



## Growing Our Future Podcast – Episode 12

### Lesson Plan

**Lesson Title:** “Get on the Team”

**TEKs:** (c) Knowledge and skills.

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
- (A) identify career development, education, and entrepreneurship opportunities in the field of agriculture, food, and natural resources;
  - (B) apply competencies related to resources, information, interpersonal skills, problem solving, critical thinking, and systems of operation in agriculture, food, and natural resources;
- (6) The student demonstrates appropriate personal and communication skills. The student is expected to:
- (A) demonstrate written and oral communication skills appropriate for formal and informal situations such as prepared and extemporaneous presentations; and
  - (B) demonstrate effective listening skills appropriate for formal and informal situations.
- (9) The student uses information technology tools to access, manage, integrate, and create information related to agriculture, food, and natural resources. The student is expected to:
- (A) apply technology applications such as industry-relevant software and Internet applications;
  - (B) use collaborative, groupware, and virtual meeting software;
  - (C) analyze the benefits and limitations of emerging technology such as online mapping systems, drones, and robotics; and
  - (D) explain the benefits of computer-based and mobile application equipment in agriculture, food, and natural resources.

*Note. TEKs taken from the Principles of Agriculture, Food, and Natural Resources Course. However, similar TEKs can be found within any of the AFNR courses.*

**Terminal Performance Objective:**

Through class instruction and the evaluation of the Growing Our Future podcast episode, students will create an agriculture-based advocacy video, according to the criteria outlined in the assignment.

**Enabling Objectives:**

1. Define what makes a good story.
2. Identify a subject matter expert.
3. Create an agricultural-based children’s storybook.
4. Articulate and provide examples of an 'Apple of Gold'.
5. Compare and contrast various educational video styles.
6. Film an agriculture-based advocacy video.

**Vocabulary:**

- **Adaptable** – able to adjust to new conditions.
- **Advocacy** - public support for or recommendation of a particular cause or policy.

**Bell Work:**

*Answer the following series of questions to the best of your ability:*

1. What leadership characteristics does it take to win?

**Answers will vary, but may include the following:**

- **Competitive Edge** - it is that special “something” .. the “it” ... that gives an advantage to a person or business over their peers. Many times, we don’t know what “it” is, but we know they have it. Students involved in the agricultural education and FFA generally have a competitive edge over their peers who do not participate in the program. Their edge is evident in soft skills, work ethic, teamwork, problem solving, and communication.
- **Education** - the process of receiving or giving systematic instruction, especially at a school or university.
- **Entrepreneurship** - a person who organizes and operates a business or businesses, taking on greater than normal financial risks in order to do so.
- **Gratitude** - is strongly and consistently associated with greater happiness and joy. Gratitude helps people feel more positive emotions, relish good experiences, improve their health, deal with adversity, and build strong relationships.
- **Goal** - the object of a person's ambition or effort; an aim or desired result.
- **Grit** – The power of passion and perseverance for having long term goals.
- **Measurable Goals** - identify exactly what it is you will see, hear, and feel when you reach your goal. It means breaking your goal down into measurable elements.
- **Networking** – the action or process of interacting with others to exchange information and develop professional or social contacts.
- **Path** – the course or direction in which a person or thing is moving.
- **Plan** - a detailed proposal for doing or achieving something. An intention or decision about what one is going to do.
- **Professional Networks** – is when you build relationships with other professionals both in your career field and in other related fields. Networking allows you to foster relationships with others that are mutually beneficial to the careers of you and those in your network.
- **Record books** – is to provide you with a detailed description of your year's work. A

- Determination
- Work ethic
- Skill
- Grit
- Resilience
- Etc.

2. What is a subject matter expert (SME)?

**Answer:** SME - is an individual with a deeper understanding of an organization’s process, function, technology, information or equipment. Once identified as the SME, you may be sought out by others interested in learning more about or leveraging your unique expertise to solve problems, assist in capitalizing on opportunities or help navigate an organizational challenge. Some SMEs can go on to serve as expert witnesses in lawsuits and other legal actions.

3. Give an example of someone you believe to be a subject matter expert?

**Answers may vary, but may include:**

- Teachers
- Parents
- Government Leaders
- Industry Professionals
- Etc.

4. What makes a good story?

**Answers may vary, but may include:**

- Characters
- Plot
- Drama
- The ending
- Auction
- Etc.

5. What is the best story/book you have ever read?

**Answers may vary.**

6. What made that story/book good?

**Answers may vary.**

**Give them a few minutes to answer the questions and then review the answers together as a class.**

complete book will be a useful reference in years to come and will also show your accomplishments for the year on Achievement Day.

- **Resilience** - the capacity to withstand or to recover quickly from difficulties, toughness.
- **Risk** - the possibility that something unpleasant or unwelcome will happen.
- **Strategy** - a plan of action or policy designed to achieve a major or overall aim.
- **Subject Matter Expert (SME)** - is an individual with a deeper understanding of an organization’s process, function, technology, information or equipment. Once identified as the SME, you may be sought out by others interested in learning more about or leveraging your unique expertise to solve problems, assist in capitalizing on opportunities or help navigate an organizational challenge. Some SMEs can go on to serve as expert witnesses in lawsuits and other legal actions.
- **Testimony** - a formal statement that someone makes about what they saw, did, or experienced.
- **Videography** - refers to the electronic capture of moving images on electronic media, such as digital cameras, videotapes, and streaming media.
- **Vision** – the ability to think about or plan the future with imagination or wisdom.

### Preparation

#### Instructor Notes

**Ask the class,** *“Have you ever thought about what makes a good story? ... Is it the characters, the plot, the intense action, the drama, whether it is fact or fiction?”*

**Allow time for class discussion, and then ask,** *“Why do people tell stories? ... Is it to remind us of things that happened in the past? Is it purely for entertainment? Is it to educate us on a matter by making it more enjoyable to listen to?”*

**Allow time for class discussion, and then ask,** *“Would you consider book authors subject matter experts, why or why not?”*

#### Activity Notes

**Take class to the campus library and have them sit down amongst all the books.**

|   |  |
|---|--|
| <p><b>Allow time for class discussion, and then ask, “If someone is discussing an issue with you are you more likely to listen to facts and statistics or a personal testimony or experience?”</b></p> <p><b>Allow time for class discussion, and then tell the class, “Today, I want you to decide what makes a good story... You and a partner are going to become subject matter experts and work together to create the perfect agricultural-based children’s book story ... The Story of an FFA Member.</b></p> <p><i>The story can be factual (non-fiction) or fictional. It needs to have a plot line, minimum of three characters, include a minimum of 10 agriculture facts, one agricultural related historical event, and a minimum of eight illustrated pages.</i></p> <p><i>Your illustrations can be a realistic, animated, comic book style, or newspaper cartoon style.”</i></p> <p><b>Find various examples within the library to show to the class.</b></p> | <p><b>Give each student the “The Story of an FFA Member” activity.</b></p> <p><b>Read the instructions of the activity aloud to the class.</b></p> <p><b>Provide students with markers, crayons, colored pencils, and paper to complete the assignment. Students may also create a digital version of the assignment.</b></p> <p><b>Students should be given three class periods to complete the assignment. It should be worth three daily grades. Once the class has completed the assignment, select two to three groups to share their stories with the class.</b></p> |
|---|--|

**Presentation**

| <b>Instructor Notes</b>   | <b>Activity Notes</b>  |
|---|--|
| <p><b>Tell the class, “Today, we are going to hear from a man who is a subject matter expert in the art of video storytelling or videography. No, he’s not a professional TikToker. Dr. Gordon Davis is the Chairman of iCEV and a longtime agricultural educator.</b></p> <p><i>After decades as an FFA member, coach, and professor, Dr. Davis saw a need--to bring technology into the agricultural sciences classroom--and founded what would become a multi-million-dollar company. His powerful vision, forward thinking, and ability to spot quality trends utilizing technology moved the education needle forward. Dr. Davis’ story will inspire you to go after what you love and ask for help along the way.”</i></p> <p><b>Tell the class, “As you listen to the podcast video, I want you to look for what we call “apples of gold”.</b></p> | <p><b>Have students watch the Episode 12 of the Growing Our Future Podcast.</b></p> <p><b>Pass out the “Apples of Gold” Handout. Read the instructions aloud to the class.</b></p> |

*Apples of gold are key pieces of advice or information that can help you better yourself and your leadership skills. On the handout, write down any key quotes or phrases heard during the podcast that resonate (stand out) to you.*

*The student with the most quotes or phrases will receive a treat or prize.”*

**Provide candy, stickers, bonus points, etc. to the students who put the most effort into the activity. Have students color and cut out their apples and place them on the wall(s) of your classroom or in the hallway outside of your classroom.**

### Application

#### Instructor Notes

**Following the podcast video, ask the class, “What specific things did you take away from this podcast video?” (Allow time for class discussion)**

**Tell the class, “Dr. Davis and his company iCEV is on the forefront of CTE education with a strong emphasis on videography. His techniques and skills are still being used every day to educate students just like you.”**

**Pass out the “Videography Examples” handout and the “Video Storytelling Compare and Contrast” activity.**

**Tell the class, “On the following handout, you will find four video links. Each link is an educational video you are going to view and evaluate individually.**

**Once you have watched all four videos, you will use the information you obtained from each video to complete the ‘Video Storytelling Compare and Contrast’ activity.”**

**After students complete the activity, discuss the comparison and contrast findings of the videos as a class.**

#### Activity Notes

**Step 1 –** Have student watch the four educational videos linked on the “Videography Examples” handout.

| Video Title:                            | Website:  |
|---|---|
| BASF Plant Science Certification - iCEV | <a href="https://www.icevonline.com/plantscience">https://www.icevonline.com/plantscience</a>                             |
| Our Food   We're in this Together       | <a href="https://www.youtube.com/watch?v=ByF-ZzZAYNM&amp;t=66s">https://www.youtube.com/watch?v=ByF-ZzZAYNM&amp;t=66s</a> |
| Desert Sweet   Cantaloupes 2022         | <a href="https://www.youtube.com/watch?v=AAOOZ9zPsuY">https://www.youtube.com/watch?v=AAOOZ9zPsuY</a>                     |
| EIA 2017   Jarrod & Kassie Montford     | <a href="https://www.youtube.com/watch?v=tECNBPIZwvs">https://www.youtube.com/watch?v=tECNBPIZwvs</a>                     |

**Step 2 –** After watching each of the following videos, students will list the video components of each video in their designated section of the activity. They need to be specific, clear, and concise, using detail.

**Step 3 –** Once they have taken notes on all four videos, students should place any shared points in the designated section.

### Evaluation / Summary

#### Instructor Notes

**Ask the class, “What is the difference between advocacy and education?”**

**Allow time for discussion, and then explain, “Advocacy is showing your support for a particular**

#### Activity Notes

*cause. Education is when you use data, facts, and details to teach and explain a particular content area.”*

**Explain to the class,** *“For your final assignment, you will join a group of your peers, and together you are going to create an advocating video to inform the general public and consumers about the importance and value of the agriculture industry and how agriculture impacts human lives. Remember you are to be the Subject Matter Experts.”*

**Explain to the class,** *“You may use the ‘Video Storytelling’ handout to help guide the direction of the assignment. Your group will also be provided a grading rubric.*

*You will be given three class period to complete the assignment. After every group has created their video, each group will show their video to the class. Questions over the video’s content will be asked to group members.”*

**Pass out the “Video Storytelling” Handout.**

**Pass out the “Agricultural Advocacy Video Assignment” and grading rubric. Read the guidelines of the assignment aloud to the class.**

**The video will be worth one major grade.**

**Students should be given three class periods to complete all the parts of the assignment. Instructor will ask each group member questions concerning their video’s content.**



## Growing Our Future Podcast – Episode 12 The Story of an FFA Member

**Background:** You and your partner are going to become subject matter experts in the area of agriculture and the FFA. Together, you are going to create an agricultural-based children’s storybook, titled “*The Story of an FFA Member.*”

**Guidelines:** Your storybook can be factual (non-fiction) or fictional and needs to complete the following guidelines:

- Your storybook must be in a book-like form.
- Your storybook will follow proper book format: (Cover, Credits Page, Content Pages, Ending pages, Back Cover, etc.).
- Your storybook must have a minimum of eight illustrated pages.
  - These can be drawn illustrations, clip art, cut outs, computer generated, etc.
  - The illustrations can be a realistic, animated, comic book style, or newspaper cartoon style.
- Your storybook must have *at least three* developed characters.
- Your storybook must have a basic plot line or a developed idea.
- Your storybook should have dialogue or character interaction.
- Your storybook must have an ultimate goal.
  - You can teach a lesson.
  - You can teach a task/skill.
  - You can tell a story.
- Your theme for the storybook must be related to agriculture and the FFA organization. Themes may include, but not limited to:
  - Agribusiness
  - Agriculture Education
  - Animal Systems
  - Biotechnology Systems
  - Environmental Service Systems
  - Food Products & Processing Systems
  - Natural Resources Systems
  - Plant Systems
  - Power, Structural & Technical Systems
  - Visit **AgExplorer.ffa.org** to learn more about each of the agricultural pathways.
- Your storybook must include a minimum of 10 agriculture facts and one agricultural related historical event.

**Booklet Instructions and Format:**

1. Take white computer paper (**NOT construction paper**) and fold it in half. Staple it together along the folded edge to create a booklet.

2. Starting with the cover, write out the **exact** text and illustrations you want to include in your book.

- *For example, the below would be representation of each page:*

|  |  |   |   |   |   |
|--|--|---|---|---|---|
| <p><b>(Book cover)</b></p> <p>Barry the<br/>Bounceless Bunny</p><br><br><p>Written and<br/>Illustrated by Janet<br/>Matthews</p> | <p><b>(Credits page)</b></p> <p>Title:<br/>Author:<br/>Illustrator:</p><br><br><p>City of Publication:<br/>Copyright Date:</p> | <p><b>Page 1:</b></p> <p>Once there was a<br/>little bunny named<br/>Barry....</p><br><br><p>I will draw Barry, in<br/>his garden eating a<br/>carrot on a sunny<br/>day.</p> | <p><b>Pages 2-??</b></p> <p>(sketch out picture<br/>and write out exact<br/>text for all pages)</p> | <p><b>Page 3 to Page 8+...</b></p><br><br><p>Continue this<br/>process for each<br/>page...</p> | <p><b>(Back cover)</b></p><br><br><p>I will draw out a<br/>field with Barry<br/>bouncing in it.</p> |
|--|--|---|---|---|---|

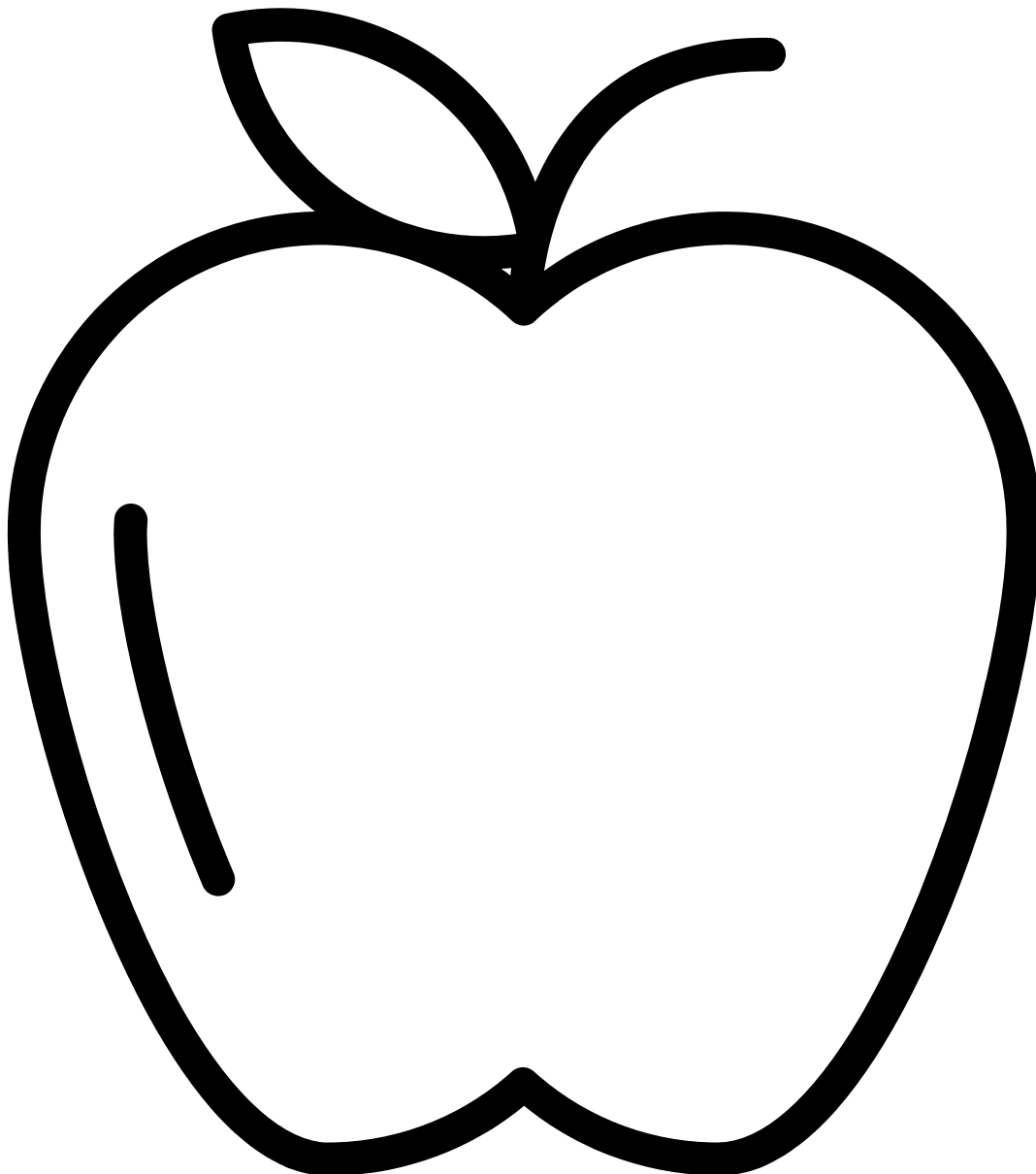




## Growing Our Future Podcast – Episode 12 Apples of Gold

### Instructions:

1. While listening to episode 12 of the Growing Our Future Podcast, look for apples-of-gold statements in the content.
    - o **Apples of Gold** - are key pieces of advice or information that can help you better yourself and your leadership skills. They are key quotes or phrases that resonate (stand out) with you.
  2. Write as many 'Apples of Gold' statements in the apple below as you can. The student with the most statements or quotes will receive a prize or treat.
  3. Once you have written your apples of gold statements, color and cut out your apple.
  4. Place your name on the back of the apple.
- 





**Growing Our Future Podcast – Episode 12  
Videography Examples**

| <b>Video Title:</b>                            | <b>Website:</b>   |
|--|---|
| <b>BASF Plant Science Certification - iCEV</b> | <a href="https://www.icevonline.com/plantscience">https://www.icevonline.com/plantscience</a>                             |
| <b>Our Food   We're in this Together</b>       | <a href="https://www.youtube.com/watch?v=ByF-ZzZAYNM&amp;t=66s">https://www.youtube.com/watch?v=ByF-ZzZAYNM&amp;t=66s</a> |
| <b>Desert Sweet   Cantaloupes 2022</b>         | <a href="https://www.youtube.com/watch?v=AAOOZ9zPsuY">https://www.youtube.com/watch?v=AAOOZ9zPsuY</a>                     |
| <b>EIA 2017   Jarrod &amp; Kassie Montford</b> | <a href="https://www.youtube.com/watch?v=tECNBPIZwvs">https://www.youtube.com/watch?v=tECNBPIZwvs</a>                     |



## Growing Our Future Podcast – Episode 12 Video Storytelling Compare and Contrast

**Background:** Video storytelling is a marketing tactic using a naturally engaging video format to tell a story about a brand, company, or product. Video storytelling guides viewers through relatable narrative-based content by getting to the heart of the viewers’ pain, igniting an emotional connection, and presenting a satisfying solution. Video storytelling is more than a sales pitch, focusing on a story rather than a product. It is immersive, powerful, and effective in driving engagement.

**Instructions:** After watching each of the following videos, list the video components you recognize for each video in the designated section of the activity. Be specific, clear, and concise, using details. Once you have taken notes on all four videos, place any shared points in the designated section below.

| <b>Videography Components</b>  | <b>BASF Plant Science Certification - iCEV</b> | <b>Our Food   We're in this Together</b> | <b>Desert Sweet   Cantaloupes 2022</b> | <b>EIA 2017   Jarrod &amp; Kassie Montford</b> |
|--|--|--|--|--|
| <p><b>Plot:</b> What story is being told?<br/><i>(Powerful stories typically include an introduction, conflict or complication, and resolution.)</i></p> |  |  |  |  |
| <p><b>Purpose:</b> What did the story want the viewers to know or do?</p>  |  |  |  |  |
| <p><b>People:</b> Who are the main characters in video? How do they relate to you as the viewer?</p>   |  |  |  |  |

|   |  |  |  |  |
|---|--|--|--|--|
|   |  |  |  |  |
| <b>Place:</b> What's the central location of the video, and how does the location shape the video narrative?                                    |  |  |  |  |
| <b>Audience:</b> What audience was intended to primarily see the video? Youth, urban communities, rural populations, school age students, etc.? |  |  |  |  |

**What do the videos have in common?**

**How are they different?**



## Growing Our Future Podcast – Episode 12

### Video Storytelling

#### What Is Video Storytelling?

Video storytelling is a marketing tactic using a naturally engaging video format to tell a story about a brand, company, or product. Video storytelling guides viewers through relatable narrative-based content by getting to the heart of the viewers' pain, igniting an emotional connection, and presenting a satisfying solution. Video storytelling is more than a sales pitch, focusing on a story rather than a product. It is immersive, powerful, and effective in driving engagement.

#### Video Storytelling Basics

During the early stages of producing a story through video, it's essential to answer some questions which will guide the rest of the process:

- **Plot:** What story do you want to tell? What is its structure? (*Powerful stories typically include an introduction, conflict or complication, and resolution.*)
- **Purpose:** What do you want to convey the story to viewers, and what do you want them to do afterward?
- **People:** Who are the main characters in your video story? How do they relate to your audience?
- **Place:** Where's the central location for the video, and how does that place shape the video narrative?
- **Audience:** Who will primarily see the video? Will the audience be new customers, potential customers, employees, or another group?
- **Distribution method:** How will you share the video story with others, and where will it be hosted (*Example. YouTube, social media, etc.*)?

#### How to Make a Storytelling Video

Excelling in the art of video storytelling requires understanding how to tell a good story. Remember, people have short attention spans, and telling a story keeps the audience hooked from beginning to end. Use techniques to arouse emotions. Also, remember the fundamental principle of "show, don't tell." Edit the video wisely, don't spell out every idea to the audience.

Here are three steps to making a storytelling video:

- 1) **Identify the goal and target audience.**
- 2) **Create a narrative.** The video's plot must be straightforward, and the characters are well-defined and memorable, especially since most viewers will probably only see it once.
- 3) **Create a promotional strategy to get your video seen.** Ensure you have the promotional marketing plan before the video goes live. Creating a plan will aid the video's ability to be visited and shared.

#### Video Storytelling Techniques

Video storytelling techniques most suitable will vary depending on the primary aim. For example, making an explainer video relies on animation or statistics to drive points home. If the video is primarily aimed at selling a new product, use characters to tell a story that relates to the audience.

Video storytelling techniques can turn a simple story into a powerful marketing tool:

- **Create a strong arc.** An arc makes it easy for audiences to follow along with the story, become immersed in the twists and turns, and keep them watching through to the end.
- **Make the characters lovable and relatable.** People should ideally see parts of themselves in the video's stars. Avoid polarizing characters because it may turn off specific audiences and prevent them from appreciating the message.
- **Edit the video for maximum storytelling effect.** Have an outside party provide feedback on whether any parts of the video take away from the story rather than adding to it.
- **Make it visually beautiful or appealing.** Think about how camera angles, scenery, and eye-catching fonts could help the video stick in the mind of a viewer and make them want to watch it again.

## Video Storytelling Tips

### Mind your audience's attention span:

People often want to know the best length for a storytelling video, and the answer varies depending on the platform. For example, Socialinsider analyzed millions of Facebook posts with videos and found that the optimal length was between two to five minutes regardless of follower count.

### Use emotional triggers:

Filmmakers use a variety of tactics to capture emotions visually and communicate the character's feelings to the audience via the screen. For example, slow motion can emphasize the significance of a feeling or exaggerated facial expressions and help the audience internalize the scene's emotion.

### Harness the power of music:

The right music can take video storytelling efforts to greater heights by complementing what's happening on the screen. Music creates powerful emotional associations people link to events in their own lives. The theme selected will depend on the mood trying to be made in the video story.

An upbeat track might seem the best, as it generates happy feelings; however, research indicates that people [get positive benefits from listening](#) to sad music. Melancholy music has improved emotional regulation and sparks the listener's imagination. If a slow, pensive track fits the plot and characters, go with it instead of gravitating toward happy tunes.

Here are some extra tips that can go a long way to enhancing your video story:

- **Be relatable.** Tell a story that shares a common human experience allowing people to relate to it.
- **Be economical.** Ensure each part of the video drives the story forward.
- **Consider Point of View (POV).** Create a story from the point of view of the typical target audience member. See the story unfold from their perspective rather than the person who produces the video.
- **Use a natural, informal tone.** Tone helps audiences better understand and connect to the message.
- **Take design and visual factors into account.** Including lighting, wardrobe, and color palette.



## Growing Our Future Podcast – Episode 12 Agricultural Advocacy Video Assignment

**Background:** Your group is responsible for creating *an advocating video to inform the general public and consumers about the importance and value of the agriculture industry and how agriculture impacts human lives.*

### Assignment Guidelines:

1. Each presentation needs to be less than five minutes in length.
2. Groups will consist of three to four students.
3. This assignment is a group effort; therefore, each group member is encouraged to interact and participate equally.
4. The video needs to include the following information:
  - **Plot:** What story do you want to tell? What is its structure? (*Powerful stories typically include an introduction, conflict or complication, and resolution.*)
  - **Purpose:** What do you want to convey the story to viewers, and what do you want them to do afterward?
  - **People:** Who are the main characters in your video story? How do they relate to your audience?
  - **Place:** Where's the central location for the video, and how does that place shape the video narrative?
  - **Audience:** Who will primarily see the video? Will the audience be other high school students, elementary or middle school students, leaders in agriculture/FFA, teachers and educators, adults, etc.?
  - **Distribution method:** How will you share the video story with others, and where will it be hosted (*Example. YouTube, social media, etc.*)?
5. Presentations may include props, skits, and other creative paraphernalia.
6. Groups may only provide information that is relevant to the target audience.
7. Questions will be asked at the conclusion of the video presentation to the class. An equal or greater number of questions will be asked for the number of students present in the video.

## Agricultural Advocacy Video

Group Names: \_\_\_\_\_

Video Topic: \_\_\_\_\_

A. Conciseness, clarity of presentation (50)

B. Organization of presentation (100)

C. Ability to hold audience's interest (50)

D. Innovativeness, uniqueness, creativity of presentation (150)

E. Power of expression, fluency, sincerity, enthusiasm (125)

F. Equal participation by team members (50)

G. Response to questions (200)

H. Overall quality and effectiveness (125)

I. Agricultural Industry Knowledge and Skill (150)

**Questions for Members:**

**Presentation Notes:**

**TOTAL (1000 point possible):**