or Why" tells us the meat of this conversation. This is where we insert one or two facts about something, in this case agriculture, we feel are important to show someone else why they should care about this topic. [Demonstrate from the top including the WHO and WHAT/WHY for you personally.]

The "How" explains what role we play in it. This could include a story about our family farm, our SAE, our favorite subject or our future career plans. Remember to weave in these personal connections as we go.

[Demonstrate from the top including the WHO, WHAT/WHY and HOW for you personally.]

Now, it's your turn to try it on for size.

When the music starts, we'll have two songs to write our own elevator speech using the steps on page 7. Our final product should be in the box on the bottom of the page. And remember 30-60 seconds.

Feel free to work together as tables, but in the end, everyone needs their own speech. We will each be sharing our final product with the group. [Start music. Walk around the room to help students as needed. Give time checks with two minutes, one minute and 30 seconds left.]

Turn to someone sitting next to you and share. [Give time to share.] **OR**
So who will share? [Take two or three examples. Give pointers as needed. Award with candy.]

Transition into the next objective:

Now that we have some facts up our sleeves and an elevator speech locked and loaded, let's create some activities to teach these facts to others!

Objective 2: Students will design their own interactive activities to teach others about agriculture statistics.



Support:	Investigate activities to teach lessons —Students will explore methods to teach lessons about agriculture facts to their peers.
Point:	Design an activity to teach these facts —Students will develop different activities to teach these agriculture facts to other students.
Application:	Incorporate into POA —Students can brainstorm ways to incorporate these lessons into the chapter's POA.

SUPPORT:

What activities have we done today to learn about ag facts? [Audience response – team trivia, Kahoot, etc.] And that's just the tip of the iceberg! We could use game shows, apps, team challenges, brain teasers, races, just about any interactive activity to help people learn about these facts. Check out the example on page 8.

We have examples. We have ideas. So let's put them to work! Hands on our heads. [Model.]

When the music starts, we'll have three songs to:

1. Brainstorm a creative activity to help others learn our top 10 facts on page 6.
2. Map out the activity on page 9.
3. Be prepared to explain the activity to others later in the session.

What questions are there? [Start music. Lots of mingling during work time to ensure people are filling in their sheets, coming up with creative/unique activities, etc.]

POINT:

While facts are cool and agriculture resources are awesome, just drowning people in numbers and facts isn't very effective. But when we package these facts in fun activities and events, like the ones we just designed, they become powerful reminders of the importance of agriculture.

APPLICATION:

Now I know some of you have been eying that special someone from a different chapter before the dance tonight. So this is your chance to impress them with creativity. Let's get our eFarmony on!

In just a second, we'll stand in two lines facing each other and arm's length away from the person beside us. We'll have 30 seconds to explain our activity to the person across from us, then vice versa. Questions?

Grab our learn books and form two lines! [Model arm spacing and ensure lines are equal length and facing each other.]

Partners on this side of the room [motion to one side], we'll present first. 30 seconds to share our lesson plan. Those not presenting, take notes and snag ideas – Go! [Time check with 10 seconds and 5 seconds to go.]

Let's switch. Partners on this side [motion to other side], 30 seconds to share. Listeners, remember to take notes. Go! [Time check with 10 seconds and 5 seconds to go.]

Now for the speed dating component. This line, [indicate one side] move one spot to the right. Let's repeat the process! [Repeat until there's 10 minutes left in the session.]

Transition into the next objective:

We always knew Michigan agriculture was cool, but today we learned just how cool it really is. As the second largest economic sector in the state, we really have a lot to be proud of. Before we wrap up for this session, let's take a few minutes to write down a few ways we can take these lessons and facts back to our chapters.



Review and Close:

Turn to page ___ in our Learn Books. We'll take one song to brainstorm at least three ways we can use these lessons or facts in our chapter.

- If some of the facts really hit home for you, write down which ones you'd really like to remember.*
- If a couple of your peers' lessons showcased a really creative way to share this information, write it down.*
- If you found some new resources for preparing for leadership contests, write those down too.*

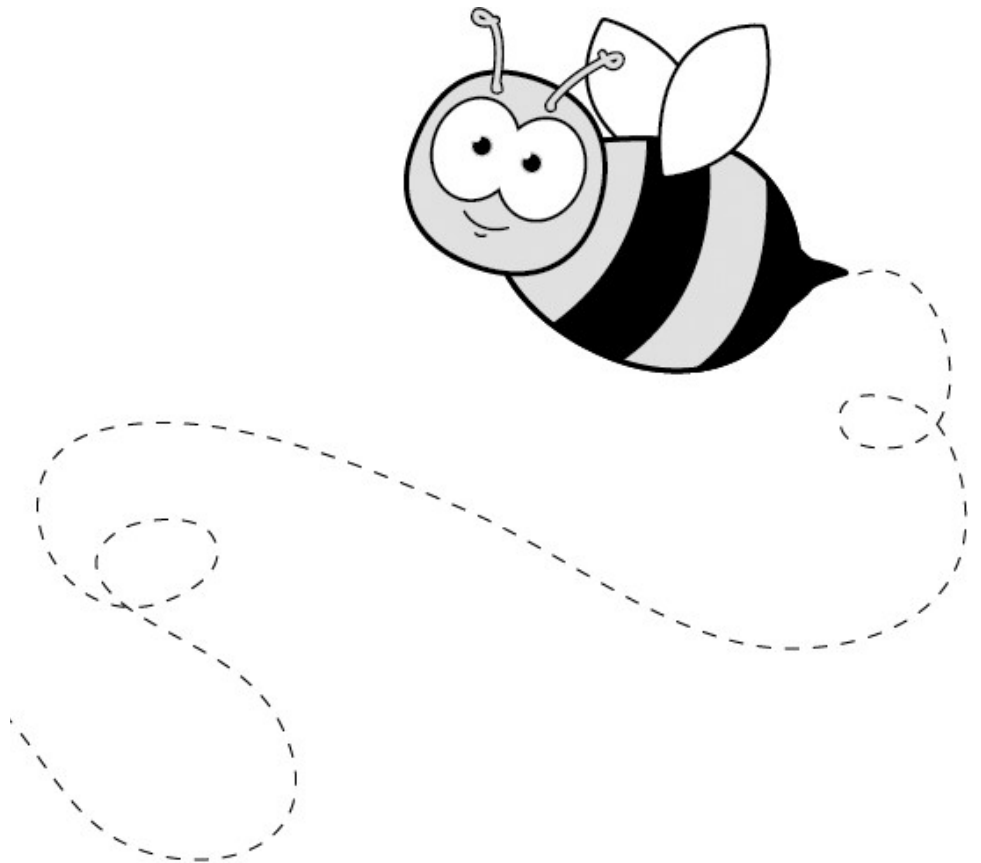
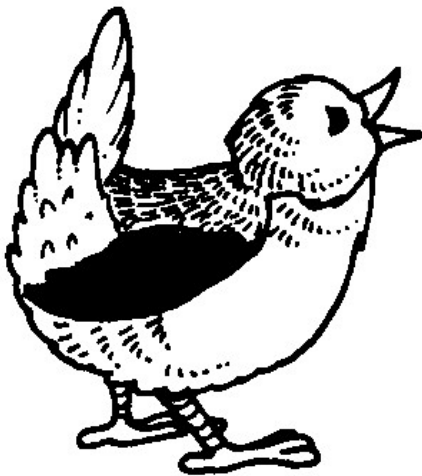
Here's the song, so get to brainstorming on page ___! [Play on song and monitor the room. Provide time checks with 30 seconds and 10 seconds left.]

Congratulations to our team trivia winners _____ [insert winning team name] and our Kahoot Champion _____!! Thank you to all contestants! Today we:

- Learned where Michigan fits in the larger picture of U.S. agriculture*
- Investigated the top commodities and facts that make Michigan agriculture so important to our state*
- Created lessons we could use back in our own chapters*

Thank you for learning the facts of life! I know your chapters will learn lots from information you bring home to them next school year. Let's head out for a quick five minute break before the next session.

The Facts of Life: More than Birds and Bees



Where does Michigan Fit?

1. Michigan farms are split 60% crops, 40% livestock. Overall, U.S. farms are _____% crops and _____% livestock.
2. The average age of a U.S. farmer is 58 years old. The average age of a Michigan farmer is _____.
3. The average Michigan farm is 193 acres. The average U.S. farm is _____ acres.
4. The U.S. has 915 million acres of farmland. Michigan has _____ acres of farmland.
5. There are 8,268 farmers markets in the U.S. Where does Michigan rank amongst the other states for number of markets? _____
6. Through 2015, Michigan farmers participated in conservation programs through the U.S. Natural Resources Conservation Service to prevent soil erosion and runoff of sediment into waterways as well as preserve natural wildlife habitats on more than _____ acres.
7. 25% of Michigan's land is managed by local, state or federal governments. (Think state/national parks) _____% of all U.S. land is managed by local, state or federal governments.
8. The U.S. exports \$150.5 billion of agricultural products annually. Michigan exports \$_____ annually.
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10. There are approximately 240 land grant higher education colleges and universities in the U.S. and its territories. Michigan has _____ land grant college(s) or university(ies) under the Morrill Act of 1862.

Michigan Agriculture Top 10

1

2

3

4

5

6

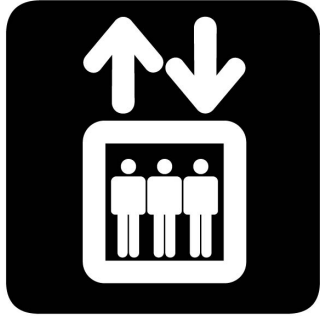
7

8

9

10

Elevator Speeches Made Easy



WHO:

First name, chapter/high school & organization affiliation

WHAT/WHY:

1-2 agriculture facts about why they should care

HOW:

Your connection to agriculture-family farm, SAE, favorite subject, career plans, etc.

So, are you studying to be a farmer?

Title: Michigan Ag Fact Kahoot

Objectives:

Students will:

1. Interpret key agriculture facts and statistics through interactive activities.

Materials

- Laptop, projector, sound, internet access, PowerPoint
- Participant's smartphones or tablet devices
- Factual resources about Michigan agriculture such as USDA NASS data, Michigan Farm Bureau website, commodity group websites

Background

Agriculture is the state's 2nd largest economic sector. As FFA members and citizens of Michigan, we need to have a better understanding of the factors that build this industry. To really explain agriculture, we'll need to draw upon other experiences we've had in our FFA chapters. Just repeating facts won't be enough, however these facts give us background information to formulate other presentations, conversations or research topics.

Time: 20 minutes

Grade Level: 9-12 grade
(could be adjusted for younger grades)

Activity Outline

1. Prior to going to the classroom:
 - Research 25 facts about Michigan agriculture and develop multiple choice or true or false questions
 - Visit www.getkahoot.com and follow steps to build an interactive quiz.
 - Test the online quiz.
 - Create a PowerPoint of the questions and answers.
2. In the classroom, ask students to take out smart phones or tablets.
3. Put the kahoot.it log-in information on the screen and help students navigate to log-in on their own devices, creating individual player names for themselves.
4. Start the game!
5. Provide prizes to the winners!
6. Bring up PowerPoint of questions and correct answers. Allow students to copy down their top 10 favorite facts.
7. Ask students debriefing questions, such as:
 - What fact was most surprising?
 - What fact would surprise their parents?

Title:

Objectives:

Students will:

- 1.

Materials

-
-
-
-
-

Background

Time:

Grade Level:

Activity Outline

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Reflection and Application

The Facts of Life: More than Birds and Bees

What was my number one take away from this session?

How can my chapter utilize this information to further develop our Program of Activities:

To help develop students' leadership skills, personal growth or career success?

To help enhance our chapter events, activities or outreach?

To help give back, educate and connect with our community?
