



Ag Tabloids: What's on the Cover?

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Overall Goal: Students will examine the most pressing issues facing agriculture and match each issue with reliable, accurate sources of issue-based information.

OBJECTIVES:

1. Students will list the largest issues facing agriculture from three perspectives: farmers, consumers and lawmakers.
2. Students will craft effective messaging for the most pressing issues in agriculture utilizing the message house template.



Action:

Session Time: 1 hour 15 minutes	Connection: 15 minutes Objective 1: 25 minutes Objective 2: 25 minutes Objective 3/Review: 10 minutes
	Connection: Laptop & projector, Family Feud style slide with list of current ag issues that will be revealed, battery-operated push lights or "that was easy" buttons Obj. 1: Paper shoes for each participant, markers/pencils, cards with issues & explanation of issues on them, envelopes with slips of paper inside that say: farmer, consumer, lawmaker (2 of each), flip-chart paper with "common concern" written at the top Obj. 2: Message house puzzle pieces, message house puzzle colors on post-its, flip chart paper to create message house for a new issue, cards with issues & explanation of issues on them Obj. 3/Review: Flip chart paper for brainstorm summary
Flipcharts to Create:	"Walk a Mile" 3 guiding questions, Food accessibility shoe example to fill in with student responses, Common Concern sheets for each issue (blank), Three steps to finding a workable solution, Blank Message House for Food accessibility, Three Questions for message houses, Six blank messages houses labeled for each issue, How do I use this back home?
Special Notes:	A/V Needs: laptop & projector with slide for Family Feud, possibly include additional slides for issue list, message house, Family Feud music, brainstorm music, Other Special Needs: Tape to place message house puzzle around room



Connection:

What?? There are issues in agriculture?

Welcome to Ag Tabloids: What's on the Cover! Waiting in line at the grocery store, we can all see the latest gossip and news on the covers of tabloids. Today, we'll dig in to determine what's on the cover of agriculture tabloids – what issues and challenges are facing the industry. We hope you're

ready to dig in and find the common ground between farmers, consumers and lawmakers on these issues. The reality is, once we find the common ground between consumers and farmers, we are three quarters of the way to finding solutions with lawmakers on key issues that are impacting the way farming – our food and fiber – is regulated today. We hope you're ready to discover that the way we say something is probably more important than what we say when it comes to issues affecting agriculture. I'm _____ and I'm _____, and we have a fast-paced, interactive session planned for you, that you'll be eager to take back home and use.

First, we'll need two teams of 5, because we are going to play Family Feud! The first two to raise their hand will be our "team captains." [Select the first two and bring them to the front of the room. Have the individuals introduce themselves.] Okay, so we have team _____ and team _____.

[Gather the other volunteers and split the groups. Have the team leaders come to the front table where you will have set-up the two battery-operated click lights or easy buttons. Summarize how the game is played or ask for another volunteer to summarize. Clarify game play, as needed, if you have a volunteer explain.]

[Playing the main game: The contestant (team leader) who buzzes in first gets to provide the first answer. If that answer is the number one survey response, his or her family gets control of the question. If not, the opposing contestant gets to try and provide a higher-ranking response to earn control for his or her family. The team who wins control of the question then provides more responses, one at a time. They are not permitted to consult with one another during this part of the game. If a given answer is not one of the most popular, the "family" gets a strike. If the team can guess all of the most popular answers on the board before getting three strikes, they win. If a team does end up with three strikes, control goes to the opposing "family." That team then has one chance to come up with one of the remaining responses on the board to win the round. If they fail, the other team gets the points.]

[Play the one-round game. Once finished and all answers are on the slide, have the teams sit down and review the focus issues on the cover of agriculture tabloids. The issues are: Food Safety, GMOs, Water & Agriculture, Environment, Labor-Jobs, Animal Well-being & Antibiotics and Food accessibility.]

Thank you all for joining your "family" to play Family Feud. [Lead applause for volunteers.]

Processing Questions:

- *Can you see any common themes in this list of issues?*
- *Why do you think we have challenges in these issue areas with agriculture?*
- *Why is it important to think about an issue related to agriculture from someone else's perspective?*

We develop opinions about topics, based on our experiences, influences and research. As you look at this list of issues, it becomes pretty apparent these issues rise to the top because they are at the intersection of farming and consumers.

There are many issues facing agriculture, and maybe you have some additional challenges that come to mind besides the tabloid cover issues we just uncovered. But we are going to focus on these seven issues for the next hour.



Preview:

So, to help us dig further and understand more about these issues on the cover of ag tabloids we'll:

- Walk a mile in someone else's shoes – figuratively, people! Don't start taking your shoes off!
- Learn about the "Message House" – and how to use it to frame up a discussion about a topic.
- Add it to the POA – and find ways to weave this into our FFA Chapter activities.

Transition into first objective

Now that we know where we're going, let's WALK A MILE IN SOMEONE ELSE'S SHOES.

Objective 1: Students will list the largest issues facing agriculture from three perspectives: farmers, consumers and lawmakers.

	Support:	Perspectives – Students will use a sheet of paper with the shape of shoes on it to help brainstorm the concerns/views about a current agriculture issue from the vantage point of a consumer, farmer and lawmaker. – 15 minutes
	Point:	Issues look different depending on your vantage point! – To be effective in discussing issues facing agriculture, it is important to consider "where others are coming from" – 5 minutes
	Application:	Common Concerns = Common Ground Students will individually identify concerns from different perspectives – farmers, consumers, lawmakers – and will then work as a team to identify common concerns/shared values and goals of the different perspectives. – 5 minutes

SUPPORT:

[Split the group into six equal groups, by tables. Label each table with one of the six issue cards: GMOs, Water and Agriculture, Environment, Labor-Jobs, Animal Well-Being and Antibiotics, and Food Safety.]

In just a second, we'll be working as a table group to explore our issue by diving into three different perspectives. The issue we'll be focused on is in the center of our tables.

Before we get to it, let's do one together.

Turn to page 31 of our learn books and let's talk about food accessibility together. We'll be using the questions on the poster up front to guide our discussion. [Poster up front with three questions: How does this issue impact me as a farmer, consumer or lawmaker? What have I heard about this issue to form an opinion? What is "driving" my concern about this issue?]

- *What concerns would a farmer have about food accessibility – or the availability of food? What information do they have to form an opinion? What's their driving concern?* [Audience response – Farmers need to get the food to where consumers are both in and outside of the U.S. to stay in business and support their family. Copy into flipchart.]
- *What about consumers? What information do they have to form an opinion? What's their driving concern?* [Audience response – They need to have wholesome, nutritious and affordable food to feed themselves and their family. Copy into flipchart.]
- *And what about lawmakers? What information do they have to form an opinion? What's their driving concern?* [Audience response – They might be concerned about how we create tax incentives and infrastructure to ensure constituents have food accessible regardless of where they

live and constituent farmers can market their products overseas. Copy into flipchart.]

Now, we'll get a chance to fill out shoes for the other six issues. When we hear, "Walk it Out:"

1. One person from each table will come to the front to retrieve an envelope.
2. Each of us will draw a slip of paper from our table's envelope and assume the role of our card.
3. Individually, we'll answer these three questions about our table's issue from that person's point of view and using the information in our Learn Book as a reference copy them in the bullets on page 32 of our Learn Books.

To recap, on "Walk it Out," we'll retrieve an envelope, draw an audience card and brainstorm concerns from our personal audience's point of view about the issue on our table. What questions are there?

WALK IT OUT!! [Give students two minutes to record concerns. Mingle around the room to be sure the students are catching on to the activity. Give time checks with one minute and 30 seconds left.]

Time's up! Let's take two minutes to share answers with our tables and fill in the other two sections of our shoe. [Mingle around the room to be sure the students are catching on to the activity. Give time checks with one minute and 30 seconds left.]

Now that we have our issue shoe completed from all three perspectives, let's hear from some other groups. Throw up a hand if you were one of our farmers? Who will share a concern about an agriculture issue from your perspective? [Take two volunteers with different issues.]

Who were our consumers? [Model hand raise.] *What concerns did you come up with?* [Take two volunteers with different issues.]

And, finally, let's hear it from our lawmakers! [Model hand raise.] *Is there anyone who can help us understand the perspective of a lawmaker with regard to an ag issue?* [Take at least one.]

We all have different concerns with regards to the agriculture issues we've identified, but there are similarities or – common ground – in these issues amongst even the most diverse set of perspectives. Let's rewind back to our food accessibility example. [As a large group, identify one common concern from farmers, consumers and lawmakers in regards to food accessibility. Record on flipchart. Example: no one is hungry.]

Our table's challenge, should we choose to accept it, is to find this common ground for all of our separate issues.

When the music starts, we'll have three minutes as a table to capture three common concerns (shared values/shared goals) of these three perspectives about our issue. Then throw our three common concerns on page 37 of our Learn Book and on the posters by our tables. Questions? [Start music. There should be a blank flipchart by each table group labeled with their issue.]

[Give time checks with two minutes, one minute and 30 seconds left. Walk around the room to assist as needed.]

Times up! Who will quickly share their group's three common concerns? [Have 2 groups report to the full group.]

Processing questions:

- Was it easy to think about someone else's perspective on an issue?
- Why is it important to look at issues from multiple vantage points?
- What process did we use to find the shared concerns?
- How could this process benefit farmers, consumers and lawmakers when dealing with these issues?

POINT:

Turn to a blank page in our Learn Books, and let's jot down some notes. You will also find some of this basic information on the agriculture issues we've talked about on those pages.

Research tells us is that the only way we can really connect with others on a complex issue – and let's face it, many in agriculture are complex – is to first establish trust through shared values. When we identify the shared value, we can have a constructive conversation, versus one of defense or attack on an issue. Debating an issue might prove we're right, but in most cases, it will not win someone over to our side. We'll learn more about how to use this process in another session, but for now, understand the critical first steps in being able to talk about an issue in agriculture with others, is: [Reveal three steps on poster]

- WALK A MILE IN THEIR SHOES, or view the issue from their vantage point like we did in our shoes on page 33.
- Once we've identified other groups' concerns, we can identify COMMON CONCERNs like those on page 37-38.
- And after we have common concerns, that's when we can make a real change bigger than just a session at SLCCCO and find a WORKABLE SOLUTION to the issue.

APPLICATION:

Now that we have a better idea of how perspectives shape concerns about agricultural issues, and we've worked in groups to identify some common ground, let's expand our horizons and take a look at the other issues. So, stand-up, stretch your legs and head around the room to copy down the other common concerns on pages 37 and 38. Let's make this speedy, one song – let's get to it!

[Time checks with one minute and 30 seconds left.]

Transition into the next objective:

We've talked about what's on the cover of agriculture tabloids, we've explored these issues from different perspectives and understand that we all have some common concerns and shared values, but how do you shape a message around a complex agricultural issue? Well, do we have a tool for you....

Objective 2: Students will craft effective messaging for the most pressing issues in agriculture utilizing the message house template.



Support:	Putting the Puzzle Together – Students will be split into groups, given a blank message house page (no words). They will, by designated color, work as a group to find the pieces to their puzzle that have been hidden around the room. They will put their message house puzzle together. – 10 minutes
Point:	Easy Message Outlines – Developing a message about an issue doesn't have to be difficult, if you use the Message House. – 10 minutes
Application:	Mastering the Message House – Students will work in groups to take one of the prior issues discussed and diagram it into a message house to effectively convey information about that issue. – 5 minute application

SUPPORT:

Let's split up into new groups for this next activity. [Determine means to split up into 5-6 groups. Once they are split up, students will go on a scavenger hunt for the puzzle pieces to the Message House that you will have hidden around the room prior to the beginning of session.]

Okay, now that we have new groups, tune in for the next epic competition. We will be assembling a puzzle. [Place a post-it note under each table to assign the puzzle color each group is looking for in the scavenger hunt.] Pieces to your puzzle are scattered around the room. These pieces fit together to build a structure we're all familiar with. When your team has the puzzle completed, sit quietly rubbing your stomach and patting your head to indicate you are done and we will come around to check.

The first group to find all of the pieces and assemble their puzzle into the correct shape.....will win a fabulous prize – cough – candy. IT IS VERY IMPORTANT that your full group is quietly sitting to indicate you are done! So when the music starts, collect your color puzzle pieces, arrange them into the correct shape, rub your stomach and pat your head. Questions? Puzzle piece colors are under your table!

[Start music. Cut them off after the first group has correctly assembled the puzzle. Walk around the room watching how they put the puzzle together. The columns/pillars will be where the group might need some assistance. Work with the groups casually, as you walk around, asking questions that might help them get the pillars in the correct order. If it takes longer than 3 minutes, cut off the group and award the group that's the closest.]

[Announce the winners and hand out prizes. Ask the winning group to come to the front of the room and explain what they think they know about the Message House. Thank them when finished and then backfill information about the Message House.]

The Message House is a great tool for organizing our thoughts about a topic, especially when we already know a shared value or concern to focus on. Whether we are preparing a speech, having a conversation about a particular topic or trying to organize a marketing message, the Message House is a great way to get our thoughts in order.

Let's work through one Message House diagram together. [Use a simple topic like, "I need more data on my phone plan. I need to have a car to drive." Start off asking about shared values/concerns between the audiences – you and your parents/grandparents. Once you've worked through the Message House, ask some processing questions.]

Processing Questions:

- *What part of the diagram was easiest to fill in?*
- *Why do you think it's easier to start with the evidence, proof points or support?*

We will learn more in another session why it is always important to know what our Key Impact Point is and our Core messages are before we start presenting our proof points, but the key learning here is that people don't listen to facts until they trust the fact-giver....we have to relate to others first (with appropriate messaging in our key impact point and core messages) before we present a bunch of data or other arguments.

In fact, research has shown us that certain messages and words really register with consumers. Turn to page 40. The bolded words and phrases are some research-tested core messages that work with consumers! We've listed a few to help get things started.

Now, let's see if we can create a Message House for an agriculture issue we discussed earlier. [Reveal Message House flipchart.]

POINT:

Let's turn to page 39 of our Learn Books and cruise back to our example Food Accessibility issue.

First off, let's recall the three concerns we brainstormed for our three stakeholders. What is the common concern? [Audience response.] That shared value should go in our roof as the headline. It's the first thing we should lead with to build trust and forge constructive conversations.

Now for the pillars. What are three core messages, from a farmer's point of view, to support this headline?

[Audience response.] So we've lead with our shared value and used three core messages to support that value. So what evidence or support do we have for each of those core messages? [Audience response.]

Let's repeat this process with our table's issue. When the music starts, we'll have five minutes as a table to complete our own message house on the posters by our table using these questions:

- What is the headline I want to make about this topic based on common concerns/shared values?
- What core messages relate to my audience and support my headline?
- What key points or evidence do I have to support my headline and core messages?

Remember: We're thinking about this issue from the perspective of a farmer or someone involved closely with farming. What questions are there?

[Start music. Mingle around the room to ensure people are understanding the task and coming up with appropriate headlines, core messages and evidence. Give warnings with two minutes, one minute and 30 seconds left.]

Who will share their message house? [Solicit volunteers] Let's take notes on page 40 while _____ shares his/her group's ideas.

So, to recap: the Message House can be a great tool for putting your thoughts on paper in a format that is memorable. It will be tempting to start with the proof points and evidence that support your argument, but we should always start with shared values.

A message house will keep us on track to drive home our point or position.

APPLICATION:

Now that we've all had a chance to develop some Message Houses, let's pool our resources.

When the music starts, we'll jump out of our chairs, grab our learn books and copy down all of the messages houses around the room. We'll have just two songs to completely fill out pages 41 through 43. It's going to be fast and furious, but we got this! [Start music. Give students time checks when they should have two houses completed, four and take 30 seconds to wrap up and return to seats.]

Transition into the next objective:

We've talked about perspectives, message houses, and words that relate with what you might find on an Ag Tabloid. Now, it's time to REVIEW and think about how this relates to the work you do back home in your chapters.



Brainstorm, Review and Close: Students will brainstorm ways to inject agriculture issue education and message house messaging into their agriculture education classes, FFA chapters, schools and communities.

Turn to page 68 of your Learn Book. We'll take one song in complete silence to brainstorm at least three ways we can use the techniques, skills and ideas we learned about in the session back in our chapter.

- Think about ways to utilize the message house to help chapter members grow their SAEs, develop leadership skills or encourage healthy lifestyles.
- What ways can we use these techniques to help promote our chapter or recruit new

members?

- *How can we utilize them to promote agricultural awareness and citizenship in our great communities?*
- *Think about things your chapter already does and new ideas you could try.*

Take one song, brainstorm at least three ideas and jot them down on page 68! [Play music.]

Thanks for a great session jammed packed with competition, fun and great ideas! As a whirlwind review...

- *First we walked a mile in someone else's shoes to find common values. And we explored three different perspectives... [Audience responds]*
- *Then we built some message houses to help drive home our key points. What did we drop into the roof? The three pillars? The foundation? [Audience responds]*
- *Finally, we brainstormed ways to Add all these resources into our chapter Program of Activities. What were three ideas we came up with? [Audience responds]*

Hands in! [Demonstrate] Thanks for actively participating and getting the most out of this session. Your chapters, schools and communities will be better off because of your attention and dedication. On the count of three, we'll shout "VALUES FIRST, FACTS SECOND" then we'll head outside for a five minute break before our next session.

One. Two. VALUES FIRST, FACTS SECOND!!!

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Issues in Agriculture

Food Accessibility

Food accessibility in the United States and throughout the world is affected by issues like trade liberalization, income distribution and natural resources. USDA Economic Research Service (ERS) research shows that more than 800 million people are hungry in 67 lower income countries. Even though the number of people affected is expected to decline, the situation may become more severe in the poorer countries. The reasons for food insecurity are many. Noticeably absent from that list, however, is large-scale food scarcity. The growth rate in food production worldwide has surpassed the population growth rate, leading to increased food availability per person. Global trade liberalization is expected to expand market access for farmers who have the crops available to sell, and provide access for lower income countries.

Despite the nation's wealth and abundant agricultural resources, 13 percent of U.S. households were food insecure in 2015, and a smaller number experience hunger at times because they cannot afford enough food. Food-insecure households are defined as those that are uncertain of having, or unable to acquire, food sufficient to meet basic needs at some point during a year due to inadequate resources for food.

Government programs help in fighting food accessibility issues through government assistance, childcare assistance, incentives for grocery stores to locate in "food deserts," etc. Nonprofit groups, religious organizations and individual volunteers also contribute to the domestic food safety net that has reduced food insecurity. In the United States, the Feeding America program alone serves more than 46 million people at more than 60,000 food pantries across the country. Nongovernmental institutions also play a vital role in food recovery (the collection or recovery of wholesome food from farmers' fields, retail markets, or foodservice establishments). Recovered food is then distributed to low-income, food-insecure households.

Information partially derived from:

USDA:ERS Agriculture Information Bulletin No. (AIB-765) 1 pp, April 2001

USDA:ERS Agriculture Information Bulletin Number 765-7

Feeding America, www.feedingamerica.org

Walk a Mile in Someone Else's Shoes

Walk a mile in their shoes or view the issue from their vantage point.

Consumer Concerns:

-
-
-

Farmer Concerns:

-
-
-

Lawmaker
Concerns:

-
-
-

Once you've identified other groups' concerns, you can identify **common concerns**

After you have determined common concerns, you can proceed to find a **workable solution** to the issue.

Ag Tabloids: What's on
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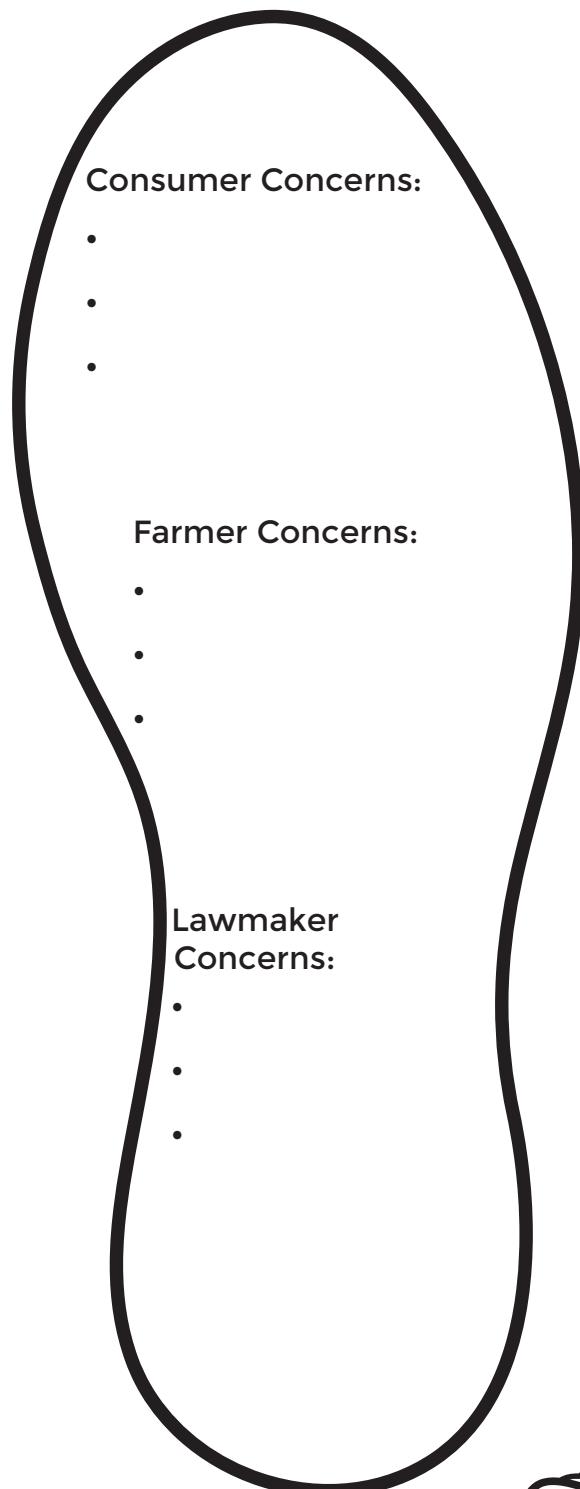
Issue: Food Accessibility



Michigan

Agriculture in the Classroom

www.miagclassroom.org



Walk a Mile in Someone Else's Shoes

Walk a mile in their shoes or view the issue from their vantage point.

Once you've identified other groups' concerns, you can identify **common concerns**

After you have determined common concerns, you can proceed to find a **workable solution** to the issue.



Issue: _____

Issues in Agriculture

Food Safety

American consumers deserve to have confidence their food is safe and the best science is used to ensure the most wholesome product possible is produced and offered. Numerous nationwide food recalls have increased consumer awareness and concern of food safety. At issue is whether the current food safety system has the resources, authority and structural organization to safeguard the health of American consumers against foodborne illness. Also at issue is whether federal food safety laws have kept pace with significant changes in food production, processing and marketing, such as new food sources, advances in production and distribution methods and the growing volume of imports. America's farmers and ranchers are committed to producing safe and affordable food for consumers in the U.S. and around the world. There are several reasons for their strong support for food safety. They have the same desire as other consumers to have a safe, abundant and affordable food supply. They also have an economic interest because the demand for their products is determined by consumer confidence.

[Source: American Farm Bureau Federation Issue Backgrounder]

GMOs

Biotechnology—the application of recombinant DNA science to engineer specific traits in plant varieties—is an important tool for farmers to improve yield and profitability by reducing the use of costly inputs, improving weed management and reducing tillage for better soil, water and air quality. Today, roughly 90 percent of corn, cotton and soybeans grown in the U.S. have been improved through biotechnology, and farmers are choosing biotech traits when growing other crops such as alfalfa, sugarbeets and canola.

Despite rapid adoption by farmers and a strong scientific consensus biotechnology does not pose health and environmental risks, regulatory burdens are slowing research and innovation of new biotech traits and are starting to reduce U.S. farmers' international competitive advantage. In addition, activist groups have repeatedly threatened new traits and use of the technology by blocking science-based regulatory decisions, filing lawsuits and advocating for labeling mandates.

It's important to understand almost all food we (or animals) eat contains DNA and proteins. The DNA and proteins found in food, GMO and non-GM, are released from the food and processed by the digestive system in our gastrointestinal tract. During digestion, GMO and non-GMO DNA is broken down into the four nucleotides that make up all DNA and/or into small nucleotide fragments. Similarly, proteins, again GMO and non-GM, are broken down into one or a few of the 21 amino acids that exist in nature. Many, many studies have been conducted on the potential for GMO DNA or proteins to be transferred into animal tissues. No intact or immunologically reactive protein or DNA has been detected in animal tissue.

[Source: American Farm Bureau Federation Issue Backgrounder & GMO Answers]

http://www.cengage.com/document_center/download/GMO-Issues-Brief-4-9-FINAL.pdf

Issues in Agriculture

Water & Agriculture

Water quality is a moving target, depending on the water's intended or designated uses. For a water quality problem to exist, the water must be impaired for one or more uses, such as drinking water supply, fishing, recreation, wildlife habitat, livestock or irrigation. Water quality problems may be localized—such as a fish kill in a pond. Or they may be regional, national or international in scope. Water quality impairment in Lake Erie, for example, affects recreation, drinking water, commercial fishing and other uses in both the United States and Canada. Farmers, consumers and industry all use and have the potential to affect the quality of water, so they have shared concerns.

Water quantity (availability) is also an area of potential conflict between consumers, farmers and industry. We all know we are not getting any more water, and we need to take care of this shared resource. Michigan has very specific laws pertaining to “riparian” rights to water and a Water Use Assessment tool for new and expanding uses in agriculture.

The issue in both water quality and quantity often comes down to the question: what is the appropriate amount of regulation? Farmers and industry will typically have more regulatory burden in water quality and quantity issues than consumers do; often activist groups will say there isn't enough regulation to assure water quality is safe and water isn't being overused by large users. At the same time, farmers and industry will attest that if you create too much regulation, it only takes away private property rights, drives consolidation or impairs economic activity.

[Information partially derived from USDA-NRCS]

http://www.nrcs.usda.gov/wps/portal/nrcs/detailfull/null/?cid=nrcs143_010881

Environment

Environmental issues surrounding agriculture include things like air quality and water quality but also general quality of life. The tentacles of environmental concerns can encompass such things as how deceased livestock handled. Are they buried, landfilled, composted, etc.? Environmental concerns surface in everyday things that happen on farms, whether it is application of fertilizers or crop protection tools for growing crops or the application of livestock manure. In general, farms and agriculture rely on and interact daily with the environment and nature. Consumers share the same resources that are important for farming, so they have concerns about water, air and land resources and the near and long-term impacts of its use. Each of these areas of potential environmental impact could have a separate issue summary, but for purposes of this activity it is important to note that farmers are consistently looking for ways to operate their farms more sustainably, using less water and land to do so. Consumers just want to know that the environment is safe. Lawmakers try to strike a balance of perspectives to come up with regulations that are socially acceptable.

Issues in Agriculture

Labor – Jobs

Farmers and ranchers have long experienced difficulty in obtaining workers who are willing and able to work on farms and in fields. Jobs in agriculture are physically demanding, conducted in all seasons and often require moving from location to location. To most U.S. residents seeking employment, these conditions are not attractive. A number of studies document this fact, and farm worker representatives also acknowledged this in recent congressional testimony. Yet, for many prospective workers from other countries, these jobs present real economic opportunities.

In times of labor shortages, farmers have relied on these foreign workers, who are admitted under a government-sponsored temporary worker program known as H-2A or who appear to have legal status to be working in the United States. The demand for foreign workers is heightened due to not only a lack of a domestic workforce, but also the reverse migration of workers from the U.S. to Mexico, historic levels of immigration enforcement and bipartisan congressional commitment to a credible work authorization system through mandatory E-Verify. Those factors, combined with an increasingly rigid and burdensome H-2A program, demonstrate the need for a new approach.

[American Farm Bureau Issue Backgrounder]

Animal Well-Being & Antibiotics

Bacterial resistance to certain antibiotics poses a serious public health threat and prompts wide concern for human health. While all users of antimicrobials contribute to risk for resistance, antibiotic use in animals has not currently been scientifically linked to increases in human antibiotic resistance.

Agriculture has a primary interest in ensuring all animal health products continue to be safe and effective. In order to raise healthy animals, farmers and ranchers need tools to keep animals healthy—including antibiotics or antimicrobials that have been approved by the Food and Drug Administration (FDA). Farmers also have to be judicious about antibiotic withdrawl times when sending animals/products to market. Eliminating access to these important tools will jeopardize animal health and compromise their ability to raise and produce a healthy and safe product.

At the same time, scrutiny about antibiotic use is also taking place in the human health care system. Health care professionals are consistently being advised to be extra judicious with the use of antibiotics to treat common human ailments. Patients are also receiving additional consultation on finishing prescriptions, etc. The question becomes how much does antibiotic use need to be regulated?

[Partially derived from American Farm Bureau Issue Backgrounder]

Considering Common Concerns

Food Accessibility Common Concerns

-
-
-

Food Safety Common Concerns

-
-
-

GMO Common Concerns

-
-
-

Water & Agriculture Common Concerns

-
-
-

Considering Common Concerns

Environment Common Concerns

-
-
-

Labor-Jobs Common Concerns

-
-
-

Animal Well-Being & Antibiotics Common Concerns

-
-
-

Message House

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Headline or Lead

Headline about this topic based on common concerns/shared value.

Core message #1
Relates to audience and supports headline

Core message #2
Relates to audience and supports headline

Core message #3
Relates to audience and supports headline

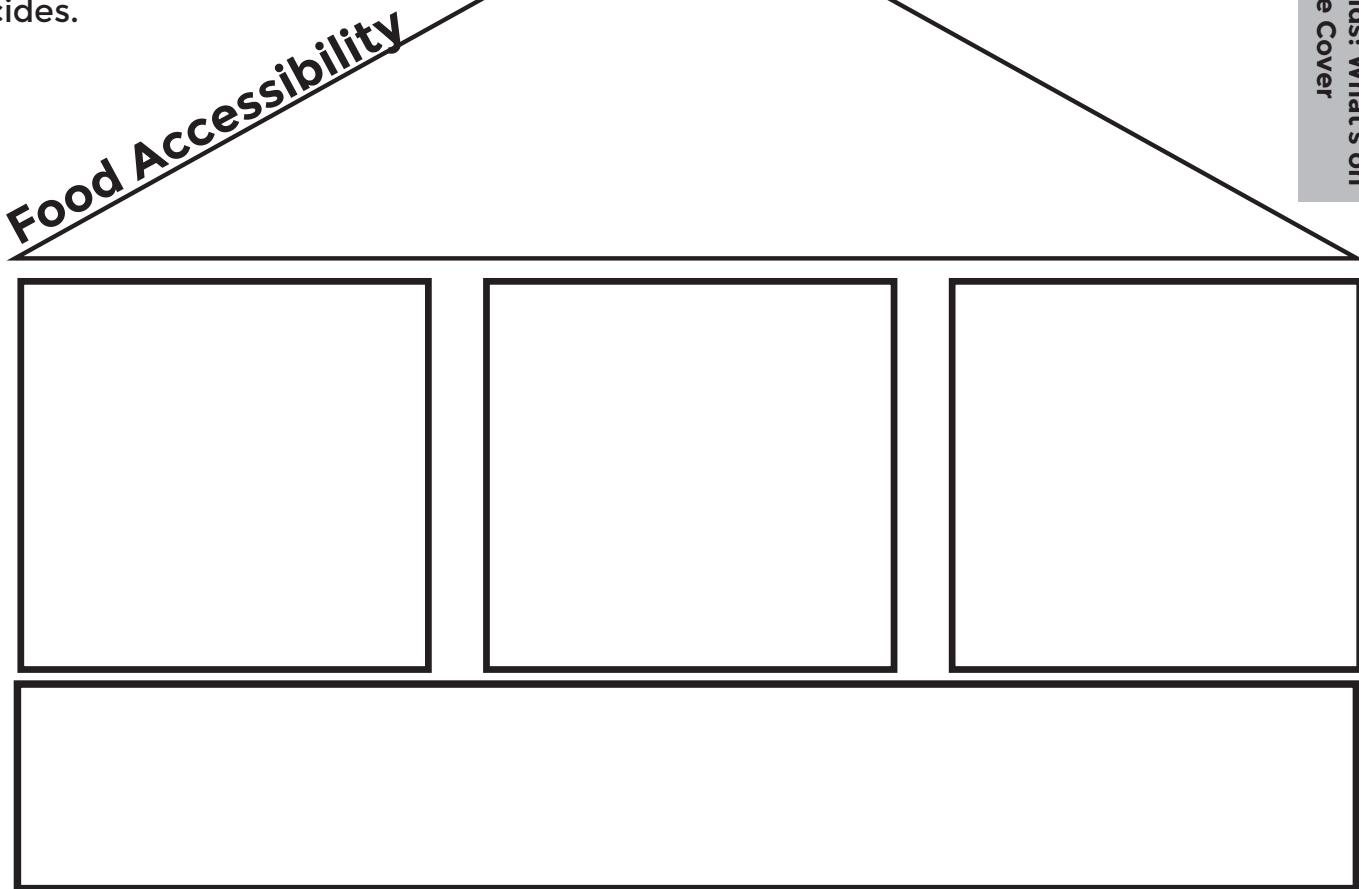
Evidence, proof points, support

Key points or evidence that support headline and core messages

Tested Consumer Lingo

- Technology helps to have a BETTER HARVEST
- Food access is important to have a BALANCED MEAL
- Crop protection methods are used to OVERCOME THE THREATS OF MOTHER NATURE
- Technology, water access, GMOs, etc. help to ensure a STEADY HARVEST AND ACCESSIBLE FOOD SUPPLY
- Farmers use _____ to have BETTER HARVESTS while using WATER AND LAND MORE SUSTAINABLY.
- USE FEWER NATURAL RESOURCES with drought resistance crops.
- USE WATER MORE EFFICIENTLY with drought resistant crops or possibly irrigation.
- PROTECTING THE SOIL by using less tillage (minimum till, no-till), fewer pesticides.
- Reducing our environmental footprint today by _____
- NUTRITIOUS, HIGH QUALITY vs. healthy
- BETTER HARVEST vs. higher yield
- REDUCING THE COST OF A BALANCED MEAL vs. affordable
- Antibiotics are used to HELP ANIMALS OVERCOME ILLNESS AND LIVE HEALTHIER LIVES.
- Farmers care for their animals by providing a NUTRITIOUS DIET, GOOD MEDICAL CARE AND HEALTHY LIVING CONDITIONS.
- Farmers work closely with VETERINARIANS AND NUTRITIONISTS TO KEEP THEIR COWS HEALTHY AND COMFORTABLE.

My Message House



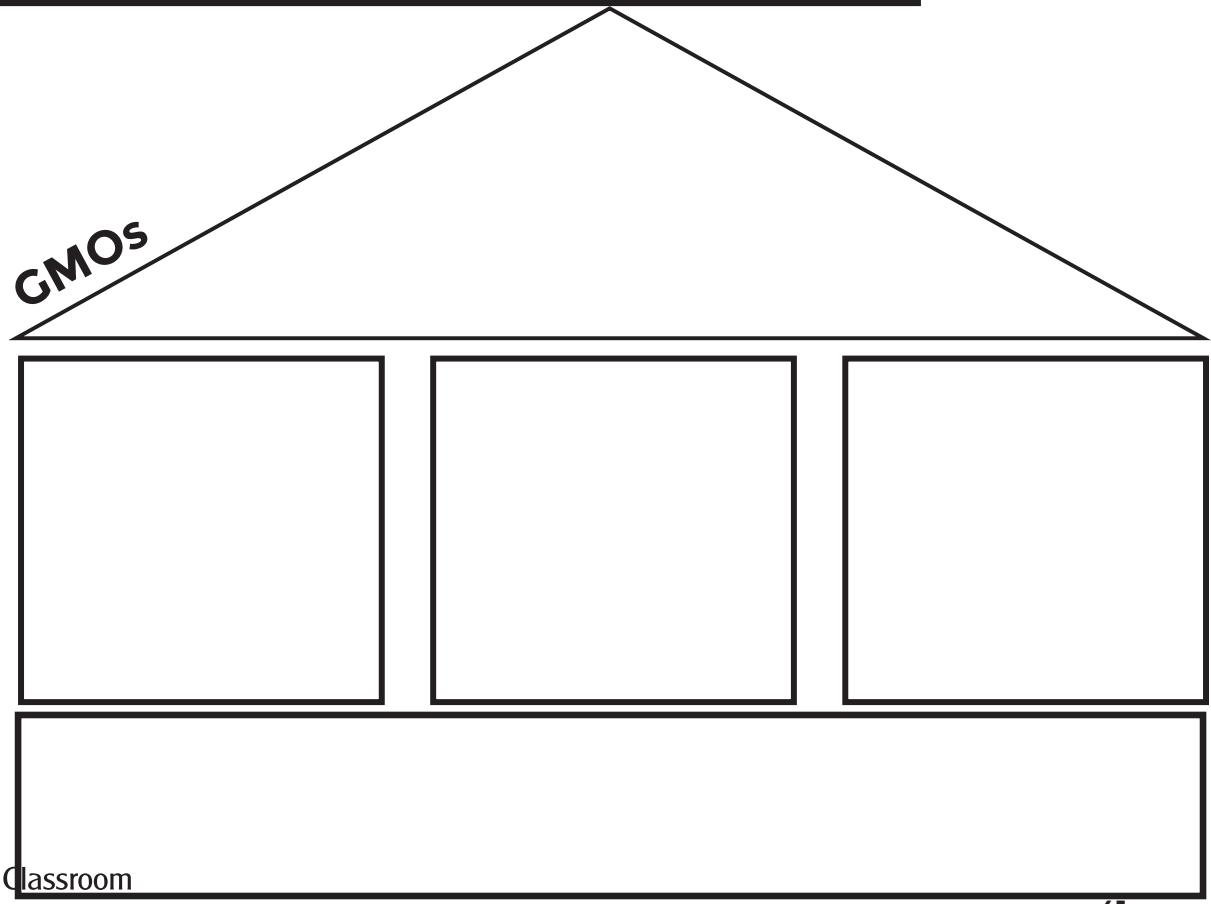
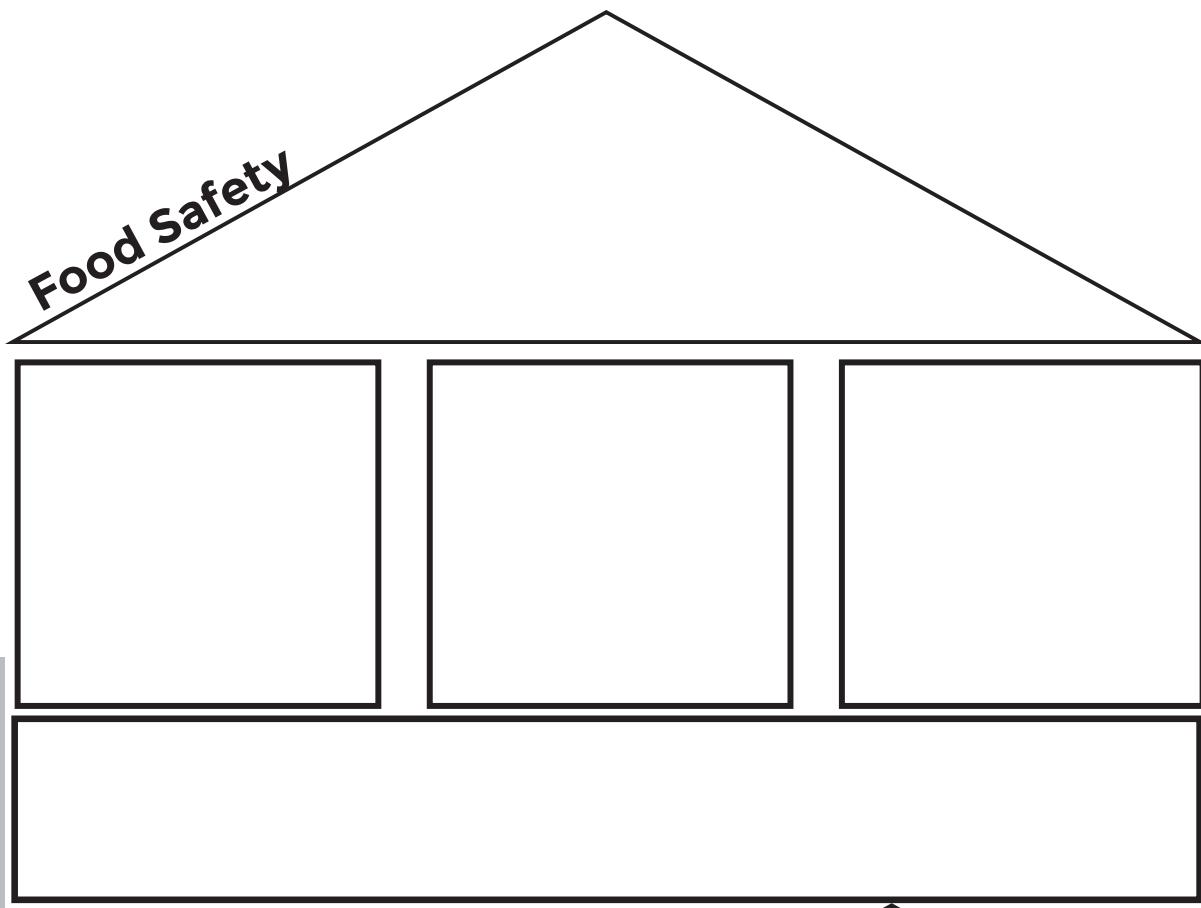
Michigan

Agriculture in the Classroom

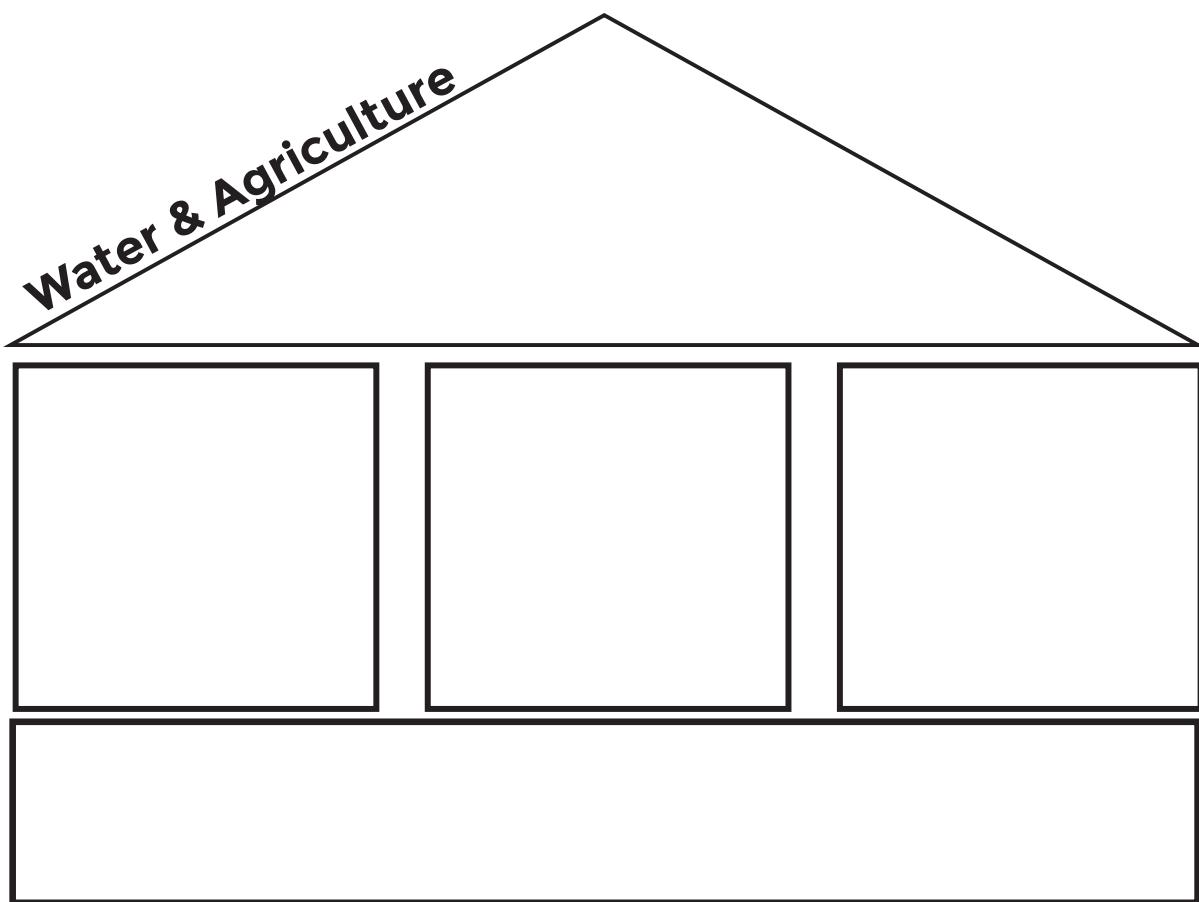
www.miagclassroom.org

My Message House

Ag Tabloids: What's on
the Cover

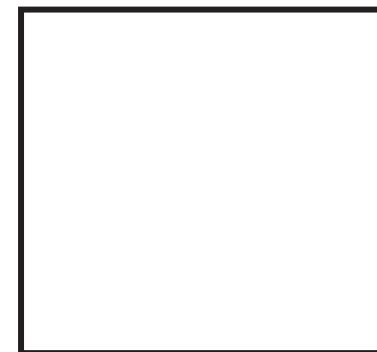


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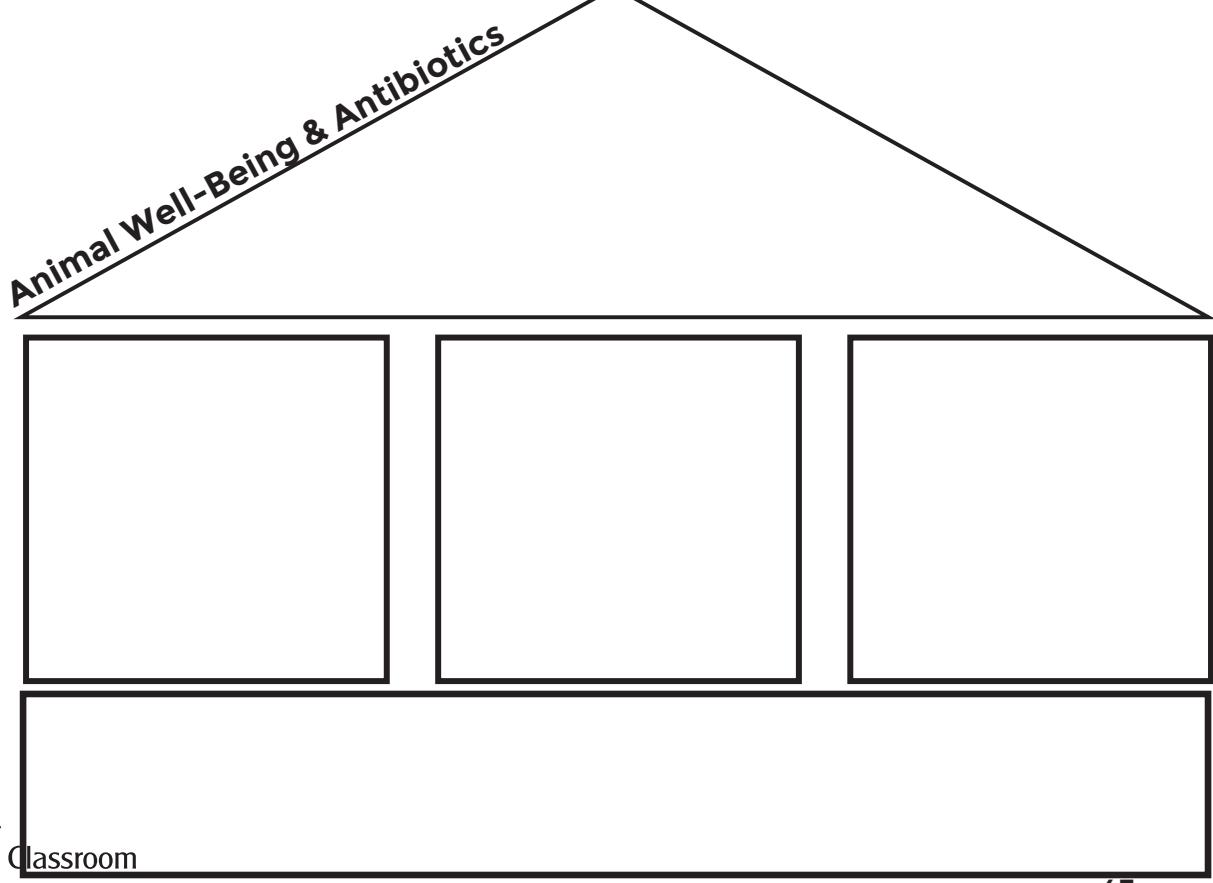
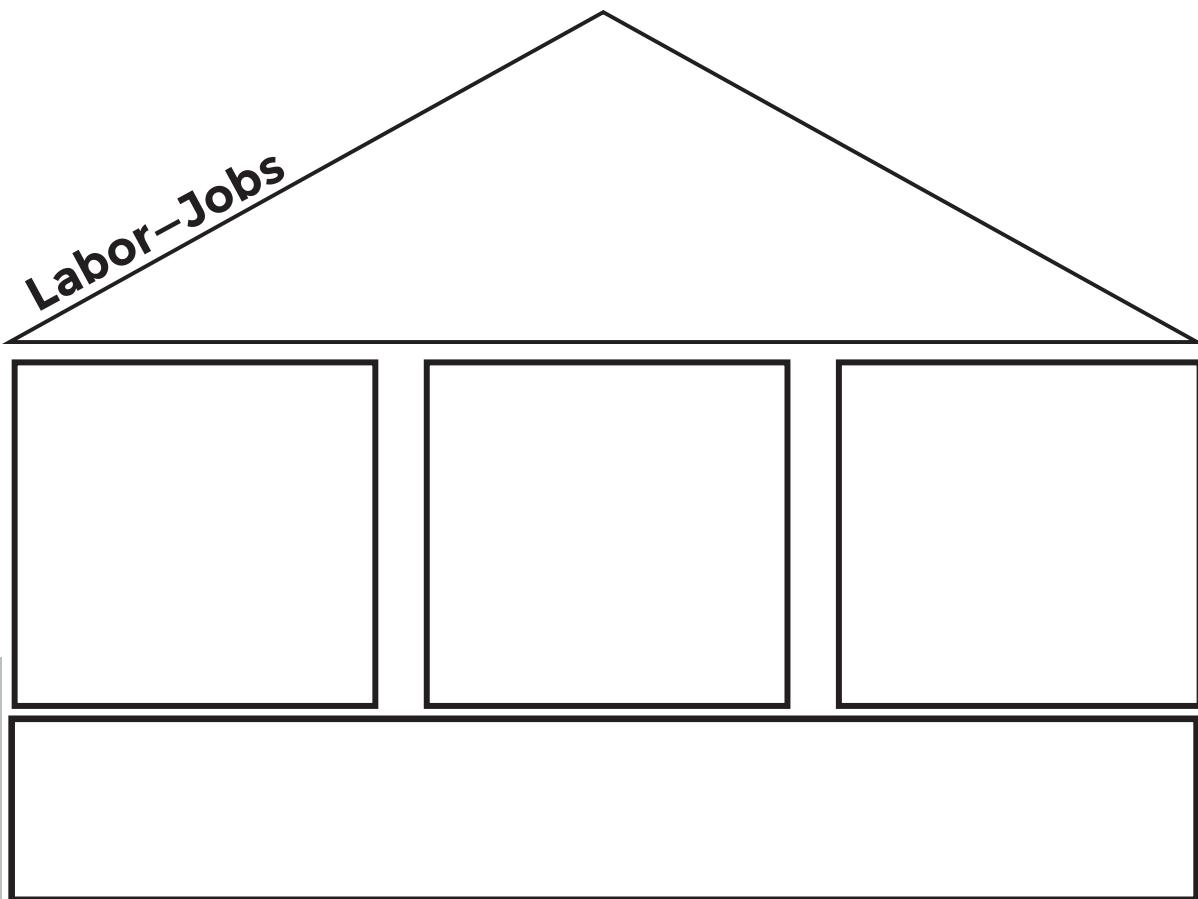
Environment

Ag Tabloids: What's on
the Cover



My Message House

Ag Tabloids: What's on
the Cover



Reflection and Application

Ag Tabloids: What's on the Cover?

What was my number one take away from this session?

How can my chapter utilize this information to further develop our Program of Activities:

- To help develop students' leadership skills, personal growth or career success?

- To help enhance our chapter events, activities or outreach?

- To help give back, educate and connect with our community?
