



## **Teacher Instructions for “Sustaining Agriculture for Today and Tomorrow—Investigating Sustainable Practices in Agriculture, Food and the Environment”**

### **Day 1: Introduction**

→ **MAIN POINT:** Introduce the topic of sustainability with students.

◆ **ACTIVITY 1: Chalk Talk**

- **DESCRIPTION:** Students will complete a “chalk talk” on defining the term “sustainability.”
- **DETAILS:** Utilizing chalk and a sidewalk (or markers and large poster paper), write the question “What is Sustainability?” in bold letters. Have students respond to the question only by writing or drawing - there should be no talking! Encourage students to ask one another questions, star terms, underline statements they agree with, etc. but all communication is to be done using only written words. Debrief with a brief discussion.

◆ **ACTIVITY 2: Introduce the Modules and Final Project**

- **DESCRIPTION:** Students will review the modules of the content (economic, environment and social) and select their overall topic to investigate in the final project.
- **DETAILS:** Review the project materials and website with the students, defining sustainability as practices that are balanced from a social, economic and environmental perspective.

◆ **ACTIVITY 3: Step 1 of the Final Project**

- **DESCRIPTION:** Students will determine a plan for their final project through brainstorming a list of several possible topics and eventually selecting and beginning to research one of those topics.
- **DETAILS:** Have students work individually using the provided google doc template and encourage them to think about how their issue will correspond with social, economic and environmental factors.

## **Days 2-4: Modules**

→ **MAIN POINT:** Explore the three modules on the website through engaging with the podcasts.

### ◆ **ACTIVITY 1: Podcast**

- **DESCRIPTION:** Students will listen to the corresponding day's podcast. The recommended pattern is:
  - Day 2: Economic
  - Day 3: Environment
  - Day 4: Social
- **DETAILS:** Students can listen to the podcasts on their own devices or as a whole class using a monitor display.

### ◆ **ACTIVITY 2: Step 2 of the Final Project**

- **DESCRIPTION:** Students will reflect on their learning for each day's podcast through answering questions.
- **DETAILS:** Students will respond to the following questions. When finished each day, they may begin working on Step 3/4 as time allows.
  - Describe the meaning of economic/environmental/social sustainability in 1 sentence.
  - What are some examples of economic/environmental/social sustainability that were shared or discussed in the podcast episode? Provide at least 2.
  - How does your selected topic or issue relate to the economic/environmental/social aspect of the sustainability model?
  - Why is it important for agriculturalists to consider economic/environmental/social values when making decisions?
  - Explore your selected topic from an economic/environmental/social lens. Share at least 3 facts, statistics or pieces of evidence that relate your topic to the idea of economic/environmental/social sustainability.

## **Day 5: Project Strategy, Planning and Designing**

→ **MAIN POINT:** Students will utilize the information they learned to strategize, plan and design their advocacy posts.

### ◆ **ACTIVITY 1: Step 3 and 4 of the Final Project**

- **DESCRIPTION:** Students will utilize their learning from Step 2 to create a strategy to develop at least 3 social media posts (information, call to action and engagement).

- DETAILS: The posts should not only promote the student's issue or topic but also showcase their understanding of the social, economic and environmental factors that go into sustainability.

### **Days 6-7: Canva and Social Media Calendar**

→ MAIN POINT: Students will utilize the Canva design platform to design graphics for their social media posts and populate their posts and graphics into the social media calendar.

#### ◆ ACTIVITY 1: Step 5 of the Final Project

- DESCRIPTION: Students will utilize their plans from Step 5 to create a final social media calendar and corresponding graphics for 3 social media posts (information, call to action and engagement).
- DETAILS: The posts should not only promote the student's issue or topic but also showcase their understanding of the social, economic and environmental factors that go into sustainability. Canva is the recommended design platform for creating appealing graphics. Teachers and students can sign up for a free account and have access to free training within the website.

### **Day 8: Sharing of Projects**

→ MAIN POINT: Students will have the opportunity to share their projects with their classmates.

#### ◆ ACTIVITY 1: Project Share "Lightning Talk"

- DESCRIPTION: Each student will have 90 seconds to present a "lightning talk" about their chosen topic.
- DETAILS: Students should be prepared to share about their issue and how it fits into the realm of sustainability.