IFBF P&E

RESOURCE MANUAL

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Promotion & Education Resource Manual

P&E COMMITTEE 2023
CORE AREAS & GOALS

Mission Statement - "To bridge the gap between consumers to farmers and ranchers by providing resources to share the agriculture story."

Core Areas of the IFBF P&E Committee:
The committee feels that the three core areas of the Promotion and Education Committee are to **Promote**, **Educate**, and **Advocate**.

- **Promote** – Farm Bureau, general agriculture, and commodities.
- **Educate** – Public about sustainable agriculture, rural resilience, and the purpose of Farm Bureau.
- **Advocate** – Farm Bureau policy and build relationships with key influencers.

Goals for 2023:
Several of the audiences that the P&E Committee are focusing on are County Farm Bureau Committees, consumers, schools, elected officials, and other partners. With these audiences in mind, the committee has set the following goals for 2023:

- 20 County P&E Committees that are actively engaged with a program of work.
    - Each District will actively focus on specific counties to engage them with a program of work.
- Hold quarterly District P&E informational meetings for county chairs and/or county presidents.
    - State Committee will focus on topics for these meetings.
    - District Chairs will utilize staff to help with these meetings.
    - Create a template for agendas. Keep the message uniform.
- Set individual district goals that will meet the needs and areas of interest of the counties within the district.
- Encourage counties to participate in the speech contest by actively promoting the contest early with high school-aged students.
- Continue to conduct trainings on building relationships with key influencers at state events.
- Encourage counties to actively engage with their local FFA and 4H Chapters to assist with county P&E events.

Introduction & Overview

IFBF Promotion & Education Committee

Mission Statement

To bridge the gap between consumers to farmers & ranchers by providing resources to share the agriculture story.

Vision Statement

All Will Appreciate and Support Idaho Agriculture.

IFBF Promotion & Education Committee

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State P&E Committee Structure & Charge

IFBF Promotion & Education Committee Purpose:
To support and encourage Farm Bureau volunteers to participate in projects and activities by providing resources for programs, communicating with county leaders and actively contributing collaborative ideas.

Committee Structure:
The Promotion and Education Committee of the IFBF shall consist of the State Chair and one member from each District of the IFBF. If the committee member is married, the spouse may also serve as a committee member with full rights of participation. Each district will have only one vote on matters before the committee.

Committee Member Terms:
Committee members will serve a two-year term with the option (but not certainty) of a reappointment for an additional two-year term. Committee members shall serve no more than four years, or two two-year terms. Committee members from even-numbered Districts shall be nominated in even-numbered calendar years and committee members from odd-numbered Districts shall be nominated in odd-numbered calendar years.

P&E Committee Chair:
The Chair will be appointed by the IFBF President and approved by the IFBF Board of Directors each year.

IFBF P&E Subcommittees:
The IFBF P&E Committee Chair will appoint each member to serve on a subcommittee(s) as needed.

Specific Duties and Responsibilities of the Committee:

- The committee shall recommend Farm Bureau projects and activities to meet the needs of members' involvement in student and consumer outreach.
- The committee serves in an advisory capacity to the IFBF president and Board of Directors. The committee reports in writing to the IFBF Board of Directors quarterly.
- Provide high-level ideas and feedback on programming, events and conferences to staff with the understanding that staff makes final implementation decisions based on organization approval, budget, priority and timeliness.
- The committee shall surface and evaluate the needs and interests of Farm Bureau members and establish a vision for providing program projects and activities that align with the IFBF board-approved goals.
- Committee members shall remain members in their respective county Farm Bureau P&E Committees.

- Committee members will provide channels of communication to their respective boards of directors, members of Farm Bureau, and the public. They will communicate regularly with assigned county committee chairs.
- Committee members are expected to attend all meetings of the committee.

Duties and Responsibilities of Committee Members:

- Stimulate the interest and enthusiasm of Farm Bureau on the work and priorities aligned with the organization's mission.
- Help identify problems of farmers and ranchers and develop recommendations for how Farm Bureau can address those challenges.
- Communicate with county Farm Bureau boards of directors, members of Farm Bureau, elected officials and the public.
- Attend committee meetings and an orientation meeting after being appointed.
- Recommend a program of work.
- Provide timely and regular contact with county P&E Committee chairs.
- Check correspondence regularly for program updates.
- Engage in social media in accordance with the program of work.
- Assist in planning and conducting state meetings for P&E.
- Prepare and submit activity and expense reports within 30 days of the funded travel.

Duties of Assigned Staff:

The P&E committee will have a primary staff coordinator to aid in the operation of the committee. The staff coordinator will help the committee meet deadlines and provide logistical and communications support. The IFBF Executive Vice President will select the staff coordinator.

Staff coordinator duties include:

- Working with the committee chair to prepare a proposed annual program of work.
- Maintaining regular communications with the committee chair to assess progress on the program of work and the need for additional activity.
- Facilitating communications as appropriate among all committee members and keeping them informed of committee logistics.
- Obtaining or developing any necessary background information needed to assist committee deliberations.
- Facilitating advocacy/engagement activities of the committee members and coordinating with relevant IFBF staff.
- Ensuring logistical needs of the committee members are met.
- Working with the chair and others to coordinate planning for the committee meetings.
- Coordinating webinars and video conferences.
- Working with the committee chair to prepare reports of committee recommendations and actions to the president.

Qualifications:

To qualify for appointment to the IFBF P&E Committee, nominees:

- Shall be regular members in good standing, be actively engaged in farming or ranching as determined by the county Farm Bureau of which the person is a member of.
- Are encouraged to be involved in leadership in Farm Bureau at the county and/or state level and/or with other organizations, including commodity groups.
- Have experience and expertise in agriculture.
- Have access to internet and email.
- Must be willing to commit the time needed for active participation.
- Must be able to communicate effectively.

County Nomination Eligibility:

After the initial IFBF P&E committee is formed, County Farm Bureaus may nominate an individual to be considered for appointment to the IFBF P&E Committee when a recognized P&E program exists in the county. The description of a recognized program is as follows:

1. An appointed or elected county P&E Committee whose mission and goals are aligned with the mission and goals of the IFBF P&E Committee.
2. A county P&E program approved by the county board of directors.

Nominations:

County Farm Bureau presidents will nominate individuals to serve on the IFBF P&E committee. Nominations are due to the IFBF Home Office by October 1.

The information required for an applicant includes:

- Personal contact information including mailing address, phone number and email address.
- Demographic information including age and gender.
- Education background.
- Description of the farming operation and crops produced.
- Leadership positions held and other Farm Bureau activities, as well as other organizations the candidate has leadership experience in including other commodity groups, local community or academia.
- Knowledge and experience in the issue area of the committee for which the candidate is nominated.
- The nominee shall not be a salaried or contracted employee of the Idaho Farm Bureau Federation or its affiliates.

Expenses

IFBF will provide the meals at the state committee meetings. Travel, lodging and meals not provided during the state committee meetings are subject to the Board and Committee Expense Policies as adopted by the Board.

IFBF P&E COMMITTEE MEMBER PLEDGE

The following pledge is intended for members of IFBF's Promotion & Education (P&E) Committee. Membership on this committee carries significant responsibilities. Members of the P&E Committee are nominated by the IFBF President and approved by the IFBF Board of Directors. IFBF invests significant resources in training members, providing professional staff support, and funding committee events and activities. The committee in turn provides value for the organization, our counties, members, rural Idaho and agriculture.

With these responsibilities in mind, committee members are asked to make the following pledge:

1. In fulfilling my committee duties, I will be generous with my time and my talents. I will make it a priority to attend committee meetings and events, and I will arrive prepared for the work to be done. If my personal or business circumstances make this impossible, I will offer my resignation so that my position can be filled by someone better able to give the necessary time and attention to committee work.

2. I will do my best to act in the best interests of IFBF, not in my personal interest or the interests of some smaller group.

3. Knowing that I serve as an ambassador for IFBF with its members and the public, I will strive to represent IFBF in the best possible way. I will not offer myself as a spokesperson for IFBF or the committee without authorization.

4. In my interactions with my fellow committee members, other IFBF volunteer leaders, and staff, I will strive to treat all with the same respect, consideration and compassion that I would want in return.

5. I will respectfully share my own well-considered opinions with my fellow committee members. When there has been disagreement among the members, but a committee decision has been made, I will publicly support and represent the decision of the committee in a positive manner.

6. I recognize the significant obligations of the IFBF staff, and I will do my best not to interfere with the staff's operating responsibilities. I understand that I do not have the right to direct the actions of staff members unless authorized to do so by the IFBF board, president or executive vice president.

7. I understand that my actions and the actions of my committee can create legal or other risk for IFBF. I will do my best to ensure that my own conduct in dealing with staff, volunteer leaders, members, business partners or others will not create legal, reputational or other risk for IFBF. I will seek guidance from IFBF staff or executive leadership if I believe a committee decision or action creates risk for IFBF or is illegal or unethical.

8. I understand I serve at the discretion of the IFBF president and can be removed at any time at the president's discretion.

_____	_____	_____
Committee Member	Program Director	Date

Farm Bureau 101

MISSION

Idaho Farm Bureau empowers Idaho agriculture.

VISION

For all to recognize and respect Idaho agriculture as essential.

CORE VALUES

Integrity
Leadership
Commitment
Accountability

GOALS

Relationships:

- Build organizational unity through open and honest communication between the members, counties, staff, and the state board.
- Foster meaningful engagement between different points of view.
- Engage with stakeholders to achieve a common goal.

Fiscal Responsibility:

- Be financially accountable, transparent organization.
- Responsibly invest funds to maximize return to the organization.

Grassroots Policy:

- Promote Ag-Focused Policy.
- Develop and maintain relationships with organizations and agencies.
- Raise awareness of and encourage personalized member engagement on agriculture issues.

Empower:

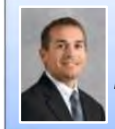
- Promote member development by identifying, inviting, fostering, and retaining individuals.
- Facilitate an environment where everyone has a seat at the table.

Zak Miller
Executive Vice President - CEO

Cara Dyer
Executive Assistant

Russ Hendricks
Vice President of Government Affairs

Justin Patten
Vice President of Operations



Brody Miller
Vice President of Member Relations & Commodities

Joel Benson
Vice President of Information

Braden Jensen
Director of Government Affairs

Tyler Moore
Director of Finance and Systems

Bob Smathers
Director of Member Relations
Regional Manager District 5

Sean Ellis
Director of Publications

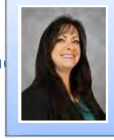
Dexton Lake
Governmental Affairs Rep.

Ott Clark
YF&R – P&E Manager

Kylee Urie
Regional Manager District 1

Kristy Lindauer
Project Manager

Governmental Affairs Administrative Assistant

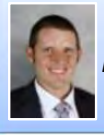


Elly MacDonald
Operations Assistant

Camron Hammond
Regional Manager District 2

James Gallacci
Broadcast Manager

Betty Inskeep
Director of Member Benefits



Zack Lanier
Regional Manager District 3

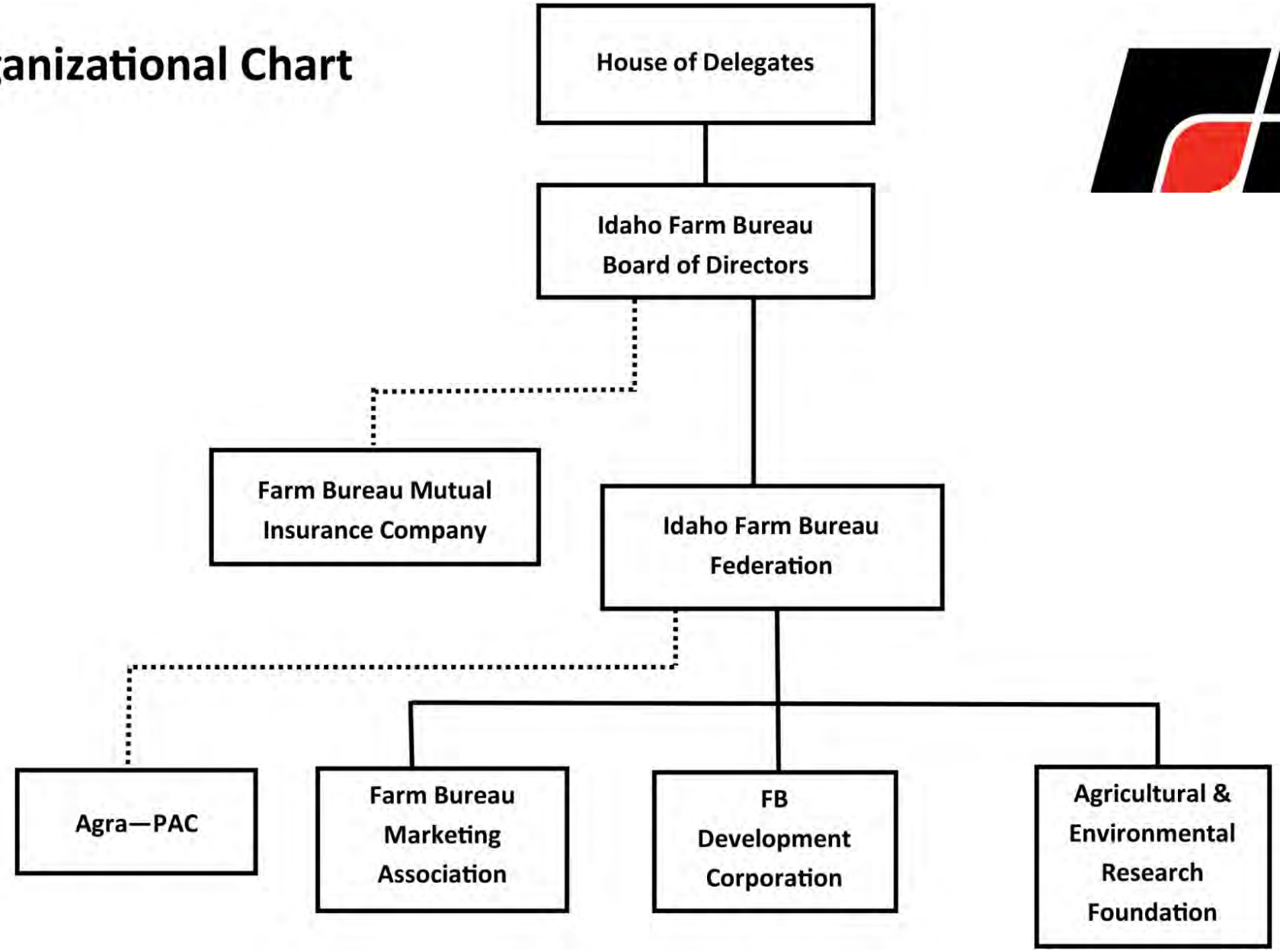
Jacob Christensen
Videographer

Megan Parnell
Regional Manager District 4

Quinne Russell
Boise Office Manager

Idaho Farm Bureau Federation Organization Chart

Organizational Chart



History and General Information of Farm Bureau and Affiliates

The Idaho Farm Bureau Federation

For many years, the earliest documentation we had of Farm Bureau in Idaho was a 1919 photograph of a Benewah County Farm Bureau picnic. In the photo appears a large circle of cars surrounding a mountain meadow, forming a perimeter for the picnic. The center of the meadow is where the members are concentrating. It appears they are playing a game of baseball.

We were aware that a group of Idaho farmers and ranchers joined with a similar group from Washington and Oregon in 1919 to form a regional Farm Bureau organization patterned after the American Farm Bureau Federation, which also was formed in 1919. We had no prior knowledge of any other Farm Bureau activity in Idaho.

Until recently, we knew little of any other Idaho documentation prior to the photograph. In September 2011, former IFBF administrator Lynn Parke presented a copy of a Fremont County newspaper, *The Teton Peak Chronicle,* printed in St. Anthony, Idaho, dated September 12, 1918.

On the front page of the county paper is the headline: *"War Waged On Squirrels in Bannock"* with a sub headline which stated: *"by Fighting the Ground Squirrel in An Organized Manner and Work Done by the County Farm Bureau in Cooperation with U.S. Department of Agriculture."*

The article goes on to explain that in 21 counties in Idaho a campaign was waged to eradicate the varmints and "in 19 of these counties the work was carried on thru the Farm Bureaus in direct charge of the county (extension) agents."

County commissioners appropriated funds to purchase strychnine which was turned over to the county Farm Bureaus, who would mix the poison according to a formula provided by the Bureau of Biological Survey (later to become the U.S. Fish and Wildlife Service) and the University of Idaho Extension Division with oats provided by the farmers. "The mixed product was distributed to the farmers at less than the cost of materials….And (the farmers) distributed the poison bait on their farms and roadsides giving hearty cooperation in the work." The article went on to describe that the Bureau of Biological Survey distributed poison on "public lands adjacent to the farms which served as breeding places for the ground squirrels." In Bannock County it was estimated the project saved farmers $264,268 from crop losses.

This 1918 newspaper article provided valuable new information not previously documented on county Farm Bureaus in Idaho.

In 1920, Farm Bureau membership in Idaho totaled 800 member families, but within the next three years, Farm Bureau ceased on a state or multi-state level in Idaho. Several community and county Farm Bureaus continued and little documentation of those organizations remain.

In September 15, 1939, a small group of community Farm Bureau leaders met in an equally small hall in Murtaugh, Idaho (in Twin Falls County) and organized the Idaho Farm Bureau Federation. The local community Farm Bureaus of Murtaugh, Filer, Grace, Tyhee and Lava Hot Springs sent a total of eleven representatives and gathered on a busy Friday to unite their efforts to affiliate with the American Farm Bureau and "to work for the well-being of farm and ranch families."

From this modest beginning, county Farm Bureaus were organized and a meager staff was hired. In subsequent years a legislative committee was formed and lobbyists were hired. Leadership training became ongoing. The needs of members became identified and enterprises were created to satisfy those requests, such as a fertilizer company, an insurance company, a real estate company, a farm supply company, a finance company, a marketing association, and even a local service station selling fuel and petroleum products. County Farm Bureaus became engaged in the election of viable candidates that believed as they did. Farm Bureau began educating Idaho citizens about agriculture via the media, magazines, and classroom instruction. Farm Bureau began litigating issues in the courts. The lists of involvement continued and grew.

Today, the Idaho Farm Bureau has grown to represent 75,000 member/families. Its depth and influence is felt in every county of the state. It is the state's largest general farm organization. Its policy development process identifies the collective needs of its 15,000 plus farm families.

Today's Idaho Farm Bureau is different from those humble beginnings. Farm Bureau is larger. It represents more people. It is involved in more programs demanded by the members, but yet, it is still the same. It is working "for the well-being of farm and ranch families" in Idaho. The Farm Bureau is indeed "The Voice of Idaho Agriculture. ™"

The Farm Bureau Marketing Association of Idaho

In the late 50's and early 60's cooperative marketing associations were being formed across the nation to assist farmers and ranchers in marketing their own commodities.

In 1960, the American Farm Bureau Federation incorporated the American Agricultural Marketing Association to assist state Farm Bureaus marketing associations and create a multistate marketing network.

In June 1960, the Idaho Farm Bureau became the major stockholder of the Intermountain Agricultural Marketing Association (IAMA), based in Homedale, Owyhee County. After borrowing $60,000 from the Insurance Company, IAMA purchased machinery necessary to clean and process seed (primarily alfalfa) for sale.

For several years, the Idaho Farm Bureau would continue to loan operating funds to IAMA. It continued to be necessary or at least expedient for the Federation to periodically renew the loan that was outstanding. A continuing discussion of the need for opportunities in marketing carried on. These marketing services were not readily available in agriculture, and Farm Bureau's continual support indicated the programs were not prospering but still offered hope. The financial problems had become so burdensome that the Idaho Farm Bureau board voted to call the note and ask IAMA to repurchase the stock. In 1965, the facilities at IAMA were destroyed by a fire. It was hoped the proceeds from the insurance claim would satisfy the debt to the Federation, but it never materialized. IAMA redeemed the Idaho Farm Bureau Federation's stock in January 1966.

Still confident with the concept of a farmer-owned marketing cooperative assisting the farmer/ranchers members, the Idaho Farm Bureau board approved and incorporated the Farm Bureau Marketing Association of Idaho (FBMA) in January 1964. The Idaho Farm Bureau purchased 6,000 shares of the par value of $2.00 each, designated as preferred stock.

The first order of business was negotiating with lima bean and sweet corn growers and hopes to make arrangements with the dry bean producers. Contracts were presented and entered into.

In 1966, after borrowing funds from the Federation, the FBMA entered into a contract and signed the necessary agreements with the American Farm Bureau Service Company in regard to the *Safemark* Tire program. The Tire Program continued with FBMA until 1971, when the Farm Bureau Service Company was created by the board to handle the tire and battery marketing program.

In 1970, FBMA entered into one of the industry's first multi-state potato growers contracts. A unique pricing structure was established between seed potato producers and commercial seed growers, in which multi-year contracts were established. This stabilized the pricing for both buyer and seller taking out the risks of low and high market price years.

FBMA also entered into the marketing of beef cattle. FBMA would coordinate truckload cattle sales from Idaho ranchers to packing facilities in the Midwest. FBMA also assisted in hog and

spent hen contracts. The marketing of livestock only lasted several years. When FBMA entered into the livestock marketing arena, local auctions began offering increased pricing. The disparity between FBMA and the local markets equalized. This was one of the main objectives of FBMA in entering into the livestock business.

The FBMA program expanded to marketing of hay, grain and sweet corn. A small seeds division was added for alfalfa and grass seed.

In 1979, FBMA began entering into contracts for high moisture corn, bringing producers into united contracts with feedlots.

In 1992, sweet corn processor, Ore-Ida ceased processing sweet corn in the Boise area. The sweet corn program was discontinued. The program ran its course for twenty years, providing corn producers with a unified corn contract and a third-party dispute mechanism with the processors. The high moisture corn program followed a similar demise.

In the late 1990's, the price of wheat plummeted. The average price of Portland soft white wheat in 1998 was $3.16 a bushel; in 1999 it was $3.13; and in 2000 the average price fell to $2.87. The membership demanded and the Board directed Farm Bureau to unite its efforts in the promotion and sale of wheat.

Farm Bureau worked with various commodity commissions, participated in trade shows in Mexico, and was party to trade missions, first with government leaders, then as Farm Bureau. Mexican millers were identified, invited and sponsored to witness first-hand Idaho farmers and ranchers and the quality of their wheat in reverse trade missions.

When interest in Idaho's wheat was manifested, Farm Bureau entered into joint ventures with several ag marketers having expertise in marketing and handling wheat. These ventures resulted in sales of Idaho wheat, the first in 2003. Sales also included malt to Mexico and domestic sales of soft white and durum wheat.

With the assistance of AgriSource, the Idaho Farm Bureau sought for and encouraged developing commodity markets in Mexico, primarily among the flour millers. Klasic Hard White Wheat was promoted as a beneficial blend to the flour ratio and was marketed primarily through AgriSource. Soft White Wheat also became a grain of choice among the Mexican millers. Farm Bureau maintained regular face-to-face contacts with the millers, promoting both trade and reverse trade missions. The Farm Bureau Mexican Grain sales were a profitable undertaking with consistent sales for more than a decade.

In recent years, sales to Mexico have declined. The primary reason is the increased price of grains in the world markets. Mexico prefers Idaho’s quality of grain, however they are more conscious of pricing than quality, and often seek a lower quality priced grain for its milling. Domestic sales continue to be strong. The strength of the domestic sales is aided by identity preserve and shipping cost differentials.

Today's activities in the marketing association are principally the small seeds division. FBMA works closely with other commodity groups seeking for opportunities in which the grower may magnify their marketing efforts through cooperative marketing agreements.

FB Development Corporation of Idaho

This corporation has an interesting and varied history. The root of this corporation was the tire and battery division of the Farm Bureau Marketing Association of Idaho, which was established in 1966. In 1965, the American Farm Bureau Service Company was organized to coordinate group purchasing for tires, batteries, and other products sold under the *Safemark* private brand.

In 1971, the Farm Bureau Service Company of Idaho was created to assume the responsibilities for the tire and battery program in Idaho from the Farm Bureau Marketing Association. During this period, most tire and battery dealerships in rural Idaho were locally owned; few belonged to group purchasing programs. The rural agriculture community suffered from the lack of available tires and batteries for their farming needs. Agricultural tires were a specialty and few rural tire businesses catered to the needs of the farming community; they were difficult to come by and often required a substantial premium. The delay in waiting for a tractor tire could potentially cost the harvest of a crop.

The American Farm Bureau Service company entered into contracts with General Tire and other tire companies to provide collective orders of agricultural tires. State Farm Bureaus created a network of locally owned tire service centers, in which a local dealer could order and purchase the *Safemark* brand of tires. The state Farm Bureau Service Company would then establish regional warehouses in which the product could be made more readily available to the local dealers. In Idaho, the regional warehouses were in Pocatello, Rexburg and occasionally in Caldwell.

The program worked well for nearly twenty years, providing a valuable service to the rural ag community. The local tire dealer environment changed and the local dealers began to be purchased by regional and multi-state dealerships. With these regional dealerships, agricultural tires became more readily available and also at economic advantages. The American Farm Bureau Service Company discontinued the marketing of tires and batteries. A few state Farm Bureaus tried to continue the program, with the Utah Farm Bureau Service Company based in Salt Lake City serving the Western region.

In 1984, the Idaho Farm Bureau contracted the warehousing of tires and batteries with the Utah Service Company and discontinued the day-to-day management of purchasing and distributing products. Sales continue to decline, even with the efficiencies in economies of scale.

In June 2000, Farm Tire & Supply Company acquired the inventory and other business assets of the Utah Farm Bureau Service Company. Since the assets of the Utah Farm Bureau Service Company were sold, the Farm Bureau Service Company of Idaho was no longer involved with the new company.

In November 2000, the Farm Bureau Service Company board approved the renaming the Farm Bureau Service Company to the FB Development Corporation of Idaho and to expand its corporate structure. Its purpose was changed from engaging “in the business of selling automotive, truck and farm equipment tires, purchasing through a group purchasing program for

Farm Bureau members" to a corporation "organized in the transaction of any and all lawful business for which the corporation may be incorporated under."

The Idaho Farm Bureau Federation determined it has needs and opportunities for a for-profit organization as part of its affiliated structure.

The Idaho Farm Bureau began running its for-profit enterprises, such as member benefits, theme park sales, ski resort sales, and other miscellaneous income through the FB Development Corporation (FBDC).

The Idaho Farm Bureau Federation is a 501(c)5, non-profit ag organization. The Federation can do for-profit activities under its current structure. The income from for-profit activities is listed as Unrelated Business Income and taxed at an appropriate level based on profitability. The levels of the for-profit activities do not affect the tax-exempt status if they are reported appropriately.

In January 2009, it was determined the IFBF has enough expenses to offset any unrelated business income it was receiving. The FBDC board of directors voted to dissolve FBDC and absorb its activities into Idaho Farm Bureau Federation.

FBDC continues to file the annual report and is kept as a shell company until a greater need for a for-profit company is required.

The Agricultural and Environmental Research Foundation, Inc.

The Agricultural and Environmental Research Foundation, Inc. (AERF) is an Idaho non-profit corporation organized by the Idaho Farm Bureau Federation (IFBF) and is operated for charitable, scientific, testing for public safety or educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code. One of the primary benefits of being tax-exempt under IRS Section 501(c)(3) is the ability to accept contributions and donations that are tax-deductible to the donor.

AERF was established in 1996.

AERF's purpose is to initiate and finance research and education in areas such as agricultural production, nutrition, conservation of natural resources, animal husbandry, safety, including the testing of well water.

In 2000, the scope and purpose of AERF was expanded to encourage and pursue litigation or practice before federal, state or local courts, administrative and government agencies and governing bodies which meet the following criteria:

The litigation or practice promotes human or civil rights or liberties secured by law (not limited to constitutional rights and liberties, but including rights guaranteed by federal, state and local law including rules and regulations).

The impact of the litigation or practice will potentially extend beyond the interest of the litigants.

Entities may make application to AERF funds through a series of grants. An AERF Grant Committee meets to disburse the funds according to established protocol.

The funds generated have been used for grazing research, the Bruneau Snail and five snail projects, remote weed-sensing, well water testing and Moving Agriculture to the Classroom (MAC) program to name a few. In the litigation arena, AERF funds have been used to pursue legal theory in the north Idaho grass growers/burners defense, water total maximum daily load requirement, state sovereignty over stockwater rights, and other legal defense foundations.

Agra-PAC

Agra-PAC is a political action committee created by the Idaho Farm Bureau Federation in December 1989. The purpose of the PAC was to collect donations for the explicit purpose of facilitating the election of candidates that would be sympathetic to Idaho Farm Bureau's policies. The PAC was organized to contribute only to Idaho state legislative races. Federal elections are prohibited. IFBF board action at the creation of Agra-PAC prohibited Federation monies being contributed to Agra-PAC.

The source of funding primarily came from small donations from county Farm Bureaus and a few individuals. Early in the PAC's activities, the Farm Bureau Mutual Insurance Company would match contributions made by the county Farm Bureaus and individuals. In the late 1990's that practice of matching contributions by the Insurance Company was discontinued.

Beginning in 2006, the Idaho Farm Bureau board of directors allowed the use of Federation monies being contributed to Agra-PAC. The Idaho Farm Bureau contributes $25,000-$35,000 annually to Agra-PAC.

Agra-PAC is the third or fourth largest political action committee in the state. It consistently has a success rate of over 85 percent.

Agra-PAC acts independently of the Idaho Farm Bureau Federation. It has its separate board and governing body. The chairman of Agra-PAC is a sitting director of the Idaho Farm Bureau Federation. The Idaho Farm Bureau Federation has two seats on the twelve-member board, including the chairman.

An Effective County P&E Committee

Running an Effective P&E Committee Meeting

- **Meeting Preparation:**
  - The following should be sent out at least one week before the meeting:
    - Agenda
    - Minutes from previous meeting
  - Who should prepare and send these out?
    - P&E Committee Chair or Secretary

- **Meeting Agendas:**
  - What goes on an agenda?
    - Call to Order
    - Pledge of Allegiance
    - Approval of Minutes
    - Report from the Chair
    - Report on Assignments/Activities
    - Unfinished Business
    - New Business
    - Adjournment

- **Four Main Objectives of Parliamentary Procedure:**
  - Focus on one thing at a time
    - Keeps discussions and meetings orderly
  - Extend courtesy to everyone
    - Everyone has a chance to express their opinion
  - Observe the rule of the majority
    - Majority always wins
  - Ensure the rights of the minority
    - Minority has a chance to be heard

- **Use of the Gavel:**
  - One Tap
    - The completion of an item of business
    - To be seated
    - Adjournment
  - Two Taps
    - Call meeting to order
  - Three Taps
    - Signals members to stand
  - Series of sharp taps
    - Used to restore order

- **4 Types of Voting:**
  - Voice vote
    - Saying “aye” or “no”
  - Rising vote
    - Either by standing or by a show of hands
  - Secret ballot
    - A written vote
  - Roll call
    - Each member speaking their vote when the secretary calls their name.

- **Motion Classifications:**
  - Privileged Motions-deal with the rights of the members
    - Adjourn-to end the meeting
    - Recess-to take a break
      - When passed allows time to talk informally
  - Subsidiary Motions-deal with disposing of a main motion
    - Amend-to change or modify and existing motion
      - May not change the original intent of the motion
    - Commit or Refer-refer to a committee allows a smaller group to gather information and report back to the assembly
      - May refer to a standing committee or one appointed by the chair
    - Previous Question-when passed ends all debate and the assembly proceeds to vote on the motion or motions at hand
  - Main Motion-introduce new business
  - Incidental Motions-deal with parliamentary procedure
    - Division of the Assembly-if a member feels the vote was to close to call they can call division, making the chair take a standing vote
  - Motions That Bring a Question Again Before the Assembly

- **Steps to Making a Motion:**
  - Address the chair
    - Ex. Stand and say “Mr./Madam President.” Remain standing.
  - Be recognized by the chair
    - Ex. Chair says the person’s first name “John.”
  - State your motion
    - Ex. “**I move that** our county farm bureau spend $2,000 to purchase 4H and FFA market animals at the county fair in July.”
  - Chair asks for a second
    - Motion must obtain a second to be brought before the assembly to be debated or it fails
  - Chair restates the motion

- Chair opens the floor to debate
    - The maker of the motion has first rights to debate.
    - According to Robert's Rules of Order, each member has the right to debate two times per motion for up to 10 minutes each debate

- **Recommended Resource:**
    - *Robert's Rules of Order Newly Revised In Brief* by Henry M. Robert III, Daniel H. Honemann, and Thomas J. Balch *with the assistance of* Daniel E. Seabold and Shmuel Gerber

BASIC RULES FOR SOME MOTIONS

Shane D. Dunbar (MEd), PRP, PAP
Professional Registered Parliamentarian, Professional Accredited Parliamentarian
http://www.northwest.net/parli-pro/

PRIVILEGED MOTIONS	INTERRUPT?	SECOND?	DEBATE?	AMEND?	VOTE?	RECONSIDER?
13 Fix the Time to Which to Adjourn (12)	No	Yes	No	Yes	Maj	Yes
12 Adjourn	No	Yes	No	No	Maj	No
11 Recess (12)	No	Yes	No	Yes	Maj	No
10 Raise a Question of Privilege	Yes	No	No	No	(1)	No
9 Call for the Orders of the Day	Yes	No	No	No	(1) (15)*	No
SUBSIDIARY MOTIONS						
8 Lay on the Table	No	Yes	No	No	Maj	(3)*
7 Previous Question	No	Yes	No	No	2/3	Yes
6 Limit or Extend Limits of Debate (12)	No	Yes	No	Yes	2/3	Yes
5 Postpone to a Certain Time (or Definitely) (12)	No	Yes	Yes	Yes	Maj	Yes
4 Commit or Refer (12)	No	Yes	Yes	Yes	Maj	Yes
3 Amend (12)	No	Yes	(5)	Yes	Maj	Yes
2 Postpone Indefinitely (12)	No	Yes	Yes (16)	No	Maj	(4)
MAIN MOTIONS						
1 Main Motion	No	Yes	Yes	Yes	Maj	Yes
INCIDENTAL MOTIONS (11)						
Suspend the Rules	No	Yes	No	No	(9)*	No
Withdraw a Motion (13)	*	*	No	No	Maj*	(3)
Objection to the Consideration of a Question (10)	Yes	No	No	No	2/3 NEG.	(3)
Point of Order	Yes	No	No*	No	(1)*	No
Parliamentary Inquiry	Yes	No	No	No	(1)	No
Appeal	Yes	Yes	Yes*	No	(7)	Yes
Point of Information	Yes	No	No	No	(1)	No
Division of the Assembly	Yes	No	No	No	(14)	No
Division of a Question	No	Yes	No	Yes	Maj	No
MOTIONS THAT BRING A QUESTION AGAIN BEFORE THE ASSEMBLY (8)						
Reconsider* (2)	No*	Yes	(5) (16)	No	Maj	No
Rescind	No	Yes	Yes (16)	Yes	(6)	(3)
Take from the Table	No	Yes	No	No	Maj	No
Discharge a Committee	No	Yes	Yes (16)*	Yes	(6)	(3)
Amend Something Previously Adopted	No	Yes	Yes (16)	Yes	(6)	(3)

The <u>first thirteen</u> motions are listed by precedence (pronounced pree-SEED-n's). After the chair states a motion, higher ranking motions are in order and lower ranking motions are not (except for *Amend* as shown on the chart and *Previous Question).*

*** Refer to *Robert's Rules of Order Newly Revised* for rule(s)**

(1) The chair decides. Normally no vote is taken.
(2) Only made by a member who voted on the prevailing side and is subject to time limits.
(3) Only the negative vote may be reconsidered.
(4) Only the affirmative vote may be reconsidered.
(5) Debatable when applied to a debatable motion.
(6) Majority with notice, or 2/3 without notice or majority of entire membership.
(7) Majority or tie vote sustains the chair.
(8) None of these motions (except *Reconsider)* are in order when business is pending.
(9) Rules of order, 2/3 vote--Standing rules, majority vote.
(10) Must be proposed before debate has begun or a subsidiary motion is stated by the chair (applied to original main motions).
(11) The *Incidental Motions* have no precedence (rank). They are in order when the need arises.
(12) A *Main Motion* if made when no business is pending.
(13) The maker of a motion may withdraw it without permission of the assembly before the motion is stated by the chair.
(14) The chair can complete a *Division of the Assembly* (standing vote) without permission of the assembly and any member can demand it.
(15) Upon a call by a single member, the *Orders of the Day* must be enforced.
(16) Has full debate. May go into the merits of the question which is the subject of the proposed action.

_____ County Farm Bureau

P&E Committee Meeting Agenda
Date: ___/____/___

County P&E Mission Statement goes here if they have one

- Call Meeting to Order
- Pledge
- Approval of Minutes

- Financial/Budget Review

- Program of Work at a Glance ***(This item is to keep the committee focused on events coming up)***

- Report from the Chair

- Review of Assignments/Activities

- Unfinished Business

- New Business

- Adjournment

Tips for Making Meetings Run Smoothly

1. **Ensure meetings have an orderly process for discussion and debate**

    - Enforce parliamentary procedures.
    - Have a verb-spurred agenda with strict time limits.
    - Use a physical symbol like a ball that indicates who has the floor.
    - If problems persist, consider setting a time limit for each person's comments and/or restrict the number of times people can comment on an issue.

2. **Avoid sidebar conversations**

    - If you notice them happening, talk with the individuals at the break or after a meeting and ask them to please refrain.
    - Limit important discussions to the board room where everyone has access to the information and can share ideas and reactions.

3. **Don't tolerate controlling or abusive behavior**

    - Respect the ideas and opinions of others when they are different.
    - Address the behavior, not the person.
    - Offer considerations about the negative impact someone's actions have and then give the person space to consider it.
    - Don't avoid confronting this behavior for fear of also being attacked.
    - When the damage is serious request an apology.

4. **Don't dominate discussions**

    - Give everyone a chance to contribute ideas and comments.
    - Don't confuse being helpful with being domineering.
    - Respectfully ask people who dominate to allow others a chance.
    - If problems persist, talk with the offender at the break or after the meeting.
    - Ask for thoughts or ideas for some issues in writing.

5. **Contributing to the discussion is everyone's responsibility**

    - Just showing up isn't enough. Board members must be actively involved in the discussions.
    - Everyone's ideas are important and valuable in making the best decisions possible.
    - From time to time, go around the room and ask people individually for their thoughts or reactions.

6. Work to avoid and eliminate divisions and other efforts to undermine authority

- Remain independent minded within group discussions.
- When a decision is made, accept and support it on behalf of the board.
- Bring questions to the full group and not only to small groups that support your position.

7. Welcome the ideas of new leaders

- Give clear direction to new leaders about expectations and authority
- Encourage senior leaders to mentor, rather than over-manage, new leader
- Show new leaders that their ideas are valued

Meeting Minutes – What's In and What's Out

IN	OUT
Name of the committee	Transcripts of meeting discussions
Existence of a quorum	Minutes as newsletters for the organization
Board member in attendance, absent and excused	Minutes as the report for work assignments
Motions made and by whom	Names or direct quotations
Major points for and against issues	Not enough information to explain the decision
Results of votes	Recording names with votes unless requested
Names of those dissenting or abstaining	Too much detail about discussions
Meeting date	Sidebar conversations
Notation of financial reports and other documents distributed	Keeping an audio or video recording of the meeting along with the minutes
Start and end time	Typos and errors
Future action items	
Questions of conflict of interest	
Logistical information about the next meeting	

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Program of Work

Please go to our website to review the current Program of Work and calendar items - the link is:

https://www.idahofb.org/promotion-education

Idaho Farm Bureau Promotion & Education Public Speaking Contest

Idaho Farm Bureau Promotion and Education Committee is excited to host a high school public speaking contest. The committee acknowledges that some of our original purpose, objectives, general rules, format and scoring was based on those of the Idaho FFA Public Speaking LDE and while similarities still exist, this contest is not exclusive to their students.

Eligibility

Any high school student interested in participating in the Public Speaking Contest should prepare a 6 to 8-minute speech on an agriculturally related topic of his or her choice. They would need to memorize and give the speech in front of judges and an audience. At the end of the speech the judges will ask the participant to answer questions relating to their topic.

Purpose

To develop agricultural leadership by providing interested youth an opportunity to participate in agricultural public speaking activities and stimulating interest in leadership and citizenship.

Objectives

- To develop the ability to complete research on an agricultural topic.
- To develop writing skills in the completion of a manuscript.
- To develop the ability to effectively orally deliver a prepared speech.
- To develop the ability to answer impromptu questions from the content of their written manuscript and from their orally presented speech.

General Rules

1. The Idaho Farm Bureau Federation (IFBF) Promotion and Education (P&E) Committee encourage county Farm Bureaus to hold County Public Speaking Events during the months of November through early January.
2. The Idaho Farm Bureau Federation (IFBF) Promotion and Education (P&E) Committee will hold district Public Speaking Events during the months of January or February.
3. The winner from each district will compete at the IFBF P&E State Competition. The time and place will be determined by the committee.
4. Judges for the district and state events will be selected by the P&E Committee.
5. Participants are free to choose their own speech subjects, but they must be of an **agricultural nature.**
6. Each speech shall be the result of the participant's own effort. At an established date, prior to the first level of competition, a copy of the prepared public speaking manuscript shall be submitted in an electronic PDF format to the organizing committee. The manuscript shall follow APA (current) style manual for developing references and bibliography. This must be attached to the manuscript. Internet sources must also comply with the APA citation criteria.
7. A letter of authenticity, signed by the participant and a parent/guardian, shall be attached to the manuscript and included in the original contest registration.

Idaho Farm Bureau Promotion & Education Public Speaking Contest

Format and Scoring

1. Each speech shall be a minimum of six minutes in length and a maximum of eight minutes.
2. Deductions of one point per second will be made from the total judges score for speeches fewer than five minutes and 50 seconds or over eight minutes and 10 seconds in length. (To prevent being penalized, a participant must speak over six minutes and under eight minutes).
3. Judges will ask the questions.
4. Questions shall pertain directly to the speaker's subject. Questions containing two or more parts should be avoided.
5. Each judge will rank the participants and the event coordinator will tally the ranks. The lowest rank will be declared the winner.
6. Manuscripts will be provided to all presentation judges prior to the event for reference and question writing.
7. Tiebreakers - Ties will be broken based on the greatest number of low ranks. The participant's low ranks will be counted and the participant with the greatest number of low ranks will be declared the winner. If a tie still exists, then the event superintendent will rank the participant's response to questions. The participant with the greatest number of low ranks from the response to question will be declared the winner. If a tie still exists, then the participant's raw scores will be totaled. The participant with the greatest total of raw points will be declared the winner.

Awards

District Awards are as follows:

1st	$300
2nd	$200
3rd	$100
4th	$75

State Awards are as follows:

1st	$1,000
2nd	$750
3rd	$500
4th	$250
5th	$150

Idaho Farm Bureau Promotion & Education Public Speaking Contest

Presentation and Questions Rubric

Name: County Date:

Indicators	Very strong evidence of skill is present 5-4 points	Moderate evidence of skill is present 3-2 points	Strong evidence of skill is not present 1-0 points	Points earned	Weight	Total points
Introduction	Introduction was catchy and created interest in subject. It was of sufficient length and to the point.	Introduction was sufficient but was too long, too short or lacked interest.	Introduction poorly introduced subject to follow.		X2	
Topic Relevance	Topic addresses an issue facing the industry of agriculture	Topic addresses an issue that may show some relationship to the industry of agriculture	Topic addresses an issue that is unrelated to the industry of agriculture		X1	
Body	The points were easy to follow. The main points were in a logic order. Interesting	Good organization with few statements out of logic order	Hard to follow. Poorly organized		X5	
Evidence	Exemplary use of evidence to persuade listeners. Examples (stories, statistics, etc.) are vivid, precise and clearly explained. Credit was given to sources of information used.	Sufficient use of evidence to persuade listeners. Examples may lack impact. Sources may not have been acknowledged.	Has difficulty using evidence to persuade listeners. Examples are lacking or confusing.		X5	
Delivery	Speaks very articulately at a rate that engages the audience Speaker uses appropriate emphasis, tone and volume to captivate audience. Words seem to be chosen at the time they were spoken and were pronounced correctly. No notes were used.	Speaks well but occasionally speaks too fast or has long hesitations. Speaker might present speech as mere repeating of facts and speech then comes across as a report. Notes were used but didn't detract from the speech	Speaks too slow or too fast to engage audience. Speaker lacks enthusiasm. Speech came off as memorized or being read. Speaker may have actually read from notes.		X10	
Poise	Portrays confidence and composure through appropriate body language – stance, posture, facial expressions, hand motions that appear natural and continual eye contact with the entire audience.	Sometimes exhibits nervousness. Looks around the audience most of the time. Hands are sometimes used to express or emphasize but may seem forced.	Lacks confidence and composure. Appears to be nervous. Has very limited eye contact with audience. Hands are not used to emphasize talking points.		X5	
Conclusion	Finishing remarks appropriately concluded the speech. Remarks flowed skillfully from the body to the concluding statements. Key points were briefly reviewed. Conclusion was short and interesting.	A conclusion was presented but lacked some elements to smoothly and/or successfully draw a wrap-up to the speech.	Final remarks did not conclude the speech and left the audience hanging. Failed to review key points.		X2	
Response to Questions	Is able to respond with organized thoughts and concise answers which directly answer the question.	Answers effectively but has to stop and think and sometimes gets off focus.	Rambles or responds before thinking.		X5	
Knowledge of topic	Answer shows thorough knowledge of the subject and supports answer with strong evidence.	Answer shows some knowledge of the subject but lack strong evidence.	Answer shows little knowledge of subject and lacks evidence.		X5	
Time used:		**Total possible points 200**		**Total earned**		
Time Penalty: Deductions of 1 point per second will be made from the combined judges scores if the speech is under the 5 minutes and 50 seconds or over 8 minutes and 10 seconds time limits. An additional 3 minutes are allowed for questions.				deduction		

Social Media

DO'S & DONT'S OF SOCIAL MEDIA

10 Recommendations

THEM ARE FIGHTIN' WORDS

Rarely do people accomplish much on social media when doing battle on topics. People typically get as much negative feedback as they do positive. It does not mean that you can't stand up for what you believe in. Just know that victories are hard to come by using social media.

GET UP CLOSE

If you are doing a photo or video, make sure you capture that as close as possible. It will shrink when people view it on their cell phones. Also, audio is sometimes difficult to hear.

BRING OUT THE BEST

Social media is an excellent platform for feel-good photos, videos, or statements. People often go to their social media to feel better.

WE DON'T HAVE ALL DAY

Always make an attempt to be concise. If you have something that is written with 200 words that could be said in 75 words, DO IT! Your readers will appreciate it.

TIMING IS OF THE ESSENCE

Post when you have something interesting to share. Posting too often can make people skip over your social media posts.

HOOKS

The first sentence in a post or the first few seconds of a video is important. Don't build up to something interesting. Start with something interesting to keep them engaged.

YOU DON'T HAVE TO BE A SPIELBERG

On average, videos produce more shares and likes than other types of posts. A video does not need to be professionally produced. If it's genuine, interesting, and not too long, it has a high chance to succeed.

CAREFUL WITH COPYRIGHT

If you are posting on a social media platform connected to an organization or company, do not grab random photos from the internet. Use photos that you have purchased, have permission to use, or have taken yourself. You may share another person's post with a photo, but don't lift the photo out and use it on your own unique post.

LEARN ABOUT THE NATURE OF A SOCIAL MEDIA PLATFORM

Facebook, Instagram, Tik Tok, etc, are not the same. One may be used more for short videos while others allow for a long paragraph of thought. Ask people of different ages what different social media platforms are typically used for.

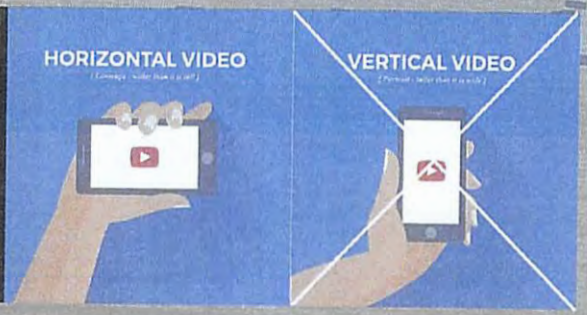
SECOND PAIR OF EYES

Having someone else look at your post is never a bad idea. They can tell you where you might have said something that could be taken the wrong way by viewers. Having someone give you quick feedback helps improve the effectiveness of what is posted.

Idaho Farm Bureau Federation

How to Make a Simple Video

Advice #1:
Always take videos horizontally. Most computer screens and projectors are horizontal.



Advice #2:
Get cozy! All interviews must be done right in the person's face. Fill up 1/3 to 1/2 of the screen with the speaker's face with a background that has some depth.

Advice #3:
If are sending in extra video clips for Farm Bureau to piece together, hold your phone steady on your desired scenes for a minimum of 20 seconds. Panning can be tricky, but if you try it, keep your feet planted. Slowly (and we mean real super slow) move left or right at the waist with the phone camera held level.

Advice #4:
Get a review before posting. A second look will help you produce a video that shares your desired intents without unintended negative effects. We would strongly recommend that you contact Joel Benson, Director of Information, for a review at the end of the process. His number is 208-239-4289.

Advice #5:
HAVE FUN! Nobody expects you to be Steven Spielberg. In fact, by having an imperfect production of you talking about your operation or story gives it a sense of authenticity.

HOW TO MAKE A VIDEO WITH YOUR PHONE

Kentucky Farm Bureau Video
https://www.youtube.com/watch?v=nHLRPaHnIZc

You don't need professional equipment to make high-quality videos!

Tips for Shooting Video-

1. **Shoot horizontally- It looks better.**
2. **Hold your camera steady.**
3. **Where to position yourself- Be aware of your background.**
4. **Lighting - Use sunlight - Face sunlight at an angle.**
5. **Be Creative - Angles, slow motion, have fun with it!**

Content of Your Video-

1. **Pick a purpose**
2. **Pick an audience**
3. **Tone and vocabulary - Does it fit your audience?**
4. **Be confident!**

IFBF P&E Resources

BEEF MODULE

MOVING AGRICULTURE TO THE CLASSROOM

P&E Promotion Education

BIG BOOK OF BEEF

Idaho Farm Bureau
The Voice of Idaho Agriculture

IDAHO FARM BUREAU PROMOTION & EDUCATION

Module: Beef

Objectives: After Completion of this module, students will be able to:

1. Understand the life cycle of beef cattle
2. Understand the importance of cows.
3. Discuss where beef comes from.
4. Understand how ranchers take care of their animals
5. Understand how livestock can help with fire prevention
6. Have a basic understanding of the importance of beef byproducts

Instruction Time: 20 minutes

Resources:

Materials Provided:

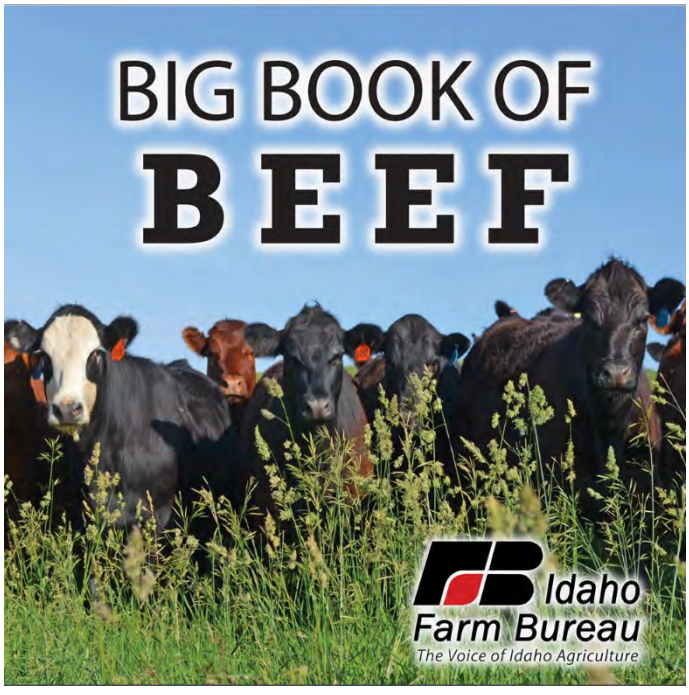
- Big Book of Beef
- Easel

Materials needed:

Teaching Strategies (Content Delivery):

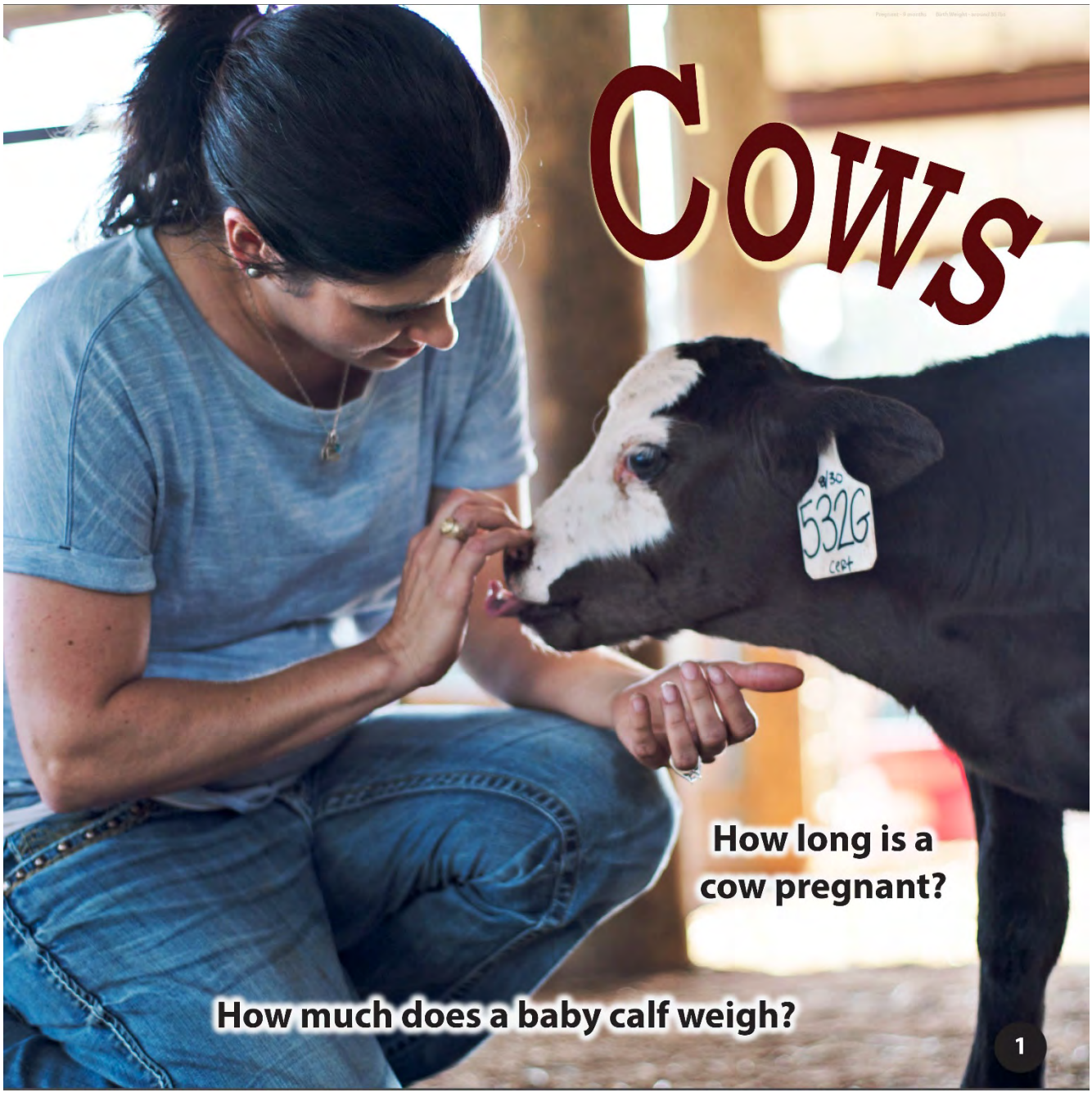
Objective 1: Understand what everything cattle and other livestock are used for. The teacher is encouraged to ask questions of the class to identify these facts. Set up the easel and place the Big Book of Beef on the easel, and have the students sit in front of the easel on the ground.

- **Cover Page-Big Book of Beef**
    - Turn the cover page (May have a student come up and help turn the page.)



Objective 2: discuss the birth of a calf.

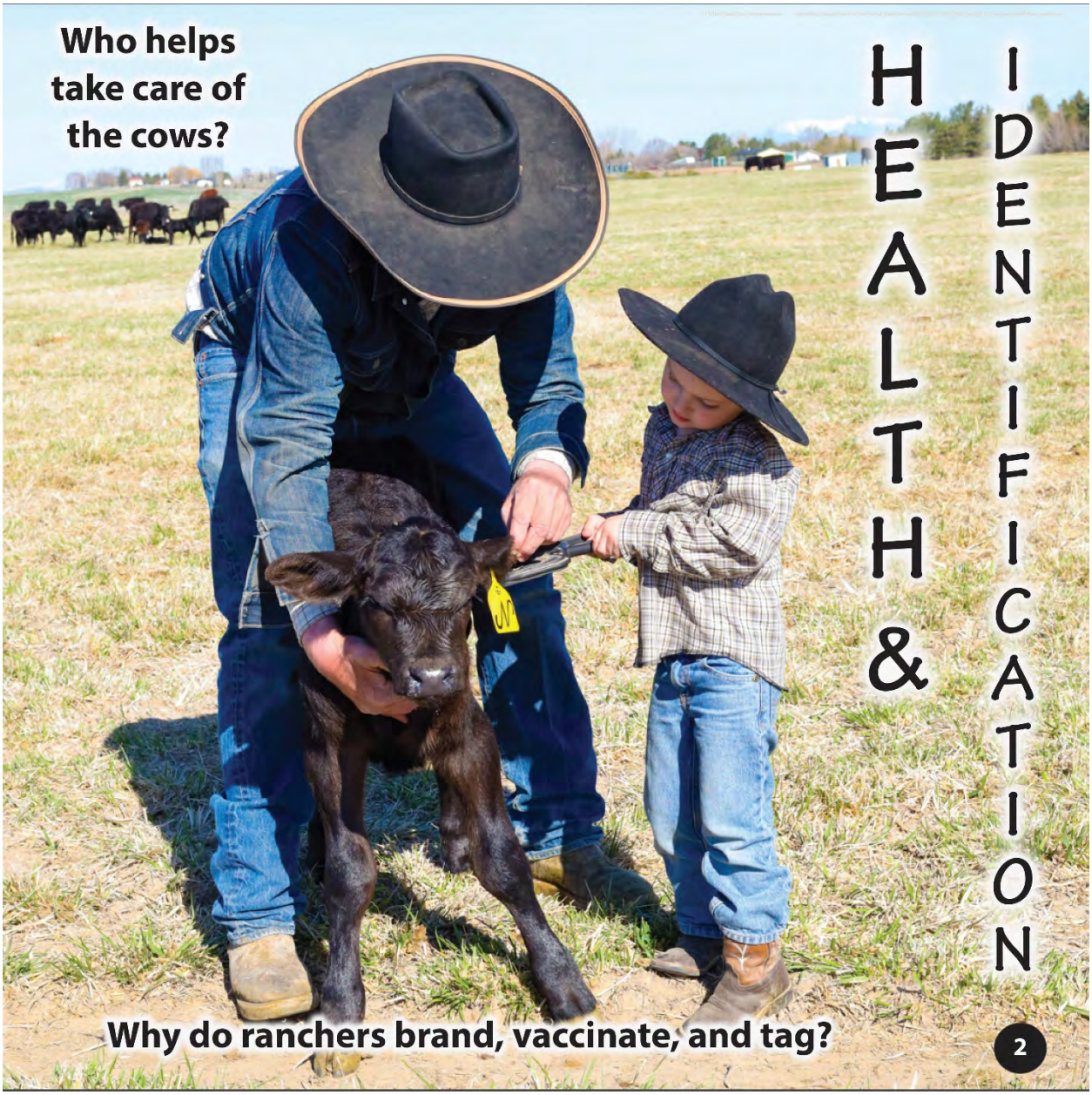
- **Page 1- Cows**



- **How long is a cow pregnant?**
  - 9 months (like a human)
- **How much does a baby calf weigh?**
  - 85 pounds or between 60-100 pounds

Objective 3: Show how ranchers take care of their animals

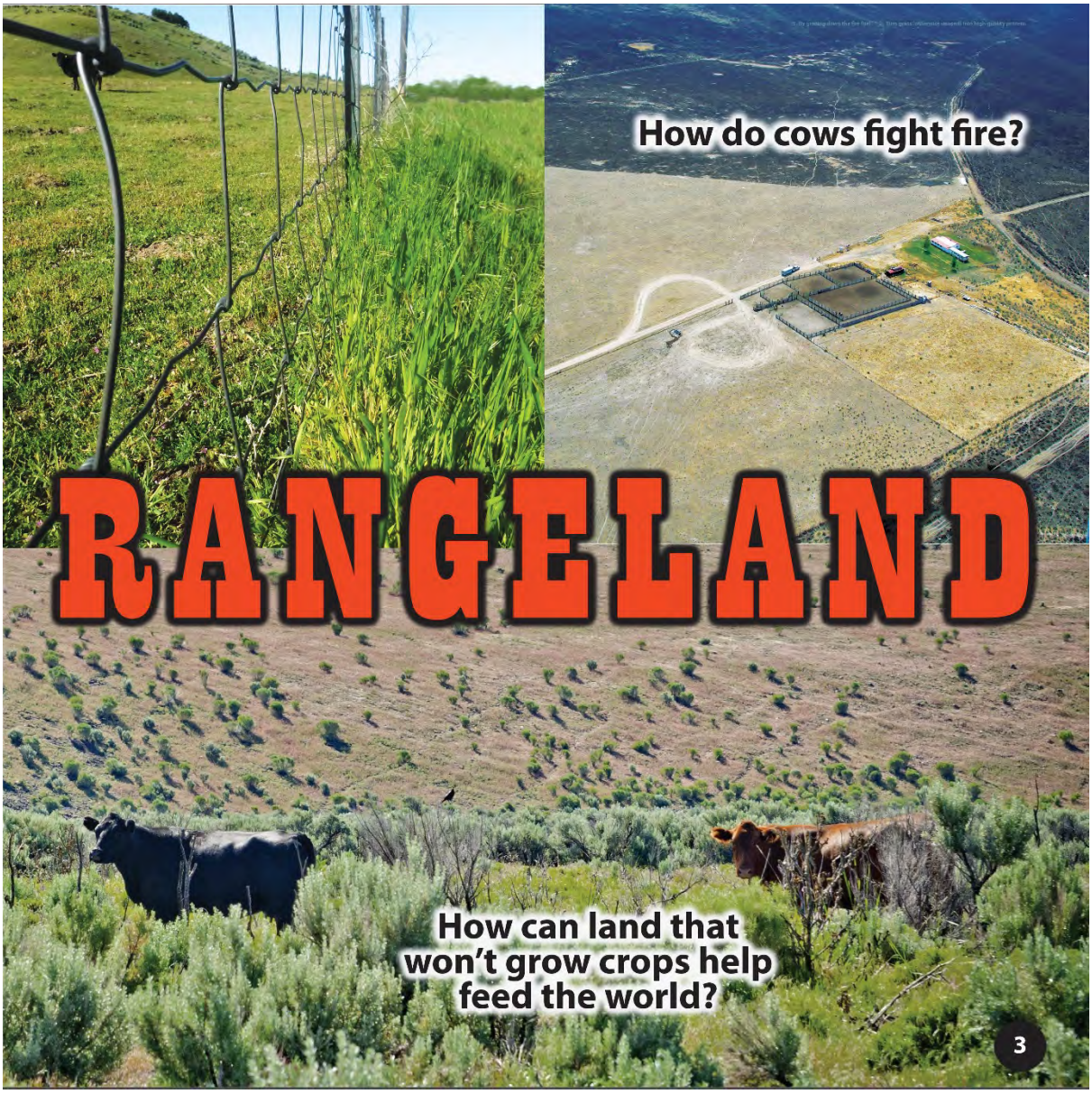
- **Page 2- Health & Identification**



- **Who helps take care of the cows?**
  - Rancher, cowboys, and veterinarians
- **Why do ranchers brand, vaccinate, and tag?**
  - Brands- keep the cows in the correct herd
- Vaccinations help calves from getting sick
- Tags help keep calves with their mothers.

Objective 4: Why do cattle spend some of their time on the range?

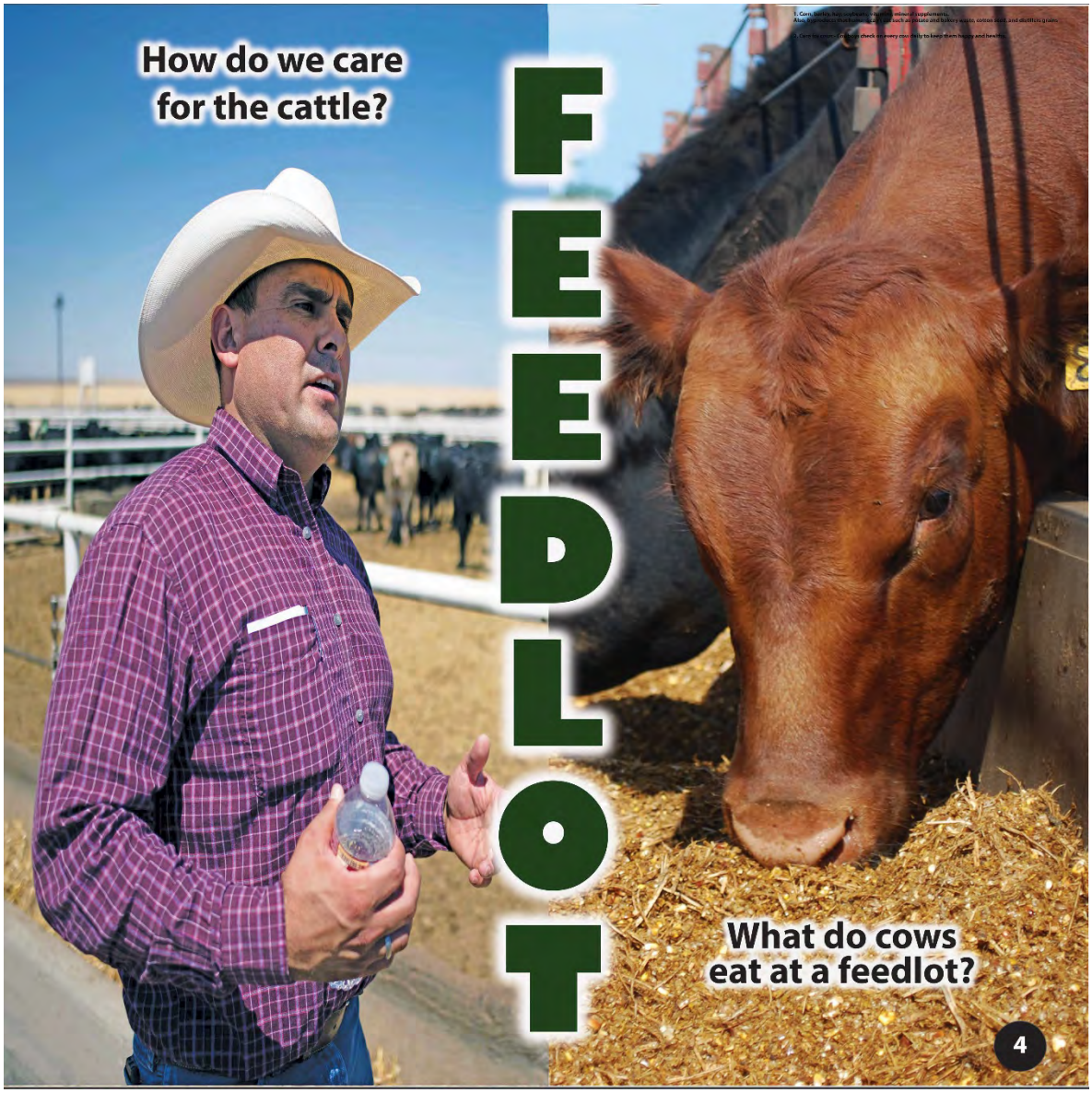
- **Page 3-Rangeland**



- **Point out the two sides of the fence in the top left. One has been grazed and one has not when those fields dry up which will be more likely to burn?**
- **How do cows fight fire?**
  - Livestock can help fight fire by eating vegetation that would otherwise become fire fuel.
- **How can land that won't grow crops help feed the world?**
  - There are many areas of the world where crops can't be grown but livestock can utilize the forage in these areas and create protein.

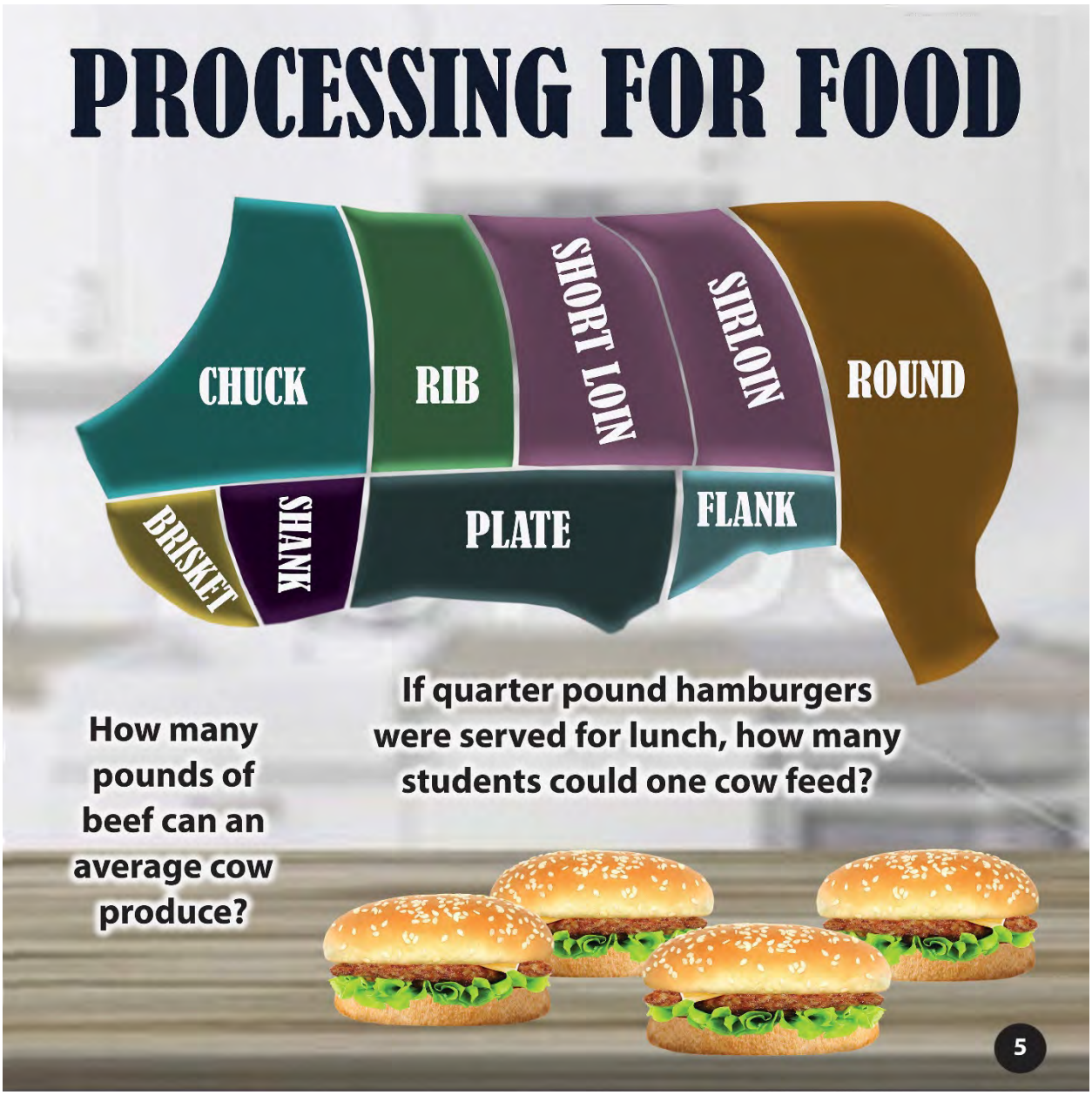
Objective 5: Show how animals are cared for and kept healthy

- **Page 4- Feedlot**



- **How do we care for the cattle?**
  - Feedlots have cowboys who look at all the cows every single day.
  - Cows are given medicine if they are sick.
  - They are also kept comfortable with lots of food and water.
- **What do cows eat at a feedlot?**
  - Hay, corn, barley, soybean, vitamins, mineral supplements
  - Also, byproducts that humans can't eat such as potato and bakery waste, cotton seed, distillers' grains, and sugar beets pellets.
  - Most animals eat better than we do. All their meals are specially selected to help them be healthy.

- **Page 5- Processing for Food**



- **Point out the names of the commercial cuts to see if any of the students have ever heard of those cuts.**
- **How many pounds of beef can an average cow produce?**
  - around 440 pounds of beef from each cow.
- **If quarter pound hamburgers were served for lunch, how many students could one cow feed?**
  - **1760 (this is a math problem if the students have been taught fractions, and multiplication)**

Objective 6: Show all the delicious food made from beef.

- **Page 6- Feeding the World**

- **Have students name their favorite beef meal.**

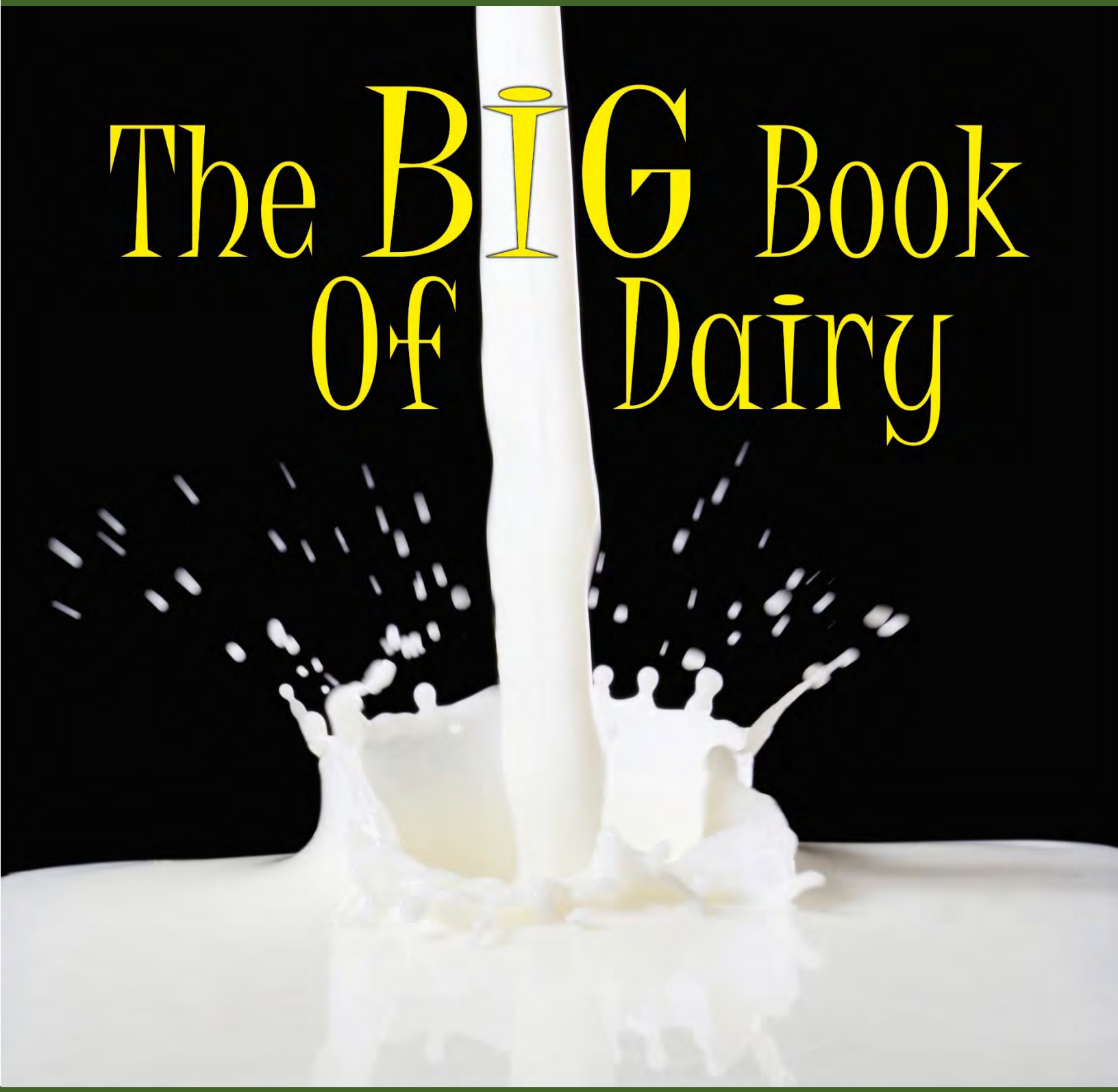
Objective 7: show that cows are way more than beef

- **Page 7- Byproducts**

- **Work the student through the lists to show everything that we get from cows that isn't meat.**
  - Sports equipment, shoes, tires, fertilizer, medicine, cement, makeup, tape, gum, shampoo, glass, and fireworks just to name a few.

DAIRY MODULE

MOVING AGRICULTURE TO THE CLASSROOM



IDAHO FARM BUREAU PROMOTION & EDUCATION

Module: Dairy

Objectives: After Completion of this module, students will be able to:

1. Understand how milk is produced
2. Have a current knowledge of the importance of the Dairy Industry in Idaho.
3. Milk Maggie the cow
4. Make butter or Ice Cream

Instruction Time: 50-60 minutes

Resources:

Materials Provided:

- Maggie the cow.
- Big Book of Dairy
- 2-Aluminum Easels
- Instructions on the process to make butter
- Instructions on the process to make Ice Cream
- Plastic cups and lids to make the Butter in
- Plastic baggies to make Ice Cream

Materials needed:

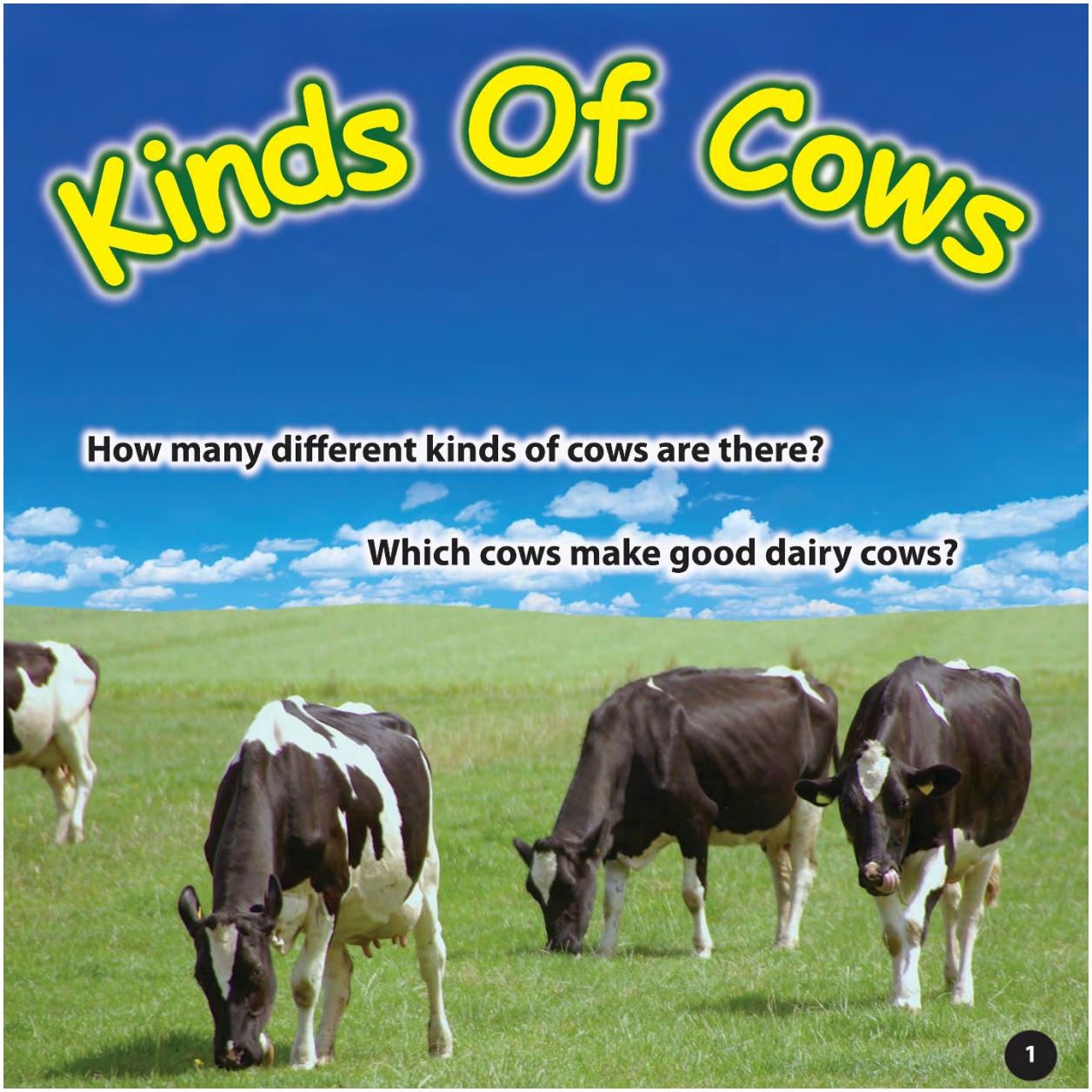
- Water
- For Ice Cream: Cream ½ and ½, Vanilla, Ice, Rock Salt
- For Butter: Heavy Cream
- Round Ritz Crackers for butter. Optional
- Hand Sanitizer

Teaching Strategies (Content Delivery):

Objective 1: Identify the basic steps in which Milk is produced. The teacher is encouraged to ask questions of the class to identify these facts. Place Maggie in front of the group to encourage participation. Set up both easels side by side and place the Big Book of Dairy on the easel on the right when looking at it from the front. *(Time: 15-20 minutes for objectives 1 and 2)*.

- Cover Page-Big Book of Dairy. Turn the cover page to the opposite easel. (May have a student come up and help turn the page.)

- **Page 1-Kinds of Cows**



- **How many different kinds of cows are there?**
  - There are basically two types of cows-Beef and Dairy. Beef we use for meat and dairy for milk. There are hundreds of breeds of cattle
- **Which cows make good dairy cows?**
  - There are many breeds of dairy cows. (Holstein, Jersey, Guernsey, Brown Swiss, and Milking Shorthorn are the most common breeds of dairy cows) Maggie or Molly is a Holstein. Holsteins are black and white or sometimes red and white. Holsteins are noted for their ability to produce large amounts of milk.

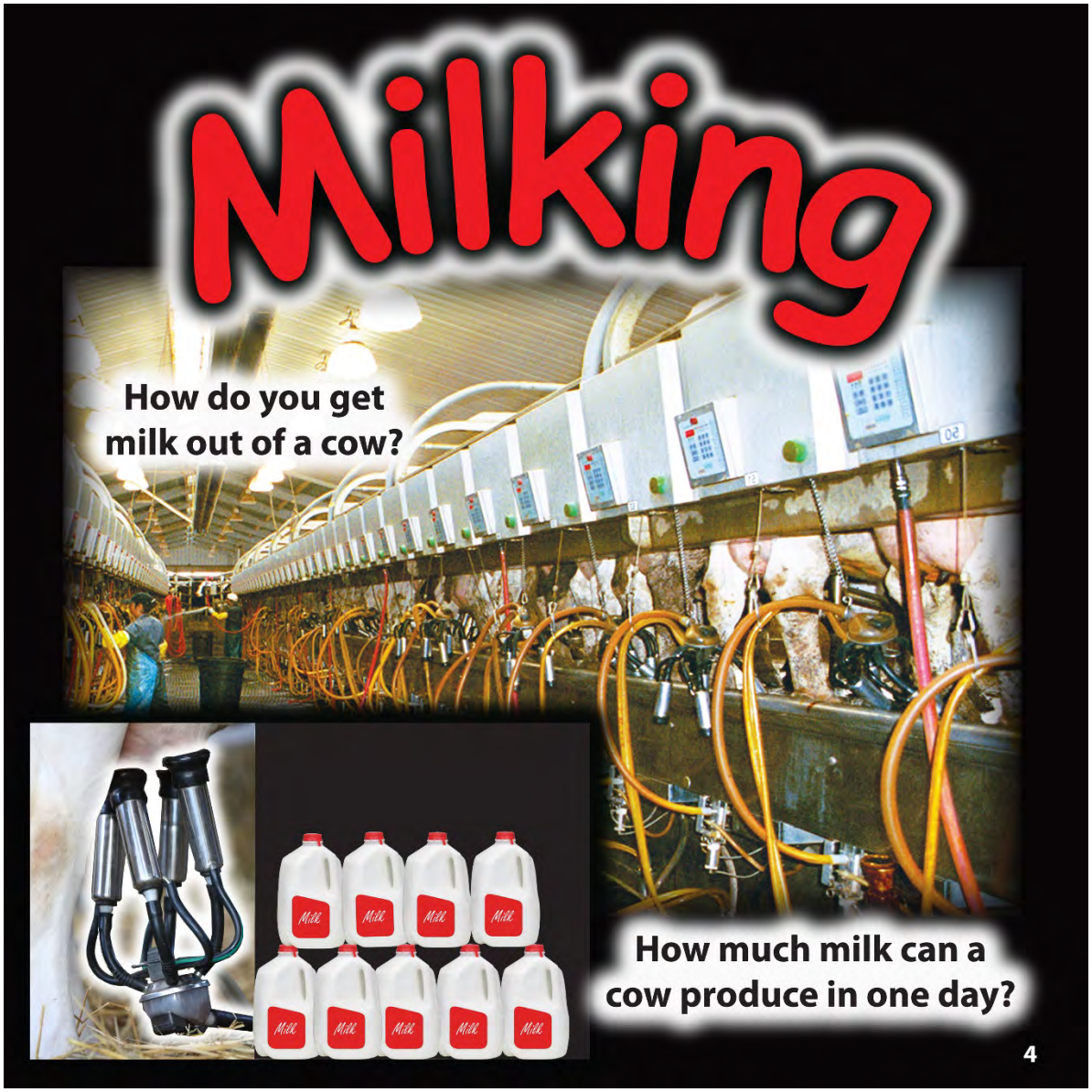
- **Page 2-Feeding Time**

- **How many pounds of food does a cow eat in a day?**
  - Maggie eats about 20-30 pounds of grain each day.
  - Maggie eats about 30-35 pounds of hay each day.
- **Gallons of Water?**
  - Maggie drinks about 35 gallons of water each day. This will vary depending on the season and type of feed they are eating. If the feed is really dry they will need to drink more.
- **What do cows like to eat?**
  - Hay, Grass, Grain, Corn, Silage, etc.

- **Page 3-Animal Care**

- **What do cows need to be comfortable?**
  - Straw or sand to lie on. Loafing shed to keep the rain and snow off or to keep the sun off. A dairy farmer will clean their stalls and pens to keep them clean.
- **Who helps take care of the animals?**
  - The dairy farmer will take care of the animals themselves and/or hire someone to care for the animals. Sometimes a dairy cow will get sick and need to be doctored. If the dairy farmer can't figure out what medicine to give the cow, they can call a veterinarian to come and doctor the cow.

- **Page 4-Milking**



- **How do you get milk out of a cow?**
  - For a cow to produce milk she must first have a calf. Once she has a calf then she can be milked. The calf is bottle fed. The cow can then be milked by hand or put a milking machine on the udder. Before you attach the milking machine you would clean each teat. Then you would attach the milkers. It takes about 7-10 minutes for the milkers to milk a cow. While the cow is being milked they get to eat grain. When the cow is done being milked they are let back out of the barn.
- **How much milk can a cow produce in a day?**
  - Cows must be milked at least 2 times a day. Some dairies milk their cows 3 to 4 times per day. Each cow produces between 7 and 9 gallons of milk a day. That is between 60 and 100 pounds of milk. That can be made into 2.6 pounds of butter or 6-7 pounds of cheese.

- **Page 5-Transporting**

- **Where does milk go before going to the store?**
  - Once the milk is taken out of the cow, it is then put into a refrigerated tank where it is stored until a milk truck picks it up. The milk truck transports the milk to a plant to be processed into many different dairy products.
- **How many products can you name that come from milk?**
  - Cheese, Swiss Cheese, Yogurt, Sour Cream, Ice Cream, Cream Cheese, Cottage Cheese, Chocolate Milk, etc.

- **Page 6-Milk Products**

  - This page has pictures of dairy products.

- **Page 7-Back Page**

- **When does the dairy close down for the day?**
  - Dairy farmers don't get to take vacations for Christmas, birthdays, or other holidays unless they hire someone to work for them. Cow must be milked everyday all year round. Most dairies milk around the clock and only have a half hour to an hour to clean the milking parlor.

Objective 2: (Optional-If time allows) Teach students the importance of Dairy industry in Idaho

- Idaho has 574,000 milk cows
- Milk production cash receipts has surpassed Potatoes as Idaho's most valued crop
- Idaho is ranked 3rd in the US in milk production
- Idaho is ranked 3rd in the US in Cheese production

Objective 3: Milk Maggie. *(Time: 10-15 minutes)*

- Bring each student one at a time up to the cow and allow them to milk Maggie. Maggie needs to have water, about 1gallon, poured into bucket and plugged in in order to recirculate milk. If more than a gallon is put in the bucket, the water will leak onto the floor. Have the students use hand sanitizer after they are done milking the cow.

Objective 4: Make Ice cream or Butter (*Time: 15-20 minutes)*

- Making Butter
    - You can make butter from cream within 5 minutes. Students will learn where butter comes from, a little bit of science, and gain first-hand experience in making some.

- Pre-instructions:
    - It takes less time if the cream is about room temperature. This helps to start the process of changing the cream into butter. You can still make butter with cream taken directly from the refrigerator, but it will take longer for it to turn into butter. Also, it will have less of the taste butter normally has.
    - Set out the small plastic Dixie cups. Fill the cup about 1/3 full with heavy whipping cream. (If you fill it to full there is not enough room for the heavy whipping cream to be shook and won't make butter). Snap the lid securely into place. Wrap the closed cup with a paper towel.

- Butter making rules
    - Do not squeeze the container
    - Do not open the container. When you have a lump of butter that you can see … wait. The teacher will open the container and drain the butter when everyone is done.
    - Everyone will shake their containers at the same time. Do not start until everyone is ready.

- Begin ….
    - Pass out the containers and have the student shake them.
    - Have the students recite a chant, sing a song or discuss the science while they are shaking.
    - If your cream is at room temperature, it will take less than 5 minutes to make the butter.
    - The teacher or helpers should drain and replace the lids on all containers.
    - Have the students sit at tables. Pass round ritz crackers.
    - Students can dip the cracker into the container to get the butter on each cracker (salted and unsalted) and have a taste test.

- Most kids know that milk comes from cows. But perhaps they don't know that butter is made from milk. When cows are freshly milked, the cream separates from the liquid. The cream floats to the top and is skimmed off. It is this cream that butter is made from. In our experiment, we use store bought cream.

- Discuss how cows help us. Brainstorm and make a list of dairy products (milk, cheese, yogurt, ice cream, sour cream, and butter. You could also include food items that have a lot of dairy products in them (pudding, mac & cheese, etc.)

- Discuss how butter is made. The cream contains many fat cells. Bacteria in the cream eat away at the lining or membrane of the fat cells, weakening them and forming Lactic Acid. This Lactic Acid causes the fat to crystallize and form sharp edges which helps the butter clump together.

- Shaking and sloshing the cream against the sides, top, and bottom of the container burst more of these fat cell membranes and cause the fat to separate from the liquid and clump together. The more you shake, the more the fat clumps together.

You may notice that your finished homemade butter may not be as yellow as store bought butter. (Some butter manufacturers add yellow coloring to their butter.) The yellow coloring in organic butter depends on the diet of the cow which the cream came from. Cows eat grass for food. Grass contains Carotene which gives butter its yellow color. So, if your butter has a deep yellow color, then the cow ate lots green of grass

Ice Cream in a Bag

Supplies:

- Sealable Plastic Bags: sandwich and gallon
- Cream (Half & Half, you could also use milk) (1/2 cup)
- Sugar (1 tablespoon)
- Vanilla (1/4 teaspoon)
- Ice
- Rock Salt

Procedure:

1. Divide students into pairs.
2. Each student received a sandwich bag and a gallon size bag.
3. Place **½ cup cream, 1 tablespoon sugar and ¼ teaspoon vanilla** in the sandwich bag. Press air out of the bag and seal it securely.
4. Fill the gallon size bag with ice cubes. Add **¼ cup rock salt** (table salt will work but not as well)
5. Place the smaller bag into the larger bag and seal up the whole thing.
6. Knead the bags for about 5 minutes or until ice cream forms.
7. If the mixture is till soupy after 5 minutes, the temperature may not be cold enough. Drain the excess water, add more salt and ice, and knead until firm.
8. Now the best part, eating up all that hard work.

Makes about 1 scoop of ice cream.

Who invented ice cream?

- Legend has it that the Roman emperor, Nero, discovered ice cream. Runners brought snow from the mountains to make the first ice cream. In 1846, Nancy Johnson invented the hand-cranked ice cream churn and ice cream surged in popularity. Then, in 1904, ice cream cones were invented at the St. Louis World Exposition. An ice cream vendor ran out of dishes and improvised by rolling up some waffles to make cones.

What does the salt do?

- Just like we use salt on icy roads in the winter, salt mixed with ice in this case also causes the ice to melt. When salt comes into contact with ice, the freezing point of the ice is lowered. Water will normally freeze at 32 degrees F. A 10% salt solution freezes at 20 degrees F, and a 20% solution freezes at 2 degrees F. By lowering the temperature at which ice is frozen, we are able to create an environment in which the milk mixture can freeze at a temperature below 32 degrees F into ice cream.

EARTH AS AN APPLE

MOVING AGRICULTURE TO THE CLASSROOM

IDAHO FARM BUREAU PROMOTION & EDUCATION

Idaho Farm Bureau adapted this lesson plan from other various Earth As An Apple Lesson Plans.

Module: Earth as an Apple

Objectives: After completion of this module, students will be able to:

1. See how much of the earth is available for farming
2. Have knowledge of urban expansion and growing population
3. New ways to grow food (urban ag, vertical farming, GMO, aquaculture, Precision ag)
4. Eat some apples

Instruction time: 20

Materials provided:

- Earth as an apple
- Instructions on process
- Easel

Materials needed:

- Apples
- Hand sanitizer
- Knife

Teaching Strategies:

Objective 1: How much of the earth is available for farming.

1. Hold apple up and "this apple represents our planet earth"
2. Cut apple into quarters. Hold up ¾ in one hand. Ask class what do these ¾ represent?
3. WATER – ¾ of the earth is covered in water: oceans, lakes, and rivers
4. ¼ of the planet is land.
5. Cut the "land" ¼ in half. Hold one of the pieces. This represents uninhabitable land. (polar regions, deserts, swamps, and rocky or high mountains)
6. The other 1/8 is habitable land, where people can live.
7. Cut 1/8 into 4 equal pieces. Hold up 3 of the 4. "these 3/32 represent land people can live on but not grow food. Some of the land was never able to grow crops because it was too rocky, wet, steep, cold, or has soil that was too poor to crow crops. Some of it was arable but isn't any longer because it has been developed into cities, houses, or highways. Other land has been turned into parks, nature preserves or public lands.
8. The final 1/32 has the potential to grow the food needed to feed all the people of the earth.
9. Carefully peel the 1/32 this tiny bit represents the topsoil.

Objective 2: urban expansion and growing population

1 billion	1804	
2 billion	1927	123 years
3 billion	1960	33 years
4 billion	1974	14 years
5 billion	1987	13 years
6 billion	1999	12 years
7 billion	2011	12 years
8 billion	????	????

- Where do all these people live? Where will the next billion live?
- How big is a billion?
  - 1 billion dimes stacked would reach 830 miles (Pocatello to Disneyland)
  - 1 billion seconds = 32 years
  - 1 billion minutes = 1900 years ago

Objective 3: other options for feeding the world.

- People can grow food in new ways using new technology. In cities, in water, and the conventional way with new technology. All are the correct answer, and all will be needed in the future to feed the world.

Objective 4: eat your apple and be happy - apple facts

- US grows the second most apples in world. Idaho is 10th in apple production in america
- 1774 – 1845 Johnny apple seed planted apples all over Ohio and Indiana teaching people about apples and care for orchards
- Farmers and ranchers make up less than 2% of the US population One U.S. farm feeds 168 people
- The U.S. share of the world production:

Corn	36%
Soybeans	34%
Beef	19%
Milk	16%
Cotton	14%
Wheat	8%
Apples	7%

- Precision agriculture is used by about 60% of farmers and ranchers
  - GPS and auto steering work together to help farmers identify exactly where to plant seed, how many, how much pesticide or fertilizer and much more.

- Idaho national ranking:

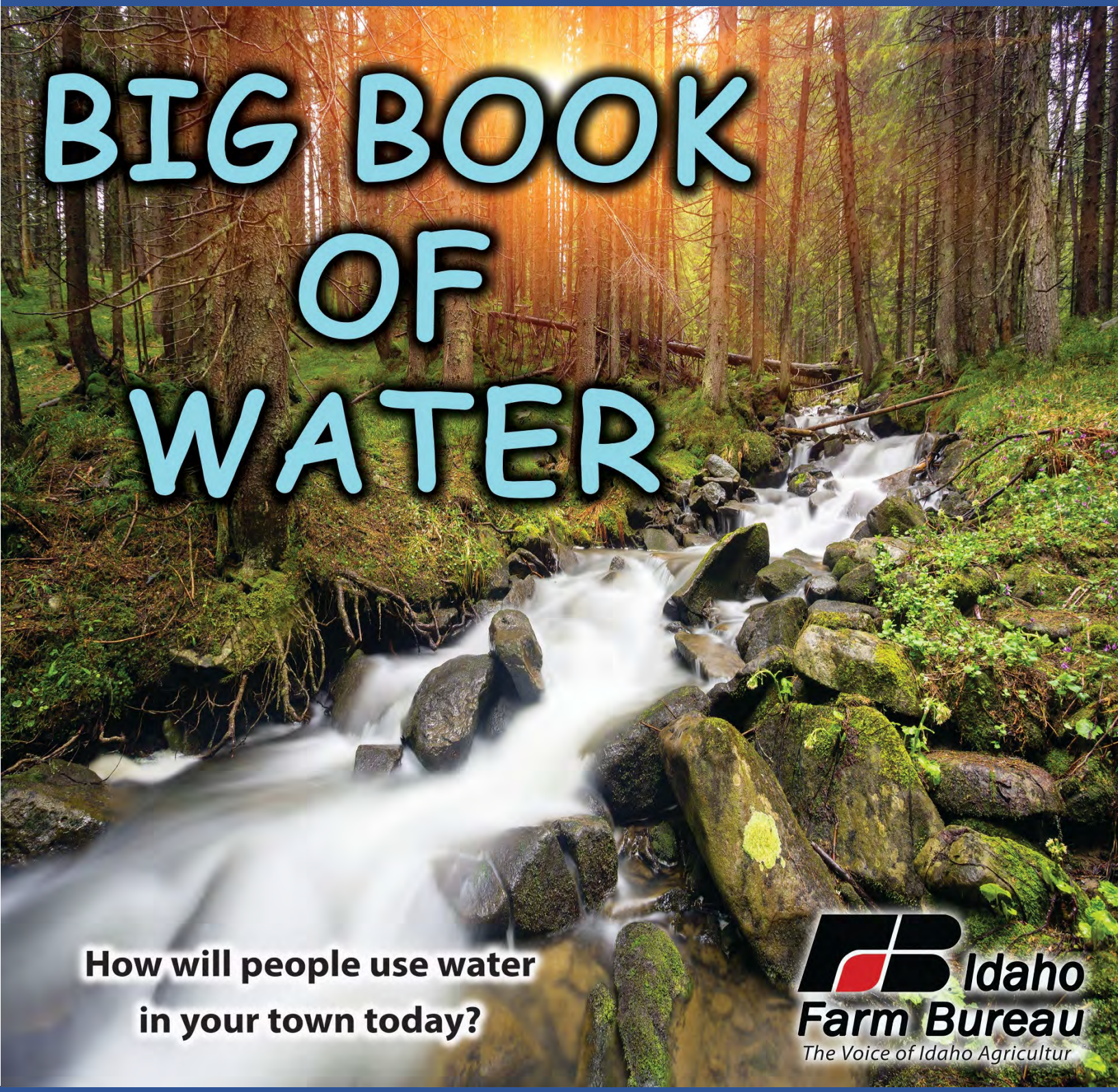
Potatoes	1
Austrian winter peas	1
Barley	2
Alfalfa hay	2
Sugar beets	2
Prunes and Plums	3
Hops	3
Mint	3
Trout	1
Milk	3
Cheese	3

- Idaho produces 185 commodities from 24,400 farms and ranches.
- If Idahoans had to eat all we produced. Every day we would have to eat:

195 slices of bread
49 potatoes
2 onions
2 lbs. of cheese or 42 glasses of milk
1.5 lbs. of beef 3 cups of beans and more.

WATER MODULE

MOVING AGRICULTURE TO THE CLASSROOM



Module: Water

Objectives: After Completion of this module, students will be able to:

1. Understand what water is used for.
2. Understand the importance of water.
3. Discuss where water comes from.
4. Discuss the purposes of man-made reservoirs.
5. Understand how water gets from reservoirs to crop fields.
6. Understand how water gets from an aquifer to various locations.
7. Have a basic understanding of the importance of water to the future of Idaho citizens and communities.

Instruction Time: 40-50 minutes

Resources:

Materials Provided:

- Rolling Water Module
- Big Book of Water
- 2-Easels

Materials needed:

- Distilled Water-1 ½ gallons

Teaching Strategies (Content Delivery):

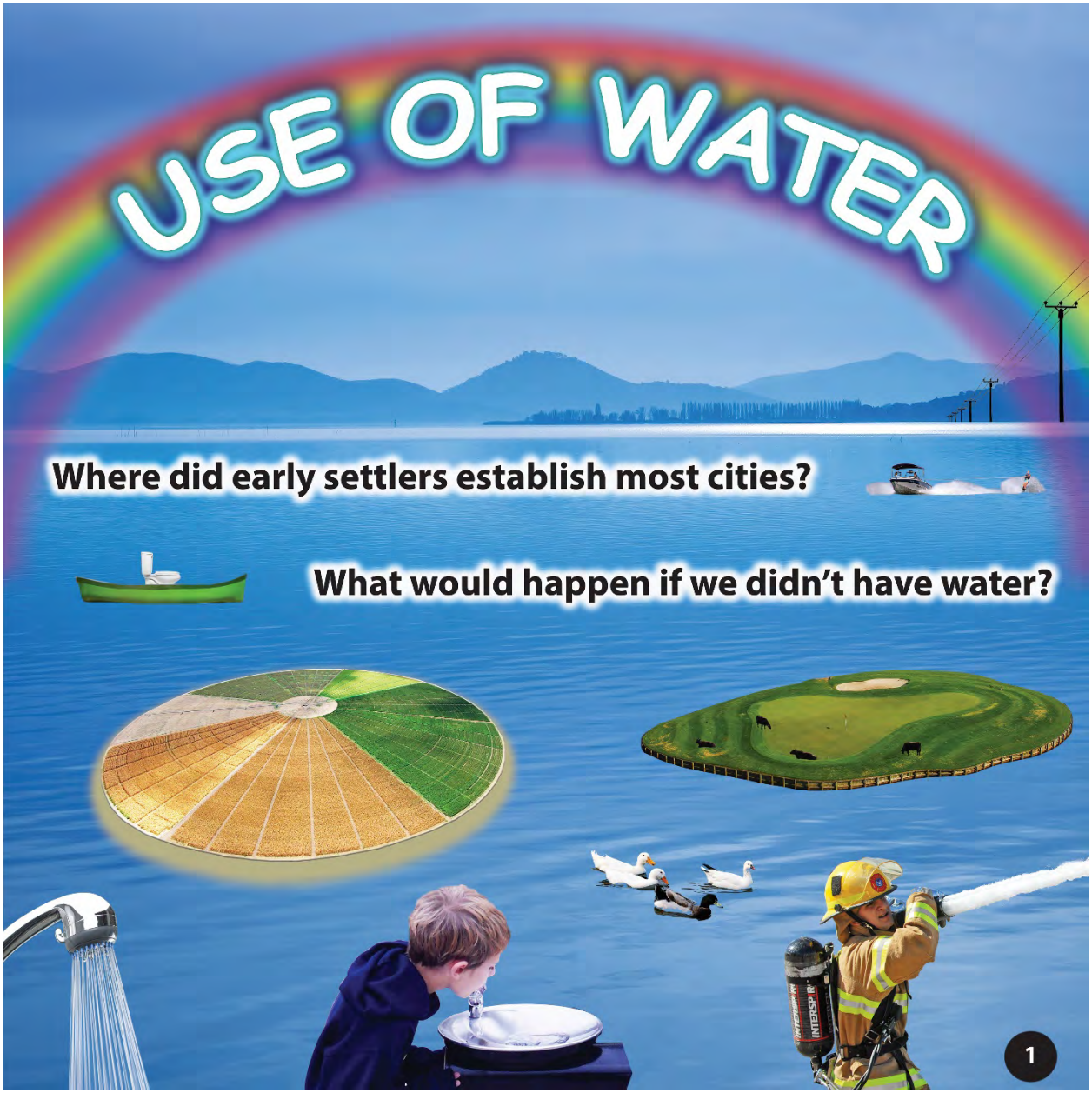
Objective 1: Understand what water is used for. The teacher is encouraged to ask questions of the class to identify these facts. Set up both easels side by side and place the Big Book of Water on the easel on the right when looking at it from the front. **(Do not have the water module to where the kids can look at it while looking at the book. Only fill the reservoir under the case to the fill line with distilled water.)**

- **Cover Page-Big Book of Water**

  - **What are the different uses of water?**
    - Answers can include: drinking, bathing, cooking, watering plants/lawns, animals, fishing, water-skiing, etc.
  - Turn the cover page to the opposite easel. (May have a student come up and help turn the page.)

Objective 2: Understand the importance of water.

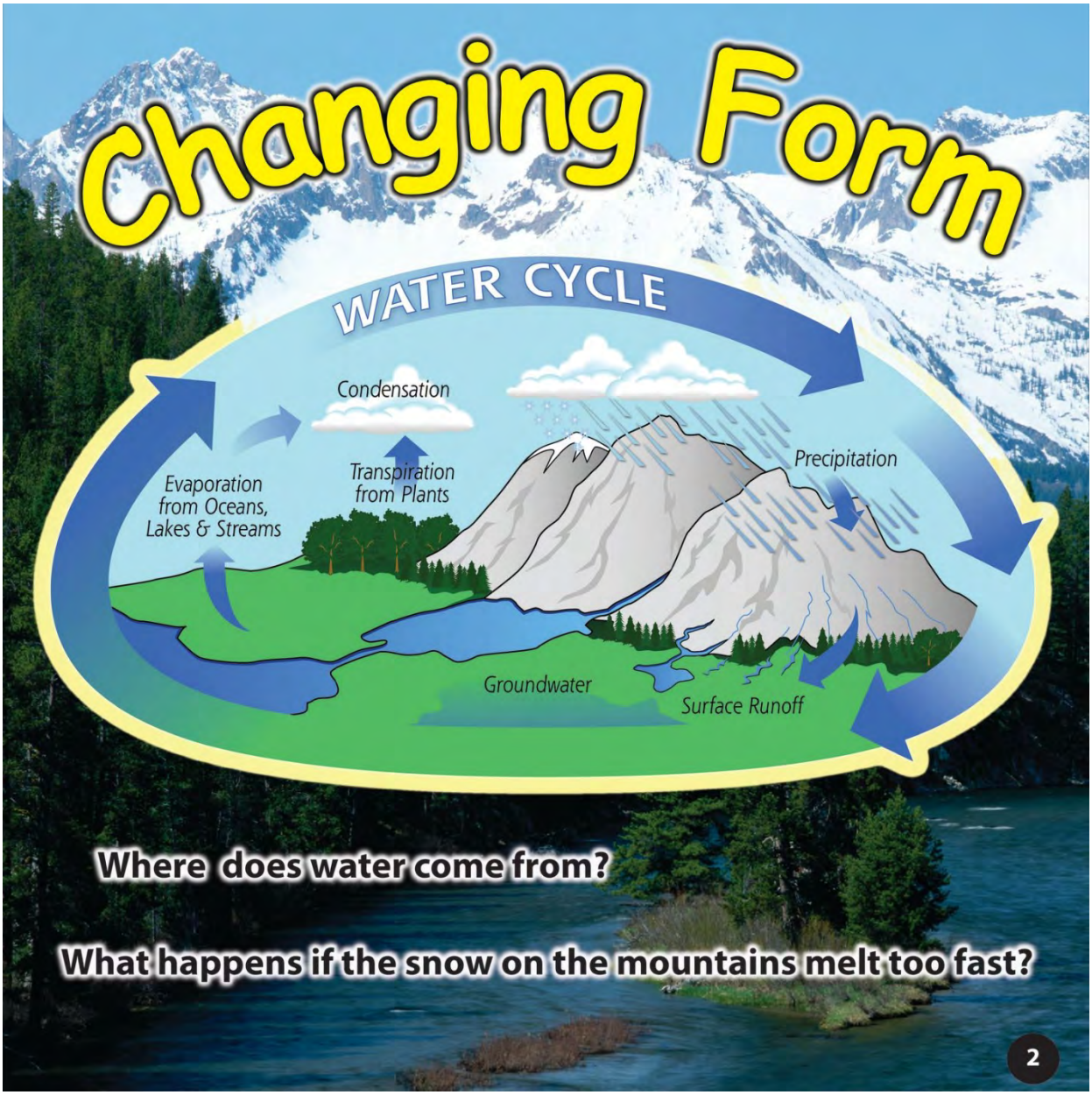
- **Page 1-Use of Water**



- **What are some occupations that need water?**
  - Fire fighter, farmer, navy, hydrologist, power generation, etc.
- **What would happen if we didn't have water?**
  - Food wouldn't grow, no showers, nothing to drink, die, etc.

Objective 3: Discuss where water comes from.

- **Page 2-Changing Form**



- **Where does water come from?**
  - Discuss the water cycle.
  - Clouds carry moisture over land. Rains or snows depending on temperature. If cold snow lands on mountains. Snow accumulates. As temperature rises snow begins to melt in the spring. Water runs down off the mountains into streams, rivers, and lakes.
- **What happens if the snow on the mountains melts to fast?**
  - If the snow melts to fast the streams, rivers, and lakes can flood.

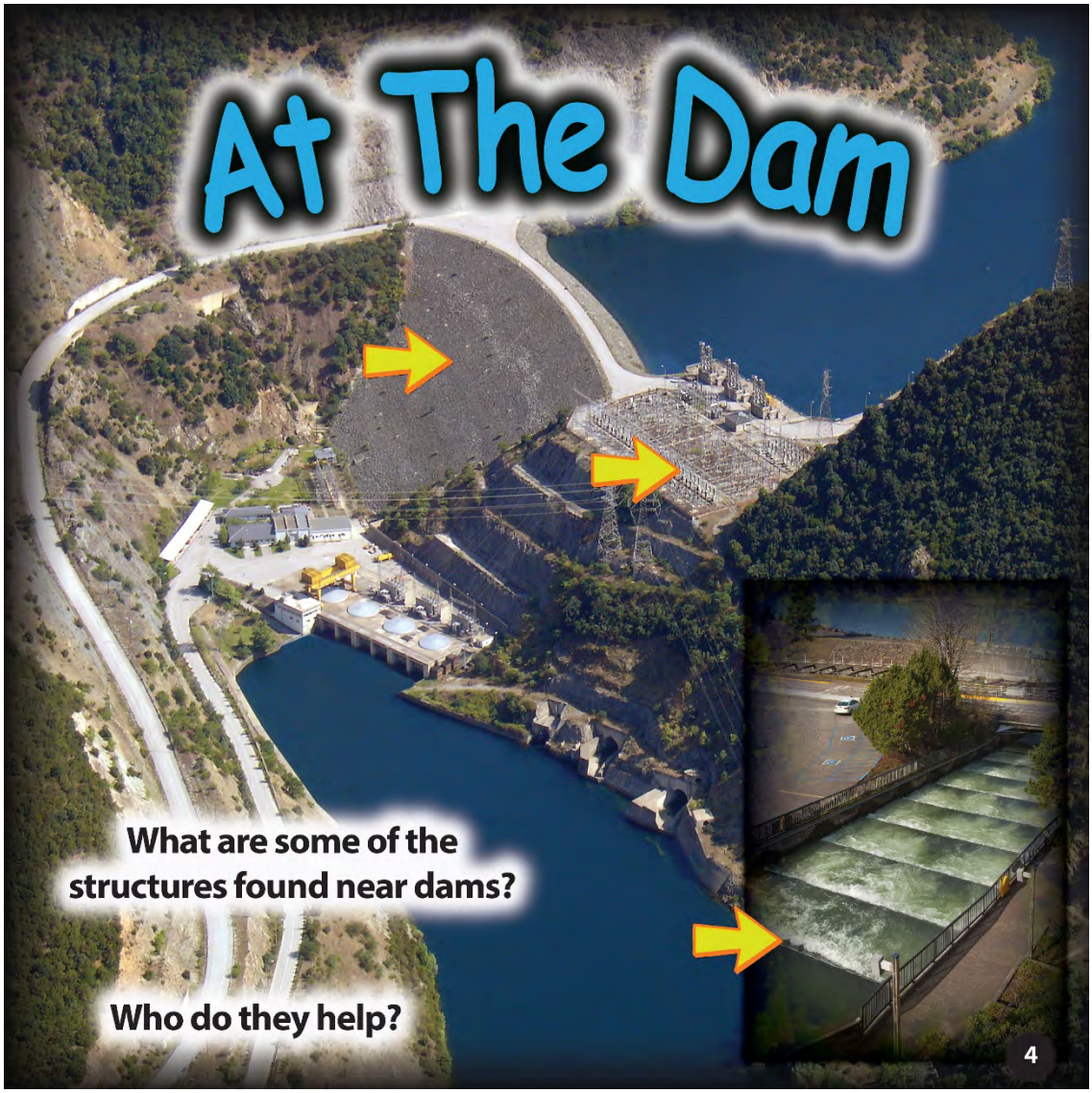
Objective 4: Discuss the purposes of man-made reservoirs.

- **Page 3-Extremes**

- **Where were most cities developed in the old days?**
  - Along rivers for water and transportation. People didn't have pumps to get water far away from rivers to take care of animals and crops so they built towns close to rivers. Flooding can occur if snow melts to fast.
- **What happens if the summer has little to no rain?**
  - Crops, lawns, golf courses, can dry up and die. The crops that have been planted need to be watered till they are harvested. Without rain they will die. Animals can die as well.
- **What can we do to help these situations?**
  - Communities built reservoirs/dams to hold water for storage and flood control.

Have the group then go to the water module. Turn the water module on. You can discuss water melting out of the mountains to fast and adjust the valves to flood the town. **If the reservoir under the module is filled past the fill line it will not work properly.** Let it flood the town. Then have the group go back and sit down in front of the book and discuss page 4.

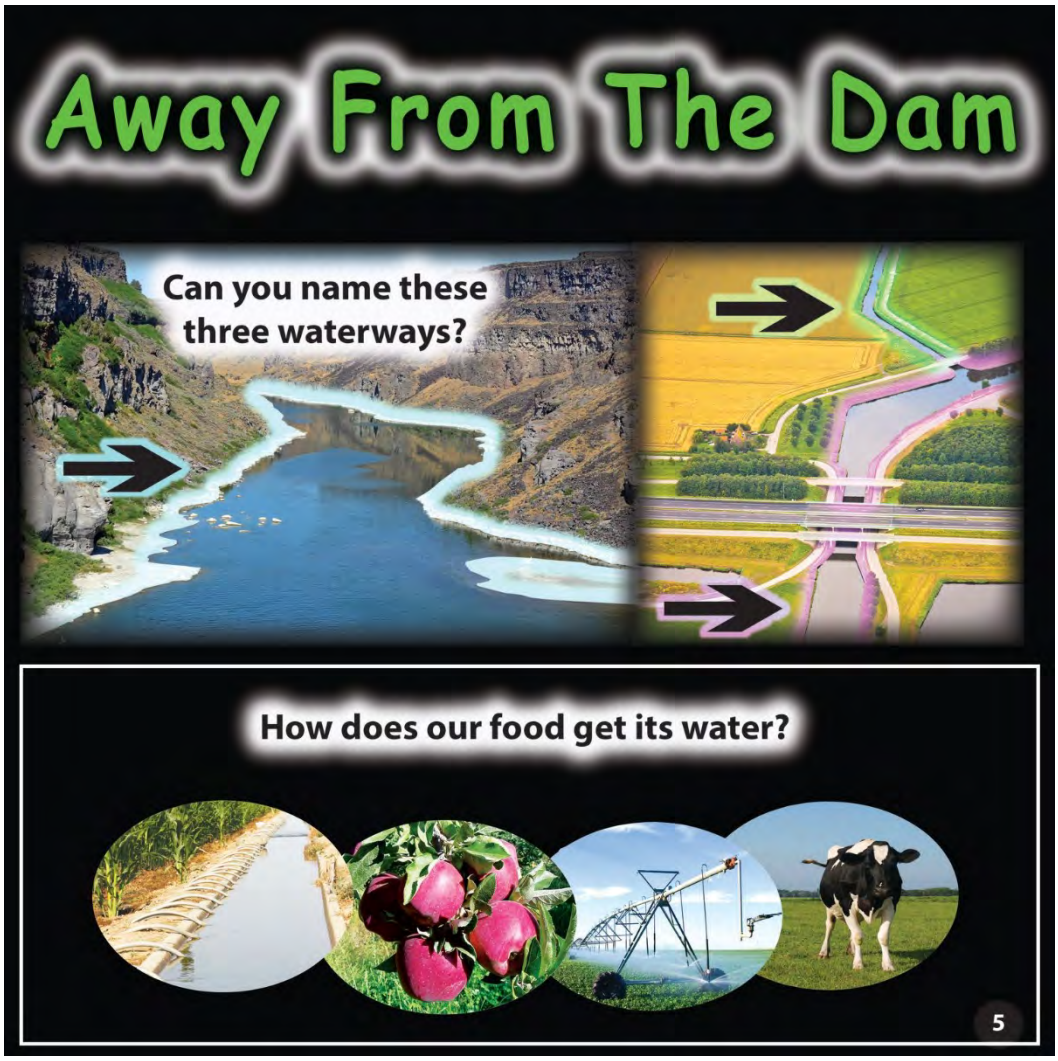
- **Page 4-At The Dam**



- **What are some of the structures found near dams?**
  - The dam
  - Spill way
  - Fish Ladder
  - Hydro-electric turbines
- **Who do they help?**
  - The dam-hold back water for storage, recreation, etc.
  - Spill way-used to allow water past for flood control and raising and lowering the level of the reservoir.
  - Fish Ladder-allows fish to return upstream to spawn.
  - Hydro-electric turbines-electrical generation for supplying towns and cities with electricity.

Objective 5: Understand how water gets from reservoirs to crop fields.

- **Page 5-Away From The Dam**



- **Can you name these three waterways?**
  - River-blue outline
  - Canal-pink outline (man-made)
  - Ditch-greenish-yellow outline (man-made)
- **How does our food get its water?**
  - Water flows from reservoirs through rivers to man-made canals and then into man-made ditches to fields to water crops. Crops in the fields then take up water through their roots. Many fields are far away from rivers or canals and have to get water from pivots that get their water from underground.

Have the group then go to the water module. Turn the water module on. You can discuss the parts of the dam. The dam, reservoir, spillway, fish ladder, hydro-electric turbines. Then have the group go back and sit down in front of the book and discuss page 6.

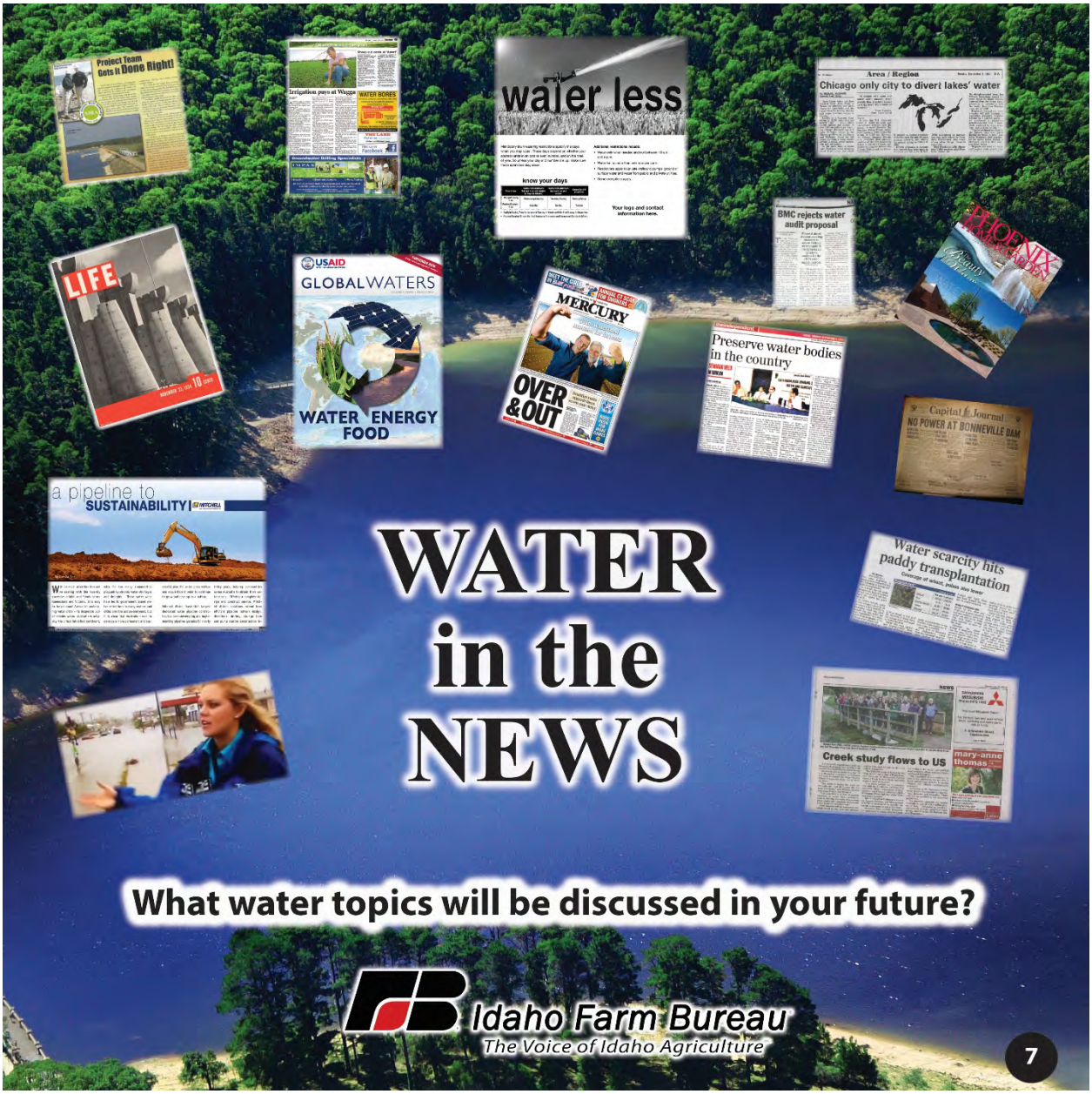
Objective 6: Understand how water gets from an aquifer to various locations.

- **Page 6-A Giant Lake Hidden In Idaho**

- **What do people do if they live far from rivers?**
  - They have to drill wells and pump water to homes and fields.
- **What is the underground lake under Idaho called?**
  - The underground lake is called an aquifer. It is like a giant rock sponge underground.
- **How does the water go in and how does it come out?**
  - The water goes into the aquifer through people flood irrigating, through soaking through the ground, some spots in rivers disappear and the water goes underground.
  - The water comes out of the aquifer through wells pumping the water out. It is like putting a straw in a glass and sucking the water out. If we just keep sucking the water out and never putting any back in what will happen.
  - The water naturally comes out of the aquifer at a place called Thousand Springs around the Twin Falls area on the Snake River

Objective 7: Have a basic understanding of the importance of water to the future of Idaho citizens and communities.

- **Page 7-Water In The News**



- **What water topics will be discussed in your future?**
  - You can talk about water calls, future growth, how it affects agriculture, water curtailments, etc. Each area has its own water problems and challenges. Help the students and teachers realized this isn't just a problem for farmers and ranchers. Everyone needs water to survive. This will continue to be a big issue for all Idaho residents.

WHEAT MODULE

MOVING AGRICULTURE TO THE CLASSROOM

P&E Promotion Education

THE BIG BOOK OF WHEAT

IDAHO FARM BUREAU

PROMOTION & EDUCATION

Module: Wheat

Objectives: After Completion of this module, students will be able to:

1. Identify the basic steps in which wheat is planted, grown, harvested, and processed.
2. Identify food products that are made from wheat.
3. Grind wheat kernels into flour.
4. Mix and observe whole wheat flour made into pancakes.

Instruction Time: 50-60 minutes

Resources:

Materials Provided:

- Giant Book of Wheat
- Oversized Easel
- Bucket of Whole Wheat
- Hand Wheat Grinders (2 students/grinder)
- Paper Bowls (1 bowl/grinder)
- 2 Mixing Bowls
- Mixing Utensil
- Bag of Krustez Pancake Mix
- Electric Pancake Griddle
- Pancake Turner
- Paper Plates
- Plastic Forks and Knives

Materials needed:

- Water
- Syrup or Jam
- Butter
- Hand Sanitizer
- *Note: this activity is not gluten free. Plan accordingly for students that are gluten intolerant.*

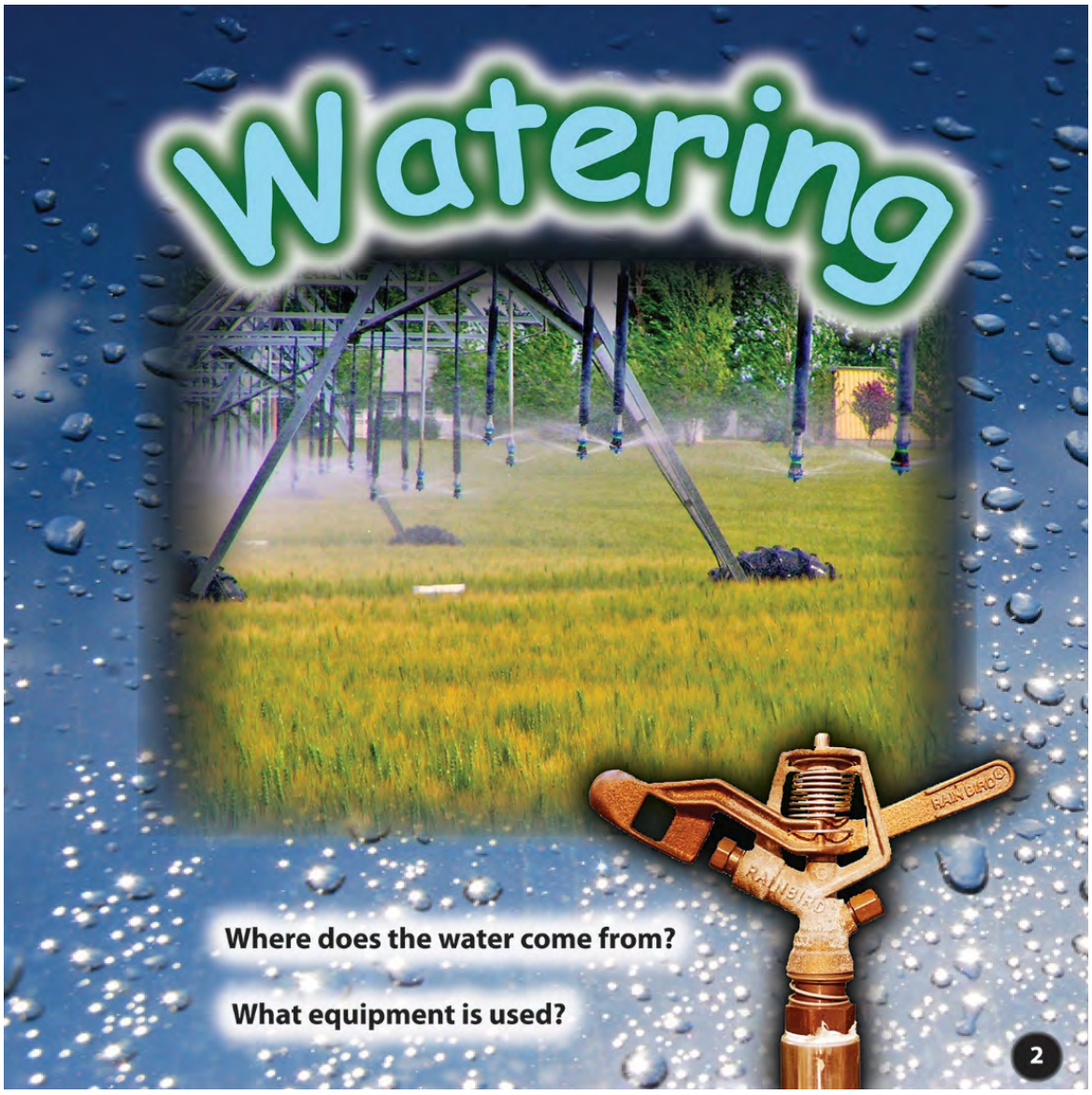
Teaching Strategies (Content Delivery):

Objective 1: Identify the basic steps in which wheat is planted, grown, harvested, and processed.
(Time: 15 minutes for objectives 1 and 2)

- Place the *Giant Book of Wheat* on the easel. Open the *Giant Book of Wheat* to the first page that says “Planting”.

- Read the question **"What machinery is used?"**
  - *Take student responses. Responses could include: tractors pull plows to turn the soil, then they would disc the soil to break up the dirt clods. Then the farmer would put the wheat seed into grain planters that put the seed into the soil. The tractors and equipment can be large or small.*
- Read the question **"When is wheat planted?"**
  - *Take student responses. Responses could include: There are two types of wheat; winter and spring wheat. Winter wheat is planted and starts growing in the fall. It then lays dormant under the snow until spring. In the spring, when it starts to warm up, the wheat begins to grow. Spring wheat is planted in the spring.*

- The second page is "Watering".



  - Read the question **"Where does the water come from?"**
    - *Take student responses. Responses may vary depending on region as follows: About 50% of wheat is dry-land farmed and the other 50% is irrigated. Dry-land farming is where the wheat is planted and then the only water it receives is from rain. Irrigated wheat is watered in many different methods.*
  - Read the question **"What equipment is used?"**
    - *Take student responses. Responses may include: flood irrigation is done with siphon tubes. Pivots put on water through sprinklers as it turns in a circle around the field. Some wheat fields are watered with hand or wheel line sprinklers that must be moved by hand.*

- Turn to the third page "Growing".

  - Read the question **"What do wheat plants need to grow?"**
    - *Take student responses. Responses may include: water, sunlight, and nutrients. As the wheat kernel spouts it starts to develop roots and leaves. Plants take in water and nutrients through their roots. Nutrients include things from the soil such as potassium, phosphorus, and nitrogen. These are major elements that wheat needs to grow. Farmers will add potassium, phosphorus, and nitrogen to their fields in the form of fertilizer. Just like humans need food, water, and vitamins to grow, so do plants. Plants also take in sunlight and carbon dioxide through their leaves. Water, CO2, and sunlight are used in the process of photosynthesis. The process of photosynthesis produces sugars and oxygen. The plant uses the sugars to grow and gives off the oxygen that we breathe.*
  - Read the question **"How long does it take?"**
    - Take student responses. *Responses could include: Winter wheat will be planted and start growing in the fall and then go dormant through the winter. It will start growing again in the spring. Spring wheat will be planted in the spring. Most all wheat will be harvested from the middle of July to the middle/end of August. Roughly that is about 4 to 5 months for spring wheat.*

- The fourth page is “Harvesting”.

  - Read the question **“How do farmers get the wheat off of the plant?”**
    - Take student responses. *Responses could include: Farmers drive combines through the field. The header on the combine cuts the wheat and puts it into the large storage area in the back. When the combine gets full the farmer then takes transfers the wheat to a grain truck or semi. The chaff or the left over straw is then kicked out the bottom of the combine back onto the field.*
  - Read the question **“Where does the wheat go after it leaves the field?”**
    - Take student responses. *Responses could include: Big semi-trucks or ten-wheelers haul the grain to storage bins or silos, where it is stored until it is needed at a processing plant. The grain is then reloaded onto trucks and hauled to processing plants to be ground into flour.*

Objective 2: Identify food products that are made from wheat.

- Turn to the fifth and sixth pages **"Time To Eat!!!"**

- Ask the question “What do all of these things have in common?” All of these things have wheat in them.

- Turn to the last page with the picture of the baby calf.

  - The stem of the wheat plant is called straw. Straw can be baled just like hay and then be can be used for dry bedding for animals such as this baby calf.

Objective 3: Grind wheat kernels into flour. *(Time: 7-10 minutes)*

- Before starting the activity, discuss the importance of having clean hands when preparing food to keep from spreading germs and getting sick. Squirt hand sanitizer on each students hands before starting the activity.
- Divide the students into groups of 2.
- Give each group a wheat grinder and help them attach the grinder to a sturdy table or desk.
- Open the bucket of wheat and scoop out about 1/3 cup of wheat kernels.
- Pour a third cup of wheat into each of the groups' wheat grinder.
- Have the each group place the paper bowl under the wheat grinder to catch the flour.
- Each student should take a turn turning the handle to grind the wheat. *(Note: The tighter the screw is turned in on the handle, the finer the flour will be ground. If needed the group can pour their bowl back into the grinder and tighten the handle and grind it again to make the flour finer.)*
- Only 2 cups of flour will be needed for one batch of pancakes (One batch will make approximately 26-30, 4-inch pancakes). Make sure to use the flour that you feel is most sanitary. If students have put their hands into the flour it could cause spreading of germs. Teacher discretion is advised.
- *Note: plug in and turn on griddles to 325-350 degrees about 5-10 minutes before you are ready to cook. This will make ensure the griddles are hot when the mix is ready.*
- Put the unused flour off to the side.

Objective 4: Mix and observe whole wheat flour made into pancakes. *(Time: 15-20 minutes)*

- Have a student measure out 2 cups of Krustez Pancake mix into a bowl.
- Have a student measure out 2 cups of the ground wheat flour into the same bowl.
- Have a student mix the contents together.
- Add 3 cups of water to the mix.
- Stir until lumps are gone. *(Note: may have to add more water until desired consistency.)*
- Using a measuring cup, pour desired amount onto the electric griddle. Make as many pancakes as desired. Using the pancake turner, flip the pancakes over when they are ready. *(Note: if more pancakes are needed, mix another batch as explained above.)*
- Turn off and unplug the electric griddles.
- Have students eat the pancake with syrup or jam.
- Have students help clean up.

Setting Up The MAC With a School

- Depending on your county and number of volunteers, we suggest a one day approach. Try to target say 2nd and 3rd grade and do the wheat with 2nd grade and the dairy with 3rd grade. You will need about 2 to 3 volunteers for each module. Each rotation will take 30-45 minutes each. At the end of the day you will have gotten through both grades and next year you can come back and do the same. Now last year's 2nd graders are in 3rd grade and will get the dairy module. You will also not burn out volunteers by trying to do grades k-6 all at one time.
- Try to get the modules set up in a gym or cafeteria and have the students rotate to you. It is hard and time consuming to move the modules from classroom to classroom.
- Remember-this is a free program to the schools. You are volunteers. You can set how this should look in your county and schools. The schools are not in charge.
- Having trouble getting volunteers? You may try teaming up with a local FFA chapter and use their members to help put on the MAC program.

Dairy Module

Maggie

- Before plugging Maggie in, make sure the red handled valve is perpendicular with the pipe. This will keep from dumping water onto the floor.
- When filling Maggie, pour about 1 gallon of water into the bucket. If you fill more than 1 gallon, water will leak out of the reservoir and onto the floor. It is important to know if she was drained before you put water in.
- To drain Maggie, make sure you are outside and turn the red handled valve parallel with the pipe. Plug Maggie in and the water should drain out. If no water comes out, she probably was drained. Make sure you turn the red handled valve perpendicular with the pipe when you are done.
- If it is cold and she wasn't drained the water will freeze in the hoses and pump.
- Ask the school how wide the door openings are. Maggie is about 33" at her base and some schools may have to take out the center partition to get her through the door.

Making Butter

- When making butter, set the heavy whipping cream out of the fridge early to get it to room temperature. It will shake into butter in 5-7 minutes if it is at room temperature. If it is straight out of the fridge it may take up to 20 minutes or more.
- A quart of heavy whipping cream will fill about 55-60 containers if only filled about 1/3 of the way full.
- Only fill the containers about 1/3 full. This allows enough room to shake the heavy whipping cream into butter.
- Once the container is full and the lid snapped on, wrap the container in a paper towel before handing it to the student to shake. This will help when it leaks.
- Use Round Ritz like crackers for eating the butter. The round cracker will fit into the container and doesn't break like a soda cracker does. You will not need any knives to spread the butter by using a round cracker as well.

Wheat Module

- Pour only about 1/3 of a cup of wheat into the grinders. Then if they get spilled you are not cleaning up or wasting as much.
- Have 2 or 3 students per grinder and have them count 5 to 10 turns of the handle as they grind.
- If you have limited time for the wheat module you can pre-mix a batch of pancake batter and make the pancakes as you are grinding the wheat. Then when they are done grinding you can take their flour and mix into another batch and show them. This will speed things up if you need.
- Plug the griddles into the surge protectors provided. They will trip breakers so try to plug one griddle to an outlet by itself and the other griddle to its own outlet preferably on another wall.
- Have a volunteer or a teacher pour the syrup onto the pancake to ensure you have enough syrup.

Water Module

- The water module is designed for 5th grade and up. It may work with 4th graders.
- The water module is not in the trailer and will need to be scheduled with your regional manager.
- It is fairly fragile and must be strapped correctly in the trailer when transporting or it will break.
- Do not allow students to touch the inside of the water module. Trees and building will break off.

Bannock County – Library Grant

The Bannock County Farm Bureau invites library's in Bannock County to apply for books for their library. We would like to get our youth and adults familiar with agriculture such as:

- Where does your food come from, how does it get from to the store to the table?
- How does our food grow, where do our clothes come from, how do animals play a part?
- What equipment is used for agriculture, what skills do you need to have?

Library criteria checklist is as follows:

- A section in your library named agriculture
- Place accurate ag books there (we would purchase for you)
- Our logo on each book (we would purchase the books and put the logo on each book)
- We approve each ag book going into the ag section
- We would provide books that are made for the Library (hard copies)
- We will provide an agriculture display for the top of your shelf if you want one
- We ask for a report in one year to see how they did in your library

Please submit a written request and why you would like ag books to be a part of your school or Library and a request of how many books you would like. We usually start out with about 40 books and each year if you keep your ag section, we will continue to donate at least 2-6 books a year.

Please send your request to :

Bannock County Farm Bureau
Attn: Stacy Burmester
200 W. Alameda Rd.
Pocatello Idaho 83201

Or you can email Stacy Burmester wbbranch@msn.com phone 208 681-4799

Bannock County – Library Grant Continued

We call all our local schools or Dentists and Doctors' offices and see if we can bring in books

We use only accurate ag books, most of the ones we order we get on amazon prime where you can get free shipping. Every year a new book comes out from the foundation and we update our schools with the new books to add to their collection. We try to start each school with 40 books if they have a section just for agriculture . The librarians say they can't keep the books in they are so popular. I also include a list, please always add to the list anytime you get new books, so you know what schools have what books.

Bannock County – Mini Ag Grants

Bannock County Farm Bureau supports education and the integration of agriculture into the classroom. Teachers in Bannock County are encouraged to apply for an agricultural classroom mini grant to assist them with projects and educational materials related to agriculture. Teachers of home-schooled students are also eligible to apply.

Bannock County Farm Bureau will award at least five (5) mini grants up to the amount of $500.00.

Criteria for the application:

- The mini-grant request must be type written.
- Set up of the application must be one (1) inch margins, all sides, double spaced and times new roman font, size 12.
- Include a title page with the applicant's name and phone number, the school name, school district and grade level for the project. Include the mailing address of the school.
- Identify the project by narrative that explains what you propose and how it is related to agriculture education.
- Give the total estimated cost of the project and the amount you are requesting from Bannock County Farm Bureau.
- Show the date the project will start and end.
- Include an itemized list of the materials or other expenses necessary for the project.
- If the project total is more than $500.00, explain where the additional funds will come from.
- Submit a closing report for the project within 30 days after project completion with documentation of the expenses.
- Include your signature and date on the application as well as the signature and date of the principal for the school.
- Mail or hand deliver mini-grant request to:

  Bannock County Farm Bureau
  Attention: Sherril Tillotson or Nancy Casperson
  200 W Alameda Rd.
  Pocatello, Idaho 83201

  Deadline is March 13, 2020 by 5 pm. at the Bannock Farm Bureau Office.

- Funds will be available by (date chosen for deadline)

If you have any questions, please call Sherril at 208-251-8267 or Nancy at 208-339-5428.

Jefferson County – 3rd Grade AG Days

This event is where the Farm Bureau and the local FFA joined forces and put on an AG day for the 3rd graders in all the schools in our county. We had all the third graders in the county shipped to the fairgrounds, were we have the kids go through 10 different stations relating to ag. These stations are manned by the students and FB volunteers. Stations we had were fertilizer, GMOs, MAC trailer plans (water, dairy, wheat) farm safety, large animals, small animals, ag technology.

Step by step:

1 Build a relationship with FFA:

- Donation
- Mac Trailer Involvement
- High school discussion meet

2. Work together to build Ag day event:

- Location
- What to teach at stations?
- Who is teaching?
- Use FB Regional Managers

3. Get administration on board:

- School board
- Principal
- Teacher
    - We had the FFA reach out to these people so we could keep it a field trip so the school would have the liability
- Transportation of students
    - County FB board donation for transportation

4. Invite People

- School board, County Commissioners, newspaper, Farm Bureau staff etc.

Jerome County – Photo Contest

Promote Agriculture by sponsoring a photo contest:

- Pick a theme
- Select who will judge the contest (i.e. County board members, P & E committee)
- Set a time frame for entering photos
- Select a date to announce the winners
- Decide what form of media to use for the contest
- Pick prizes
- Advertise and hold the contest
- Announce winners and award prizes

Fremont County - AG Career Panel

Contact - Britney Stegelmeier 208-351-4973
Audience - middle & high school kids
Goal - Educate students as to possible careers in agriculture and the pathways available to achieve desired degrees. In addition to promote participation in Farm Bureau scholarships.
Time frame - 1 -2 hrs.

Overview:

Select professionals from various agriculture careers that will positively promote agriculture. Prepare them to present their profession in an upbeat, informative manor. They will share the necessary education and certification expected of their career, as well as the pros and cons, and impact their career has in the world. They are prepped with a selection of questions that the panel will answer in front of the audience. Instruct professionals to provide you with a short introduction to read aloud to the students.

Arrange with the local schools on the location, time, and presentation facilities needed. Specifically ask for certain age groups to attend, not just ag students. Be prepared with a sound and seating prior to your professionals arriving.

Introduce panel using their prepared paragraphs. Moderate the discussion by asking the panel the questions. After the first question has been answered, open the floor for questions to increase participation from the students. When there are no more questions, continue with the prepared question list.

At the end of the questions, inform the students of the available scholarships through Farm Bureau for Agricultural and non-ag students.

Panel Suggestions:

Ag Accountant
Ag Finance officer
Ag Lawyer
Veterinarian
Vet Tech
Ag Tech Mechanic
Ag Mechanic
Certified Pesticide/Fertilizer Applicator
Nutritional Therapist
Fabrication/Welding
Agronomist
Plant Pathology
Ag Journalist
Dietitian
Agricultural Engineer
Arborist

Kootenai/Shoshone – Chamber Business Fair

Title of event: Chamber Business Fair or any community opportunity to interact with folks you don't normally visit with.

Goal: An opportunity to visit with people so that they can better appreciate "farmers" as providers of their food.

Target audience:
- ☐ Young children
- ☐ Elementary age children - grade ____
- ☐ Middle school
- ☐ Other
- ☐ High School
- ☐ Adults
- ☐ Mixed ages

Event timing:
- ☐ Less than 1 hr.
- ☐ 1-2 hrs.
- ☐ 3-4 hrs.
- ☐ 4-6 hrs.
- ☐ 6-8 hrs.
- ☐ Multiple days

Event location:
- ☐ Farm
- ☐ School
- ☐ Convention/meeting room
- ☐ Other

Presentation space:
- ☐ Table
- ☐ Booth
- ☐ Multiple stations

How will you reach your desired audience?

By joining with other businesses, you share their audiences without having to plan the entire event. In this setting your space needs to be welcoming and interesting enough that people will look and slow down long enough that you can engage with them.

Things you might need, your space:

Typically, you will have about an 8 ft. wide space, with a 6 ft. table and 2 chairs. Space will be about 6 feet deep with a walking aisle in front. Some set-ups provide a wall or curtain behind your space. Usually you will have "neighbors" on all sides and need to be respectful of their space. However, make sure they respect your space as well.

Space set up:

Pick an educational theme for your space such as an ag commodity (i.e. wheat, beef, dairy) If possible, rearrange your space so your table isn't just in line with everyone else's with people sitting behind it – being a little different helps you stand out. Turning your table perpendicular to the walking aisle opens the space up so you can stand and talk to people without the table barrier. If you can, hang a banner sign on the back wall. Put a display on the table. Perhaps have a game or spin-a-wheel for a prize give away.

Things you might need:

Boxes, extra tablecloth - Displays are more attractive if they are not just "flat" – boxes that you brought things in (or even a small suitcase) can be covered with an additional tablecloth and give some "dimension" to your display.

A small rug – start from the floor up to set your space apart from others. Do make sure it doesn't create a trip hazard.

A stool or chair to sit on, a place to sit and rest your feet while you are still at eye-level with visitors.

Handouts and giveaways – people want to pick things up (there is always the question of do they ever read printed materials picked up at events) Pens and trinkets, if affordable, are typical.

A drawing gift – makes people come in to register for a drawing. Need a "gift" which could be a basket of farm products, a small cooler of meats and cheeses, something that fits the theme of your space. Then you need a basket/bowl/box to collect entries. At a business fair folks might come with business cards to put in drawing box and/or have entry forms and pens. If you want to be able to contact your visitors after the event is over be sure you have a way to capture the information you need to do that – name, address, phone, email.

If you are going to require electricity, be sure to take an extension cord and power strip.

Make a "set-up" tote that includes: tape, felt tip makers, some paper (could be note cards), scissors, pliers, light wire, safety pins, straight pins, paper clips, a pen and pencil – then you are ready for about anything.

If you have space to pack it – a "pretty" – a blooming potted plant, a vase of flowers or wheat, something with a "pop" of color and interest.

Tips for set up:

Getting your "stuff" there and set up can be a challenge. Try using a wheeled suitcases as your mode of transportation or boxes on a hand truck. These can hide under the table while not in use. Try a "mock" setup as you are planning, this can help narrow down the items you will actually need to take, help make sure you do take everything you do need and decrease actual setup time and frustrations. Give yourself plenty of time to get everything set up. Then you can take a breath and be ready to greet people. Also use extra pre-event time to visit with other participants, that might be the only time to see the rest of the "show".

Planning:

- Register for event, pay fee
- Check with event planners on where to park, how to get to space, where your space is, size, what is provided, is there a place to hang a sign, electricity if needed
- Pick a theme and start collecting needed items
- Find at least 2 people to man the space – it is always more fun to share the work
- Order giveaways – event planners should be able to suggest how many people to expect – their numbers will probably be more than the number you will actually use
- Print handouts – see above for "order giveaways"
- Create a drawing basket if needed
- Print entry forms – gets pens/pencils

Cost:

Variable –

- Depends on where you are, what you are doing and your budget.
- Registration fee
- Give aways and or game prizes
- Printed materials (things done at home are cheaper, commercially printed are usually higher quality)
- Item for a drawing (if needed)
- Sign or banner (should be reusable for another event)

Submitted by:
Kootenai/Shoshone Farm Bureau
Implemented: Multiple years
Coeur d' Alene Chamber Business Fair – typically 500 people
Kootenai Environmental Alliance Earth Day Fair – typically 150-200 people
For more information: Linda Rider riderranch@aol.com

Kootenai/Shoshone – Farm to Table

Title of event: Farm to Table – Agriculture Education Activity Day

Goal: To provide an Ag. Education opportunity to 5th grade students.

Target audience:
- ☐ Young children
- ☐ Elementary age children - grade ____
- ☐ Mixed ages
- ☐ Other
- ☐ High School
- ☐ Adults
- ☐ Middle school

Event timing:
- ☐ Less than 1 hr.
- ☐ 1-2 hrs.
- ☐ 3-4 hrs.
- ☐ 4-6 hrs.
- ☐ 6-8 hrs.
- ☐ Multiple days

Event location:
- ☐ Farm
- ☐ School
- ☐ Fairgrounds/large open space
- ☐ Convention/meeting rooms
- ☐ Other

Presentation space:
- ☐ Table
- ☐ Booth
- ☐ Multiple stations

How will you reach your desired audience?

Initially it may require a teacher, recently retired teacher or very engaged parent to "sell" the idea to a decision maker in a school district or individual school as they will know the best person/people to approach. If done yearly with good results it will sell itself after the first year by word of mouth between teachers in schools.

Things you might need, your space:

A fairground provides ample parking for busses and open spaces and covered/enclosed spaces to accommodate various "stations". A large, well laid out farm site would also work. In light of liability issues a fairground might be a better choice.

Space set up:

- Ample space for school bus drop-off and parking.
- Multiple buildings so that each station has its own space and is in a building or could be under cover on a rainy day or a very hot, sunny day. It is hard to teach and keep students' attention in shared spaces
- Stations close enough that groups can move from station to station in less than 5 minutes
- Seating at stations
- Some stations might need screens, TV's, and projectors
- Animal stations will need pens – way to get animals unloaded and to pens
- A place for lunch – tables and chairs or picnic tables A place to cook and serve lunch or a place for students to pick up the sack lunch that they brought so that they don't have to pack it around with them until lunch time.
- Rest rooms and hand washing stations
- Water stations

What to see:

Suggested stations:

Beef	Sheep	Dairy	Wheat	Soil
Water	Poultry	Pigs	Potatoes	Drones
Apples/fruit	Corn	Bees	Noxious Weeds	Garden crops
Pollinators	Range	Ag chemicals	Lunch	

Goats - Dairy and/or wheat

Equipment - tractors, swather, baler

Horse drawn wagon rides

Things you might want to consider:

- Ask farmers to be your presenters – they might hesitate to begin with, but usually will be eager to return after the 1st year – they bring authenticity and can tell the "story" best
- Have a class be a group – teachers have the best knowledge of how to manage the group and can then better use the information post field trip
- Chaperones – leave up to the teacher, they know class needs best
- Have one group/class at a station at a time. This means each group is 20-30 plus teacher and chaperones
- Timing for each station should be 20 or 25 minutes with 5 minutes to move to next station
- Provide each group a schedule of order of stations to attend. For larger events a group will not attend each station. In which case it is possible to have 2 stations of the same subject. Organize "tracks" so that each group experiences an equal variety of subjects. Some subjects are somewhat similar (i.e. sheep and goats or bees and pollinators, beef and dairy) and can be scheduled so that a track may have one but not the other similar subject. For schools with 2 or more classes, scheduling each class for different tracks then perhaps information will later get shared back at school.

- Provide lunch – If the focus is "how did that food get on my plate" then a menu of hamburgers with cheese, tomatoes, lettuce, pickles, potato chips, carrots, apple slices and milk, covers many of the station's subjects. Volunteers can cook hamburgers and a group of volunteers can serve a large group very quickly.
- A group picture – taken as they arrive and if a Costco is near can be printed and a copy ready for each student as they complete the day. A nice 'take home" and keepsake
- A special t-shirt – A Farm to Table logo on front and sponsors and partners on back. Have them delivered to teachers a week or so before field day and students wear the shirts on the field day. Presenters also get a t-shirt as a thank you. Each year has a different colored shirt printed with a different (color coordinated) colored ink
- Create a class box for each teacher, a bankers box also works well. Any items created at a station (i.e. flour ground from wheat can be ground into sandwich sized Ziplock bag, labeled with student's name with a felt-tip pen and put in a gallon Ziplock labeled with teacher's name) that can be taken home is collected at the station, delivered to a collection point, put in a teachers box. Boxes are picked up by the teacher as they leave the grounds – thus items are not left behind, lost, littered on the site. Also, in the boxes is a goodie bag for each student and any other additional class teaching tools for the teacher
- Goodie bags – For the teacher to pass out after they get back to school. Idaho Beef Council or similar organization can supply bags. Possible things for bag, pencils, pens, information from Beef Council, Idaho Dept of Ag, Ag in the Classroom, and commodities such as potatoes, bees, hay, mint, dairy, wheat
- Develop a crate of teaching materials for each school (can be shared between classes) includes multiple AgMags (to be reused at the school), Ag in the Classroom teaching materials, Deliver to new schools several weeks before field day so that some pre-trip ag ed can take place.
- Have a group host for each class – a person who goes along with the group all day, helps them find stations, keeps them on time , can answer questions– A good job for FFA students
- Provide each student a bottle of water as they come and provide water bottle filling stations (big water coolers) on the grounds for refills
- Hold a pre-event dinner/meeting a couple of weeks prior for presenters – a pre thank you and time to answer any questions. A time for presenters to visit about what they will cover which help them coordinate subjects
- At the end of each day hold a brief meeting with presenters to see if there is anything that needs changed

Possible Partners:

Local Fairgrounds	Grocery stores	Idaho Beef Council
Farm Credit/Banks	Local electrical co-op	Farm implement dealer
Community groups that offer grants		

Planning:

- A small committee – a person to be in charge or each of the following:
  - Schools -contact and coordination
    - Invite on a specific date
    - Get number of classes, teachers names and contact info, number of students in each class
    - Get t-shirt count needed and sizes
    - Deliver t-shirts (and a new schoolteacher crate)
  - Site/Fairgrounds
    - Coordinate station sites
    - Arrange for livestock pens
    - Arrange seating
    - Tables and other items as needed
    - Kitchen and lunch area
  - Stations
    - Establish number of stations needed
    - Choose subjects
    - Ask presenters – a lead presenter, one per subject, can then coordinate other helpers
    - Develop schedule for each class
    - Coordinate presenter to station site, ask for/match special needs
    - Get presenter t-shirt numbers needed and sizes
    - Make sure each presenter and helpers all have t-shirts as day starts
    - Get names and addresses of each presenter and helpers so that a thank you can be sent
  - Lunch
    - Buy food from restaurant supply (possible area for donation from grocery store)
    - Coordinate volunteers to cook and serve
    - Set up lunch line
    - Obtain bottled water
    - Keep water station jugs filled

- **General needs:**
  - Set date(s)
  - Pick shirt colors and order, pick up from printers, sort by school/class if needed
  - Get materials for goodie bags
  - Get banker boxes – label for each teacher
  - Stuff goodie bags and place correct number in each teacher box
  - Secure sponsors
  - Create a simple post survey – one for teachers and one for students (could be in teacher box)

Cost:
Possible bus costs
Teacher's crate materials – American Farm Bureau Foundation materials
T-shirts and screen printing
Lunch costs and bottles of water
Pictures
Portable restroom and hand washing stations
Printing of thank you's for presenters

Submitted by:
Kootenai/Shoshone Farm Bureau
Implemented: Years 2015 – 2019 third week of May
Number of participants – 2019 was 1200 students – 2 days
2020 was cancelled but was prepared to be 3 days and 1900 students
For more information: Linda Rider riderranch@aol.com

Kootenai/Shoshone – Meet a Farmer Tour

Goal: An opportunity to provide local agricultural information to people who are uninformed but interested. A way to show that a farmer is a businessperson with lots of investment, risk, knowledge and passion.

Target audience:
- ☐ Young children
- ☐ Elementary age children - grade ____
- ☐ Middle school
- ☐ Other - possibly older children
- ☐ High School
- ☐ Adults
- ☐ Mixed ages

Event timing
- ☐ less than 1 hr.
- ☐ 1-2 hrs.
- ☐ 3-4 hrs.
- ☐ 4-6 hrs.
- ☐ 6-8 hrs.
- ☐ Multiple Days

Event location
- ☐ Farm
- ☐ School
- ☐ Fairgrounds/large open space
- ☐ Convention/meeting room
- ☐ Other

Presentation space
- ☐ A table
- ☐ Booth
- ☐ Multiple stations

How will you reach your desired audience?

Ideally this audience are folks we would rarely visit with, therefore partnering with another group such as a local chamber provides a built-in group of possible people. Could be a reach-out to community people via print and social media. Inviting local decision-makers is always good.

Things you might need, your space:

Touring at farms works well with a focus at each stop and the farmer talking about their family, their farm and their challenges. The visit should expose guests to our "real" life with care to keep them safe and not overload their senses. They need a positive experience but not too muddy, dusty, smelly, noisy etc. – remember to try to see it through their eyes.

Space set up:

A place to park for cars or unload the bus. An easy, safe walk to see/hear what the stop has to offer

What to see:

Equipment – what crop it is used for, explain how it works, cost to buy it, cost to run it. What other pieces of equipment is needed to complete a crop from soil prep to harvest and/or storage or marketing

Crops – how it grows, how it is harvested, how it is used, maybe samples of final products that guests would recognize

Animals – penned animals so they can be seen up close as well as animals in fields in a typical setting, , explain breeding program, genetics, tools that are used like EPD's, feed - perhaps with samples, how much do they eat and drink, what is the end goal i.e. beef animals need good marbling, ribeye size, grading, importance of good rate of gain

Irrigation systems – importance, how it is used, equipment used, how much water is used, timing, technology

Common things – people like to learn about simple things that we take for granted. Farm dogs, fences, barns and buildings, the farm family – why you farm, off-farm work, participation in community and industry organizations, personal challenges and dreams

Things you might need:

Multiple stop tour:

Timing for each stop – one hour is a comfortable time to keep everyone engaged and interested

Charter bus – if you are doing a tour of several farms then a bus helps keep everyone together and there is an opportunity to lead the conversation while on the bus between stops. Busses are costly, an amount that you would need to consider in your budget and cover with sponsorship money or in a registration fee. Need a good "parking lot" to begin from that is easy to find, get to, and accommodates the bus. Make sure that the roads/driveways are large and tall enough to handle a big bus, preferable on paved roads as busses don't do very well on dusty, dirt roads. Very important to have a place large enough for the bus to turn around and know that not all bus drivers are equally talented

Rest Rooms – You need to consider a "comfort stop" along the way (or a charter bus might have an onboard restroom)

Seating – Depending how long you will be at a stop and how much you will be moving around at each stop; some people might need a place to sit

Water – a cooler of waters and/or beverages is always a nice touch

Bus Host/Hostess – the person who makes sure everyone is on the bus, hurries those who tarry, offers the beverages, has a garbage bag available, maybe leads the bus conversation.

Timing: Drive the tour to determine the best route and timing between each point. Allow time for unloading and loading at each stop – for a bus with 40-50 people this could take 15 minutes each off and on. There always is some who want to visit and not move very fast

A portable PA system – A reach out to your Extension Office, including them in this event, might also include that they have a PA system than you can use

One stop tour:

More than one hour - Need multiple things to look at and talk about, hands-on experience, to make up enough time to warrant people coming. Two to three hours plus a lunch makes a nice morning activity.

Plenty of parking and easy access to first gathering point.

Rest rooms

PA system

Refreshments and/ or combine tour with a meal

Meal needs:

Caterer – place to park close to serving area
Seating - Tables and chairs
Garbage cans

Using the MAC trailer – with some creativity even adults can learn good things from the items in the trailer, enjoy making butter and grinding wheat, hearing the World is an Apple story

Tips for set up:

- Be real, be honest, be respectful of ideas different from yours, be prepared to give knowledgeable information and answers
- Keep guests comfortable and safe – try to take a fresh look for trip or slip hazards, low hanging things, dangers around equipment or animals
- If there are areas that guest shouldn't go into, then explain this as they arrive at the farm or barrier off

Planning:

- The Start: 1. Someone with an idea 2.Begin by organizing a planning group. 3. Possible partnership with a local civic group like a chamber – this can provide an ideal possible audience 4. Partnership people should also be on planning group
- Set a Date
- Develop a plan on where, possible farms to visit, length of tour, subjects to suggest to farmers
- Who will ask farmers

- Possible budget – identify possible expenses and possible sources of income (sponsors, registration fees)
- Marketing – who will do it, printed materials – how will they get distributed, social medial – who will develop, send out, personal invites: printed goods, who will deliver
- Who will gather registrations, manage money, pay bills
- Hire a charter bus (if needed)
- Arrange for a caterer (if needed)

Who will be in charge of getting, setting up, taking down, returning tables and chairs (or could be plywood/boards on sawhorses and hay bales – however make sure the "tables" are clean and inviting)

- Who will get rid of garbage?
- Organize cooler and refreshments
- Drive the tour for timing (for multiple stops)
- A day or two before – visit each sit to make sure it is ready
- An afternoon tour might include a dinner (see "how to" on this)

Cost:

Charter bus (if used) this is a fixed cost, the same if you 5 people or 50
Marketing materials
Caterer (if used)
Tables and chairs (if needed) or other seating
Refreshments

Submitted by:
Kootenai/Shoshone Farm Bureau
Implemented: Years 2019 and 2020 mid-September
Number of participants – 2019 = 25 people - 3 stop tour plus dinner (50 for dinner)
2020 = 35 people - 1 stop tour plus lunch
For more information: Linda Rider riderranch@aol.com

Kootenai/Shoshone – Meet a Farmer Dinner

Title of event: Meet a Farmer Dinner

Goal: An opportunity to provide local agricultural information to people who are uninformed but interested. A way to help explain that a farmer is a businessperson with lots of investment, risk, knowledge and passion but most importantly an essential person in our society.

Target audience:
- ☐ Young children
- ☐ Elementary age children - grade ____
- ☐ Middle school
- ☐ Other - possibly older children
- ☐ High School
- ☐ Adults
- ☐ Mixed ages

Event timing
- ☐ less than 1 hr.
- ☐ 1-2 hrs.
- ☐ 3-4 hrs.
- ☐ 4-6 hrs.
- ☐ 6-8 hrs.
- ☐ Multiple days

Event location
- ☐ Farm
- ☐ School
- ☐ Fairgrounds/large open space
- ☐ Convention/meeting room
- ☐ Other

Presentation space
- ☐ A table
- ☐ Booth
- ☐ Multiple stations

How will you reach your desired audience?

Ideally this audience are folks we would rarely visit with, therefore partnering with another group such as a local chamber provides a built-in group of possible people. Could be a reach-out to community people via print and social media. Inviting local decision-makers is always good.

Things you might need

Your space:

Touring at farms works well with a focus at each stop and the farmer talking about their family, their farm and their challenges. The visit should expose guests to our "real" life with care to keep them safe and not overload their senses. They need a positive experience but not too muddy, dusty, smelly, noisy etc. – remember to try to see it through their eyes.

Space set up:
A place to park for cars or unload the bus. An easy, safe walk to see/hear what the stop has to offer.

What to see:
Equipment – what crop it is used for, explain how it works, cost to buy it, cost to run it. What other pieces of equipment is needed to complete a crop from soil prep to harvest and/or storage or marketing

Crops – how it grows, how it is harvested, how it is used, maybe samples of final products that guests would recognize,

Animals – penned animals so they can be seen up close as well as animals in fields in a typical setting, , explain breeding program, genetics, tools that are used like EPD's, feed - perhaps with samples, how much do they eat and drink, what is the end goal ie beef animals need good marbling, ribeye size, grading, importance of good rate of gain

Animals – penned animals so they can be seen up close as well as animals in fields in a typical setting, , explain breeding program, genetics, tools that are used like EPD's, feed - perhaps with samples, how much do they eat and drink, what is the end goal ie beef animals need good marbling, ribeye size, grading, importance of good rate of gain

Irrigation systems – importance, how it is used, equipment used, how much water is used, timing, technology

Common things – people like to learn about simple things that we take for granted. Farm dogs, fences, barns and buildings, the farm family – why you farm, off-farm work, participation in community and industry organizations, personal challenges and dreams

Things you might need:
Multiple stop tour:
Timing for each stop – one hour is a comfortable time to keep everyone engaged and interested.

Charter bus – if you are doing a tour of several farms then a bus helps keep everyone together and there is an opportunity to lead the conversation while on the bus between stops. Busses are costly, an amount that you would need to consider in your budget and cover with sponsorship money or in a registration fee. Need a good "parking lot" to begin from that is easy to find, get to, and accommodates the bus. Make sure that the roads/driveways are large and tall enough to handle a big bus, preferable on paved roads as busses don't do very well on dusty, dirt roads. Very important to have a place large enough for the bus to turn around and know that not all bus drivers are equally talented.

Rest Rooms – You need to consider a "comfort stop" along the way (or a charter bus might have an onboard restroom).

Seating – Depending how long you will be at a stop and how much you will be moving around at each stop, some people might need a place to sit.

Water – a cooler of waters and/or beverages is always a nice touch.

Bus Host/Hostess – the person who makes sure everyone is on the bus, hurries those who tarry, offers the beverages, has a garbage bag available, maybe leads the bus conversation.

Timing: Drive the tour to determine the best route and timing between each point. Allow time for unloading and loading at each stop – for a bus with 40-50 people this could take 15 minutes each off and on. There always is some who want to visit and not move very fast.

A portable PA system – A reach out to your Extension Office, including them in this event, might also include that they have a PA system than you can use.

One stop tour:

More than one hour - Need multiple things to look at and talk about, hands-on experience, to make up enough time to warrant people coming. Two to three hours plus a lunch makes a nice morning activity.

Plenty of parking and easy access to first gathering point.

Rest rooms

PA system

Refreshments and/ or combine tour with a meal
Meal needs:

- Caterer – place to park close to serving area
- Seating - tables and chairs

Using the MAC trailer – with some creativity, even adults can learn good things from the items in the trailer, enjoy making butter, grinding wheat, hearing the World is an Apple story

Tips for set up:

- Be real, be honest, be respectful of ideas different from yours, be prepared to give knowledgeable information and answers
- Keep guests comfortable and safe – try to take a fresh look for trip or slip hazards, low hanging things, dangers around equipment or animals
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- Hire a charter bus (if needed)
- Arrange for a caterer (if needed)
  - Who will be in charge of getting, setting up, taking down, returning tables and chairs (or could be plywood/boards on sawhorses and hay bales – however make sure the "tables" are clean and inviting)
  - Who will get rid of garbage
- Organize cooler and refreshments
- Drive the tour for timing (for multiple stops)
- A day or two before – visit each sit to make sure it is ready
- An afternoon tour might include a dinner (see "how to" on this)

Cost:

Charter bus (if used) this is a fixed cost, the same if you 5 people or 50
Marketing materials
Caterer (if used)
    Tables and chairs (if needed) or other seating
Refreshments

Submitted by:
Kootenai/Shoshone Farm Bureau
Implemented: Years 2019 and 2020 mid-September
Number of participants – 2019 = 25 people - 3 stop tour plus dinner (50 for dinner)
2020 = 35 people - 1 stop tour plus lunch

For more information: Linda Rider riderranch@aol.com

Ada County - They put together a group of Ag leaders and the Idaho Farm to Summer pilot project was born. This encouraged summer feeding sites to serve Idaho food products and increase ag literacy among students. The sites had local foods in the meal, a presentation connecting food on the menu to ag and nutrition and a take home bag with food/educational materials.

Bannock County - We coordinated with Marsh Valley High School's FFA and Highland High School's FFA advisors and student members to present information to elementary and middle school students. Many topics and activities were presented by FFA members from both schools such as a live bison, horses, demonstrations on organs from animals and how they function, information on cattle brands where participants got to actually "brand", interviewing "experts" on chickens and rabbits, lots of roping demonstrations and participation, observing the freezing of ice-cream and then consuming, welding was also a favorite station. Fish and Game brought pack horse with all equipment on board. A four-wheeler safety station was given where we gave away helmets. There was an opportunity to explore large equipment. Bannock County paid for busing for all schools to attend.

Bannock County - Promoted Ag Education beginning with school challenges in coloring, essay, posters and ag book contests. Information and supplies were distributed to all private and public schools in the Pocatello and Marsh Valley area. Entries were collected and judged, winners were sent to the district and state contests. They were able to give out $100.00 to a teacher for their classroom. Prizes were awarded to each winner in the various schools in the spring.

Library Agriculture Grants were added to one new elementary school this year along with several schools who repeatedly qualify for our continued contribution of accurate hardback books on agriculture. Provided an Agriculture display for the top shelf of the agriculture sections in their libraries if requested. They received very thoughtful reports and pictures from the different libraries.
They offered and awarded Agricultural Mini Grants to help teachers in Bannock County integrate and support their efforts to assimilate agriculture in their classrooms. They asked recipients to invite a board member to see the grant in action or report in person.

In March they sponsored Ag Days at Guthrie's Arena in Inkom. They coordinated with Marsh Valley High School's FFA and Highland High School's FFA advisors and student members to present information to elementary and middle school students. Many topics and activities were presented by FFA members from both schools such as a live bison, horses, demonstrations on organs from animals and how they function, information on cattle brands where participants got to actually "brand", interviewing "experts" on chickens and rabbits, lots of roping demonstrations and participation, observing the freezing of ice-cream and then consuming, welding was also a favorite station. Fish and Game brought a pack horse with all equipment on board. A four-wheeler safety station was given where we gave away helmets. There was an opportunity to explore large equipment. Bannock County paid for the busing for all schools to attend.

In August at the Bannock County Fair, they sponsored the second annual "Breakfast Scramble" where participants earned a free breakfast. Adults, children and families picked up a map and information about how to visit each food station and do an activity to learn about each food group. The five basic food groups exhibited were: fruits and vegetables, grains, meat and protein, milk and milk products. Activities included, memory grains game, protein land (like candy land), milk can toss, fill in the blank fruits and vegetables, and egg toss. A fun time was had

by all as they expressed their appreciation while they ate a freshly made breakfast egg "McMuffin" with their choice of fruit or V8 juice or flavored milk.

Information on how to become a member of Farm Bureau was also distributed. They presented a float in the Bannock County Fair parade to help people become more familiar with who they are. They passed out candy and small soft items for children along the route. At the fair, they also gave away a free shopping cart of food to the person who guessed the closest to the cost of the food.

Bingham County - Farm Bureau worked with over 30 school libraries to provide Agriculture related books to their students. Each school librarian researched and suggested books that were of interest to their specific students and the BCFB purchased approximately $6,000.00 worth of books. The books were delivered to each library in the fall of 2019. Librarians are always grateful for books and especially appreciate the opportunity to choose books that their students would like.

Ridge Crest Kindergarten received an AG Education Mini Grant and visited Sterling and Manu Hatch's farm. They were able to pet baby pigs, cows and horses. The children were able to gather the chicken eggs. This was a first for many of the children and even some parents to gather eggs. It was the first time for many of the children and some parents to see farm animals up close. They learned to get use to the smell and watch where they walked.

Grade schools from the county were invited to attend the Snake River High School FFA Agricultural Exposition. The students, teachers and parents had the opportunity to go on wagon rides, climb in the cab of large tractors and honk the horn, learn about various animals, try to rope the roping dummies, learn about plants in the Greenhouse and plant seeds to take home. BCFB donated money and numerous BCFB members helped at this event.

Bonneville County - Gave strong support to both the FFA and 4H youth programs in Bonneville County. Their board made generous donations to both programs and will continue to support their efforts to promote agriculture among young people. The P&E committee awarded several scholarships to outstanding graduates who are attending college this year. Our efforts to promote agricultural education in the elementary schools have strengthened our relationship with the ever-growing non-agriculture part of our community. All their efforts during the year to promote agriculture were met with very positive reactions.

Boundary County - They ordered teaching charts from AFBF Foundation to educate the kids about agriculture. They did a wheat presentation and let the kids grind wheat to make bread in a bag. The kids grind enough wheat for one bag and the rest of the bags are measured out in advance for saving time. The bread in a bag activity reinforces the connection between wheat grown on the farm and bread they eat. The county also purchases enough books from the AFBF foundation to give each class one copy after the MAC presentation. The county also sets up a booth next door to the soil and water conservation district at the fair, they work together to teach children about water conservation and dairy.

Caribou County - At the fair they had a mock feed trough full of dairy feed in which small items had been hidden, kids visiting the booth sifted through the feed and found treasures. They also had bags of various feeds identified, the adults were able to point out the various types of feed treasures (cotton seed hull, rolled corn) in the feed mix and talk about how these are like candy to the cows. They gave away cartons of milk and dairy coloring books. Dairy was also highlighted when mini ice cream sandwiches from a nearby manufacturer were given away. They have a pedal tractor pull for kids 4-8 years of age. They gave away t-shirts and other prizes, to the kids who can pedal the tractor the farthest while pulling a weight transfer sled. They also had face painting with animal themes.

Seasons of Idaho agriculture photo contest. The public was invited to vote for their favorite photos of farm life. Winning photos are then published in the county paper and sent on to the state contest. Sponsored a farm themed toddler activity area where kids can gather eggs, pick apples and other toddler activities.

Safety was highlighted with a display about “look-a-likes.” Jars of water and jars of rubbing alcohol, diesel and apple juice etc. as well as medicines and candy that look similar, to remind young and old that they must always be careful and not assume that everyone knows to be cautious on the farm. Coloring books donated by other commodity groups as well as pencils and other items were made available.
Twin Falls County - They have taken different farm animals into elementary schools, it was a great way for young students to see farm animals, get a chance to handle them, and ask a farmer questions about the animals. At the fair they had a raffle for elementary educators, the winner received a beef book in the bucket kit. The kit also had several books on beef and ranching along with lesson plans for teachers to use.

Cassia County - Bought lunch and participated in Ag days in Declo & Burley schools making flour, classes toured the irrigation lift stations, potato cellars, and seed cutting operations as well as equipment displays. Also, financially supported a new greenhouse to be built in Declo High School for use in their ag program.

Clearwater/Lewis County - The county board sponsored the opportunity for local 4-H and FFA groups to tour the Hasselstrom lambing barn. The kids in attendance learned “hands on” about: birthing lambs, lamb processing barn, maintenance and ewe/lamb nutrition. The students were given the opportunity to give the lambs shots, band tails and testicles, then they were served lamb sliders.

Custer County - They participated in Ag Day celebration with U of I Extension agent and others. They had a breakfast for the community compete with handouts containing Ag facts. Sponsored Ag trivia time on the local radio station where callers can earn prizes for correctly answering ag trivia questions. Sponsored an Ag Ranch Day tour during lambing season on a local ranch. They are presented with AG Facts and lead a tour including lambing pens, barns, cattle pens, calving & horse facilities, irrigation systems, grain and hay operations and guard dogs for the sheep. The kids are asked to draw a poster about their tour, poster board is provided by their teacher. County board judges the posters and present cash towards the top three winners in an assembly at the school. The poster contest allows us an interesting look into how our presentation was interpreted. Support for AG Education through a close relationship with the local FFA advisor. The program is supported with donations toward their trip to FFA National Convention during which they tour many agricultural operations and other things of interest. FFA students are invited to the county annual meeting to give a report on their trip.

They do a drive through breakfast during Ag week. They give away 250 breakfasts due to the high volume of salmon fishermen coming to Challis.

Franklin County - They has a seed chat with 18 different varieties of seeds., they would have people try and guess what the seeds are on the chart. They have different prizes for the winners. They also had a category for kids, with how many jellybeans were in a jar. the closest guess wins the jar of jellybeans. They also passed out useful gardening information.

Fremont County - The county fair was their focus to make sure it was a good one. They had a bounce house for the kids, provided free ice cream to all before the auction. Set aside money for the family members who raise and show animals at the fair. They also gave away 6,000 cartons of chocolate milk at the parade, their board members enjoyed handing out milk.

Gem County - They worked with the University of Idaho Extension Service for their applicators license credits. In January the county sponsored a county speech contest for all high school students, the students then presented their speeches to the local Rotary Club where they were judged. This was a great opportunity for the youth to get used to delivering to a group of people. It was also an opportunity to work with the community to promote agriculture. They sponsored a Farm Bureau booth at the county fair to emphasize the importance of agriculture in our county and state.

Gooding/Lincoln County - They had a farm tour with students from an elementary school from Twin Falls at Ballard dairy and the cheese plant in Gooding. Taught the students about the different ingredients in the cows ate. They got to see, feel and even tasted the ingredients for themselves. Some of the students even tried chewing on some nice green alfalfa.

Idaho County - They used the MAC trailer at the Clearwater Forest & Farm fair. It featured 9 stations and had many subjects. The Forest Service, Idaho Department of Lands, Nez Perce Tribe, Idaho County Farm Bureau and UI Extension provided the students with a fun educational experience.

Jefferson County - P&E committee partnered up with the Rigby FFA chapter to orchestrate the Jefferson County 3rd Grade ag day. This event was held at the fairgrounds with the intent to also help promote the local 4-H programs. There were over 10 different ag workshops for the kids to experience and glean agricultural education from. By partnering with the FFA and having all 600 3rd graders come to one location on one day saved a lot of time and resources which made the event a roaring success.
They have a portable red barn filled with toy animals and machinery that is rotated among the elementary schools. It comes with lesson plans, reading books, videos, and other materials for teachers to use in their classrooms.

Jefferson County - The Ferguson family hosted a farm tour for students and their teachers. They explained where and how the food gets from seed to plate. After the tour they served homemade soup made from ingredients raised on their farm and after they sent the students home with a young plant that was started in their greenhouse.

Kootenai/Shoshone County - Farm to table 2-day event. They had 17 stations, highlighting different aspects of agricultural production and livestock production. It was an interactive day filled with education and activities devoted to education students where their food comes from and what is produced in their region of the state. A hamburger lunch was provided, and students, teachers and event volunteers were given a t-shirt printed with the Farm Bureau logo and other event partners. The farm to table park at Kootenai County fairgrounds provided a platform to provide education for all ages. they a "toy" farm which people stopped and visited about wheat grinders to make flour, grain "sand buckets" with toys, a fake cow to milk goats to pet, backdrops for pictures, displays with ag information and raised bed garden.

Lemhi County - Members of the Lemhi County Farm Bureau spoke to students at the High School as part of Ag week. Also coordinated by Lemhi County Extension, producers went into the classrooms at the high school and spoke on the topic of range management. Over 90% of their county is public land and it was an opportunity to discuss how agriculture and grazing work together with government agencies to manage public lands for the betterment of all. The county also sponsored posters in the restrooms at the county fairgrounds. The posters highlighted the important role agriculture plays in Lemhi county.

Oneida County - Kids are taught about water and soil. They had a county member dress up as a water wizard and asked students' questions about how they use water. After the water lesson they teach the students about soil profiles and they make edible soil made up of crushed Oreo cookies, vanilla wafers, chocolate pudding and gummy worms, this was a big hit with the kids.

Payette County - They have a corn or bean box filled with toy tractors for small kids, a scavenger hunt for older kids to win prizes and information about Farm Bureau for adults. At the local Easter egg hunt, they donated cheese sticks with a Farm Bureau sticker scattered in with the Easter eggs.

Power County: Held wind farm and solar farm tours. They also had t4th graders on sugar beet and potato farm tours. The kids went through a CRP field and had them identify plants and rewarded them for their knowledge.

Teton County - Community awareness of "The Many Roads of Idaho Agriculture," by preparing an interactive map of Idaho showing the top producing counties and their products. The self-supporting map spans 4 feet wide by 6 feet tall. Each county is painted a coordinating color labeled with their name.

Pictures of the county's top product are attached where appropriate. Children and adults can drive mini wood cars from county to county stopping at the county where their favorite food is produced. They used the display at their county meetings and activities at the farmers market and county fair.

Valley/Adams County - Their passion is promoting agriculture in local schools. Their board, along with regular Farm Bureau members and County Extension agents go into local schools with their Ranchers Feeding Youth Program. The RFY educational activities make ag more real and understandable to the students. They conduct three concurrent educational activities. One activity is beef by-products. It teaches students about what a by-product is and some products that are produced by beef by-products. Students in this group are assigned to one of five boxes that focus on one by product. Each box contains examples of everyday products such as a basketball, laundry detergent, marshmallows, makeup, etc. The products from all six of the boxes are mixed and the students are asked to bring the items back to their box that they think were made from the by- product. Items are discussed with his or her group to verify whether each item contains the by- product of their group or whether the item was made from another by-product and therefore belongs to another box/group.

Another activity is earth as an apple. Slicing an apple to illustrate how much of the earth is used or occupied by non-agricultural things thus leaves only a small portion (1/64) of the earth that is left to grow all the food for the people of the world.

The third activity is a video involving a ranching operation, showing the birth of a calf. They also used the video showing Idaho cattle producers utilizing and sharing public lands. At the end of the program a lunch was provided a beef lunch provided by the Payette Cattlemen in cooperation with the school lunch program.

IFBF P&E RESOURCES

P&E Website Links

There are many resources to help with Promotion and Education.

Below are links to help you.

Moving Agriculture to the Classroom (MAC trailer)

Idaho Agriculture in the Classroom

AFBF Promotion & Education

AFBF Ag Foundation

AFBF General Store - Farm Bureau Products and education offerings.

AFBF Online Digital Resources

Michigan Farm Bureau P&E

Other Resources

Connecting to Agriculture - Online Digital Resources

So many people want to know where their food comes and this online resource has been developed to provide easy access to information about agriculture and related industries to help Farm Bureau members convey the importance of agriculture. This online resource is a living document. If you have questions or information to share, please work through your state Farm Bureau, P&E program coordinator or send an email to committee@fb.org.

Agriculture Education Resources and Organizations		
Resource Description	**URL/Link**	**Source Credits**
Where does your dinner come from, how did it get to you and who grew it? Find resources for learners of all ages to understand agriculture's important role in our daily lives.	https://www.agfoundation.org/	American Farm Bureau Foundation for Agriculture
A curated list featuring the top recommended resources for each age group aligned to the Pillars of Agricultural Literacy.	https://www.agfoundation.org/ag-resource-guide	American Farm Bureau Foundation for Agriculture
Find agricultural literacy resources by searching and sorting listings and browsing the most recent ones.	https://www.agfoundation.org/ag-lit-catalog	American Farm Bureau Foundation for Agriculture
Free student-ready eLearning content to contextualize science, social studies and nutrition with active learning strategies.	https://www.agclassroom.org/	National Ag in the Classroom
Educational activities for parents and teachers to do with kids -- craft ideas, worksheets, printable activities and more.	https://www.allkidsnetwork.com/crafts/farm/	All Kids Network
Information to enrich lives through hands-on agriculture education.	https://www.agmoves.com/	Agriculture Education on the Move - Missouri Farmers Care
A series of student-produced lesson plans accompanied with resources for classroom	https://www.umnagricast.com/lesson-plans.html	AgriCast - Minnesota Agriculture Education Leadership Council (MAELC)

activities and materials to support the lesson. These were developed by UMN students as part of their day-to-day teaching.		
For more than 150 years, Bayer has used science and imagination to advance health and nutrition. Science is all around and powers everything we do! This new magazine provides some good resources and activities.	Science at Home	Bayer - Science for a Better Life
Free curriculum about biotechnology. Lessons geared towards 7th-10th grade. Topics include DNA, selective breeding and GMOs. Parents can find lessons to do at home.	Biotechnology	American Farm Bureau Foundation for Agriculture and the International Food Information Council Foundation
What is the best way to grill a steak, braise a pot roast, make stir-fry or prepare perfectly brown ground beef? These cooking lessons have what you need!	https://www.beefitswhatsfordinner.com/cooking	Cattlemen's Beef Board and Beef Producers
From seed treatments to conservation in agriculture, these resources will help answer your questions and are easily shared across all social media platforms.	http://www.croplifeamerica.org/resources-1	CropLife America
Answers to questions on genetically modified organisms in crops.	https://gmoanswers.com/	Croplife International
Farming volunteers discuss food and farming topics.	https://findourcommonground.com/	Find Our CommonGround
Partnering with Discovery Education, dairy farmers provide virtual tours for fifth- and sixth-grade students and explore animal care.	https://www.discoverundeniablydairy.com/	Dairy Management, Inc. and the National Dairy Council
The Food: Too Good to Waste Challenge will help you figure out how much food is really going to waste in your home and what you can do to waste less.	Food Waste Challenge	Environmental Protection Agency (EPA)

Feed Your Mind is an education initiative to help consumers better understand genetically engineered foods, commonly called GMOs or genetically modified organisms.	https://www.fda.gov/food/consumers/agricultural-biotechnology	Food & Drug Administration (FDA) and Environmental Protection Agency (EPA)
Find educational resources about modern day dairy farming in the midwest with virtual tours, ag trivia and a variety of lessons.	Midwest Dairy	Midwest Dairy Association
A variety of resources on soil management and activities - including the Slice of Soil downloadable poster and lesson plans.	http://www.growingthenextgeneration.com/resources/	Nutrien
Lessons designed to bring the challenges, solutions, science and research related to water resources to the classroom.	https://h2knowlearning.org/	Nutrients for Life Foundation
Build healthy eating habits one goal at a time! Site features information, recipes, quizzes and resources. Browse by age and audience.	Choose My Plate	USDA
Book barns and farm safety awareness.	https://defb.org/about-us/committees/promotion-and-education/	Delaware Farm Bureau
Scavenger hunt ideas for a visit to the county fair or a farmers' market.	https://www.farmbureau.co/promotion-and-education-committee/	Massachusetts Farm Bureau
Resources to conduct local events and spotlight agricultural careers.	https://www.michfb.com/MI/Ag_Ed_and_Leadership/Promotion_and_Education/County_Promotion_and_Education/	Michigan Farm Bureau
Missouri Agriculture in the Classrooms offers a searchable matrix; create a personal binder to store and save your favorites.	https://agclassroom.org/missouri/matrix/	Missouri Farm Bureau
Lesson plans, activities and PowerPoint-based interactive games on education, promotion and safety.	https://www.ndfb.org/edusafe/	North Dakota Farm Bureau
Resources for teachers and students		

highlights careers that support farmers. Includes a presentation for middle school students, ag career educational resources, and connects students to the Ag Explorer website for a deeper look at ag careers.	Agriculture Careers	Pennsylvania Farm Bureau
Events and lesson plans on Wisconsin agriculture.	https://www.wisagclassroom.org/	Wisconsin Farm Bureau

Agriculture Influencers on Social Media		
Name of Resource	**URL/Facebook Link**	**Credits**
Once a big city girl, The Farm Babe moved to rural Iowa for love and learned that her thoughts on modern agriculture were based on Hollywood and not true. She debunks myths and shares facts about farms from farmers.	The Farm Babe	Michelle Miller, Iowa farmer
This couple was raised on dairy farms in Vermont and Pennsylvania and in 2009 purchased their own 87-acre farm in Maryland and milk 400 dairy cows.	Cow Comfort Inn Dairy	Katie Dotterer-Pyle
Follow Matthew, a third-generation rice farmer, growing medium grain rice in Northern California.	https://www.facebook.com/ricefarmingtv/	Rice Farming TV
A fourth-generation farmer who partners with his wife and parents on a dairy farm on 400 hundred acres and are member owners of Tillamook County Creamery Association.	Tillamook Dairy Farmer	Derrick Josi, Oregon farmer
A second-generation farmer born and	Jay Hill	Jay Hill, New Mexico and Texas

raised in southern New Mexico who raises mixed vegetables, alfalfa, pecans and small grains along with a small cattle herd.		farmer
This fifth-generation family farmer from west central Minnesota promotes agriculture by sharing his day-to-day experience on his family's farm as he strives to build the connection between farmers and consumers.	MN Millennial Farmer	Zach Johnson, Minnesota farmer
Facebook page celebrating food choices. Americans have the power of choice when it comes to feeding their families. Thanks to farmers, they feed their families the same food you do. They don't want you to fear your food.	On Your Table	North Dakota Farm Bureau
A hardworking and dedicated fourth-generation family farm uses the land and resources to provide for their families and those of their employee's families.They share the rewards of their work providing for others.	Mapleview Dairy	Fisher Family, New York dairy farm

Blogs		
Name of Resource	**URL/Link**	**Credits**
On Your Table features blogs written by members on farm life and various topics	https://www.ndfb.org/on-your-table/	North Dakota Farm Bureau
A profile of a North Dakota mother, farmer and advocate with a passion for agriculture	Moving Beyond Telling Your Story	Written by Cyndie Shearing and published by the American Farm Bureau Federation
Written by Joanna Lidback, a Vermont family dairy farmer and advocate	Our Food Supply is Strong	Published in The Hill and by the American Farm Bureau Federation
Written by Ben LaCross, a Michigan family farmer, advocate and Farm Bureau leader	Farming, Coronavirus & Herd Health	Published by the American Farm Bureau Federation
Written by Jackie Mundt, a Kansas family farmer and advocate	Today's Outsiders are Tomorrow's Neighbors	Published by the American Farm Bureau Federation
Written by Amy France, Kansas family farmer, advocate and female director of the National Sorghum Producers	A Sacrifice Worth Making	Published by National Sorghum Producers and shared by the American Farm Bureau Federation

Podcasts		
Name of Resource	**URL/Link**	**Credits**
Conversations on Coping: Mental Health (five-part series).	https://www.ndfb.org/edusafe/conversations/	North Dakota Farm Bureau P&E Committee
American Farm Bureau President Zippy Duvall hosts and visits with farmers and ranchers on current issues and topics.	https://www.fb.org/viewpoints/welcome-to-farmside-chat	American Farm Bureau Federation

Secretary Perdue talks about current issues facing America's farmers, ranchers, producers and foresters.	https://www.usda.gov/sonnyside	Sonny Perdue, Secretary of Agriculture
Shining Bright features inspiring women in agriculture and showcases their experience and innovation in agriculture.	The FarmHer Podcast	FarmHer - Marjorie Alaniz
This podcast helps talk through safe food choices while understanding food bullying in a common sense approach.	Food Bullying	Michele Payn & Eliz Greene

Virtual Tours		
Name of Resource	**URL/Link**	**Credits**
Video featuring Maryland dairy farmer Chuck Fry sharing about his farm and on-farm ice cream store.	Chuck the Ice Cream Farmer	American Farm Bureau Foundation for Agriculture
Virtual dairy farm tours that can be shared based on the age of the student.	Virtual Dairy Farm Tours	American Dairy Association
Farm fun with farmer Katie.	Cow Comfort Inn Dairy Farm Tour	American Dairy Association and Katie Dotterer-Pyle
Caring for cows and nourishing communities is hosted by Katie Dotterer-Pyle of Cow Comfort Inn.	https://www.discoverundeniablydairy.com/virtual-field-trip	American Dairy Association and Dairy Management, Inc. (DMI)
National Ag in the Classroom	https://www.agclassroom.org/	NAITC
Tour Mapleview Dairy, a working family farm operated by four generations.	Maple View Dairy Farm Tour	Kelsey O'Shea

Alabama farmers will host Virtual Field Trips every Friday at 10 a.m. through May 22. Viewers can ask questions through the comment section, and each video will include links to educational activities.	Alabama Virtual Field Trips	Alabama Famers Federation
The United States produces millions of carrots each year. This video shares one farm's carrot processing plant.	Carrot production, cleaning and sorting	Rogers Spring Hill Garden Center
What is a free stall barn and why is it used on dairy farms? Learn how it allows cows free movement from stalls to feed and water.	Why we use free stalls	TDF Honest Farming

YouTube Videos		
Name of Resource	**URL/Link**	**Credits**
What's in My Pizza Crust?	My Pizza Crust	North Dakota Farm Bureau
Let's Discuss GMO Effects on the Environment	GMO and the Environment	GMO answers
A fourth-generation central Iowa farm kid is learning the ropes on the family farm, highlighting day-to-day adventures with his dad and brother, sharing innovation, technology advances and conservation practices.	Cole the Cornstar	Cole, an Iowa farmer
North Dakato Farm Bureau presents Sugar Beets	https://youtu.be/XHzLpm8DYdo	North Dakota Farm Bureau

PROMOTION & EDUCATION COMMITTEE HANDBOOK

PROMOTION & EDUCATION MISSION

The mission of the Michigan Farm Bureau Promotion and Education Committee is to the be the voice for agriculture while educating consumers about our industry.

PROMOTION & EDUCATION VISION

Our volunteers will be the best equipped to speak and advocate on behalf of agriculture in Michigan.

PROMOTION & EDUCATION DEPARTMENT

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PROMOTION & EDUCATION COMMITTEES

Purpose

The goal for promotion and education committees in Michigan is to educate the public about agriculture through various educational projects designed for children and adults. In addition to the public, P&E has been charged with educating farmers on key agricultural issues.

Qualification

Committee members are people who have an interest in promoting agriculture and Farm Bureau through promotional and/or educational programs. They should enjoy working with a variety of people, have the ability to communicate, and be willing to assist in the organization of people and events. Dedication and a positive outlook are important characteristics for members of this committee.

Duties & Responsibilities

- Identify specific, local agricultural and/or Farm Bureau needs that can be addressed through the Promotion and Education Committee
- Utilize the State P&E Committee program planning guide (this guide) to help determine projects to be completed at the county level
- Develop projects and programs that fulfill the identified needs and submit them for approval to the county Farm Bureau board
- Work with other county committees such as Young Farmers, Communication, Membership and Policy Development to accomplish goals of the county

Chairperson Responsibilities

- Identify new people to get involved and ask their interests
- Develop a program of work for the P&E Committee that fits the needs of your county Farm Bureau. Submit the program of work to the county board for approval
- Review the budget early in the year
- Attend P&E training sessions and pertinent meetings and conferences
- Identify members of the committee that should become project leaders, who will recruit and lead their ad hoc project team in completing activities identified by the committee
- Hold and lead committee meetings when appropriate
- Keep the county Farm Bureau board of directors and membership abreast of current and upcoming events of the P&E committee
- Project a positive image of Farm Bureau and the agricultural industry
- Assist county Farm Bureau board in completing appropriate award or grant applications

Time Requirements

- Attend monthly county Farm Bureau board meetings
- Hold 2-3 committee meetings per year or as needed
- Follow-up with project leaders and committee members to ensure project completion

COMMITTEE STRUCTURE

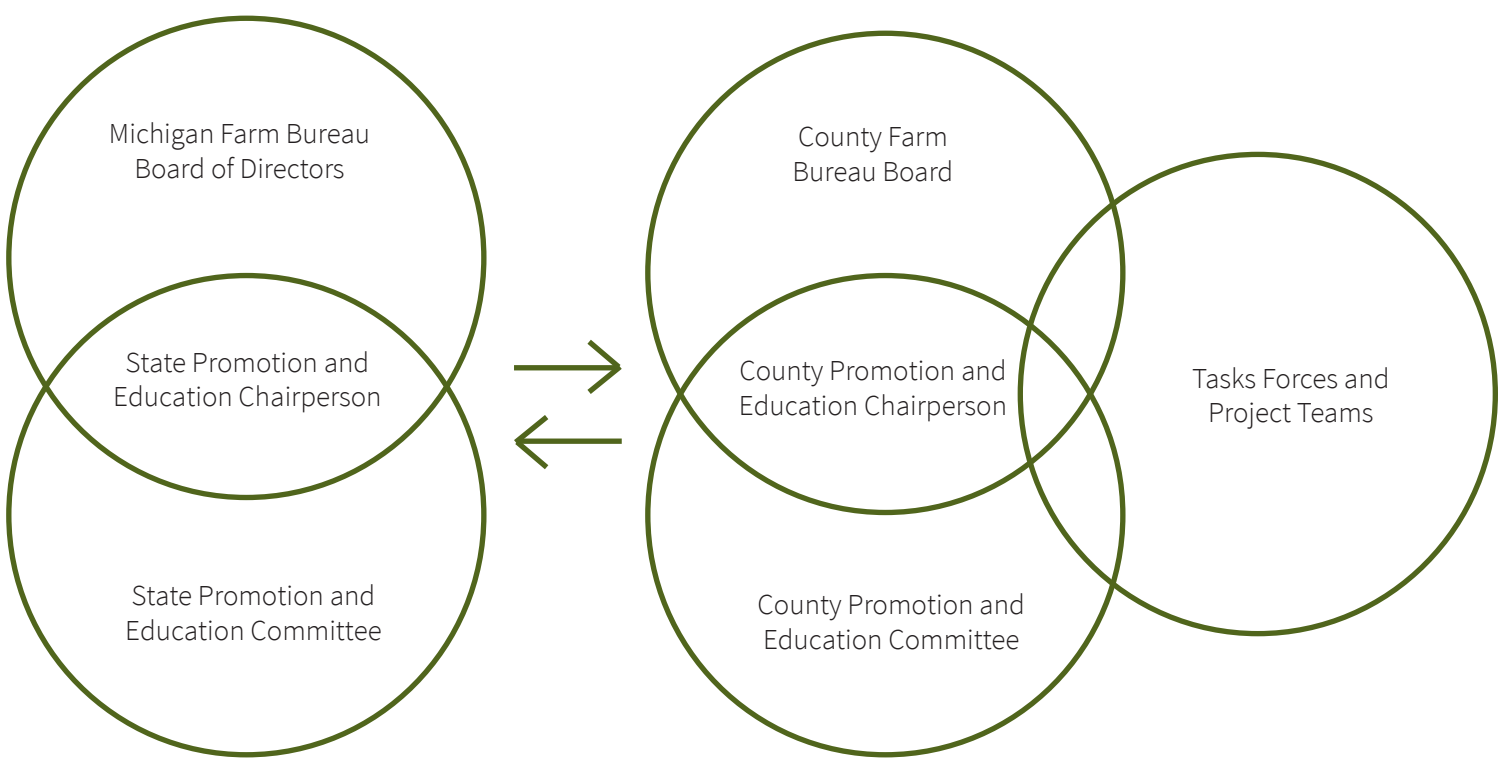
Who Can Be Involved?

Anyone who is interested in agriculture can join the promotion and education committee. Some people may want to serve as regular committee members and some may want to participate on one or more projects on a temporary basis. Remember, involving members and potential members is an essential activity of your committee. Also, talk to your Communication Committee and/or Chairperson. They will be able to help publicize your activities before and after. Consider ways you can work with other committees to create dynamic projects.

Suggested County Structure

- Depending on the bylaws of your county Farm Bureau, your promotion and education committee chairperson is either appointed or elected.
- A full committee or subcommittees, may be appointed to carry out the county's promotion and education activities. Consider a diverse base of volunteers who have the time and interest to serve.
- The county promotion and education committee with county Farm Bureau board input shall identify specific local needs that qualify as Promotion and Education activities and develop projects and programs within a plan of work to address those needs on a yearly basis.
- The county Farm Bureau board of directors should approve the county promotion and education committee plan of action prior to implementation.
- It is recommended that the county promotion and education chairperson serve on the county Farm Bureau board as a voting member.
- It is recommended that promotion and education committee members work closely with all county committees to ensure regular communications and to identify mutually beneficial project goals.

Michigan Farm Bureau P&E Committee Structure



COMMITTEE MEETINGS

Planning the Meeting

About two weeks prior to the meeting:

Get the following information to each committee member and the county staff:

- General purpose of the meeting
- Time and place of the meeting
- List of agenda items and length of time anticipated for each item
- Background information and/or reference on each item in order to help your committee members make better (and quicker) decisions
- Minutes of the previous meeting

About one week prior to the meeting:

- Check with members to remind them of the meeting. Call, text, or use another form of social media, like email or Facebook, to remind your members of an upcoming meeting. Your County Administrative Manager can help with mailings if you wish to mail print materials for meetings. The most important thing to remember is what works for individual volunteers!

Creating Agendas

People respect organization. They want to feel a sense of accomplishment and that their time is well used. Good planning on your part is a necessity.

- Set a date in advance
- Set times for the beginning and end of the meeting and stick to them!
- Keep meeting times to 1.5 hours or less to indicate proper planning and leadership
- Keep the meeting on track. Save socializing and visiting for after the meeting
- Know what you want your end results to be
- Assign volunteers appropriate follow-up tasks

Recording Minutes

The secretary of your committee should have a copy of these suggestions. By following this list, the secretary will be able to record the minutes of a committee meeting accurately and according to standard accepted practices. Note the name of the committee, type of meeting (general, regular, special, continued, etc.), location, date and time of meeting.

- List the names of the members present and note any guests. List the names of members who are absent
- Use the written agenda as an outline for the items covered in minutes
- Name the person who called the meeting to order and their title
- Note any corrections to the minutes of the previous meeting
- Note the approval of the minutes of the previous meeting
- Record the exact wording of all motions, the names of the members making and supporting motions, and whether the main motion with or without amendments was passed or defeated
- Record the exact wording of a committee assignment, what the assignment is, who is to do it, and the due date
- Be brief, be specific, be accurate
- Conclude by signing, “Respectfully submitted” and your name
- Keep all minutes together in a notebook specifically obtained for that reason

Chair Duties

Relate the general purpose of the meeting

Ask for additional agenda items from members. Make sure that someone is recording minutes and takes attendance.

Proceed through agenda

Try to keep to the point and on schedule. If an unanticipated problem arises, try to detect the source of the problem. Rather than using up valuable meeting time, try doing one of the following:

- Give your committee some meeting time to think about it, move the item to a later spot on the agenda
- Delegate a task to be completed outside the meeting
- If your committee needs more information, postpone the discussion until the next meeting when the committee will have the information. It is the job of the chairperson to keep the meeting from getting side-tracked.

Action implementation

Before the meeting adjourns, make sure that your committee members have a clear idea of what is to be done about each agenda item and who's responsible. Establish a timeline for each action, and determine a schedule for reporting back to the committee about the implementation of each action.

Before adjourning, try to set up a convenient time and place for the next meeting.
Set a plan for meetings and action items (to be completed when and by whom) to be sent or e-mailed.

Parliamentary Law

Following basic principles of parliamentary law, as presented in a resource like Robert's Rules of Order allows for business to be transacted while protecting minority opinion and enabling the majority to rule on the various issues at hand. A few considerations are key:

- Only one subject may claim the attention of the assembly at one time. This means that generally only one main motion should receive consideration during any one period.
- Each member has rights equal to every other member. Where rules are not adhered to, aggressive and domineering members monopolize debating time and prejudice the treatment of a question. Rules are provided to curtail such abuses.
- The will of the majority must be observed. When an individual becomes a member of an organization, he agrees to abide by the decision of the majority in return for his right to vote. The minority also has a right to be heard and, in some cases, to delay action temporarily.
- The maker of a motion shall have the first opportunity to discuss the motion after it has been made, seconded, and restated by the chairperson.
- No member shall speak twice on a motion until all members have had an opportunity to speak once.
- Generally no member shall speak more than twice on a main motion without the consent of the assembly.
- Generally no member shall speak longer than two to three minutes on any one motion at any one time.
- The presiding officer and each individual member should take a reasonable attitude toward rules. Sometimes more progress can be made and more harmony will exist if certain rules are not rigorously applied.

For more considerations and information on parliamentary law and procedures, please refer to the latest edition of a parliamentary resource such as Robert's Rules of Order.

SUGGESTED ACTIVITIES & EVENTS

Evaluate the interests, issues and needs of your county to determine what your P&E focus should be.

CHILDREN

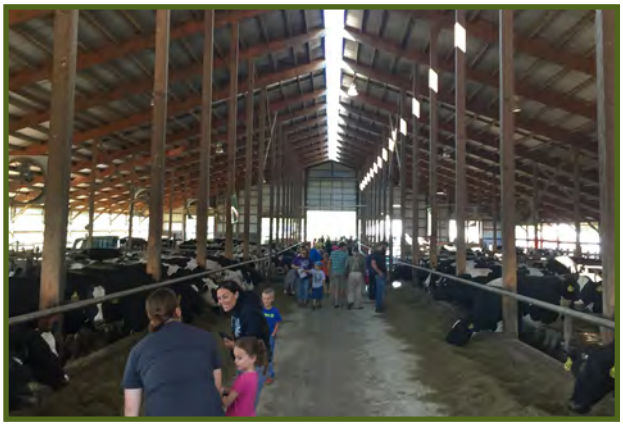
Agriculture in the Classroom* • Safety Programs*
Project R.E.D (Rural Education Day) * • Farm Tours
County Fair Activities • Build a Little Red Barn Library
Donate Agriculture Books • FARM Science Lab

FARMERS

Consumer Conversation Trainings • Hot Ag Topics
Education Meetings • Farm Finance Trainings
Policy Education Meetings

PUBLIC

Fair Displays • Public Service Announcements
Farm Tours • Work with Local Media • Work with other
Committees and Agricultural Groups



PUBLIC OFFICIALS

Local Agriculture Tours • Work with other
Committees and Media on Local Ag Issues •
Promote the Importance of Agriculture • Local
Product Baskets • National Agriculture Week Events

**INDIVIDUAL RESOURCE GUIDES AVAILABLE FOR THESE EVENTS*

SELECTING ACTIVITIES & EVENTS

Consider the your county's needs as well as these three hot buttons when selecting activities and events.

MEET

Meet other Farm Bureau members who are interested in sharing their own stories; you can meet P&E members through both local and statewide events. Connect with local teachers and students through volunteering with programs like Agriculture in the Classroom or Project R.E.D. Meet neighbors and local officials by promoting agriculture at community events such as fairs and festivals.

HELP

Help out and give back to your community with P&E. Raise food and money for local food banks through Harvest For All. Help keep farms safer by planning a farm safety program to promote safe farm practices. Build awareness of P&E's teacher scholarships meant for integrating agriculture into the classrooms. Help Michigan agriculture; become an active voice by telling your agriculture story, volunteer at P&E events, or host your own event.

LEARN

Learn how to effectively communicate your story to consumers by attending conferences or trainings such as the Voice of Ag Conference. You can learn how to connect with teachers through Ag in the Classroom lessons, get the attention of local media by showcasing great agriculture events or iniate your own outreach through social media.

EVENT TIMELINE

Use this timeline to help plan your county's event.

Let's Plan an Event

- Event type, theme, ideas
- Feasibility and timing
- Available resources
- Key messages to promote

2 MONTHS

Plan your Promotion

- Who do you want to attend?
- How do you want to reach them?
- Create print promotion

Form a Planning Team

- If necessary, have a meeting
- Discuss format
- Arrange speakers and/or tour stops
- Assign tasks – ex. program, meal, invitations, advertising, sponsors, etc.

Invite Guests

- Send personal invitations
- Address advertising needs

Execute Print Promotion

- Postcards and invitations should go out 4+ weeks prior to your event to allow time for printing and mailing.
- Ads should be sent to papers to get into the next issue.

1 MONTH

Get Online

- Finalize email, webpage or social media post to promote your event
- Ask your county staff to add events to county website

Planning Team Meeting

- Discuss event plan progress
- Develop an agenda
- Think about promotional items or give-aways
- Invite the media for coverage

Finalize Plans

- Finalize agenda
- Contact speakers and those involved in the event to confirm details
- Make arrangements for final meal numbers

1 WEEK

Final Promotion

- Contact local media
- Utilize social media
- Word of mouth never hurts

Volunteer Check In

- Be sure to rally your volunteers!
- Use your enthusiasm
- Thank them in advance
- Provide detailed instructions

EVENT WEEK

Presentation & Safety

- Make your location presentable for your guests
- Finalize your key messages/information
- Ensure safety regulations are in place

EVENT DAY

Event Day

- Emphasize the importance of Michigan agriculture
- Stay on time and positive
- Allow time for question/answer period
- Ask participants to complete an evaluation

After the Event

- Thank your volunteers and sponsors
- Send photos, captions and a short description along with key points to the media
- Post your photos
- Recap your event
- Make notes for the next event

EVENT RECIPE

Use this form to help plan your county's event.

EVENT NAME

_____

TYPE OF EVENT

☐ P&E ☐ Policy Development ☐ Other _____

☐ YF ☐ County Annual

☐ Field Day ☐ Legislative Event

Target Audience: _____

HOT BUTTONS

Meet: _____

Help: _____

Learn: _____

EVENT SUMMARY

_____

_____

_____

Time to Plan: _____ **Average Cost:** _____

Planning Items: _____

TIMELINE TO PLAN

_____

_____

_____

_____

_____

_____

_____

Year _____
Committee _____

Project	Target audience	Who is responsible?	How will this activity be promoted?	Purpose	Date to be completed	Estimated budget
						Total
						Total
						Total

Year **2013-2014**
Committee **Promotion and Education**

Project	Target audience	Who is responsible?	How will this activity be promoted?	Purpose	Date to be completed	Estimated budget
Harvest for All baskets (food and other products) distributed with 4-H clubs during National Ag Week	**20 families in need as identified by local food bank**	**Haely, Regan, William, Violet; 4-H volunteers, parents and youth**	**Press release or letter to editor to be printed in local newspaper; word of mouth from recipients**	**Promote the importance of agriculture; provide a personal service for children and adults in a more direct way**	**All materials organized one week prior to giving baskets**	**Only time if donations are made as planned** Total $0
Teacher In-service in county schools	**Teachers of grades K-6; administrators/ curriculum coordinators**	**Taylor, Sarah, Joan, John**	**Personal contact through school principal & curriculum coordinator; Letters and emails to teachers; announcements**	**Help teachers understand the importance of agricultural education in all areas of school; Build relationships with teachers to encourage community strength; Offer a line of support for teachers that influence the future of our country**	**Letters to be sent one month before proposed date; reminder week of in-service (personal contact)**	**Free curriculum CD distributed; food/snacks, materials** Total **$20/ teacher**
Fair Week activities - *Scavenger hunt	**General public including children and adults**	**Jen, Kevin, Corey; Erin, Kelley, Georgia additional volunteers needed during fair**	**Radio spots, newspaper and fair booklet, flyers downtown and in local stores**	**Promote agriculture in county; Offer chance to build relationships between consumers and farmers ; Take an active role in the community**	**Pre-fair promotion; All materials to be printed week before fair**	**Printing; ads, prizesz** Total **(depends on area)**

COMMITTEE FUNDING AND AWARDS

Michigan Farm Bureau has a number of different awards that you, your committee, and other county Farm Bureau members can apply for. Many of these awards have a cash prize. Other resources and awards available to help fund your promotion and education committee are listed below. More information can be also found on Michigan Farm Bureau's website.

Funding available specifically to county Farm Bureaus
County Farm Bureau budget
Michigan Farm Bureau county grant program
Award money from Champions of Excellence awards or other award
American Farm Bureau Foundation for Agriculture White-Reinhardt Grant

External Grants or Award Funding
These funding sources may not be directly available to county Farm Bureaus, however partnerships with schools could help teachers find funding for agricultural education.
America's Farmers Grow Rural Communities—www.americasfarmers.com
United Dairy Industry of Michigan Dairy Promotion grants (requries a dairy farmer to apply)
National Agriculture in the Classroom CHS Teacher Grants (for teachers only)
#SpeakAgMichigan Award program for FFA Chapters

Donations
Partner with these organizations for item and financial.
Community Foundations
Community Organizations such as Rotary or Lions Clubs
Agribusinesses

CALENDAR OF EVENTS

Specific dates vary year to year, check Michigan Farm Bureau's van goh swebsite for this year's events.

JANUARY

Voice of Agriculture Conference

FEBRUARY

Educator of the Year nominations due
Growing Together Conference (every third year)

MARCH

State FFA Convention
National Ag Day
National Ag Week

APRIL

AFBF White Reinhardt grant applications due

MAY

Teacher Appreciation Week

JUNE

National Ag in the Classroom Conference

JULY

Champions of Excellence applications due

SEPTEMBER

School starts! (for most schools in Michigan)
AFBF County Activities of Excellence applications due

OCTOBER

Marge Karker Scholarship applications due
AFBF White Reinhardt grant applications due
Harvest For All reporting due

DECEMBER

MFB Annual Meeting

MICHIGAN AGRICULTURE IN THE CLASSROOM

The Michigan Agriculture in the Classroom website features a matrix with different agriculture based lessons and tools for K-12 educators K-12. The website also offers agriculture books and resources for purchase through the online store. The activity resource guides mentioned on page 7 can also be purchased here. Michigan agriculture facts, award applications, volunteer information, and more can be found at miagclassroom.org.

Search a nation-wide database of agriculture based lessons matched to educational standards and save your favorite lessons using the My Binder feature!

Michigan Agriculture in the Classroom

Purchase agriculture books, lessons and resources via our online store!

Michigan Agriculture Facts by County

Michigan Agriculture Lesson Plans

Scholarships and Grants

Conference and Event Information

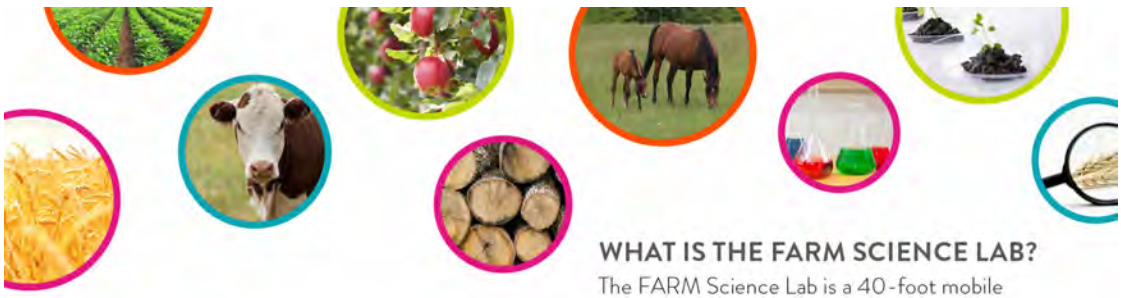
miagclassroom.org

MICHIGAN FOUNDATION FOR AGRICULTURE
LEADERSHIP | PROMOTION | SCHOLARSHIP | EDUCATION

Michigan Agriculture in the Classroom

FARM SCIENCE LAB

The Food, Agriculture and Resources in Motion Science Lab is a 40-foot mobile classroom, equipped with the latest teaching technologies and tooled with STEM-based lessons to increase agricultural awareness. The FARM Science Lab offers schools the convenience of bringing a field trip-style experience to their front door. Check out farmsciencelab.org to learn more about bringing the FARM Science Lab to your county!



FARM
Food, Agriculture & Resources in Motion
Science Lab

WHAT IS THE FARM SCIENCE LAB?

The FARM Science Lab is a 40-foot mobile classroom, equipped with the latest teaching technologies and tooled with STEM-based lessons that meet Next Generation Science Standards (NGSS) and National Agricultural Literacy Outcomes (NALO) to increase agricultural awareness. Staffed with a certified teacher, the FARM Science Lab will help reinforce grade-level standards with hands-on science experiments while increasing students' knowledge of how agriculture impacts their daily lives.

JOIN US AT THE INTERSECTION OF SCIENCE AND AGRICULTURE | farmsciencelab.org

WHAT DOES THE FARM SCIENCE LAB PROVIDE?

- Michigan-certified science teacher
- Climate-controlled, handicap accessible trailer
- Hands-on science experience
- Up to five 50-minute classes per day
- 10 work stations (3 students per station)
- An applied look at agriculture in our everyday lives
- 15 NGSS standard-based lessons for grades K-6, developed by a certified teacher

WHY THE NEED FOR AGRICULTURAL EDUCATION?

Agriculture affects our lives every day, but many students don't understand these connections: how healthy, nutritious food arrives on their tables; how fiber is produced to clothe them; or how agricultural products provide shelter. Michigan's food and farm sector produces more than 300 different commodities and generates more than $100 billion in economic activity annually. Not only is agriculture important to students personally, it is economically vital to our state and nation. Through Michigan Agriculture in the Classroom and the FARM Science Lab, we aim to increase students' understanding of agriculture through lessons that meet the grade-level content standards.

HOW CAN I BOOK THE FARM SCIENCE LAB?

Check out our website at **farmsciencelab.org** for more information or to book the FARM Science Lab for your school.

Resource #290
Last Revised Jan 2018

MICHIGAN FARM BUREAU®

PROMOTION & EDUCATION






The How-to Guide for Hosting

Agriculture Education Field Trips


PROJECT R.E.D.

WHAT IS PROJECT R.E.D.?

Project R.E.D. (Rural Education Day) is designed to bring agriculture to school children in a field trip format. In an effort to educate youngsters about how agriculture touches their daily lives, Washtenaw County was the first county in Michigan to hold such an event. Since that time more than 20 county Farm Bureaus across the state conduct a Project R.E.D. or similar event. Project R.E.D. is a great way to reach hundreds of children in a small amount of time. Most events are only one day in length and can reach more than 2,000 children with an array of agriculture and natural resource topics. Each county Farm Bureau that hosts a Project R.E.D. does so for a variety of reasons, but primarily the program is an outreach to help students understand the importance of agriculture and where their food comes from. Your county will need to decide what you want to share with the children and what you hope they will learn.

HOW DOES THE PROGRAM WORK?

Conducting a Project R.E.D. is a little more complex and will vary for each county across the state. Most Project R.E.D.s occur in the late spring or early fall, as most of the typical facilities that are used for these events are in large unheated buildings or outside. Upon arrival students (usually third-graders) typically are welcomed and split into groups of appropriate size. Educational stations are spread throughout the facility with several presentations occurring at once. Each station presentation lasts between 10 and 15 minutes, and then groups rotate. Some programs have students bring their lunch and then provide a lunch break at some point.

WHO MIGHT BE INVOLVED IN PLANNING?

- County Promotion and Education Committees
- MSU Extension / 4-H clubs
- FFA Chapters
- Master Gardeners
- Local Conservation Districts
- Local Agribusinesses
- Farm Bureau Insurance Agents within your county
- Agricultural councils and/or other organizations interested in educating about agriculture.

WHAT DO WE NEED TO CONSIDER FOR PLANNING?

Location to hold the event:

- Is there a fairground facility, career center, farm or another location that can accommodate the event and have alternatives in case of inclement weather?
- Is the facility central for students you intend to invite? How many stations will you have and how much room will be needed for the groups?
- Will you want to have a place to provide lunch for volunteers? Will students bring sack lunches and need a place to sit and eat?

Schools:

- How many children do you want to target and what grade?
- Have you contacted your intermediate school district to see how many students are in a particular grade?
- What other events are held for school children and what grades are targeted? Can you team up with any of those existing events? What can you offer that meets content standards that schools are trying to teach?
- Are scholarships needed to find busing for the schools?

Time of year:

- What is the best time of year for both the school and your volunteers? You may want to modify the sample school request letter attached in this guide.

SUGGESTED PLANNING TIMELINE

Nine months before eve nt:

- Mail first letter to local commodity organizations and agribusinesses, soliciting donations for student bags.

Seven months before event:

- Reserve facilities
- Mail 1st letter to schools asking for participation in this year's event. Request reply for number of students/classes.

Six months before event:

- Determine stations, presenters, and schedule for the day.
- Mail or email letters to presenters asking for participation. Include form for special arrangements (electrical, etc.).
- Committee meeting to set job duties and discuss the overall event.

Five months before event:

- Mail letter to county area businesses soliciting for monetary donations.
- Mail confirmation letters to schools reminding them of the arrangements for the Project R.E.D.
- Mail confirmation letters to responding presenters.
- Check status of commodity donations; call if nothing has been sent yet.
- Contact FFA and/or 4-H to ask for participation from students as volunteers.

Four months before event:

- Coordinate with MFB to design or order any signage for the event. Contact P&E Department for Project R.E.D. specific signs.
- Outline station seating; determine if additional tables and chairs are needed and order.
- Lunch area tables and chairs coordinated/ordered.

Three months before event:

- Contact volunteers with job duties to check on progress
- Recruit any additional station presenters or supplies.

Two months before event:

- Contact volunteers and presenters with important reminders.
- Deadline for donations for student bags; set date for packing.
- Contact FFA and/or 4-H again to remind advisor of all arrangements for volunteering.

Two weeks before event:

- Mail or deliver school packets with nametags, instructions, etc.
- Media – work with MFB communications staff and county communications chairs to coordinate. Send out pre-event press releases detailing event.

One week before event:

- Follow up with presenters on arrangements.
- Follow up with volunteers who have food, facility and packet coordination jobs.
- Student bags are packed and in their classroom boxes.

Day before event:

- Pick up extra tables/chairs for lunch area.
- Set-up day – station set-up, lunch area organization

R.E.D. Day:

- Make sure most things are being handled by those delegated volunteers.

Day After R.E.D.:

- Media – send out post event press release including pictures.

One week after R.E.D.:

- Hold committee meeting to debrief/recap pros and cons of the event.

Two weeks after R.E.D.:

- Committee to mail Thank You's to volunteers, commodity organizations, sponsors, etc.

County Annual Meeting:

- Recognize volunteers

WHAT WILL THE PROGRAM COST?

This number will vary from county to county. Some counties have been very successful in getting local businesses and agribusinesses to donate to the event keeping costs down. The following items are things to consider when determining a budget.

- Presenters: Cost to participate, cost for materials?
- Will we need to pay someone to haul animals?
- What will we provide the volunteers? (Lunch, t-shirt, recognition, etc.)
- Facility rental fees
- Sound system/microphones
- Tables & chairs
- Postage & copy costs
- Busing scholarships
- Committee meeting costs
- Teacher/student packets: copying costs, snacks, tote bags, lesson materials, etc.
- Start up costs for a new event may also include: signage, storage containers, re-usable lesson materials, etc.

HOW DO YOU CHOOSE THE STATIONS AND WHO PRESENTS THE STATIONS?

Choose station topics based on your county demographics and volunteers. There are several different stations utilized in Project R.E.D.'s across the state. Some examples of stations include: sheep shearing, horticulture, dairy, bees, forestry, any sort of livestock and or commodity produced in Michigan that you can teach more about to children. Ask other agricultural organizations and agencies to assist you. Some ideas may include:

- County Promotion and Education Committees
- Extension
- FFA Chapters
- Soil Conservation
- Forester
- Universities
- Commodity groups
- Equipment dealers
- Natural Resource groups
- Veterinarians
- Beekeepers
- EMS/Fire Departments (Rural Safety/First Aid)
- Local Museums/Historical Societies
- Farm Bureau Insurance Agents
- Farmers: exotic animals, dairy, sheep, horses, pigs, chickens
- Anyone who is interested and is able to communicate with elementary students

VOLUNTEER RECRUITMENT: "JUST ASK"

One of the most important parts of conducting a Project R.E.D. is recruiting volunteers. Many volunteers are needed to successfully spread the positive message of agriculture. But don't be alarmed – there are several different types of volunteers needed. There's bound to be one that will fit the many and various interests of your volunteers. Remember, your county is full of potential volunteers. Don't forget to consider 4-H and FFA groups as well. Volunteers are used as presenters, tour guides, lunch, registration, traffic control and more. (See the attached sample job descriptions.)

HOW DO WE PREPARE OUR VOLUNTEERS?

Helping to prepare your volunteers is as important as finding them. You may have experienced presenters and people who have never talked to students about farming and agriculture before. We have provided some commodity fact sheets in the appendix of this book, with talking points about different segments of our agriculture industry. These talking points were developed based on research and input from commodity organizations in Michigan.

You will want to have some type of briefing for your volunteers on the day of the event, but we also suggest meeting with these volunteers about two weeks prior to the event.

Some additional things you will want to consider/cover:

- Discipline of the students is the responsibility of the teachers and school volunteers. If a Project R.E.D. volunteer has an issue with a child, it should be brought to the teacher or school volunteer's attention.
    - When approached with a tough question, use the talking points. If a volunteer does not know the answer or is uncomfortable addressing the question, they should simply indicate that they do not know or that they would like to talk with the student or adult after the group presentation is done. Kids will ask questions like where does the baby come from, or how do you get the meat, does that hurt the animal, etc.
        - "Good question, maybe we should talk about that one-on-one after we are done."
        - Compare shearing to haircuts, hoof trimming to finger nail clipping, etc.
- Make sure volunteers keep animals a safe distance from the kids, and don't allow kids to randomly place their hands in cages/pens without supervision.
- When asking for volunteers to bring animals to the event, be sure these animals are used to being handled by people and are comfortable when out of their normal farm surroundings.
- Help your volunteers think through how they will present their personal agriculture story and connection to the station's topic.

WHAT IF WE HAVE AN EMERGENCY?

Before your event, be certain your county Farm Bureau has contacted their insurance provider to ensure proper coverage for the event. County Farm Bureaus can access an event umbrella for the day of the event. Also be sure to consider these other plans or resources for safety at your event:

- Process for a lost child. Who is the primary contact and how will an announcement be made to reunite the child with the teacher or adult volunteer?
- Injury/Incident report. If someone is injured, do you have a standard form that your volunteers/teachers can fill out for your records? In the event that there is an ongoing situation, these records will be invaluable.
- Have you notified or invited your local EMS?

TEACHER AND STUDENT PACKETS

Teacher Packets:

There are several different ways you can approach teacher packets. The purpose of these packets is to give the teacher agricultural lesson plans they can incorporate prior to and following the event to increase the educational impact and knowledge gained from this sort of activity. Materials that can be used for the packets include the Michigan Farm Bureau lesson plans that can be found on the Web site at www.miagclassroom.org. Several Michigan commodity groups have commodity-specific lesson plans and or activity sheets that can also be utilized in the classroom.

Student Packets:

Students can receive a packet the day of the event. Each packet is filled with activity sheets and educational materials from commodity groups. Unless children are using the materials at your event, it may be best to make arrangements for the materials to be dispersed upon departure or delivered to the buses.

RESOURCES AVAILABLE FROM MICHIGAN FARM BUREAU

- Mentoring, guidance and volunteer assistance from State Promotion and Education Committee members
- Staff assistance from Regional Representatives and the Promotion and Education Department
- Media/promotion assistance
- Graphic design assistance with logos, signage or t-shirt design
- Assist with aligning program to Michigan's educational standards
- Lesson resources can be found at www.miagclassroom.org and ordered by County Administrative Manager's through county shipper form.

SAMPLE SCHOOL REQUEST LETTER

Date

Name: _____

Superintendent and/or Teacher

_____ Public Schools

School Street

School City, MI 48909

Dear Superintendent and/or Teacher _____,

We are happy to invite you and your (insert target grade) grade students to the (insert county Farm Bureau) Farm Bureau Rural Education Day (Project R.E.D) on (insert date) at (insert location of the event). The (insert county) Farm Bureau, in cooperation with various agricultural businesses and local sponsors, is supporting this fun-filled day with many hands-on activities. The focus of our event is to help students understand more about agriculture and natural resources in our community. The field trip will be held at (insert location information) and is free for all students and chaperones. If requested, we would be able to provide the appropriate educational standards met through our activities.

During Project R.E.D., children rotate among several different stations to view and learn about animals, horticulture and natural resources. Each station runs approximately 12 minutes with the entire program lasting approximately two hours. We would like to hold a morning program beginning around _____a.m, to conclude by _____a.m. and an afternoon program from _____p.m. until _____p.m. Specific directions, times, and a schedule will be provided closer to the event.

I look forward to hearing from you regarding your interest in this activity. As you know, our population is becoming further removed from production agriculture. Activities like this are a great opportunity to teach children and adults the importance of agriculture and how agriculture touches their life each and everyday. Agriculture can also be used as a vehicle to teach science, math, literature and more.

If your school would like to participate, please mail or fax the completed registration form(s) by (insert date based on timeline). We will do our best to accommodate your requested time slot. Please have one chaperone for every 10-15 students. Reservations are taken on a first come basis.

Please do not hesitate to phone me with any questions. I can be reached at _____.

Sincerely,

_____, Chairperson

Promotion and Education Committee

_____ County Farm Bureau

SAMPLE SCHOOL/CLASS REGISTRATION FORM

CLASS REGISTRATION

PROJECT R.E.D.

(INSERT DATE OF EVENT)

We request that each teacher register his/her class separately, and return this form by (insert deadline based on timeline). (This form may be copied.)

Please Return to: _____ (county) Farm Bureau

Attention: _____ (P&E Chair or R.E.D. Coordinator)

Address: _____

_____

Or fax to: _____ (county fax number)

Or email: _____ (CAM email address)

School Name:_____

Teacher Name: _____

Email address: _____

Number of Students:_____ Telephone # _____

I request the AM session _____ I request the PM session _____ I can do either AM or PM _____
These are only samples of responsibilities; you will need to develop more based on the volunteer jobs needed at your particular event.

SAMPLE PROJECT R.E.D. JOB DESCRIPTIONS

Tour guide duties:

1. Arrive on site by____for orientation.
2. Pick up assignment folder, name tag, and sign for group identification.
3. Meet small group of students and teacher at parking area.
4. Escort them to start point.
5. Greet them with "scripted introduction."
6. Guide them through demonstrations.
7. Hand out "goodie bags" to be filled at stations (one per student).
8. Assist presenters, if needed to hand out "goodies."
9. If a student needs to use the bathroom, please utilize the student volunteers/adult supervision to accompany them – don't suggest bathroom breaks as a group as we are on a tight schedule for the day.
10. Please remain at each station until you hear the signal to move.
11. Interact with the group as you feel comfortable.
12. When sessions are completed, read "script closing."
13. Lunch is_____, please pick up a box lunch. The next group will be arriving soon...I said it was a tight day!
14. At end of day, please turn in signs to the supervisor table.
15. Complete evaluation sheet.
16. Have fun and thanks!

Track/barn supervisor duties:

1. Help set up tables, chairs, place signs.
2. Check to be sure you have all presenters, electricity, supplies.
3. Each station should have presenters and at least one station helper.
4. Check to be sure you have the "give aways" for each station.
5. Attend orientation session to greet your volunteers.
6. Familiarize volunteers with your signal for changing stations.
7. Tell volunteers approximately how long they will have at each station, it's your job to keep time and switch when ready.
8. Identify any volunteers who are not working afternoon group – remind them to turn in their sign before leaving for the day – PM person will pick it up from you.
9. Do general supervision / jump into groups when you want / participate with presenters as you'd like/have FUN!
10. Thank volunteers / presenters.
11. Collect signs: group leaders as well as station signs.
12. Help presenters "clean up" at end of day.
13. Fill out evaluation form.

Orientation/check-in desk duties:

1. Arrive on site early be at desk until volunteers are checked in.
2. Set up tables / chairs.
3. Supplies needed: pencils / markers, volunteer packets, name tags/ pins, evaluation sheets, day's schedule / expected groups and times, other supplies (tape, stapler, etc.)
4. As volunteers arrive, give them their packet (their name should appear on the front).Check off on list; get current data if we don't have it.
5. Conduct orientation session.
6. Assist as needed until end of sessions.
7. Collect signs.
8. Hand out / collect evaluation forms.
9. Say a lot of "Thank yous."

Utilize these organizations as resources for information, student/teacher presenters, or materials for goodie bags:

Corn Marketing Program of Michigan.....www.micorn.org

GreenStone Farm Credit Services ..... www.greenstonefcs.com

Michigan Ag Council.....www.michiganagriculture.com

Michigan Agricultural Commodities.....www.michag.com

Michigan Allied Poultry Industries, Inc. ..... www.mipoultry.com

Michigan Apple Committee.....www.michiganapples.com

Michigan Asparagus Advisory Board .....www.asparagus.org

Michigan Bean Commission .....www.michiganbean.org

Michigan Beef Industry Commission ..... www.mibeef.org

Michigan Beekeepers Association..... www.michiganbees.org

Michigan Blueberry Growers Association .....www.blueberries.com

Michigan Cherry Committee ..... www.choosecherries.com

Michigan Christmas Tree Association.....www.mcta.org

Michigan Floriculture Growers Council .....www.mifgc.org

Michigan Forest Resource Alliance..... www.michiganforest.com

Michigan Grape & Wine Industry Counci.....www.michiganwines.com

Michigan Horse Council ..... www.michiganhorsecouncil.com

Michigan Maple Syrup Producers Association .....www.mi-maplesyrup.com

Michigan Pork Producers Association .....www.mipork.org

Michigan Potato Industry Commission ..... www.mipotato.com

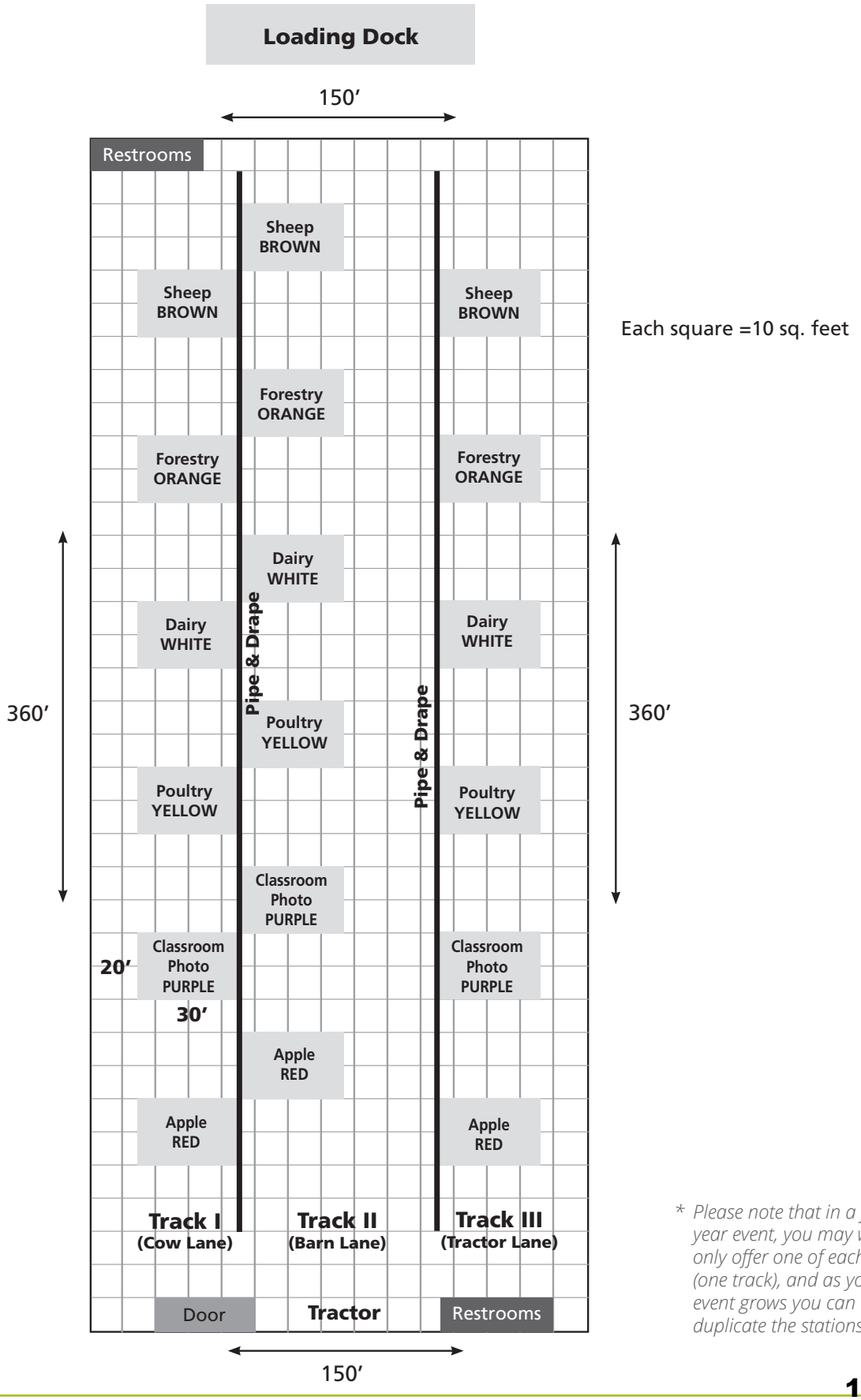
Michigan Soybean Promotion Committee..... www.michigansoybean.org

Michigan Sugar Company ..... www.michigansugar.com

United Dairy Industry of Michigan .....www.udim.org

Michigan Wheat Program .....www.miwheat.org

SAMPLE ROTATION/SAMPLE STATION MAP



* *Please note that in a first year event, you may want to only offer one of each station (one track), and as your event grows you can begin to duplicate the stations.*

PROJECT R.E.D. TEACHER/STUDENT NUMBERS SAMPLE ROSTER

PROJECT R.E.D. TEACHER/STUDENT NUMBERS
Sample Roster

School AM	Teacher	Students	Group*	Color*	Starting Station	Tour Guides
Shawmut	Kay Berk	33	Milk Bottle	RED	Apple	
Shawmut	Gloria Cangelosi	8	Milk Bottle	PURPLE	Photo	
Buchanan	Diogenes dela Cruz	19	Milk Bottle	PURPLE	Photo	
Buchanan	Tracy Mann	20	Milk Bottle	YELLOW	Poultry	
Buchanan	Sarah Garcia	9	Milk bottle	YELLOW	Poultry	
Buchanan	Sarah Garcia	18	Milk bottle	WHITE	Dairy	
Southeast Academic	Robin Obrenovich	24	Milk Bottle	WHITE	Dairy	
Southeast Academic	LaTonnia Harwick	18	Milk Bottle	ORANGE	Forestry	
Mulick Park	Patricia Allen	12	Milk Bottle	ORANGE	Forestry	
Mulick Park	Elizabeth Myslajek	23	Milk Bottle	BROWN	Sheep shearing	
Mulick Park	Lisa Bowerman	13	Barn	RED	Apple	
Dickinson	Susan Hall	14	Barn	RED	Apple	
Dickinson	Susan Hall	21	Barn	PURPLE	Photo	
Dickinson	Teresa Nickels	22	Barn	PURPLE	Photo	
North Park	Johanna Morrissey	26	Barn	YELLOW	Poultry	
Fountain	Barb Quist	23	Barn	WHITE	Dairy	
Aberdeen	David Dolphin	30	Barn	ORANGE	Forestry	
CA Frost	Ruth Millisor	27	Barn	BROWN	Sheep	

School PM	Teacher	Students	Group	Color	Starting Station
Madison Park	Stephanie Gaastra	24	Milk Bottle	RED	Apple
Jefferson	Eather Sutton	15	Milk Bottle	PURPLE	Photo
Jefferson	Kerrie Grotenhuis	15	Milk Bottle	PURPLE	Photo
Hamilton	Kelly Rector	30	Milk Bottle	YELLOW	Poultry
Hamilton	Mish Banks	30	Milk Bottle	WHITE	Dairy
Bowen	MaryKay Murawski	20	Milk Bottle	ORANGE	Forestry
Bowen	Lee Ann Bernard	12	Milk Bottle	ORANGE	Forestry
Bowen	Lee Ann Bernard	20	Milk Bottle	BROWN	Sheep Shearing
Bowen	Linda Montgomery	20	Milk Bottle	BROWN	Sheep Shearing

** You may choose to use different symbols for your groups; this pattern uses two die-cut shapes in different colors to differentiate.*

BEEF FACT SHEET

Useful Terms:

- Beef cattle: cattle that are raised for meat production
- Calf: baby cattle are called calves
- Heifer: female cattle
- Cow: female cattle that have given birth
- Bull: male cattle
- Steer: male cattle that have been neutered

Starter Questions:

Q: Where do beef cows live?

A: In Michigan, some beef cattle are raised outside all year, on pasture land. Other beef cattle are raised in barns where they have sand to lay on for comfort. On both types of farms, cattle are given water and food to munch on all day.

Q: What do beef cattle eat?

A: Beef cattle eat lots of grass when they are grazing in the pasture. They also eat a mixture of chopped feed that is called silage. Silage usually contains grain (grain, corn stalks, etc.), corn, vitamins and minerals. Cows also drink plenty of fresh water.

Food Products:

- Cuts of meat (steak, roast, hamburger)
- Processed meats (sausages, beef stick/jerky, hot dogs)
- Canned meats (stew, chili, hash)
- Traces in gelatin, marshmallows, candy, cake mixes, and much more!

Other Products:

- Household products (detergents, paper, shaving cream, leather and more)
- Pharmaceuticals (collagen, cortisol, heparin)
- Motor vehicle products (antifreeze, biodiesel, lubricants, tires)

Farm to Table Process:

1. Cow-Calf Operation
    a. When a female cow is about 2 years old she gives birth to a calf for the first time
    b. The cows are bred and give birth each year
    c. A cow is pregnant for 9 months
    d. After the calf is born, it drinks its mother's milk for the first few months
    e. Calves are weaned from their mother's milk at 7-8 months
2. Stocker/Brackgrounder
    a. The 7-8 month old calves are pasture grazed until they are 12-16 months old
    b. This is the transition time from the cow-calve stage to the feedyard
    c. Some cattle stay on pasture to be finished out on a grass-fed diet but it does take longer to reach the same weight as those sent to the feedyards.
3. Feedyard
    a. The yearling cattle are sent here for 4-6 months to add more weight
    b. Here they are fed a carefully balanced diet or ration to improve their meat quality
    c. These cattle eat a high portion of grains (corn or soybean meal)
4. Processing Plants
    a. Between 16-22 months old when the cattle have reached an optimal weight they are butchered
    b. The carcasses are divided into large sections called primal cuts
    c. Skilled workers in packing plants then divide the primal cuts further into smaller cuts
5. The Grocery Store
    a. In the meat section we see the packaged smaller cuts of meat (steaks, roasts and hamburger)
    b. You purchase this and take it home with you
6. Your Dining Room Table
    a. After buying the particular meat cut at the store, you cook it and then eat it!

BEEF FACT SHEET

The Butchering Process (if asked to give a more descriptive answer of what occurs at processing facilities)

1. Cattle arrive at packing plants and are moved inside in a quiet and orderly manner.
2. There is little excess movement or unnecessary noise, so cattle are not unduly stressed.
3. Packing plant technicians then use a mechanical stunning device to quickly and effectively render animals unconscious prior to slaughter.
4. Skilled workers in the processing facility then break down the beef carcasses into popular beef cuts.

* *The harvest process has evolved over the years based on scientific research to ensure both humane animal treatment and the production of safe food. The Humane Slaughter Act dictates strict animal handling and slaughtering standards for packing plants. Federally-inspected facilities are under continuous observation by USDA's Food Safety and Inspection Service personnel to ensure compliance with all regulations.*

In-depth Questions:

Q: What happens when a cow is sick?

A: When a beef cow gets sick the animal is closely monitored by a farmer who determines the need of that animal. If the animal needs more care than the farmer can provide, they call a veterinarian. Farmers and veterinarians use modern tools and medications to return that animal to good health. If a cow needs antibiotics, it must be kept from the food supply for a mandatory wait period to ensure no antibiotics enter the human food supply.

Q: How do you keep track of a cow's health and distinguish one cow from another?

A: Keeping track of cattle can be difficult if you have a large number of cattle in one place. That is why farmers in Michigan use a tool called an RFID tag. RFID tags are tags that are clipped into a calf's ear at birth. This tag can be read by a special machine that assists the farmer in identifying each cow. These tags are used to keep track of identification and health information. RFID tags are used in the event there is a food safety concern or disease outbreak to track the individual cow back to the farm it originated from, to ensure any infected animals are properly cared for.

Q: Are there any hormones the beef that I buy from the store?

A: Hormones are chemicals that are produced naturally in the bodies of all animals, including humans. Hormones can be found in beef that you eat at an extremely low amount of 5-7 nano-grams in every 500 grams (a little more than a pound) of beef. For comparison, white bread contains 300,000 nano-grams of hormones in every 500 grams (about a loaf) of white bread.

Q: Why are calves taken away from their mother? What then happens to the cow?

A: Calves are weaned (taken away) from their mother at around 7 to 8 months of age. Calves are weaned in order to give the mother ample time to recover from nursing a calf before having her next calf. These calves are then placed in a stocker/backgrounder operation where they are grazed on pasture.

Specific to Michigan:

- Cattle are raised in 80 of Michigan's 83 counties
- There are 114,000 beef cows in Michigan
- In 2013, Michigan cattle & calf receipts totaled $541 million

* *Information provided in part by the Michigan Beef Industry Commission – www.mibeef.org*

PORK FACT SHEET

Useful Terms:

- Market pigs: pigs that are raised for meat production
- Piglet: baby pigs are called piglets
- Gilt: a female pig
- Sow: female pigs that have given birth
- Boar: male pigs
- Barrow: a male pig that have been neutered

Starter Questions:

Q: Where do pigs live? Why do some pigs live outside all year long?

A: Different pig breeds live all over the world. In Michigan, there are approximately 1.07 million pigs. Most pigs live indoors to protect them from predators and protect them from diseases that can easily spread in the open air from wild species. Pigs are also kept indoors, as they are very clever animals and are difficult to keep enclosed in simple pasture systems. Pigs can't sweat like humans can to keep cool on a hot day, so these barns can be temperature controlled to keep the pigs cool in the summer and warm in the winter.

Q: What do pigs eat?

A: Pigs eat grains like corn, barley and soybeans mixed with vitamins and minerals. It can be feed in a loose mixture or in a pellet form.

Food Products:

- Cuts of meat (loin, chop, steak)
- Other Products:
- Household products (detergents, paper, toothpaste, shaving cream, leather and more)
- Pharmaceuticals (Insulin, Chrymotrypsin, Heparin, Prolactin)

Farm to Table Process:

1. Farrowing
    a. To farrow means to give birth to baby pigs, called piglets
    b. A female pig who has never farrowed before is called a Gilt, otherwise they are referred to as Sows
    c. A female pig is bred by natural mating with Boars, adult male pigs or by artificial insemination.
    d. A sow is pregnant for 3 months, 3 weeks and 3 days.
    e. The average sow has 8-12 piglets in a litter and farrows approximately 2 times a year.
    f. Sows are put in farrowing pens just before giving birth so that the mother is comfortable when she lies down and the piglets have a safe place to stay out of harm's way.
    g. Sows nurse their piglets for about 4 weeks, until they reach 30 pounds
2. Feeder
    a. A feeder pig is one weighing between 30 and 90 pounds
    b. The piglets are weaned from the sow and are moved to group pens in another barn.
    c. These pigs still need warmer temperatures and are kept completely separate from older pigs
    d. At this stage pigs receive a diet that changes to meet their nutritional needs as they grow.
3. Finisher
    a. A finisher pig is one over 90 pounds being raised for sale
    b. Once feeder pigs have reached a certain weight, they are moved to another pen or barn to accommodate their larger size
    c. The pigs adhere to a diet that is appropriate for their age and weight
    d. Finisher pigs are kept in groups with other pigs the same size to make feeding the proper diet possible and to prevent bullying of the smaller pigs.
    e. After 5 ½ or 6 months from birth the pigs are finished or have reached their market weight of 240-280lbs
4. Meat Processing Plants
    a. Once reaching their proper market weight, the pigs are transported on specific trucks designed for moving pigs to be taken to the meat processing plants
    b. Processing plants follow strict government guidelines for processing and handling the animals and meat products.
    c. At the processing plants, each animal is inspected to be sure it is healthy

   d. Trained workers handle and euthanize the pigs quickly and humanely by approved methods
   e. The large carcasses are divided and workers in packing plants then split the primal cuts further into smaller cuts
5. The Grocery Store
   a. In the meat section we see the packaged smaller cuts of meat (pork steaks, tenderloin, chops & bacon)
   b. You purchase this and take it home with you
6. Your Dining Room Table
   a. After buying the meat at the store, you cook it and then eat it!

The Butchering Process (if asked to give a more descriptive answer of what occurs at processing facilities)

1. Pigs arrive at processing plants and are moved inside in a quiet and orderly manner.
2. There is little excess movement or unnecessary noise, so the animals are not unduly stressed.
3. Packing plant technicians then use a mechanical stunning device to quickly and effectively render animals unconscious prior to slaughter.
4. Skilled workers in the processing facility then break down the pig carcasses into popular meat cuts.

* *The harvest process has evolved over the years based on scientific research to ensure both humane animal treatment and the production of safe food. The Humane Slaughter Act dictates strict animal handling and slaughtering standards for packing plants. Federally-inspected facilities are under continuous observation by USDA's Food Safety and Inspection Service personnel to ensure compliance with all regulations.*

In-depth Questions:

Q: How old are pigs when they are butchered?

A: Pigs are butchered when they are 5 ½ to 6 months years old.

Q: How many baby pigs does a sow have?

A: The average sow has 8-12 piglets in 1 litter

Q: Why are piglets taken away from their mother? What happens to the piglets?

A: When pigs reach a certain age they must start to consume solid food instead of the mother's milk. The sow also needs some time to recuperate/recover after farrowing and nursing the piglets for so long. It requires a lot of energy to care for and nurse 8-12 piglets in a litter. The piglets then move into group housing in another barn that serves as a transition stage before the finisher operation. Here they eat a balanced solid food diet along with plenty of water.

Q: What happens when a pig is sick?

A: When a pig gets sick the animal is closely monitored by a farmer who determines the need of that animal. If the animal needs more care than the farmer can provide, they call a veterinarian. Farmers and veterinarians use modern tools and medications to return that animal to good health. If a pig needs antibiotics, it must be kept from the food supply for a mandatory wait period to ensure no antibiotics enter the human food supply.

Q: How do you keep track of a pig's health/know which pig is which? (Leading to an explanation of identification tags and ear notching.)

A: Piglets are identified by the farmer shortly after birth. Most farms use a system of notching the piglet's ears, which is very similar to piercing ears in humans. These notches help identify the pig throughout its life. Some farms also use eartags for identification. Both systems help the farmer keep track of the pig throughout its life for health and nutrition purposes.

Q: Are there hormones in my pork?

A: Hormones are chemicals that are produced naturally in the bodies of all animals, including humans. In the U.S. it is against federal regulations to use additive hormones when raising pork. So when you purchase pork at the meat counter in a grocery store, there are no extra hormones besides those already naturally occurring in pigs!

Specific to Michigan:

- There are more than 2,000 pig farms in Michigan
- Michigan's pork industry contributes over $500 million to the state's economy

* *Information provided in part by the Michigan Pork Producers Association – www.mipork.org*

DAIRY FACT SHEET

Useful Terms:

- Dairy cattle: cattle that are raised for milk production
- Calf: baby cattle are called calves
- Heifer: female cattle
- Cow: female cattle that have given birth and produces milk
- Bull: male cattle
- Steer: male cattle that have been neutered

Starter Questions:

Q: Where do cows live?

A: Cows live on every continent except Antarctica. Cows in the U.S. live inside of barns, some of which are freestall barns which allow the cows to roam about and eat, drink or rest as they please. The cows on a dairy farm are the most important asset so their comfort and health is the number one priority.

Q: What do cows eat?

A: Cows are fed a balanced and nutritious diet. Cows that are being milked eat about 100 pounds of feed each day, which consists of hay, grain, silage, and proteins (such as soybean meal), plus vitamins and minerals. Cows have access to and drink 25-50 gallons of fresh water each day depending on how much milk they are producing and the outside temperature.

Food Products:

- Milk
- Cream
- Butter
- Cheese
- Cottage Cheese
- Yogurt
- Ice Cream

Other Products:

- Household products (detergents, paper, toothpaste, shaving cream, leather and more)
- Pharmaceuticals (Insulin, Chrymotrypsin, Heparin, Prolactin)

Farm to Table Process:

1. Cow-Calf Operation
    a. A cow is bred either natural mating with Bulls, adult male cattle or by artificial insemination
    b. The cow is pregnant for 9 months
    c. When heifers, female cattle who have not given birth yet, are about 2 years old they gives birth to a calf for the first time
    d. The calves are moved to separate houses, called calf hutches, within a few hours of birth
    e. The cow is then put into the milking rotation
2. Milking
    a. Cows are milked at least twice a day by a milking machine
    b. The cows are milked for about 7 months after giving birth
    c. The milk is pumped into a large storage tank on the farm and is cooled to keep it fresh
    d. It is tested to make sure it is safe, pure and wholesome
3. Assembly
    a. Every day or two, a cold milk tanker truck transports the fresh milk from the farm to the processing plant
    b. The truck is sealed to ensure the milk's safety
4. Processing
    a. Milk arrives to the processing plant and is tested again to confirm quality and safety
    b. After passes many safety tests the milk is pasteurized, a process where milk is heated to a high temperature in order to kill germs
    c. After pasteurization, the milk is put into plastic bottles or other containers
    d. If the milk is not bottled, it is made into other dairy products like cheese or yogurt

DAIRY FACT SHEET

5. The Grocery Store
    a. Milk products are transported in cold trucks to the grocery store
    b. At the store you buy your dairy product and take it home
6. Your Dining Room Table
    a. After buying the milk at the store you sit down to enjoy a cold glass of milk!

In-depth Questions:

Q: How old is a milking cow?

A: Cows begin to be milked around two years old, after they have given birth to their first calf. Milking may continue for a period of several years, with dairy cow life expectancy ranging from 7 to 12 years old, depending on the cow's breed and health.

Q: What happens when a cow is sick?

A: Dairy cows receive regular medical care, including periodic check-ups, vaccinations and prompt treatment of illness. Farmers and veterinarians use modern tools and medications to return that animal to good health efficiently.

Q: How do you keep track of a cow's health and distinguish one cow from another?

A: Keeping track of cattle can be difficult when you have a large number of them in one place. That is why farmers and ranchers in Michigan use a tool called an RFID tag. RFID tags are tags that are clipped into a calf's ear at birth. This tag can be read by a special machine that assists the farmer in identifying each cow. These tags can be used as management tools to keep track of identification and health information. RFID tags are used in the event there is a food safety concern to track the individual cattle back to the farm it originated from.

Q: Why are calves taken away from their mother? What then happens to the cow?

A: Calves are moved into an individual house, called a calf hutch, within a few hours after birth. They stay in the hutches for two months where they are given special care and bottle fed the proper amount. After giving birth, the mother is put into the milking rotation where she is milked 2-3 times each day.

Q: Are there hormones in my milk?

A: Hormones are chemicals that are produced naturally in the bodies of all animals, including humans. Each Dairy cows naturally produces some Bovine somatotropin (BST) or bovine growth hormone (BGH) in their pituitary gland. During the 1970's it became possible to synthesize the hormone to create recombinant bovine somatotrophin (rBST) or recombinant bovine growth hormone (rBGH) in order for cows to produce more milk. It is impossible to differentiate between the hormones produced naturally by the animal and those used to treat the animal so it is difficult to determine how much of the rBST stays in the milk product. In animals treated, the hormone level may be slightly higher in the milk but is it still within the normal range of natural variation that occurs in untreated animals. In Michigan, milk companies have responded to consumer requests for choices in the dairy aisle and now offer milk from cows not supplemented with rBST. This decision is due to the market demand and is not related to any health or safety issues. Milk is wholesome, safe and nutritious.

Specific to Michigan:

- There are 381,000 dairy cows in Michigan
- Each dairy cow produces around 24,116 lbs. of milk per year, that's approximately 2,800 gallons
- Michigan is ranked #1 in gross income per cow
- In 2012, Michigan dairy exports totaled $231.9 million

* *Information provided in part by United Dairy Industry of Michigan - www.udim.org*

CORN FACT SHEET

Starter Questions:

Q: Where does corn grow in Michigan?

A: Corn is grown all over the Lower Peninsula and in a few counties in the Upper Peninsula. The Thumb region produces the most corn with Huron County being number one!

Q: What types of corn are grown in Michigan?

A: In Michigan, sweet corn, popcorn and field (dent) corn in grown. The most common type of corn grown in Michigan is field corn.

Q: Are any of these corn products made in Michigan?

A: The Kellogg Company based out of Battle Creek uses corn in many of its cereals and Jiffy Mixes of Chelsea uses it in many of its boxed mixes, such as corn bread mix.

Food Products:

- Chips
- Cereal
- Grits
- Cornbread
- Vegetable oil
- Corn syrup
- Corn flour
- Corn sweetener
- Cornstarch
- In addition to field corn, people can also eat sweet corn & popcorn

Other Products:

- Livestock feed
- Ethanol
- In carpets, clothing and diapers as a polylactic acid polymer (similar to plastic)
- De-icers
- Packing peanuts
- Magic Nuudles (to see what this is, visit www.magicnuudles.com)
- Cat litter

Farm to Table Process:

1. Corn in the Field
    a. Farmers plant corn seeds in early May
    b. While the seed is growing into a mature plant, the farmer keeps a close eye on the crop to make sure there are no pests or diseases affecting the field and that the plants are receiving adequate water and nutrients
    c. The resulting corn crop is harvested in November
2. Assembly
    a. Farmers sell their corn to the local elevator either directly after harvest or after storing it on the farm for some time
    b. The elevator dries the corn in large dryers so the corn doesn't develop mold while shipping or waiting to be processed
    c. The corn is then shipped by train or truck to the processor
3. Processing
    a. One type of processing is wet milling.
        i. This process separates the kernel into its four basic components: starch, germ, fiber and protein.
        ii. First the incoming grain is inspected and cleaned
        iii. Then it is steeped for 30-40 hours to begin breaking the starch and protein bonds.
        iv. The next step involves a coarse grind to separate the germ from the rest of the kernel.
        v. The germ is then further refined to extract the corn oil.
        vi. The remaining slurry consisting of fiber, starch and protein is finely ground and screened to separate the fiber from the starch and protein.

vii. The starch is separated from the remaining slurry and then can be converted to syrup or it can be made into several other products through a fermentation process.
viii. Once the grain is separated into its components it can be converted into higher value products.
ix. The starch is also used to make many food products

b. Another type of processing is dry milling process, which is used to make cornmeal
i. The first step in this process is to clean the corn.
ii. Then the center part of the kernel, or germ, is removed and the rest of the kernel is dried, cooled, and sifted. A portion of this is used as large flaking grits
iii. Further separation is accomplished using roller mills, sifters, grinding tables, and aspirators so that an infinite variety of smaller grits, meals and flours can be produced.

4. Manufacturing
   a. The final products of the processing stage are used as inputs for manufacturers
   b. The corn products are used to make the final products that companies sell to consumers
5. The Grocery Store
   a. You can purchase the corn based products here and take it home with you
6. Consumer
   a. You either consume the corn food product or you use the corn based non-food item in your household

In-depth/ Complex Questions:

Q: What is the difference between organic and conventionally grown corn?

A: The difference between organic and conventional corn is the way it is produced, not the end product. There is no nutritional difference between products containing organic or conventionally raised corn and no added health benefits of one over the other. One of the common misconceptions about organic farming is that it is pesticide-free. However, organic farms can use pesticides, but they have to be certified for use on organic farms, so the pesticides they use are typically different from the ones used in conventional production. To meet USDA's certified Organic standards:

- Land must have had no prohibited substances applied to it for at least 3 years before the harvest of an organic crop.
- Soil fertility and crop nutrients will be managed through tillage and cultivation practices, crop rotations, and cover crops, supplemented with animal and crop waste materials and allowed synthetic materials.
- Crop pests, weeds, and diseases will be controlled primarily through management practices including physical, mechanical, and biological controls. When these practices are not sufficient, a biological, botanical, or synthetic substance approved for use on the may be used.
- Operations must use organic seeds and other planting stock when available.
- The use of genetic engineering is prohibited.

Q: What exactly is high fructose corn syrup? It's not like natural sugar, right?

A: High fructose corn syrup (HFCS) is a natural sweetener made from corn. HFCS is basically the same as natural sugar in terms of composition and calories. Since both of these sweeteners are so similar the body cannot distinguish between them and treats them in the same way. Once they are absorbed into the blood stream they both deliver the same sugars to the same tissues in the same time frame.

Q: Is there GMO Corn?

A: Yes, there is GMO corn. Genetically modified organisms, or GMOs, are a form of biotechnology where a gene for a desired trait from one plant or organism is used in another plant. Farmers use GMOs to boost efficiency and reduce yield loss or crop damage from weeds, diseases, and insects, as well as from extreme weather conditions, such as drought. Farmers choose to use GMOs to reduce agriculture's impact on the environment — by applying pesticides in more targeted ways, for example. GMOs have traits within the plants that help ward of pests so they allow for fewer pesticides to be applied to each field. Biotechnology saves the equivalent of 521,000 pounds of pesticides each year and helps cut herbicide runoff by 70% (sources: ISAAA, PG Economics).

CORN FACT SHEET

Q: Aren't GMO foods bad?

A: Hundreds of studies have demonstrated that GMOs do not present any health risk. In the years that farmers have grown crops from GM seeds (since around 1994), there has not been a single documented instance of harm to human health resulting from genetic modifications. Testing has shown and FDA review has confirmed that GMOs are nutritionally the same as non-GM crops, including the same levels of key nutrients like amino acids, proteins, fiber, minerals and vitamins. Before they reach the market, crops from GM seeds are studied extensively to make sure they are safe for people, animals and the environment. Today's GMO products are the most researched and tested agricultural products in history.

Q: Do farmers use chemicals on their corn?

A: Farmers are committed to using chemicals safely and effectively. While, they do apply chemicals to help control bugs, weeds and different types of fungus, they work very hard to apply only the necessary amount when it is needed. The chemicals that are used are targeted so they only kill the specific bugs, weeds or fungi that are causing problems. Farmers use technology such as GPS units in tractors and connected to application equipment to ensure only the specific amount of a chemical is applied to the exact area of a field that needs the treatment.

Just 20 to 30 years ago, most farmers were spraying for insects and diseases according to the calendar. Nowadays, corn farmers utilize integrated pest management (IPM) practices. Under IPM techniques, farmers either scout their own fields or hire specialists to look for outbreaks of disease or insect infestations. Scouting activity allows crop inputs to be better targeted: Used exactly when needed, restricted to the specific insect or disease currently threatening damage, and often nipping the pest in its first-generation which keeps it under control for the rest of the year. This is far better than spraying every-other week or by calendar-driven dates as in years gone-by. This is called precision agriculture, and it is a win-win-win for farmers, consumers and the environment.

Q: Do chemicals get in my food from this?

A: The FDA and USDA routinely monitor our food supply for chemical residues and post the results on their websites. There are substantial rules in place about how and when chemicals can be used on foods, which are meant to limit human exposure. All chemicals have a set safety limit that is defined by extensive research. Reports show that these limits are almost never exceeded for food (the program surveys food taken from grocery stores all around the country – it is a huge study). The fact is this: we are exposed to chemicals all the time from the air and water, and in cars, houses and workplaces – and even in things like cosmetics. The amount of exposure from food residues is far less than all of these.

Q: What about Round-Up®? Isn't that in our food?

A: Like other herbicides used in the United States in both organic and conventional agriculture, Round-Up® is regulated and poses no concern with regard to human health. Round-Up® used in farm fields is the same as what is used around homes to control unwanted weeds. Farmers are legally required to wait several weeks after spraying to harvest. This gives the Round-Up® time to wear off, break down, and no longer be effective. On top of that, the spray should not come in contact with the seed, and the amount sprayed is very miniscule. There is nothing different or unusual about Round-Up® in that regard.

Specific to Michigan:

- There are 2.6 million acres of cornfields in Michigan
- In 2013, Michigan produced 348.8 million bushels of corn, worth $1.4 billion

* *Information provided in part by the Corn Marketing Program of Michigan - www.micorn.org*

SOYBEAN FACT SHEET

Starter Questions:

Q: Where do soybeans grow in Michigan?

A: Soybeans are grown in almost all counties in the Lower Peninsula of Michigan. There are few soybeans grown in the northern Lower Peninsula and Upper Peninsula.

Q: Are any of these soy products made in Michigan?

A: The Kellogg Company based out of Battle Creek uses soy in many of its cereals. Zeeland Farm Services, near Holland manufactures products from soybeans such as popcorn oil, Zoye® cooking oil, and other food grade products.

Food Products:

- Soy sauce
- Tofu
- Soymilk, ice cream, yogurt and cheeses
- Soy sausages and burgers
- Cereal
- Miso
- Baby foods and infant formula
- Candy
- Flour
- Soy nut butter

Other Products:

Adhesives, antibiotics, automotive parts, bar chain oils, biodiesel, candles, concrete sealers, cosmetics, crayons, degreasers, fabric, fifth wheel grease, fish food, graffiti removers, hand/body lotions, hand sanitizer, inks, insulation, lecithin, livestock feed, lubricants, mattresses, mosquito repellents, nail polish remover, paint, paint removers, pet food, plastics, plywood glue, rubber, skateboard wheels, soap/shampoo, sunscreen, teddy bears, toilet cleaner, truck bed liners, wall boards, wall decorations, wood sealer, yarn and more!

Farm to Table Process:

1. Soybeans in the Field
    a. Farmers plant soybean seeds in the spring
    b. While the seed is growing into a mature plant, the farmer keeps a close eye on the crop to make sure there are no pests or diseases affecting the field and that the plants are receiving adequate water and nutrients.
    c. The resulting mature soybean crop is harvested in the fall
2. Assembly
    a. Farmers sell their soybeans to the local elevator directly after harvest or after storing them in large bins on the farm for some time
    b. The elevator stores the soybeans they are to be processed
    c. The soybeans are then shipped by train or truck to the processor
3. Processing
    a. Once received by the processor, the soybean hulls (exteriors) are removed
    b. The hulled beans are crushed and rolled into flakes: oil flakes, white flakes and crude oil.
    c. The end products of processing are vegetable cooking oil or biodiesel and the by product is soybean meal that is used primarily in animal feed
4. Manufacturing
    a. The end products of the processing stage are used as inputs for manufacturers
    b. The soybean products are used to make final goods that companies sell to consumers
5. The Grocery Store
    a. You can purchase the soybean based products here and take it home with you
6. Consumer
    a. You either consume the soybean food product or you use the soy based non-food item in your household

SOYBEAN FACT SHEET

In-depth/Complex Questions:

Q: What is the difference between organic and conventionally grown soybeans?

A: Michigan has outstanding soybean growers: both organic and conventional. The difference between organic and conventional soybeans is the way it is produced, not the end product. There is no nutritional difference between products containing organic or conventionally raised soybeans and no added health benefits of one over the other. The healthy factors of soyfoods such as amino acids, isoflavones and protein are similar in both organic and conventional soybeans.

One of the common misconceptions about organic farming is that it is pesticide-free. However, organic farms can use pesticides, but they have to be certified for use on organic farms, so the pesticides they use are typically different from the ones used in conventional production. To meet USDA's certified Organic standards:

- Land must have had no prohibited substances applied to it for at least 3 years before the harvest of an organic crop.
- Soil fertility and crop nutrients will be managed through tillage and cultivation practices, crop rotations, and cover crops, supplemented with animal and crop waste materials and allowed synthetic materials.
- Crop pests, weeds, and diseases will be controlled primarily through management practices including physical, mechanical, and biological controls. When these practices are not sufficient, a biological, botanical, or synthetic substance approved for use on the may be used.
- Operations must use organic seeds and other planting stock when available.
- The use of genetic engineering is prohibited.

Q: Are there GMO soybeans?

A: Michigan produces about 85 million bushels of soybeans per year. According to www.ers.usda.gov, approximately 91% of those soybeans are GMO. Genetically modified organisms, or GMOs, are a form of biotechnology where a gene for a desired trait from one plant or organism is used in another plant. Farmers use GMOs to boost efficiency and reduce yield loss or crop damage from weeds, diseases, and insects, as well as from extreme weather conditions, such as drought. Farmers choose to use GMOs to reduce agriculture's impact on the environment — by applying pesticides in more targeted ways, for example. GMOs have traits within the plants that help ward off pests so they allow for fewer pesticides to be applied to each field.. This technology has been around for the past 20 years, and today, 70-80% of the foods we eat in the U.S., both at home and away from home, contain ingredients that have been genetically modified.

Q: Aren't GMO foods bad?

A: Hundreds of studies have demonstrated that GMOs do not present any health risk. In the years that farmers have grown crops from GM seeds (since around 1994), there has not been a single documented instance of harm to human health resulting from genetic modifications. Testing has shown and FDA review has confirmed that GMOs are nutritionally the same as non-GM crops, including the same levels of key nutrients like amino acids, proteins, fiber, minerals and vitamins. Before they reach the market, crops from GM seeds are studied extensively to make sure they are safe for people, animals and the environment. Today's GMO products are the most researched and tested agricultural products in history. Ingredients grown using GM technology require fewer pesticides, use less water and keep production costs down. In fact, GM technology helps reduce the price of crops used for food, such as corn, soybeans and sugar beets by as much as 15-30%.

Q: Do farmers use chemicals on their soybeans?

A: Farmers are committed to using chemicals safely and effectively. While, they do apply chemicals to help control bugs, weeds and different types of fungus, they work very hard to apply only the necessary amount when it is needed. The chemicals that are used are targeted so they only kill the specific bugs, weeds or fungi that are causing problems. Farmers use technology such as GPS units in tractors and connected to application equipment to ensure only the specific amount of a chemical is applied to the exact area of a field that needs the treatment.

Just 20 to 30 years ago, most farmers were spraying for insects and diseases according to the calendar. Nowadays, soybean farmers utilize integrated pest management (IPM) practices. Under IPM techniques, farmers either scout their own fields or hire specialists to look for outbreaks of disease or insect infestations. Scouting activity allows crop inputs to be better targeted: Used exactly when needed, restricted to the specific insect or disease currently threatening damage, and often nipping the pest in its first-generation which keeps it under control for the rest of the year. This is far better than spraying every-other week or by calendar-driven dates as in years gone-by. This is called precision agriculture, and it is a win-win-win for farmers, consumers and the environment.

SOYBEAN FACT SHEET

Q: Do chemicals get in my food from this?

A: The FDA and USDA routinely monitor our food supply for chemical residues and post the results on their websites. There are substantial rules in place about how and when chemicals can be used on foods, which are meant to limit human exposure. All chemicals have a set safety limit that is defined by extensive research. Reports show that these limits are almost never exceeded for food (the program surveys food taken from grocery stores all around the country – it is a huge study). The fact is this: we are exposed to chemicals all the time from the air and water, and in cars, houses and workplaces – and even in things like cosmetics. The amount of exposure from food residues is far less than all of these.

Q: What about Round-Up®? Isn't that in our food?

A: Like other herbicides used in the United States in both organic and conventional agriculture, Round-Up® is regulated and poses no concern with regard to human health. Round-Up® used in farm fields is the same as what is used around homes to control unwanted weeds. Farmers are legally required to wait several weeks after spraying to harvest. This gives the Round-Up® time to wear off, break down, and no longer be effective. On top of that, the spray should not come in contact with the seed, and the amount sprayed is very miniscule. There is nothing different or unusual about Round-Up® in that regard.

Specific to Michigan:

- In 2013, Michigan produced 83 million bushels of soybeans, worth $1 billion
- Soybeans are Michigan's #1 food export; $803 million worth of Michigan soybeans were exported around the world in 2012

* *Information provided in part by the Michigan Soybean Promotion Committee - www.misoybean.org*

WHEAT FACT SHEET

Starter Questions:

Q: Where is wheat grown in Michigan?

A: Wheat is grown in most Michigan counties totaling about 8,000 farmers each year. Michigan Farmers grow soft red and white winter wheat primarily. Michigan's top 5 wheat producing counties are Huron, Sanilac, Lenawee, Tuscola and Saginaw.

Q: Are any of these wheat products made in Michigan?

A: Michigan is home to some major processing companies that turn the state's wheat crop into well-known consumer brands. These companies include Chelsea Milling (the Jiffy® brand), Star of the West, Knappen Milling, King Milling, Mennel Milling, Kellogg Company, Kraft Foods, General Mills and Mondelez International including Nabisco® brands.

Food Products:

- Breakfast cereals
- Flour in baked goods, pretzels, crackers, etc.
- Wheat Berries (kernels)
- Malted wheat for brewing beer

Other Products:

- Livestock feed
- Wheat straw (stalks leftover after harvesting the seedhead is harvest is used as animal bedding)

Farm to Table Process:

1. Wheat in the Field
    a. Farmers plant wheat in the fall as a field rotation crop.
    b. The seed begins to grow once planted but when winter hits, the small wheat plants overwinter, or stop growing during the winter. When spring comes, the plants begin to grow again.
    c. While the seed is growing into a mature plant, the farmer keeps a close eye on the crop to make sure there are no pests or diseases affecting the field and that the plants are receiving adequate water and nutrients.
    d. The resulting mature wheat crop is harvested in July
2. Assembly
    a. Farmers sell their wheat to the local elevator or local miller directly after harvest or after storing it in large bins on the farm for some time.
    b. The elevator stores the wheat that will be processed.
    c. The wheat is then shipped by train or truck to the processor.
3. Processing
    a. Once received by the processor, the wheat grains are milled into a flour.
    b. The end product of processing is an enriched wheat flour. This flour can be sold directly to the grocery store for you to use when baking or it is sold in bulk to food manufacturers.
4. Manufacturing
    a. The end products of the processing stage are used as inputs for manufacturers
    b. The wheat flour is used to make final goods that companies sell to consumers
    c. In Michigan, almost all of the wheat crop is processed into food products within the state
5. The Grocery Store
    a. You can purchase the wheat based products or flour here and take it home with you.
6. Consumer
    a. You eat the wheat food product or you use it to cook with.

In-depth/Complex Questions:

Q: What is the difference between organic and conventionally grown wheat?

A: Michigan has outstanding wheat growers: both organic and conventional. The difference between organic and conventional soybeans is the way it is produced, not the end product. There is no nutritional difference between products containing organic or conventionally grown wheat and no added health benefits of one over the other.

One of the common misconceptions about organic farming is that it is pesticide-free. However, organic farms can use pesticides, but they have to be certified for use on organic farms, so the pesticides they use are typically different from the ones used in conventional production. To meet USDA's certified Organic standards:

WHEAT FACT SHEET

- Land must have had no prohibited substances applied to it for at least 3 years before the harvest of an organic crop.
- Soil fertility and crop nutrients will be managed through tillage and cultivation practices, crop rotations, and cover crops, supplemented with animal and crop waste materials and allowed synthetic materials.
- Crop pests, weeds, and diseases will be controlled primarily through management practices including physical, mechanical, and biological controls. When these practices are not sufficient, a biological, botanical, or synthetic substance approved for use on the may be used.
- Operations must use organic seeds and other planting stock when available.
- The use of genetic engineering is prohibited.

Q: Is there GMO wheat?

A: There is no commercially available genetically-modified (GM) wheat in production today.

Q: Do farmers use chemicals on their wheat?

A: Farmers are committed to using chemicals safely and effectively. While they do apply chemicals to help control bugs, weeds and different types of fungus, they work very hard to apply only the necessary amount when it is needed. The chemicals that are used are targeted so they only kill the specific bugs, weeds or fungi that are causing problems.

Just 20 to 30 years ago, most farmers were spraying for insects and diseases according to the calendar. Nowadays, wheat farmers utilize integrated pest management (IPM) practices. Under IPM techniques, farmers either scout(walk through and look for pests) their own fields or hire specialists to look for outbreaks of disease or insect infestations. Scouting activity allows crop inputs to be better targeted: Used exactly when needed, restricted to the specific insect or disease currently threatening damage, and often nipping the pest in its first-generation which keeps it under control for the rest of the year. This is far better than spraying every-other week or by calendar-driven dates as in years gone-by. This is called precision agriculture, and it is a win-win-win for farmers, consumers and the environment.

Q: Do chemicals get in my food?

A: The FDA and USDA routinely monitor our food supply for chemical residues and post the results on their websites. There are substantial rules in place about how and when chemicals can be used on foods, which are meant to limit human exposure. All chemicals have a set safety limit that is defined by extensive research. Reports show that these limits are almost never exceeded for food (the program surveys food taken from grocery stores all around the country – it is a huge study). The fact is this: we are exposed to chemicals all the time from the air and water, and in cars, houses and workplaces – and even in things like cosmetics. The amount of exposure from food residues is far less than all of these.

Q: What is gluten, and why do some people have a gluten intolerance?

A: Gluten is a mixture of two proteins found in wheat that causes the elasticity that is desirable in most doughs and baked products. Gluten is common in the diets of U.S. consumers and is present in wheat, barley, rye and other related grains. Some consumers have a more extensive medical condition in which they have an intolerance or a sensitivity to Gluten. The most serious issue is when someone has Celiac Disease, in which consumption of gluten causes a person's immune system to react by damaging the small intestine lining. Then the body cannot absorb nutrients properly, and the person may have diarrhea or constipation, abdominal pain, and skin rashes, and be irritable or depressed. Doctors diagnose celiac disease with a blood test and a biopsy of the small intestine and by checking whether symptoms of the disease go away when the person goes on a gluten-free diet. In reality, only about 1% of the U.S. population has celiac disease that requires them to follow a diet free of wheat and other gluten containing grains.

Q: Do people have allergies to wheat?

A: Yes, there are individuals that are allergic to wheat, just as someone can be allergic to a cat or flower pollen.

* *Information provided in part by the Michigan Wheat Program - www.miwheat.org*

POTATO FACT SHEET

Starter Questions:

Q: Where are potatoes grown in Michigan?

A: Potatoes are grown in 28 of Michigan's 83 counties. Almost all of the state of Michigan has good conditions for growing potatoes. They are grown all over northern lower peninsula from Kalkaska to Alpena, near the thumb, in the center of the state in Mecosta and Montcalm counties, the west end of the UP and sprinkled throughout the southern lower peninsula.

Q: Are any of these potato products made in Michigan?

A: More than half of the potatoes grown in Michigan become potato chips. Better Made Snack Foods, Great Lakes Potato Chips and Uncle Ray's are the biggest potato chip companies in Michigan. Many of the potatoes for chipping are sold to chip companies in Ohio and Pennsylvania since it is cheaper to get them from Michigan than to be shipped from out west. Some of the chip companies are Utz, EK Bare, Snyder's-Lance and Herr. Many of the fresh potatoes that you find at your local grocery are grown in Michigan. If you find a bag of Russet Potatoes that doesn't say Idaho on the label, there is a good chance it is grown in Michigan.

Food Products:

- Fresh potatoes (mashed, pan fried, boiled, or roasted)
- Frozen potatoes (hash browns, french fries and tater tots)
- Potato chips
- Canned potatoes (soups and diced)

Other Products:

- Potatoes that are too big or too small to be sold in the fresh market are sometimes donated to shelters or food banks.
- Some farmers who raise livestock buy the lower quality potatoes and use them as part of their animal feed

Farm to Table Process:

1. Growing
    a. In the spring farmers plant whole or cut potatoes
    b. Some potato farmers actually grow seed potatoes because planting seeds from one potato plant won't necessarily grow the same variety that was planted, so the resulting "seed potatoes" are cut up or wholly planted by the growers that produce all of the state's crop.
    c. Near the beginning of fall the farmers dig up the mature potato crop and take them to storage
    d. Farmers have figured out how to keep potatoes fresh for up to 9 months, depending on the variety.
2. Processing
    a. Fresh potatoes are taken from storage then cleaned and bagged
    b. These bagged potatoes weigh anywhere from 5-100 pounds and are then sold on the fresh market
3. Manufacturing
    a. The cleaned and bagged potatoes are used by the food service sector (restaurant or schools)
    b. Most fresh potatoes in Michigan are used as an input for the chipping industry. The potatoes are shipped to a potato chip plant that washes, slices, cooks and bags the chips that are then sent to the store
4. The Grocery Store
    a. You can purchase the freshly bagged potatoes that came straight from the processing stage
    b. Or you can buy one of the products that used the fresh potatoes as an ingredient in their food product
5. Consumer
    a. You take your purchased potato product home and consume it

POTATO FACT SHEET

In-depth/Complex Questions:

Q: Are there GMO potatoes?

A: There is a GMO potato that was recently approved by the USDA that does not turn brown when cut. What is unique about the technology used is they took genes from a wild potato and inserted them into a domestic potato. The industry is still determining how these potatoes will fit in the marketplace. There is a very slim chance that a potato with this technology will be grown, regardless of if consumers are buying potatoes or potato based products.

Q: Do farmers use chemicals on their potatoes?

A: Farmers do use chemicals as they grow potatoes to ensure that diseases like those that caused the Irish Potato Famine don't destroy their crop. Farmers use modern technology to determine when chemical use is needed, including computer models that predict the probability of a virus or bacteria being present and a variety of scouting practices including walking through their fields weekly to detect problems. Then, if needed, they apply government approved chemicals at the lowest possible rates to ensure they control the disease or pest.

Q: Do chemicals get in my food?

A: Crop protectants applied to potato plants in a field do not touch the potatoes eaten by consumers, since they grow underneath the soil. In storage, the tubers (potatoes) may be treated with a product to control sprouts from growing. When these potatoes are sold to stores they are always washed before being packaged and may be sprayed with clove oil to stop sprouting while in the store.

Specific to Michigan:

- In 2013, Michigan produced 17.2 billion pounds of potatoes, worth $1 billion
- Potatoes were Michigan's leading produce commodity in 2013, generating $207.6 million in farm gate sales from farms
- Michigan is the nation's leading producer of potatoes for potato chip processing
- Montcalm county is the largest potato producing county in Michigan

* *Information provided in part by the Michigan Potato Industry Commission - www.mipotato.com*

MICHIGAN COMMODITY FACT POSTERS

Order Michigan commodity fact posters for use in your classroom or at your county fair, Rural Education Day or other event. Posters can be customized to include your county Farm Bureau's logo. While new commodities are always being added, see list below for current options.

Dairy	Chickens/Eggs	Veterinarian
Corn	Floriculture	Farm Markets
Apples	Beef Catttle	Aquaculture
Blueberries	Soybeans	Strawberries
Grapes	Sugar Beets	Grain Sand Box
Potatoes	Wheat	Goats
Bees/Honey	Dry Beans	Maple Syrup
Sheep	Natural Resources	Christmas Trees
Pigs	Love the Land (Conservation)	Horses
Cherry	Safety	Llamas & Alpacas

Orders must be placed 4-6 weeks in advance to allow for large format printing.

24"x36" Corrugated plastic or vinyl banner material is recommended. Price varies by quantity. Contact the MFB Promotion and Education department to order.

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Definitions Page

DEFINITIONS PAGE

Farm Bureau Definitions

Achiever Award- the Achiever Award is designed to recognize those young farmers and ranchers that have excelled in their farming/ranching operations and honed their leadership abilities to superiority.

Action Alerts- alerts sent out to members who would like to write to legislators about issues that affect farmers and ranchers.

AERF- Agricultural & Environmental Research Foundation is a private, charitable, fund raising foundation of the Idaho Farm Bureau Federation organized primarily for the development and implementation of innovative new projects in the following areas: agricultural production, education, marketing, public safety, litigation, conservation, and rural health.

AFBF- American Farm Bureau Federation.

Ag Ambassadors- the Ag Ambassador program provides five couples, one from each Idaho Farm Bureau district, the opportunity to travel to Washington D.C., usually in March to meet with congressional leaders and discuss issues.

Agra PAC- a political action committee that collects donations used to help elect candidates that would be sympathetic to Idaho Farm Bureau's policies. Donations are only used for state legislative races.

Annual Convention- Farm Bureau business meeting where policy is voted on and officers are elected.

Capitol Reflections- weekly writeup on legislative issues to keep updated on what is going on in the Idaho government.

CEC- County Evaluation Committee. Each county can form a CEC of at least 5 committee members that donate individually into Agra PAC. This committee then interviews and evaluates candidates that are running for office. The committee then sends in their recommendation to the Agra PAC as to who they feel should be supported monetarily.

Discussion Meet- the Discussion Meet is a contest promoted by the AFBF Young Farmers & Ranchers Committee. This contest is designed to simulate a committee meeting where discussion and active participation are expected from each committee member.

Excellence Award- the Excellence in Agriculture award spotlights young Farm Bureau members who are agricultural enthusiasts but have not earned a majority of their income from an owned production agriculture enterprise in the past three years.

DEFINITIONS PAGE

Farm Bureau Definitions

FB ACT- this is AFBF's legislative action alert program. You can sign up on the website or download the FB ACT advocacy phone app.

FBMIC- Farm Bureau Mutual Insurance Company.

FBL-is a holding company for Farm Bureau Life Company and Farm Bureau Property and Casualty Companies based in De Moines, Iowa.

Federation- there are 37 counties that make up the Idaho Farm Bureau Federation. A county is not a federation.

Flickr- program on www.idahofb.org to allow you to see pictures from past Farm Bureau events.

FUSION- AFBF conference that brings together the Young Farmers and Ranchers Program, Promotion and Education, and the Women's Leadership program.

Gem State Producer- monthly Farm Bureau publication sent to all regular members.

House of Delegates- business meeting where 2 regular members from each active county farm bureau sit as voting delegates to debate and vote on resolutions that were submitted by counties from throughout the state. Adopted resolutions then are printed in the IFBF Policy Book.

IFBF- Idaho Farm Bureau Federation.

P&E- Promotion and Education.

Podcast- short audio clips about agriculture in Idaho and around the world.

Policy- when a member has an idea that will benefit agriculture, the topic is brought to their county farm bureau, the resolution is moved from the county to the district and to the state. At each step it is discussed and voted on. If the resolution passes each level it moves up. After reaching the highest level (IFBF house of delegates for state issues or AFBF House of delegates for national issues), if the policy passes it will be placed into the policy book. The Farm Bureau uses the policy book to protect and promote the issues and interests of its members.

MAC- Moving Agriculture to the Classroom trailer is used to teach youth about where their food comes from.

Member Benefits- a benefit of being part of the Farm Bureau these include discounts on hotels, vehicles, medical items, recreational activities, etc.

DEFINITIONS PAGE

Farm Bureau Definitions

Quarterly- publication that goes out to regular and associate members four times a year.

WCIC- Western Community Insurance Company.

YF&R- Young Farmers and Ranchers program is a wonderful blend of training, networking, leadership opportunities, and good old-fashioned fun for Farm Bureau members between the ages of 18-35.