AGRICULTURE
IN THE CLASSROOM

VOLUNTEER HANDBOOK

Updated: April 2018

Indiana Farm Bureau, Inc. • Indiana Agriculture in the Classroom
225 South East Street • P.O. Box 1290 • Indianapolis, IN 46206
Office: (317) 692-7830 • Fax: (317) 692-7854 • Email: inaitc@infb.org
www.infb.org • www.inaitc.org

History of Ag in the Classroom

Agriculture in the Classroom is a grassroots program coordinated by the United States department of Agriculture. Its goal is to help students gain a greater awareness of the role of agriculture in the economy and society, so that they may become citizens who support wise agricultural policies. The program is carried out in each state, according to state needs and interests, by individuals representing farm organizations, agribusiness, education and government.

The USDA established Agriculture in the Classroom in 1981. It has the endorsement of all living former Secretaries of Agriculture, the National Association of State Departments of Agriculture, the National Conference of States Legislatures, most of the Governors of the States, and the major agricultural organizations and commodity groups. Significant progress has been made through these partnerships of agriculture, business, education, government and dedicated volunteers.

In Indiana, the Agriculture in the Classroom program is coordinated by Indiana Farm Bureau. Members of the organization who are interested in becoming AITC volunteers are provided program materials and standards based lessons and activity plans for use in their counties. There are more than 130 active volunteers across the state. Annually, volunteers report reaching nearly 70,000 students, teachers and adult chaperones through classroom presentations, activities, field trips and on-farm experiences about a variety of agriculture topics.

The Indiana Agriculture in the Classroom program offers lessons and materials free of charge to schools, community groups, and other non-profit organizations. For additional information on the Ag in the Classroom program please visit the National AITC website at www.agclassroom.org or contact Indiana Farm Bureau.

What is Agricultural Literacy?

A person who understands and can communicate the source and value of agriculture as it affects our quality of life. (National Agricultural Literacy Logic Model, 2013)

The Importance of Ag Literacy

- An increased knowledge of agriculture and nutrition allows individuals to make informed personal choices about diet and health.
- Informed citizens will be able to participate in establishing the policies that will support a competitive agricultural industry in this country and abroad.
- Agriculture is too important a topic to be taught only to the small percentage of students considering careers in agriculture and pursuing vocational agricultural studies.
- Agricultural literacy includes an understanding of historical and current economic, social and environmental issues that affect all Americans. This understanding includes being knowledgeable about food and fiber production, processing and domestic and international marketing.
- Employment opportunities abound in agriculture. Career choices include:
    - farm production
    - agribusiness management and marketing
    - agricultural research and engineering
    - food science
    - processing and retailing
    - banking
    - education
    - landscape architecture
    - urban planning
    - energy
    - and other fields.

Find out more about Agricultural Literacy:

American Farm Bureau Foundation for Agriculture has developed The Pillars of Agricultural Literacy. www.agfoundation.org/resources/ag-pillars

National Agriculture in the Classroom: www.agclassroom.org/get/literacy.htm

Volunteer Orientation Objectives

Agriculture in the Classroom volunteer orientation is an essential step in ensuring that professional and knowledgeable volunteers are representing Indiana Farm Bureau and the agriculture industry.

Not only do they need to understand the basic "paper-work" aspects of the AITC program but should also have a basic understanding of the Indiana educational system since that is the primary audience for the AITC presentations.

Quality orientation programs allow for better recruitment, retention and output by those involved. Orientation programs are only successful if: there is buy-in from top leadership; the program meets audience needs; a variety of delivery options are used; and follow-up is conducted.

Trainees will be able to:

1. Explain what the AITC program is and why it is important.
2. Explain basic volunteer responsibilities and expectations
3. Describe at least three ways a volunteer can contact schools informing them about the AITC program.
4. List at least five non-Indiana Farm Bureau resources a volunteer can use when creating/implementing a presentation.
5. Identify the characteristics of a high quality, effective presentation.
6. Provide tools and resources that can be used in developing a presentation.
7. Demonstrate a realistic and relevant activity.

Indiana Farm Bureau Ag in the Classroom

Volunteer Code of Conduct

The Indiana Agriculture in the Classroom program prides itself on providing schools, organizations and communities with quality presentations that educates about agriculture. The primary purpose of this code of conduct is to provide quality volunteers, to ensure the safety and well-being of all youth and adults, and to promote and maintain the goals and objectives of Indiana Farm Bureau.

As a volunteer I agree to:

1. Promote and support the goals, mission and vision of Indiana Farm Bureau.
2. Accept direction and support from Indiana Farm Bureau staff and/or designated county or district Farm Bureau leadership.
3. Attend an AITC workshop (county, district, state or national) once every three years.
4. Act in a professional, positive, truthful, respectful, lawful and ethical manner.
5. Maintain an activity log which is submitted to Indiana Farm Bureau on a monthly, quarterly, or yearly basis, or as instructed by the education coordinator.
6. Make all reasonable efforts to ensure that AITC programs do not discriminate on the basis of age, race/ancestry, color, disability or handicap, religion, gender, etc.
7. Follow industry-accepted standards for safety, health and wellness, animal care, food safety and equipment use.
8. Keep student information confidential. This includes information a teacher or other volunteer has chosen to share or information gleaned from your own observation(s).
9. Not exchange telephone numbers, home addresses, email addresses or any other home directory information with minors unless it is required as part of my role as volunteer. I will exchange home directory information only with parental approval.
10. Observe school or organization policies and procedures. (e.g. food preparation, including animals in presentation, photographs and video, social media posts, etc.)
11. Obtain proper credentials (e.g. background check, drug screening) when requested by organizations for whom I may be conducting Ag in the Classroom programming, including but not limited to: county or Indiana Farm Bureau, public or private schools, 4-H, FFA or other youth organizations.

Code agreement:

I have read the Indiana Farm Bureau Ag in the Classroom volunteer code of conduct. I am aware that my actions and decisions affect others as well as myself. I understand and agree that any action on my part that contradicts any portion of this code of conduct is grounds for termination of my volunteer status with Indiana Farm Bureau Ag in the Classroom program. I understand that I am not an employee and cannot act as an agent for Indiana Farm Bureau. Indiana Farm Bureau recognizes that I am a volunteer and that I may decide to cease being a volunteer at any time and for any reason.

_____

Signature of Agriculture in the Classroom Volunteer

_____

Print Name

_____

Date

AITC Volunteer Responsibilities

An individual interested in being an Ag in the Classroom volunteer in Indiana should be:

1. Knowledgeable about modern Indiana agriculture.
2. Experienced in preparing and presenting information and conducting demonstrations and/or experiments.
3. Comfortable speaking in front of audiences of all ages and education levels.
4. Willing to take initiative to contact schools, teachers, youth and community organizations about the type of presentations and activities the volunteer is able to offer.
5. Able to follow-through with planned presentations and communications.
6. Willing to follow basic policies and procedures of the Indiana Ag in the Classroom program; including signing the code of conduct, completing registration sheet, and completing and submitting presentation record sheets in a timely fashion.

Arranging Classroom Presentations

1. Volunteers may contact schools and initiate a classroom visit on their own. This will most likely be the means by which the majority of your classroom visits are secured.
2. Through the infb.org website, educators can requests visits for their classroom. In the event a visit is requested, Indiana Farm Bureau home office will notify a volunteer from the specific county that a teacher is interested in having an Ag in the Classroom volunteer come to their classroom. The county Farm Bureau office may also filter inquiries for classroom visits.
3. The volunteer will contact the teacher and make the detailed arrangements (Date, time, length and theme of program, etc.)
4. If the volunteer is unable to make this presentation, it is important that he/she contact the AITC program assistant or Education Coordinator at the Indiana Farm Bureau home office so another volunteer can be arranged. This should be done within five days of receiving the information.
5. Volunteers may use the SAMPLE letter on the following page to assist you in drafting a personalized letter or email that may be used to contact teachers and principals at area schools. Volunteers are encouraged to coordinate with other Ag in the Classroom volunteers in their county so communications are not conflicting or overlapping.
    - If possible, use county Farm Bureau letterhead for a more professional look. Most counties have highly reputable organizations that are well known for their philanthropic programs and donations to schools and community organizations.
    - The volunteer is encouraged to have a qualified individual proofread and edit any formal communications that will be sent to avoid errors and ensure the message is clear and concise.
6. Volunteers are encouraged to make contact with their local schools several times per school year. Once prior to the beginning of school, mid-year, and at the end of the school year.

a. Keep in mind, that many teachers will plan an entire grading period or the whole semester prior to the first day of school and may not be willing or able to accommodate a guest speaker.
b. It may be helpful for a volunteer to make his/her initial contact with a teacher with whom they have a prior relationship. (i.e. child's teacher, a member of your church, a fellow Farm Bureau member and farmer, etc.)
c. The volunteer may want to consider requesting to speak at a staff meeting to provide some samples of materials.

Communication Follow-Up: If no teacher contacted the volunteer inviting them to the classroom, the volunteer is encouraged to speak to their county Farm Bureau board about conducting some public relations/outreach effort to encourage participation.

Examples: make a donation of accurate agriculture books to the school library with the coordinating educator's guide; sponsor a field trip to a local farm or ag business and offer to conduct a pre/post-trip presentation for students; sponsor a teacher to attend the National Agriculture in the Classroom Conference or offer to pay for substitute teachers so teachers can attend a local AITC workshop.

August 1, 2018

Principal and/or Teacher's Name
Title
School's Name
Street Address
City, State, Zip Code

Dear *recipient's name goes here:*

I wanted to take a moment to share information with you about the Agriculture in the Classroom program that is available to you and your students through the *Your County Name Here* County Farm Bureau.

Agriculture in the Classroom is a grassroots program coordinated by the United States Department of Agriculture. Its goal is to help students gain a greater awareness of the role of agriculture in the economy and society, so that they may become citizens who support wise agricultural policies. The program is carried out in each state, according to state needs and interests, by individuals representing farm organizations, agribusiness, education and government.

In Indiana, the Agriculture in the Classroom program is coordinated by Indiana Farm Bureau. There are more than 130 active volunteers across the state of Indiana. Annually, volunteers report educating more than 70,000 students, teachers and adult chaperones through classroom presentations, field trips, on-farm experiences and other events. The program offers a wide variety of agricultural topics and meets standards in Language Arts, STEM, Social Studies and Health & Wellness, with hundreds of lesson and activity plans and companion resources available to teachers for free on the national Curriculum Matrix, which can be found online at agclassroom.org.

As an AITC volunteer, I am willing to come to your school and present a lesson or activity that will teach your students about a variety of agriculture-related topics such as identify example lesson you would be willing to present, identify example lesson you would be willing to present, and identify example lesson you would be willing to present. I also am able to assist you in identifying guest speakers, field trip/tour sites and to serve as a contact for questions you may have about agriculture and farming.

Please contact me if you have any questions about the program and to establish a time for me to come and talk with students agriculture in Indiana. I look forward to working with you this school year.

Thank You,

Your name here
Your County Name Here County Agriculture in the Classroom Volunteer
E-mail & Phone

Reporting Ag in the Classroom Activities

AITC activities should be reported on a regular basis to the INFB Education Coordinator. Record sheets are available online or hardcopies may be requested at inaitc@infb.org. The information and data collected from the reports serves multiple functions:

1. Volunteers are eligible for the AITC recognition program and awards.
2. It keeps the volunteer active in our database so they receive information about the AITC Update workshop as well as newsletters.
3. The information is necessary for us to accurately complete the National Ag in the Classroom USDA report due at the beginning of each year which aides in securing funding in the USDA budget.
4. It serves as a verification checkpoint for your county's County Recognition Program since AITC reports can be generated and sent to regional managers and district education and outreach coordinators.
5. It also allows us to capture classroom teacher email addresses and then send those teacher information about AITC professional development workshops, trainings and resources available for download online.
6. It assists Indiana AITC in applying for grants that help to further our efforts to educate children about agriculture by providing resources to schools, teachers and volunteers for no or reduced cost.

NEW Online Web-based Report Form

1. Go to: www.infb.org
2. Log-in to Indiana Farm Bureau website.
    a. Note: You may have previously opted for the INFB website to remember your username and password or to keep you logged-in.
    b. Each volunteer will need to have his/her unique log-in to the INFB website. If you do not have a log-in, or share with a spouse, you will need to create one BEFORE you are able to access the web form. You will need to have your membership number available to do so.
3. Now that you are logged-in, click on **Our Programs**, and then select **Ag in the Classroom** from the drop-down menu.
4. Once on the Ag in the Classroom portion of the website, click on **Volunteer Center.** Look of the **Submit Volunteer Report** in a red box located on the right side of the screen.
5. You can now enter in the information about the AITC presentation or event you participated in.
    a. Some of the information is required and is denoted with an *
    b. As you enter information to the form and answer questions, drop down menus and additional questions may appear.
    c. Please complete as much of the form as possible. We will use this information to help develop training and workshop agendas, lesson/activity plans, etc. so we can better serve volunteers and young learners.

Requesting Reimbursement

Volunteers should contact the County President and/or County Education & Outreach Coordinator, to verify how your county handles these requests and what, if any, annual budget exists for AITC programming.

AITC volunteers may request reimbursement for mileage from their county when traveling to and from the scheduled presentation. Volunteers should check with your County President and/or County Education & Outreach Coordinator to verify how your county handles these requests.

Other Program Funding

Grant Opportunity: Ag Education and Promotion Development Grant

The Women's Leadership Committee sponsors mini grants of $250, two times per year. The purpose of this program is to provide assistance to county Farm Bureaus, Farm Bureau members and educators that do not have adequate funds for a new program activity or to attend an event that would enhance the promotion of agriculture and education.

- For more information about this opportunity see the application online at www.infb.org > Programs > Women's Leadership Committee
- Grant Deadlines are in January and May.

Grant Opportunity: White – Reinhardt Mini Grants available from American Farm Bureau Foundation for Agriculture

The White-Reinhardt Mini-Grant Program funds projects that will increase agricultural literacy. County and state Farm Bureaus may apply for grants of up to $500 for classroom education programs for grades K-12 in order to initiate new ag literacy programs or expand existing programs. Grants are available on a competitive basis.

- For program details, application and deadlines visit www.agfoundation.org/projects/mini-grants-home

Youth Education Activity Record Sheet

Please record the following information for all classroom, group or event presentations that you or your County Farm Bureau conduct, or participate in, that feature lessons and/or activities educating school-age children about agriculture.

- Example of a group: 4-H club, after school program at the library, multiple grades at a school, etc.
- Example of an event: Ag Day festivities, farm tour, field trip, county fair activity, etc.

Return to: Indiana Farm Bureau Education Coordinator
Email: inaitc@infb.org • Mail: P.O. Box 1290, Indianapolis, IN 46206

AITC Volunteer Contact Information

Volunteer name: _____ Member county_____

Email address: _____ Phone: _____

Presentation Details:

Type of presentation: ☐ Classroom ☐ Group or Club ☐ Event ☐ Other: _____

Name of school, group/club or event: _____

Date(s): _____ Length of presentation: _____minutes

Grade level(s):	☐PreK	☐ K	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7-8	☐ 9-12	☐ Adults
Number of students:											

Classroom: Name of teacher(s): _____

Teacher Email Address(s): _____

Group or event: # of schools attended: _____ # of classes attended:_____ Total attendance:_____

- Were other organizations or businesses involved in planning, facilitating, or sponsoring? ☐ Yes ☐ No
- Was the event open to the public? ☐ Yes ☐ No Invitation only: ☐ Yes ☐ No
- Briefly describe what attendees learned and activities they participated in.

_____

_____

Other comments or information:

_____

AG IN THE CLASSROOM PRESENTATION PLANNING TEMPLATE

Use this optional template as a guide to help plan your classroom visit.

Volunteer Name: _____ Date: _____

Classroom Teacher: _____ Time: _____

School: _____ Room #: _____

Teacher Email: _____ Phone: _____

Lesson Title: _____ Length of Lesson: _____

Questions to ask Teacher:	○ School policy on food being served to students. ○ *Are there any food allergies that I should know about?* ○ School policy on animals being brought into the building. ○ Do I need a criminal history background check prior to the visit? ○ Other: _____ ○ Other: _____
Objective(s) of Presentation	*What do you want the students to be able to TELL others about agriculture when you are done with your lesson?*
Educational Standards *Optional*	*It is helpful to identify the educational standards the lesson you are preparing will achieve. Most teachers are required to document the state educational standards that their lessons meet daily. Identify those standards for them and providing them in advance—will help build the relationship between the teacher, school and the AITC Volunteer.*

Lesson Outline Sample		
Materials Needed for Presentation	**Quantity**	**Description of Item**
My Introduction *60 second "Who I am"*		
Presentation Purpose *60 seconds or less*		Today we are going to learn….
Topic Background *Two minutes or less* *i.e. Basic vocabulary*		
Lesson Presentation *10-15 minutes*		

Activity Directions *3 minutes or less* *Step by Step directions*	
Activity *10-15 minutes*	*Perform activity. Include clean-up time.*
Wrap –Up and Reflection *2-3 minutes* *Questions to check for understanding*	
Assignment *Optional* *Materials being left with teacher.*	
Teacher / School Follow-Up	o *Send a thank you note or email to the teacher and/or the building* principal *for letting you come and share.* o *Collect Evaluation from teacher and submit to Indianapolis office*

AITC Volunteer Recognition Program

To be eligible for the Ag in the Classroom volunteer recognition program, the volunteer must abide by the following:

1. Be a current dues-paying Indiana Farm Bureau member.
2. Be an active AITC volunteer (See next section for definition of active volunteer).
3. Submit a signed code of conduct to the Indiana Farm Bureau education coordinator.
4. Participate in an AITC orientation that has been documented by Indiana Farm Bureau home office staff (anniversary date recorded).
5. Receive updated training/orientation a minimum of once every three years. Training/orientation can be achieved if the volunteer participates in the AITC Volunteer Update and Teacher Workshop, participates in a local AITC continuing education program facilitated by the District Education & Outreach Coordinator, or an AITC session at an Indiana Farm Bureau convention or conference
6. Submit volunteer record online (preferred) or paper copy by the deadline specified for that year's program.
7. Present age-appropriate material based on education standard, to audience in a professional manner.

An ACTIVE volunteer is defined as:

1. An individual who has received continuing education a minimum of once every three years.
2. An individual presents at least one AITC presentation during the calendar year (January – December).
    a. The presentation can be to a classroom of students or group of children in grades pre-K (ages 4 and 5 only) through grade 12 who are participating in a club or organization such as 4-H or Boy Scouts; **OR** participate in a county Farm Bureau affiliated event where the target audience is children and teens in grades pre-K (ages 4 and 5 only) through grade 12. (i.e. Ag Day, 4-H fair activity)
3. An individual who submits an appropriate record form (online or paper copy) documenting that he/she presented to a group of students or children.
4. Someone who has a signed code of conduct on file with the Indiana Farm Bureau education coordinator.

A volunteer will be deemed INACTIVE if he/she:

1. Fails to submit a signed *code of conduct*.
2. Fails to submit volunteer record(s) for classroom or event presentation(s) conducted during the calendar year.
3. Has not participated in any continuing education for AITC a minimum of once every three years.
4. Violates the *code of conduct*.

Ag in the Classroom Recognition Program Levels

The AITC recognition program is designed to encourage volunteerism and to recognize those who make the commitment to educate students in grades pre-K (ages 4 and 5 only) through grade 12 about the important role that agriculture plays in everyday life.

YEARS OF SERVICE:

We appreciate each year our volunteers remain active as AITC volunteers. Years of service are cumulative.

- 5-year: certificate
- 10-year: certificate
- 15-year: certificate
- 20-year: certificate
- 25-year: recognition at Spring Conference

LEVELS OF RECOGNITION

There are three levels of recognition in the volunteer recognition program. Levels of recognition are based on the number of visits to classrooms in kindergarten through grade 12 –the target audience of the national Agriculture in the Classroom program. In addition to grades K-12, licensed preschools for ages 4 and 5, as well as presentations made to students in a Head Start program qualify and are eligible for the recognition program. Levels are calculated annually (January 1 – December 31).

PARTICIPATION AWARDS:

Level 1: Bronze

Present to a minimum of five classrooms at a public or private school **OR** 100* students in grades K-12, licensed preschool classes for children ages 4 and 5, or a Head Start program.

Level 2: Silver

Present to a minimum of 10 classrooms at public or private schools **OR** 200* stu dents in grades K-12, licensed preschool classes for children ages 4 and 5 or a Head Start program.

Level 3: Gold

Present to a minimum of 20 classrooms at public or private schools **OR** 400* students in grades K-12 licensed preschool classes for children ages 4 and 5 or a Head Start program.

*The individual students can be achieved through presentations given to 4-H, FFA, Boy Scouts, homeschool groups, etc. when the students participating in the presentation or activity are in pre-K (ages 4 and 5 only) through grade 12.

** The number of students reached during an event **do not** count toward the 10/20 classrooms or 200/400 students.

REACHING OUT AWARDS

The *Reaching Out Award* is designed to honor those AITC volunteers who have gone above and beyond in their efforts to educate the youth in their community about agriculture and who have provided unique or exemplary work in educating the public about the important role agriculture plays in everyday life. This individual consistently demonstrates quality leadership and the ability to take initiative.

The recipient will be selected based on nominations received from county or district leadership, or a teacher who has welcomed the volunteer into their classroom. Five, at-large awards will be presented at INFB's Spring Conference or other Indiana Farm Bureau event.

A volunteer cannot receive the *Reaching Out Award* in consecutive years or more than once in any three-year period.

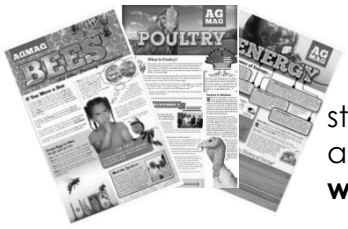
VOLUNTEER OF THE YEAR

The *Volunteer of the Year* will be selected from previous *Reaching Out Award* winners. The winner of this award will be selected by a non-biased evaluation committee and will be awarded at Spring Conference in March or other Indiana Farm Bureau event.

A volunteer can only receive the *Volunteer of the Year* award once every 10 years.

Appendix

Support documents and resources



Ag Mags from AFBF

Ag Mags are a great way to increase agriculture knowledge among students in grades 3-6 through a colorful, kid-friendly literacy piece that achieves dozens of literacy educational standards. **To Order:** Go to: **www.fb.org**, > **Shop** Cost per package of 30 Ag Mags is $5 +S&H

Why Ag Mags?

- Ag Mags make a great supplement to guest presentations that can be left behind with each student.
- Ag Mags are inexpensive and are a good choice to be used as a handout at Ag Days, fairs and festivals or as a donation to doctor's offices or car dealership waiting rooms.
- Some titles are available in both English and Spanish (indicated with E&S)

Current titles include:

- Apples (E&S)
- Bees (E&S)
- Beef (E&S)
- Biotechnology
- Careers
- Corn
- Dairy
- Energy
- School Garden (E&S)
- Pizza (E&S)
- Poultry
- Sheep
- Soybean
- Specialty Crop (E&S)

Test Preparation Readers

Through a collaborative grant project, NAITC created an Agriculture series of non-fiction booklets that schools can use to help prepare students for a standardized test called Terra Nova.

These ag-themed booklets, written at a fourth grade reading level, are available for free download and include a series of test preparation questions to compliment the non-fiction text. They are also a great resource when preparing lessons or providing the teacher with information prior to a guest presentation. Designed to mirror the Terra Nova Test, these reads are a way to expose students to more non-fiction based texts. The questions can be answered using the text and are designed to take about 10 minutes per area.

15 topics are available currently:

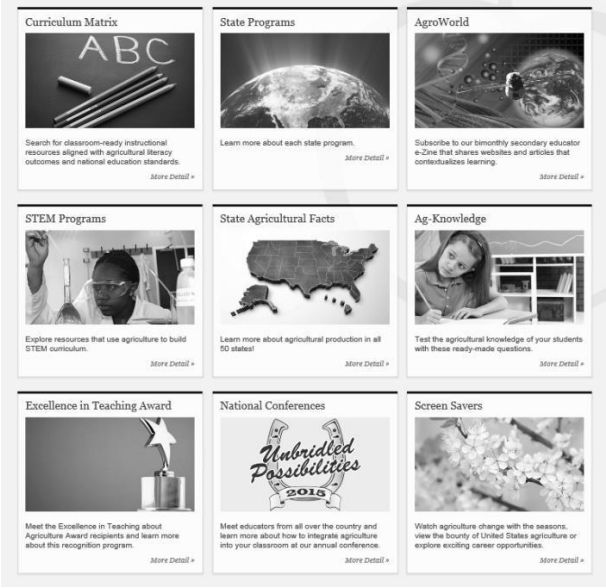
- Apples
- Beef
- Corn
- Cotton
- Dairy
- Pizza
- Pork
- Poultry
- Pollinator
- Pumpkins
- Sheep
- Soil
- Soy
- Wheat
- Water

Find them at *www.agintheclassroom.org >Teacher Resources*

National Ag in the Classroom Website

TEACHER CENTER - www.agclassroom.org/teacher/index.htm

The National AITC website has hundreds of classroom-friendly resources in a wide variety of subjects, grade levels, touching on agricultural commodities in all 50 states.



- **Curriculum Matrix** – searchable and savable in your own "MyBinder" account
- **State Programs** – links to other state AITC programs websites containing additional lessons, activities, and information about agriculture
- **AgroWorld**- This bimonthly E-zine has been developed for the busy secondary educator and their students. Each issue features current events, classroom resources, activities, and grant opportunities that enhance standards based on science, applied technology, and social studies curricula.
- **STEM Programs** - Explore resources that use agriculture to build STEM curriculum
- **State Agricultural Facts** - Learn more about agricultural production in all 50 states!
- **Ag Knowledge** - Test the agricultural knowledge of your students with ready-made questions.

STUDENT CENTER - www.agclassroom.org/student/index.htm

- **Virtual Tours** - Can't get to a farm? Take a virtual tour!
- **Kid's Zone** - Learn more about how the things you need get to you–from soil to spoon!
- **State Agricultural Facts** - Learn more about agricultural production in all 50 states!
- **Teen Scene** - Consider the future of agricultural science, a possible agricultural career, and challenge yourself with agricultural games
- **WebQuests** - Explore the best resources online to increase what you know about agriculture.

Accurate Ag Recommended Book List

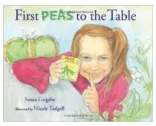
One of the ways the Foundation strives to achieve its mission is to create an agriculturally literate society by recommending books for use as additional resources or centerpieces of a curriculum. Because of the emphasis on early reading and the realization that stereotypes and misconceptions about producers and agriculture begin early in life, we have developed a recommended reading list posted below.

Accurate Ag Books: Should have 100% accurate and up-to-date information; should not convey any stereotypical depictions of rural life (ex: overalls and a pitch fork.); portray no unsafe situations in pictures, graphics or text.

Searchable database available at www.agfoundation.org > recommended publication

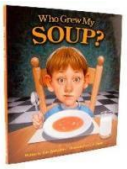
- Select titles are available for purchase at a discount price from FB.org > Shop.

Suggested Books to Get You Started:



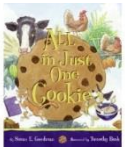
First Peas to the Table *By: Susan Grigsby*
Age Range: 4 - 8 years ▪ Grade Level: 1 – 3 ▪ Lexile Measure: 780L
A fun work of fiction in which a girl competes in a classroom garden competition to see who can get the 'first peas to the table.' Based on the contest that Thomas Jefferson held with his friends and neighbors every year, this book seamlessly integrates school gardens, history, botany, and seasonal weather themes into one fun-to-read book. Teachers may even consider modeling a classroom science project after the one featured in this book.

- NAITC Matrix Lessons: A Garden Plot: The Tale of Peter Rabbit; Apple Science: Comparing Apples and Onions; Gardening or Farming in a Glove; How Much Is Dirt Worth? (Grades 3-5); Magic Beans and Giant Plants; Paint's Family Tree; Peas in a Pod; The Soil Chain



Who Grew My Soup? *By Tom Darbyshire*
Age Range: Not listed ▪ Grade Level: Not listed ▪ Lexile Measure: Not listed
Who Grew My Soup? tells the story of young Phineas Quinn and his questions about the vegetable soup his mom serves for lunch. Phin declares he won't slurp a single spoonful until he knows: Who grew my soup?

- NAITC Matrix Lessons: A Day Without Agriculture; Agriculture Counts; Agriculture and Me; FoodMASTER: Meal Management; Understanding MyPlate (Grades 3-5); What's on MyPlate? (Grades 3-5); Who Grew My Soup? (Grades 3-5); Who Grew My Soup? (Grades K-2)

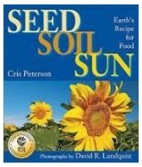


All in Just One Cookie *By Susan E. Goodman*
Age Range: 4 - 8 years ▪ Grade Level: Preschool – 4 ▪ Lexile Measure: AD830L
Focused around all of the ingredients that are used to make chocolate chip cookies, this book takes the reader and listener on a world-wide exploration. The trip is complete from butter produced by local dairy farms in the United States to Madagascar vanilla beans.

- NAITC Matrix Lessons: FoodMASTER: Measurement; Source Search (Grades 3-5); Source Search (Grades K-2); Who Grew My Soup? (Grades 3-5); Who Grew My Soup? (Grades K-2)

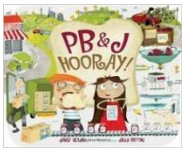
The Beeman *By: Laurie Krebs*
Age Range: 5 - 8 years ▪ Grade Level: Preschool – 3 ▪ Lexile Measure: 1080L
Told from the viewpoint of a child whose Grandpa is a beekeeper, this rhyming text offers an accessible and engaging introduction to the behavior of bees. You will learn where bees live, how honey is made, what a beekeeper does, and more.

- NAITC Matrix Lessons: Growing Almonds: Fact or Opinion; Honey Bees: A Pollination Simulation



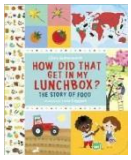
Seed, Soil, Sun: Earth's Recipe for Food *By: Cris Peterson*
Age Range: 4 - 7 years ▪ Grade Level: Kindergarten – 4 ▪ Lexile Measure: 1050
Seed. Soil. Sun. With these simple ingredients, nature creates our food. Noted author Cris Peterson brings both wonder and clarity to the subject of agriculture, celebrating the cycle of growth, harvest, and renewal in this book.

- NAITC Matrix Lessons:: Bean Seed Cycle; Color in the Garden; Gardening or Farming in a Glove; Little Red Hen; Magic Beans and Giant Plants; My Little Seed House and Seed Book; People and Plants Need Nutrients; Plant Propagation; Sunflower Life Cycles; What Makes Up Your Profile?; What's in Soil?



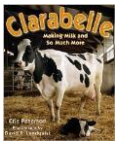
PB&J Hooray *By Janet Nolan*
Age Range: 4 - 8 years ▪ Grade Level: Preschool – 3 ▪ Lexile Measure: 620
PB&J Hooray tells the story of how peanut butter and jelly sandwiches are made. This book describes how peanuts become peanut butter, grapes are made into jelly, and wheat turns into bread. The fun, rhythmic language is perfect for Pre K- Grade 2 students. There are some inaccuracies in this book including a tractor without a roll bar, make sure to mention measures farmers take to stay safe. The book had such a good message of farm to table we have included it on our list.

- NAITC Matrix Lessons: Nuts About Peanuts!; Who Grew My Soup?



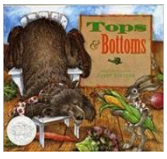
How Did That Get In My Lunchbox? *By Chris Butterworth*
Age Range: 5 - 8 years ▪ Grade Level: Kindergarten – 3 ▪ Lexile Measure: 870L
The best part of a young child's day is often opening a lunchbox and diving in. But how did all that delicious food get there? Who made the bread for the sandwich? What about the cheese inside? This book provides a clear, engaging look at the steps involved in producing some common foods. Includes healthy tips and a peek at basic food groups.

- NAITC Matrix Lesson: A Day Without Agriculture; Agriculture Counts; Agriculture and Me; Animal or Plant?; Edible Numbers; FoodMASTER: Meal Management; Let's Go Shopping! (Grades 3-5); Let's Go Shopping! (Grades K-2); Nutritional Value of Fresh Produce; Understanding MyPlate (Grades 3-5); What's on MyPlate? (Grades 3-5); Who Grew My Soup? (Grades 3-5); Who Grew My Soup? (Grades K-2)



Clarabelle *By Cris Peterson*
Age Range: 9 - 11 years ▪ Grade Level: 4 – 6 ▪ Lexile Measure: NC1180L
By featuring a single cow (Clarabelle) and her calf on a large, modern-day Wisconsin dairy farm, Peterson describes all the latest technology that enables farmers to create energy and other by-products from their herds. And yet none of the modern-day machinery matches the miracle of production that is the cow herself. Vibrant, close-up photographs capture Clarabelle with her herd mates and her newborn calf as well as the family members of Norswiss Farm who live and work together.

- NAITC Matrix Lessons: A Day Without Dairy; FoodMASTER: Milk and Cheese; I'm a MOO-stery! (K-2); It's a MOO-stery! (3-5); Milk or Meat? Beef or Dairy?; Sun, to Moo, to You!; The Ultimate Efficient Recycler



Tops and Bottoms *By: Janet Stevens*
Grade Level: K-2 Age Range: 4 - 7 years ▪ Grade Level: Preschool – 3 ▪ Lexile Measure: 580L
Bear and hare are involved in a gardening project. Hare, the book's main character, tricks his lazy colleagues into sharing crops which only benefit the hard work of the hare. During the process, children learn which foods grow above the ground and which grow below the ground, hence the title - tops and bottoms. This is a great book to introduce gardening topics.

- NAITC Matrix Lessons: A Garden Plot: The Tale of Peter Rabbit; Dig 'Em Up; Eating Plants; How Does Your Garden Grow? (Grades K-2); Luscious Leaves; My Healthy Plate; My Little Seed House and Seed Book; Plant Tops and Bottoms; Snappy Stems; The Seed Match

Publicity & Photographing Children & Youth

It's always a great idea to document donations and outreach programs conducted by the County Farm Bureau to raise public awareness of the great work the county Farm Bureau is doing in the community. Unfortunately, many times there are reasons why it is unsafe to photograph a child and publish it in the newspaper or on social media. While photograph consent forms can be distributed in advance the custodial parent or guardian must complete them. This may be difficult to achieve in advance of the donation visit. Instead, use the photography strategies below (or come up with your own) so you can still get the publicity but respect student privacy.

- Place book in the center of a table and ask several students to place their hands around the book, touching just the edges.
- The photographer should position themselves so they are focused on the volunteer reader and have only the back of the children's heads in the photograph.
- Photograph with just the teacher or librarian near a bookshelf or other literacy friendly setting. (Photos do not need to be posed against a blank wall)
- Have a student hold the book, open to their favorite illustration. Stand behind the student and to the side. Look over their shoulder to only capture the back of their head, hands and open pages. (example shown on right)
- Ask 1 to 3 students to sit at a table or desk with the book position vertically. Photograph from behind, focused on book cover or open pages.

SAMPLE Talent Release

I, the undersigned, hereby grant to **COUNTY Farm Bureau, Inc**. the right, without limitation, to use, reproduce, lease, or sell my likeness and voice, or that of my property, through photographs, motion pictures, audiovisual works, visual works, digital works, and/or recordings for the purpose of illustration, advertising, publication, or incorporation into publications, slides, films, presentations, on-line uses, motion pictures, radio, theatrical, or television productions and in all other media and formats, now known and invented later. I understand that I will receive no compensation, nor will I gain any rights in any work in which my likeness and/or voice or that of my property is used.

Signature of person (or parent or guardian if under 18): _____

Printed name: _____ Date: _____

Address: _____

Quality over Quantity

An event does not have to take up an hour of someone's time. Studies have shown that individuals have varying length of attention spans, depending on the activity, existing distractions, etc. It is generally accepted that a two-year-old child can keep their attention for five minutes and older children and adult have a maximum of around 20 minutes before they need a break or change in presentation format. Keep that in mind when planning lessons and events.

Age	Mental	Emotional	Social
Ages 2-3	**-attention span 3-4 minutes longer when he enjoys** -short memory -Actions & objects much easier to understand than words -Confuse real & imaginary -Believes all you say -Able to choose between two possibilities Can follow two different directions	-Extremely curious -Ritualistic: needs order in daily routines Repetition -Doesn't understand teasing -Meets frustration with crying, kicking, biting -Meets correction with temper outbursts	-Completely self-centered -Willing to conform -With guidance, recognizes others' rights and waits briefly for own turn -Imitates parents in worship -Attitudes toward others, authority, parents, & God is formed in these years -Wants to help & please -Nervous system sensitive to over-stimulation by noise and confusion
Ages 4-5	**-Have attention span of between 5-10 minutes** -Reasoning is based on appearance, observation powers not accurate -No understanding of cause and effect -Unable to consider the motivation behind action -Fantasy is at its height Has a great imagination	-Learns to develop attitudes concerning right and wrong -Tries to sort out real from what is pretend -Aware of what people think and say about him Fears people laughing at him -Enjoys obedience and thrives on praise	-Imitates adults -Leadership is beginning to show and tends to be bossy -Can learn to share with one or two others -Learning to understand fairness
Ages 6-8	**-Have attention span of 15-20 minutes** -Are concrete and literal minded -Have little realization of chronological sequence	-Tells you exactly how he feels: sick, happy, or miserable -Thrives on praise and acceptance -He exercises his feelings rather than self-control -Self-confidence in his ability to know what and how things are done	-Are concerned about group acceptance -Likes to assert himself. Wants to be first, best, biggest and to win -Can begin to give of self. Starts to demonstrate generosity and kindness -Protective attitude toward younger children
Ages 9-12	**-Have attention span of 30-45 minutes** -Likes to be challenged -Can learn abstract concepts like sin	-Growing understanding of principles behind rules -Self-righteously & rigidly applies his code of rules -Sensitive to his own failures and shortcomings -Able to see own actions & motives objectively -Able to analyze failures & makes plans to act change	-They want to join, to become affiliated with the beliefs and values of the important adults in their lives -Can begin to sacrifice self-interest for others -Can learn not to compare himself with others

Source: http://bensoncheng.wordpress.com/2010/04/16/children-attention-span-by-age/

Bloom's Taxonomy Question Stems

Bloom's Taxonomy provides a structured presentation of human cognition from low-level thought processes like simple recall to higher-order thinking skills like synthesis and evaluation. Bloom offers a "stair step" description of the levels of human understanding, with each new level building on previous levels. Bloom's taxonomy divides human cognition into five levels. The reading instructor can use these five levels to devise questions about reading selections that target higher-order thinking skills.

Sources: HTTP://WWW.READINGEDUCATOR.COM/STRATEGIES/BLOOM.HTM
http://www.meade.k12.sd.us/PASS/Pass%20Adobe%20Files/March%202007/BloomsTaxonomyQuestionStems.pdf

Knowledge

- What happened after . . .?
- How many . . .?
- Who was it that . . .?
- Can you name the . . .?
- Described what happened at . . .?
- Who spoke to . . .?
- Can you tell why . . .?
- Find the meaning of . . .?
- What is . . .?
- Which is true or false . . .?

Comprehension

- Can you write in your own words . . .?
- Can you write a brief outline . . .?
- What do you think might happen next . . .?
- Who do you think . . .?
- What was the main idea . . .?
- Who was the key character . . .?
- Can you distinguish between . . .?
- What differences exist between . . .?
- Can you provide an example of what you mean . . .?
- Can you provide a definition for . . .?

Application

- Do you know another instance where . . .?
- Could this have happened in . . .?
- Can you group by characteristics such as . . .?
- What factors would you change if . . .?
- Can you apply the method used to some experience of your own . . .?
- What questions would you ask of . . .?
- From the information given, can you develop a set of instructions about . . .?
- Would this information be useful if you had a . . .?

Analysis

- Which events could have happened . . .?
- If . . . happened, what might the ending have been?
- How was this similar to . . .?
- What was the underlying theme of . . .?
- What do you see as other possible outcomes?
- Why did . . . changes occur?
- Can you compare your . . . with that presented in . . .?
- Can you explain what must have happened when . . .?
- How is . . . similar to . . .?
- What are some of the problems of . . .?
- Can you distinguish between . . .?
- What were some of the motives behind . . .?
- What was the turning point in the game . . .?
- What was the problem with . . .?

Synthesis

- Can you design a . . . to . . .?
- Why not compose a song about . . .?
- Can you see a possible solution to . . .?
- Why don't you devise your own way to deal with . . .?
- What would happen if . . .?
- How many ways can you . . .?
- Can you create new and unusual uses for . . .?
- Can you write a new recipe for a tasty dish?
- Can you develop a proposal which would . . .?

Evaluation

- Is there a better solution to . . .?
- Judge the value of . . .?
- Can you defend your position about . . .?
- Do you think . . . is a good or a bad thing?
- How would you have handled . . .?
- What changes to . . . would you recommend?
- Are you a . . . person?
- How would you feel if . . .?
- How effective are . . .?
- What do you think about . . .?

Indiana Academic Standards

What are academic standards?
What are these statements? What do they mean? Standards describe the goals of schooling, the destinations at which students should arrive at the end of the unit or term. For example, most standards expect students graduating from high school to be able to write for different audiences in different formats: things such as reports, instructions, and persuasive and reflective essays and to demonstrate a command of standard written English.

Academic standards do not dictate how to get the students to the destination; that is determined by the curriculum. Standards do not prescribe any particular curriculum. National standards don't mean that local ability to choose teaching materials and methods are compromised. Standards indicate what students should know and should be able to do at any given grade level and in each individual subject. The School Corporation and teacher can choose whatever curriculum they find appropriate to help the students meet the standards.

Standards are the *WHAT* of education, while curriculum and instruction are the *HOW*.

Two kinds of standards are referred to: content standards and performance standards.

- Content standards indicate what students should know and should be able to do. For example, students should be able to write and speak for a variety of purposes and for diverse audiences, using conventional grammar, usage, sentence structure, punctuation, and spelling.
- A performance standard measures how well a student's work meets the content standard. A performance standard has levels (4, 3, 2, and 1; or advanced, proficient, novice, and basic) and frequently examples of student work are provided for each level.

Adapted from: www.thirteen.org/edonline/concept2class/standards/index.html

Educational standards for other subjects are reviewed by committee annually and updated as needed to measure student achievement. Indiana educational standards exist in the following academic subjects:

- Agriculture
- Arts, AV Communications Cluster
- Business, Marketing, Information Technology
- College Entrance Preparation
- CTSO Leadership
- Engineering
- Engineering & Tech Ed
- English/Language Arts
- Family and Consumer Sciences
- Financial Literacy
- Fine Arts: Dance, Music, Theatre, Visual
- Guidance
- Health and Wellness
- Health Science
- Mathematics
- Physical Education
- Science
- Social Studies
- Special Populations of Students
- Trade and Industry
- Work Based Learning
- World Languages

Academic standards are NOT one-size-fits-all. Each individual grade and subject has unique and different academic standards.

Indiana Academic Standards can be found online at: www.doe.in.gov/standards

Agriculture Dictionary

AITC Volunteer: The following terms a partial list of basic vocabulary used throughout the agriculture industry. A 20-page dictionary is available online http://www4.agr.gc.ca/resources/prod/doc/pfra-arap/PDF/abcsofAgriculture-e.pdf

acre: a measure of land that equals 4,840 square yards or 4,425.7 square meters

agronomy: the science and economics of crop production and farmland management

biodiversity: the sum of the organisms of plant and animal life in an ecosystem. Both the number of species and the number of individuals within each species are important in considering the extent of biological diversity in an area.

bioenergy: energy from renewable sources, like ethanol from grain

biotechnology: the scientific manipulation of living organisms, especially at the molecular or genetic level, to produce useful products

cross-contamination: the transfer of harmful bacteria from one food to another. Harmful bacteria can be transferred from food to food and from hands to food.

ecosystem: an interrelated community of plants, animals, organisms and bacteria

erosion: a loss of soil quantity and quality caused by the forces of wind and water, often related to the slope of a field

farm: a piece of land with a house, barn and other such buildings on which crops or animals are raised

fertilizer: any material, manure or chemicals put on soil to improve the quality and quantity of plant growth

foodborne illness: an illness caused by bacteria that is transmitted by food

genetics: the branch of biology that deals with heredity and variation in similar or related animals

GMO: genetically modified organism

hydroponics: the science of growing plants in solutions, usually water, or material containing necessary minerals replacing soil

inputs: the amount of material put into crop production, i.e., fertilizer, pesticides, fuel and seed

pesticide: a compound used to destroy pests; fungicides, which destroy fungus, herbicides, which destroy plants, and insecticides, which destroy insects, are all pesticides

sustainable: refers to a farming system that can be maintained or that can endure over many generations.

MEASUREMENTS

8 quarts =1 peck
4 pecks = 1 bushel
1 acre = 43,560 square feet
1 hectare = 2.47 acres
1 acre = .4047 hectares
640 acres = 1 square mile

Indiana AITC - Who to Contact

Question	Contact person
Volunteer records	AITC Education Coordinator
Volunteer Recognition Program and Awards	Your District Education & Outreach Coordinator **OR** ODT Program Asst.
National AITC Conference Scholarships	Your District Education & Outreach Coordinator **OR** Education Coordinator
Register for AITC teacher workshops Register for AITC summer workshop (Update)	Indiana Farm Bureau Staff
To request hardcopies of AITC volunteer record sheets or other materials.	Email: inaitc@infb.org Record sheets available online at www.inaitc.org > volunteers
INFB Promotion & Education Grant Funding	Your District Education & Outreach Coordinator **OR** WLC Program Coordinator
Education related questions (ex. Education standards, strategies for implementing curriculum, etc.)	Education Coordinator
Suggestions for education materials	Education Coordinator
To purchase AgMags, My American Farm activity books, limited book titles	www.fb.org > Shop
Lesson Plans & Curriculum ideas	National AITC www.agclassroom.org
	AFBF Foundation for Agriculture www.agfoundation.org
Indiana Education Standards	Indiana Dept. of Education www.doe.in.gov/standards

* Indiana Farm Bureau AITC program does not provide free materials (AgMags, books, stickers, printed lesson plans and curriculum, etc.) to counties or district Farm Bureaus. Limited and select materials may available for classroom teachers and youth not-for-profits and for training/orientation purposes only.

Office: (317) 692-7830 • Fax: (317) 692-7854 • Email: inaitc@infb.org • www.infarmbureau.org