

# FOOD *for* AMERICA

Sponsored by Utah Agriculture in the Classroom



Chapter Name: \_\_\_\_\_  
Chapter Mailing Address: \_\_\_\_\_

Food for America is designed to help FFA members develop leadership skills as they educate youth about all aspects of agriculture. This application must be submitted to the Utah FFA Association Executive Secretary. The top three chapters selected as "Outstanding Programs" by Utah Agriculture in the Classroom will receive \$500 for their chapters.

## Chapter Involvement

1. What percentage of your chapter members participated in the Food for America Program?
2. What was the total number of chapter participants?
3. Outline, in detail, your chapter's Food for America program. Be specific regarding events, activities, and the process you used to carry out your plan. (Attach another page if necessary.)

**Program Involvement**

4. List other agricultural groups that were involved. What major task(s) did they perform?

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5. Please list the school name(s), grade level(s), number of students, dates, and contact hours for your chapter’s Food for America program.

School Name	Grade Level	Date	Number of Students	Number of Contact Hours

6. Select the event(s) that your chapter presented as part of the Food for America program:

- Classroom instruction (virtual or in person)
- Agricultural literacy test
- Field day or trip/tour
- Display (farm animals, equipment, or materials brought to school)
- Virtual ZOOM dairy tour (contact DairyWest to schedule a tour)
- Other (please specify) \_\_\_\_\_

## Program Content

When it comes to feeding America (and the entire world) there are many aspects of agriculture that are important and necessary. Production agriculture (farming), processing, distribution, technology, history, nutrition, food safety, the environment, and agricultural careers all play a major role in feeding our growing population. As an FFA chapter, your job is to educate students about these nine different sectors. You are not required to teach lessons in all nine categories. For example, a lesson about dairy cows and milk production would count towards production agriculture. A lesson about dairy products would be considered processing. Free agricultural literacy lessons, activities, and resources can be found at <https://utah.agclassroom.org/outreach/food/>.

7. Place a checkmark next to each category your chapter taught during Food for America.

### Agriculture Units

- Production agriculture
- Processing
- Distribution
- Agricultural technology
- History
- Nutrition
- Food Safety
- Environment
- Agricultural careers

Utah Agriculture in the Classroom follows a set of benchmarks (goals) that are used to teach students about agriculture. These benchmarks are called National Agricultural Literacy Outcomes (NALOs). The lessons/activities you teach must directly relate to any of the five NALO benchmarks.

- Agriculture and the Environment
- Plants and Animals for Food, Fiber, and Energy
- Food, Health, and Lifestyle
- Science, Technology, Engineering, and Mathematics
- Culture, Society, Economy, and Geography

For more information on these NALOs and the agricultural benchmarks, visit:

<https://cdn.agclassroom.org/nat/data/get/NALObooklet.pdf>

8. Please describe in detail the lessons your FFA chapter taught to students for each unit. Remember, you are not required to have a lesson for each unit.

### Example

#### Processing

- *Lesson/Activity: Dairy Products*
- *NALO: Food, Health, and Lifestyle*
- *Briefly describe your lesson/activity: Our FFA chapter taught 3<sup>rd</sup> grade students about milk production on dairy farms and how butter is made. We helped each of the students make butter by shaking cream and salt in a mason jar.*

### **Production Agriculture**

- Lesson/Activity:
- NALO:
- Briefly describe the lesson/activity:

### **Processing**

- Lesson/Activity:
- NALO:
- Briefly describe the lesson/activity:

### **Distribution**

- Lesson/Activity:
- NALO:
- Briefly describe the lesson/activity:

### **Agricultural Technology**

- Lesson/Activity:
- NALO:
- Briefly describe the lesson/activity:

### **History**

- Lesson/Activity:
- NALO:
- Briefly describe the lesson/activity:

### **Nutrition**

- Lesson/Activity:
- NALO:
- Briefly describe the lesson/activity:

### **Food Safety**

- Lesson/Activity:
- NALO:
- Briefly describe the lesson/activity:

### **Environment**

- Lesson/Activity:
- NALO:
- Briefly describe the lesson/activity:

### **Agricultural Careers**

- Lesson/Activity:
- NALO:
- Briefly describe the lesson/activity:

### **Measuring Agricultural Literacy**

9. How do you know your students learned and retained information? Did you conduct a pre- and post-test? Was a review game played with the students? Briefly explain any tests or reviews you used. If possible, please attach a copy of any tests/reviews used.

### **Evaluation**

10. Was an evaluation tool used to assess your program's quality and effectiveness? Please explain. If possible, attach a copy.

### **Correspondence**

11. Attach any letters of correspondence between your chapter and the school or other agricultural groups involved. This can include letters, emails, confirmations, or thank-you notes.

### **Documentation**

12. Attach any related photos (with captions or descriptions), new articles, or videos that were taken during your Food for America program.

## Food for America Rubric

<p><b>Chapter Involvement:</b> The more members you can involve in your program, the better. However, too many members conducting or teaching in the classroom can be a distraction. Try to involve other members by adding events such as a field day or agricultural science fair. Points are earned based on the percentage of members participating. For example, 50% member participation will receive 5/10.</p>	<p>____/10</p>
<p><b>Program Involvement:</b> Involvement with other agricultural groups benefits your program by using outside resources.</p>	<p>____/5</p>
<p><b>Program Content:</b> Teaching young children about agriculture and its importance in their daily lives is the goal for Food for America. Your chapter should select lessons and activities that align with the NALOs and nine agricultural topics. Remember, you don't have to teach each category; only teach what is best for your program. Your chapter will be judged based on the relevancy, accuracy, and engagement of the content you teach.</p>	<p>____/30</p>
<p><b>Program Organization:</b> Attention to details and program organization is important, especially when so many children and chapter members are involved. The officer chairperson in charge of the program should keep an accurate account of all that transpired. Outlining the details will also help next year's effort. Attach at least two organization documents. Documents could include:</p> <ul style="list-style-type: none"> <li>▪ Itineraries</li> <li>▪ Group rotation schedules</li> <li>▪ Activity details</li> <li>▪ Contact information</li> </ul>	<p>____/10</p>
<p><b>Measuring Agricultural Literacy:</b> How will you know if students learned anything new or retained information? A pre-test will assess students' prior knowledge (5 points) and a post-test will show what they learned (5 points). These can be done formally or informally. Report the results (5 points) and attach a copy of the assessment if possible.</p>	<p>____/15</p>
<p><b>Evaluation:</b> How will you assess your program's quality and effectiveness after Food for America is completed? This can be done formally or informally. Attach a completed evaluation. Options include an evaluation form given to teachers on site, an emailed form, or survey.</p>	<p>____/5</p>
<p><b>Correspondence:</b> Attach any letters of correspondence between your chapter and the schools and/or agricultural groups involved. Include planning letters, confirmations, and thank-you notes.</p>	<p>____/5</p>
<p><b>Documentation:</b> Attach any related photos with captions, news articles, or videos that were taken during your program.</p>	<p>____10</p>
<p><b>Presentation:</b> Application should be professionally presented including:</p> <ul style="list-style-type: none"> <li>▪ Correct spelling and grammar</li> <li>▪ Clarity</li> <li>▪ Neatness and organization</li> </ul>	<p>____/10</p>
<p><b>Total:</b></p>	<p>____/100</p>