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| Educating the Public with an Open Gate |
| Heather Young |
| Master of ScienceAgricultural Education & CommunicationUniversity of Florida2019 |

**Instructional Program Plan**

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|  **Educating the Public with an Open Gate** 2019 |

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**Program Mission**

To better the public’s understanding and appreciation of animal agriculture, dairy specifically, by opening farm gates and barn doors and welcoming the public onto our farms, to strengthen our relationships and improve our dialogue with the public.

**Program Values**

The Educating the Public with an Open Gate Program values…

* The trust and confidence the consumer has in the food and fiber the dairy industry produces.
* The blood, sweat, and tears that dairy farmers and their families put into their businesses each and every day.

**Program Learning Principles**

1. No farm or farmer is exactly like another; therefore, we all have something we can learn from each other. Learn from each other.
2. You are here because you want to be here. Let’s put that desire to learn and improve upon ourselves to good use and creativity.

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| **Program Transfer Goals**1. Take the communication and presentation skills learned throughout this program and create an education plan, specifically tailored to your farm.
2. To have a better understanding of why it is important to take the time to educate the public ourselves and provide them with the information they desire from the source.
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**Instructor**

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| Heather YoungArea Supervisor for Dairy Farmers of AmericaDannemora, NY315-243-7903heather.young@ufl.eduOffice Hours: By Appointment |  |

**Time and Location**

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| Tuesday evenings at 5pmLocation: Clinton County Cooperative Extension meeting room; we will plan out the location schedule at the first meeting, as we will be meeting at different farms throughout the course. |  |

**Course/Workshop Description**

The US population is nearly 330,000,000 people; farmers making up less than one percent of that population. One farmer feeds approximately 155 people. You have probably heard the saying, ‘a picture is worth a thousand words’, well let’s make that one picture tell 155 people the story we want them to hear, OUR story, the REAL story. Educating the Public with an Open Gate is a program designed to help farmers layout, design, or plan their communication strategy for their own farms, while keeping an open mind (“open gate”).

We will work together to come up with creative and innovative ways to tell the public what it is that farmers do every day. We will cover the life stages of a calf up to a mature cow, how crops are planted and harvested, how the soil is prepared for those crops, different housing styles and what is unique with each one, nutrition and general care of the dairy cattle, and more.

Heather Young is an Area Supervisor and Field Representative for Dairy Farmers of America, Inc., she has been with them for 9 years, and has over 20 years of dairy industry and dairy promotion experience. She will present various communication strategies as well as provide a few examples of Open Gate plans

**Course/Workshop Understandings**

 *Learners will understand that:*

1. There is more than one way to get a right answer and more than one way to do something. We need to be understanding, respectful, and open to everyone’s thoughts and opinions, within the farming community and outside of it.
2. We are around animals and the farms every day, we may not notice everything that happens or why things happen. We need to step back from the farm and look down the driveway as if we were a random person passing by and ask ourselves, ‘what would a person think of a farm if they saw *this*?’, or to a more extreme level, ‘would I drink milk after visiting this farm?’. These are tough thoughts and questions to consider and handle, but they are very important ones when it comes to trust and understanding.

**Course/Workshop Essential Questions & Objectives**

1. What problem-solving or communication strategies can you use to manage conflict or disagreement?

**Objective 1:** Discover how to decide on which form of communication to use and understand how body language can help or hinder different situations.

1. How does an individual’s point of view affect the way they deal with conflict?

**Objective 2:** Work to understand where and how people form a point of view and how that may differ from what you see from your point of view.

**Required Texts and/or Materials**

There will be 3-ring binders provided for the program with templates, note paper, and examples.

You will need to bring your cellphone or digital camera each meeting, if you have a laptop bring that as well. If you do not have access to a laptop be sure to plan with me so I can get one for you before the end of the program.

At the end of the program you will need to email your completed plan to me if you would like it printed off, so access to email is occasionally required.

I will provide disposable boots for farm visits.

You will be responsible for your own transportation. You are more than welcome to make car pool arrangements with others in the class, if desired.

**DESCRIPTION OF CORNERSTONE TASKS**

**Create your farm’s open gate plan**

This is a plan that can be modified or expanded upon as time progresses and situations occur. There is no right or wrong plan, as there is no farm exactly like another farm.

Create a plan that helps promote the dairy industry and what you do on your farm every day to care for the animals, employees/family members, and the environment.

Walk through how a calf is born, how they are cared for, and the stages they go through to become a mature cow.

Discuss what is done when there is an animal that needs care, remember these are the tough questions and situations that seem to get the most attention, address them honestly and truthfully with plenty of reasoning and explanation to back up your reasons for doing what you do.

Explain the steps and processes that are used for routine care of the cow (i.e. hoof trimming, pregnancy check, herd health check, breeding, dehorning) and provide resources and details on why these practices are used.

Don’t forget about ration balancing, crop production and harvest, and field management.

Feel free to add or modify sections as they apply to your dairy. Don’t forget to use diagrams and photos, they really help tell the story!

**Participate in an educational event related to dairy or agriculture**

Host an open barn event on your dairy or join up with a neighboring farm. Include your vet, nutritionist, agronomist, milk cooperative representative, or any other industry representatives to help guide visitors around your farm.

Set up a display booth or poster boards at the county fair to explain how milk gets from the cow to the store. Try to get out of your comfort zone, try to connect to a different crowd (think outside of the agricultural community) because that is the population we need to reach and share our story with.

These are just two examples, feel free to get creative.

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| **Course Cornerstone Tasks and Grading** |
| **Cornerstone Task/Assignment** | **Transfer Goal** | **Objective** | **Due Date** | **Points** |
| Create your farm’s open gate plan. | Create Communication Plan | Work through the stages of creating a complete communication/education plan. | End of program | N/A |
| Participate in an educational event related to dairy or agriculture. | Educational Event | Realize the impact education has on impressions and opinion formation. | End of program | N/A |

**Grading / Assessment**

There will not be a numerical grade or points assigned for this program; however, there will be short quizzes following a unit to ensure that key factors of unit were understood.

Assessment will be based on skills developed throughout the duration of the program, understanding of how points of view, personal beliefs, and knowledge of industry can all plan a major role in the opinions formed by the public.

Most will be coming into this program with no plan or limited ideas for one. By the end of the program you should have a plan detailed enough to use for your own activity.

**Other Information**

 Remember the name of the course – Educating the Public with an Open Gate. The point of the course is to look at our farms with an open mind, not the mind of a farmer that sees the same things day in and day out. We need to approach each situation with an open and unbiased mind and start at the wide angle and work our way back to the close-up.

**Instructional Design Matrix**

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| --- | --- |
| School/Agency: Dairy Farmers of America, Inc.Program Title: Educating the Public with an Open GateProgram Transfer Goals:*Learners will independently use their learning to:*1. Take the communication and presentation skills learned throughout this program and create an education plan, specifically tailored to their farm.
2. Have a better understanding of why it is important to take the time to educate the public themselves and provide them with the information they desire from the source.
 | Program Mission: To better the public’s understanding and appreciation of animal agriculture, dairy specifically, by opening farm gates and barn doors and welcoming the public onto our farms, to strengthen our relationships and improve our dialogue with the public. |

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| --- | --- |
| Course/Workshop Title: What Did You Do Today? ­ | Course/Workshop Understandings:*Learners will understand that:*1. You are here because you want to be here. Let’s put that desire to learn and improve upon ourselves to good use and creativity.
2. No farm or farmer is exactly like another; therefore, we all have something we can gain. Work together and learn from each other.
3. We might come at things or handle things differently, but we need to be consistent in our end goal.
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| **Unit Plan** |
| **Curriculum** | **Lesson Objectives** | **Assessment** | **Instruction** |
| **Unit Title** | **Unit Length** | **Standard &/or Benchmark** | **Unit Essential Questions** | **Content**:*Learners will know…* | **Skill**:*Learners will be skilled at…* | **Evidence Collected***Learners will demonstrate knowledge/skill by…* | **Learning Activities/Events***(Teaching/Learning Strategies)* |
| Newborn Care | 1 meeting5pm-7pmLocation: Farm | - Know how much colostrum is given to newborn- Why calves are separated from their dams | - Why are baby calves such a hot button topic in most conversations?- Is there a right or wrong way to separate a cow and calf? | - Multiple ways for moving and handling newborns- Different forms of feeding- Reason behind tagging ears | - Converting the ‘farmer’ terms into lay person terms to explain separation, housing, and feeding, etc.- Confidently answering questions and how to handle difficult questions-Demonstrating care and handling of a calf | - Writing up a dialogue for a farm visit with an elementary aged student and their mother asking about a baby calf, I will have questions for you (learner) to answer. | - Conduct a high-level review of how learning is more effective when information is put into familiar terms for learner and connections can be made with the care of their own children.  |
| Feeding / Nutrition | 1 meeting5pm-7pmLocation: Farm | - Know how much water a cow drinks in a day- Know how much feed a cow eats on average/day | - Why are there so many kinds of feed/rations being fed?- How does road side littering effect a cow? | - The names of the 4 compartments in the cow’s stomach- Why some farms give their heifers magnets- What makes up a ration/TMR- What tin soda cans on the road side can/will do to a cow if it is mowed up with the grass and is eaten by the cow | - Explaining how a nutritionist balances out a cow’s diet to help keep the healthy and growing- Answering questions related to feed and feed storage | - Teaming up with another learner and role playing a city visitor stopping by a farm on their way home from vacation and answering their questions about feeding. | - Connect what the dairy nutritionist does for the cows with what the nutritionist does in a doctor’s office- Explain how people using their sense of smell, touch, even taste can help with learning and understanding |
| Milking | 1 meeting5pm-7pmLocation: Farm | - How much milk an average cow gives daily- How many times a day a cow can be milked | - Is there a science or art to milking cows? | - How to explain all methods of milking (robotic to dumping station) and costs of equipment- How to explain milking procedures and why each step has its purpose  | - Demonstrating a milking- Explaining how a cow enjoys being milked (using robots and frequencies for an example) | - Explaining the milking process and reasoning to a family intensely watching you milk a cow at the local county fair. | - Help make sense of misconceptions regarding the milking of cows/harvesting milk/stealing milk-Formulate well thought out responses to anti-dairy protestors-Discuss milk quality and legal limits for Grade A milk  |
| Herd Health | 1 meeting5pm-7pmLocation: Farm | - How often a typical cow gets seen by the vet- Average cost of a case of mastitis | - Are cows just tools? | - What are the common illnesses/health problems cows can have or get- How farmers treat illnesses responsibly  | - Explaining uses of antibiotics- Explaining what pregnancy checks, dry off checks, heat/breeding cycles are | - Writing up their response/speech that would be given on a farm tour when a question is asked about how the cows are cared for and what is done for them when they are sick. | - Continue emphasizing need for consistency in end of conversations – we want the cows to be healthy!- Have a farm vet come in and help with possible answers for tough questions or how to term procedures correctly- Discuss FARM program |
| Crops / Field work / Manure Management  | 1 meeting5pm-7pmLocation: Farm | - How many acres it takes to feed an average herd- How many miles does the average farm have to travel for crops | - Are farmers stewards of the land? | - Methods farmers are using to work ground safely and efficiently - Various pieces of equipment used for ground work, spreading, planting/seeding, harvesting- Main crops being grown for dairy feed purposes | - Explaining methods/practices of crop production and harvest- Explaining forms of feed storage and why certain feeds are stored certain ways | - It’s spring time and you’re your manure pit is ready to be spread. Create a newsletter that can be mailed or emailed to neighbors/addresses within 10-20 miles of your farm and explain that you will be spreading manure, why it is important for the crops and soil, when it will be done, general farm safety and road safety regarding farm equipment | - Help make connections from farm crops to garden crops, ensiling forages compared to canning/preserving - Provide necessary science/chemistry basics to help in explanation of manure benefits- Focus on rational information |
| Milk as a Nutrient | 1 meeting5pm-7pmLocation: Farm | - Know 9 essential vitamins & minerals in milk | - Is milk just milk? | - Know how to explain where milk comes from - What can be classified as milk- Know difference between organic/conventional/A2A2/grass-fed milk- Know how to explain rBST free labeling and its misconceptions  | - Answering questions in a polite and respectful manner- Providing honest and ‘intelligent’ information regarding where milk comes from | - Recently an anti-dairy protest video was released about how milk is bad for you and shouldn’t be consumed, write up a well thought out response to provide a friend you bumped into at the local supermarket, who seems very concerned over what they just saw.  | - Focus on factual, rational, conceptual information - Go over all the steps of testing which ensures milk is antibiotic free |
| Using Social Media | 1 meeting5pm-7pmLocation: Cooperative Extension Meeting Room | - Understand the impact social media can have on the industry (for better or worse) | - Is a picture still worth a thousand words or is it more? | - How long it takes for a social media post to get across the country | - Posting on social media sites- Create or maintain a farm page- Effective photography/videography  | - Creating well thought out and educational social media posts/blogs- Sharing photos to help strengthen the viewers’ understanding and knowledge of the process being conducted | - Establishing a posting plan focusing on a different area of the farm throughout the week (see bottom of table for examples)  |
| Putting it all together  | 1 meeting5pm-7pmLocation: Cooperative Extension Meeting Room | -Completed plan by end of meeting | - What did I learn from the program? | - How to present their farm or a specific area of their operation to the non-dairy public | - Communicating effectively - Interpreting and understanding where most commonly asked questions come from and how to answer them accurately and completely | - Complete communication plan should be put together and ready for review and any further or specific suggestions  | - Assist in formatting written documents - Technology assistance for uploading photos, videos, data, graphs, visuals, etc. |
| **Curriculum** | **Lesson Objectives** | **Assessment** | **Instruction** |
| **Unit Title** | **Unit Length** | **Standard &/or Benchmark** | **Unit Essential Questions** | **Content**:*Learners will know…* | **Skill**:*Learners will be skilled at…* | **Evidence Collected***Learners will demonstrate knowledge/skill by…* | **Learning Activities/Events***(Teaching/Learning Strategies)* |

-*Milking Mondays* – focus on milking routines in all different milking setups, nutritional benefits of milk

-*TMR Tuesdays* – look at different ingredients and crops that are used to formulate the cows’ ration, how feeds are grown/used, what goes into balancing rations for different cow groups

-*Water Wednesdays* – discuss water usage and conservation on dairy farms, water as part of the daily nutrition for calves/cows

-*Trendy Thursdays* – what farmers are doing to improve their efficiencies, improve technologies, basically anything they are doing to adapt to the changing times and technology, showing the public that dairy industry is modernizing

-*Fresh Fridays* – focus on maternity pens/calving areas, baby calf housing and care

-*Satisfying Saturdays* – get interview quotes, clips, statements from farmers (local &/or abroad) showing/stating why they feel what they do is important and what makes them feel satisfied at the end of the day

-*Sunday Spotlight* – highlight an employee on the farm, a family member, or a neighboring farmer each week, give brief history of their farm, how the family works together on the farm, some photos of the farm, family, employees working together

I chose to plan this unit out like I did because this is an adult program with active, current dairy producers. There is not a lot of actual/formal teaching of techniques or standards happening at these meetings; instead they are focused more on taking what farmers do every day and making it understandable to the non-dairy public. Farmers have busy schedules, so we meet for 2 hours once a week, times may change due to season or availability. Keeping in mind that these meetings are helping the farmers fill in their communication plan for their own dairy farms, I am helping to provide them with ideas, suggestions, activities for their plans. A large part of their plan will be done on their own time or at the end of meetings if time allows, until the final unit where we work on putting everything together. I organized the units in a way that makes the most sense on the dairy, having a calf born, feeding and raising her into a milk cow, milking her, taking care of her, producing feed for her, and then wrapping it up by talking about the wholesome and nutritious product she produces.

**Instructional Assessment Guide**

Assessment Plan:

There will not be a numerical grade or points assigned for this program; however, there will be short quizzes following a unit to ensure that key factors of unit were understood.

Assessment will be based on skills developed throughout the duration of the program, understanding of how points of view, personal beliefs, and knowledge of industry can all plan a major role in the opinions formed by the public.

Most will be coming into this program with no plan or limited ideas for one. By the end of the program you should have a plan detailed enough to use for your own activity.

Table of Specifications:

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| Objective | Where/How Assessed |
| EQ1. How does an individual’s point of view affect the way they deal with conflict?Objective 1: Work to understand where and how people form a point of view and how that may differ from what you see from your point of view.  | Create your farm’s open gate plan. |
| EQ2. What problem-solving or communication strategies can you use to manage conflict or disagreement?Objective 2: Discover how to decide on which form of communication to use and understand how body language can help or hinder different situations.  | Participate in an educational event related to dairy or agriculture. |

Unit/Module Worksheet & Quiz:

There will be a worksheet outlining the essential questions/topics and discussion points for each unit. There will also be an activity for each unit to help exercise/practice skills learned and discussed. There will be a quiz at the end of each unit to verify that the crucial information was transferred from presenter to learner.

*Newborn Care Unit*

Worksheet

Essential Question/Focus:

* Why are baby calves such a hot button topic in most activist conversations/protests?

Discussion points:

* Amount of colostrum that should be given to newborn calves.
* Reason for calves being separated from their dams.
* Forms of calf movement and handling techniques.
* Forms of milk feeding for newborns.
* Reasoning for identification/tagging.

Activity:

* List things that you would think of happening within the first two months of life for both a calf and a human baby in the top two circles. You can also add in the roles of the mother in both cases if you would like.
* Rewrite/explain similarities between the two babies.
* For example: what do they eat/drink, how are they cared for, housing, babysitting, etc.

**Newborn human baby (birth to 2 months old) Calf (birth to 2 months old)**

- Both closely observed after birth

- Both provided with specific forms of identification

- Daycare/group housing similarity

- Post-fresh cow care/Maternity leave

- Stay in hospital for observation & care

- Identification bracelets/bands placed on mom and baby

- Mom is home on maternity leave

- Baby introduced to daycare around 2 months old

 - Given ear tag to properly identify calf with dam

- Housed in individual pens until weaned

- Introduced to group housing after weaning

*Newborn Care Unit*

Quiz

Assessment: Highest possible score is 6, correct answers have an \* following option in multiple choice questions, quiz will be given at the end of the meeting

1. How much colostrum should be given to a newborn calf?
	1. 10% of their body weight \*
	2. 50% of their body weight
	3. 2% of their body weight
	4. As much as they will drink
2. Why are calves separated from their mothers at birth?
	1. Safety and health \*
	2. More milk to sell
	3. Calves should nurse off an already lactating cow
	4. None of the above
3. Name two ways of appropriately moving a newborn calf. &
	1. Carrying, walking, putting calf in a properly designed cart \*
4. If you are tube feeding a calf, you are doing what?
	1. Inserting a tube/hose down the throat and esophagus about 16 inches and emptying/feeding contents of the bag into the calf’s abomasum \*
	2. Inserting a tube/hose down the throat and esophagus about 16 inches and emptying/feeding contents of the bag into the calf’s rumen.
	3. Inserting a tube/hose down the throat and esophagus about 16 inches and emptying/feeding contents of the bag into the calf’s reticulum
	4. Inserting a tube/hose down the throat and esophagus about 16 inches and emptying/feeding contents of the bag into the calf’s omasum
5. Explain why farmers put a name or number tag in a calf’s ear.
	1. Main purposes are for identification and record keeping, traceability when marketed \*
6. Explain your thoughts as to why newborn calves seem to be the ‘hot topic’ in conversations regarding animal care.
	1. People think of calves as if they were human babies and cows as human mothers. They believe that the cow and the calf need to be with each other to bond. There are cows that just don’t have the maternal instinct to care for her calf and would rather lay on them or step on them instead of guard or care for them. There could also be other cows in the maternity pen with her that don’t want the calf around them and they will either fight with the mother or harm the calf. Most often when you see animal rights videos they show the cow bellowing for her calf or you see a calf being drug through the mud, manure, or dirt. Neither of these options provide a very positive or explanatory picture of why the animals are separated.

*Feeding/ Nutrition Unit*

Worksheet

Essential Question/Focus:

* Reason for various types of feed/rations being fed.
* Road side littering and its effect on cows.

Discussion points:

* Water consumption
* Feed consumption
* Compartments of stomach
* Magnets and their purpose
* Ration/TMR

Activity:

* Compare dairy nutritionist to dietician

**Dairy Nutritionist Dietician**

- Provides recommendations for a balanced diet

- Analyzing diet for maximum performance

- Overall health is top priority

- Balances diet for essential vitamins & minerals

- Balances diet for growth, maintenance, and reproduction

- Develops feed programs

- Monitors body condition of cows

- Maximize production while maintaining overall herd health

 - Makes recommendations/suggestions for consuming a balanced diet

- Evaluates nutritional needs

- Provides nutritional counseling and advice

- Creates nutrition treatment plan

- Educates the public on nutrition issues

- Researches effects of nutrition on health and fitness

*Feeding/ Nutrition Unit*

Quiz

Assessment: Highest possible score is 8, correct answers have an \* following option in multiple choice questions, quiz will be given at the end of the meeting

1. How much water does an average mature Holstein cow drink in a day?
	1. 30-50 gallons \*
	2. 70-100 gallons
	3. 20-40 gallons
	4. 100 gallons
2. How much feed does an average mature Holstein cow eat in a day, while lactating?
	1. 100 pounds \*
	2. 1,000 pounds
	3. 50 pounds
	4. 400 pounds
3. Explain the difference in what calves and heifers are fed compared to lactating cows. Name some of the different plants or products used.
	1. Heifers and calves are usually fed a more hay or haylage based diet, while lactating cows have higher energy ingredients (like grain corn or corn silage) to help meet lactating ration requirements.
4. T/F: A magnet will prevent a piece of aluminum soda can from passing through the stomachs.
	1. False – magnets don’t attract aluminum
5. What are the four compartments of a cow’s stomach called? , , ,
	1. Abomasum, reticulum, rumen, omasum\*
6. What does TMR stand for?
	1. Total Mixed Ration\*
7. In the northeast, what would you usually expect to find as the main ingredients for a TMR? Select all that apply.
	1. Corn silage\*
	2. Haylage\*
	3. Grain\*
	4. Candy
	5. Corn meal\*
	6. Cottonseed\*
	7. Canola\*
	8. Beet pulp\*
	9. Peaches
8. What are the different forms of feed storage? Name at least 4. , , ,
	1. Bunk, upright silo, ag-bag, tubed bailage, trench, hay mow (dry hay) \*

*Milking Unit*

Worksheet

Essential Question/Focus:

* Art of milking cows

Discussion points:

* Average daily milk production
* Milkings per day (traditional & robotic)
* Methods of milking and equipment used
* General costs for milking equipment
* Explain steps of milking procedure and each steps purpose

Activity:

* Background: You are at your local county fair and it is evening chore time. The cows are entering the flat barn parlor setup for milking. You just brought out the milking machine from the milk house and there is a family standing there, ready to watch and learn how you milk a cow.
* How would you answer their questions?
	+ Does that hurt the cow?
	+ Why aren’t you giving that milk to her baby?
	+ Why is there blood dripping from her nipples? (You just pre-dipped with iodine)
	+ What is that suction machine you are putting on her?

*Milking Unit*

Quiz

Assessment: Highest possible score is 5, correct answers have an \* following option in multiple choice questions, quiz will be given at the end of the meeting

1. How much milk does an average cow give per day?
	1. 60-70 lbs.\*
	2. 100 lbs.
	3. 30 lbs.
	4. 300 lbs.
2. Cows can be milked 3 times a day. T/F
	1. True \*
3. What are the different kinds of milking parlors? Name at least 3. , ,
	1. Herringbone, parallel, swing, flat barn, rotary parlor \*
4. A cow should be milked out in less than 10 minutes. T/F
	1. True – 6-7 minutes typically\*
5. Dipping, stripping, wiping, and attaching are all steps in what process? (multiple choice)
	1. Milking \*
	2. Feeding calves
	3. Painting
	4. Cleaning the barn

*Herd Health Unit*

Worksheet

Essential Question/Focus:

* A cow’s role on a farm; are they just tools?
* Farmers treating and caring for animals responsibly

Discussion points:

* FARM program
* Typical frequency for vet visits on different sized farms and services covered under visit
* Cost for average case of mastitis
* Common illnesses
* Use of antibiotics and preventative treatments
* High level discussion of industry best practices/standards

Activity:

* Write up a response, to be used during a farm tour, for a question regarding how cows are cared for and what is done to get them/keep them healthy.
	+ Think about what the FARM program means – Farmers Assuring Responsible Management – and how you can incorporate the program standards into your answer
	+ Use the points made by the ‘guest vet’ from our meeting tonight – how can you rephrase a situation into layman’s terms, but still get the point across

*Herd Health Unit*

Quiz

Assessment: Highest possible score is 5, correct answers have an \* following option in multiple choice questions, quiz will be given at the end of the meeting

1. A herd health vet check is done at least how many times in a year?
	1. At least twice (pregnancy check and dry off check to confirm pregnancy) \*
	2. Once (dry off)
	3. Never
2. Explain what mastitis is.
	1. Inflammation of the mammary gland or udder, the cows body trying to fight off an infection in her udder\*
3. An average case of mastitis costs a farmer how much money? (multiple choice)
	1. $117-200 \*
	2. $30
	3. $1,000
	4. $300-500
4. Explain what your cows mean to you, are they just a tool?
	1. Cows make money from the milk they produce, yes; but if a farmer doesn’t take care of their cows and keep the cows healthy, then the cows won’t produce high quality milk or the amount of milk that they can produce.
5. What are common illnesses that effect cows? Name at least 3. , ,
	1. Pneumonia, milk fever, ketosis, mastitis, dystocia, displaced abomasum \*

*Crops/Fieldwork/Manure Management*

Worksheet

Essential Question/Focus:

* How are farmers stewards of the land?
* Nutrients making a full circle

Discussion points:

* FARM program and Environmental Stewardship
* Methods of ground work and how it has evolved over the years
* Equipment used from start to finish
* Feed storage: forms of and reasons why
* Crops grown in our area

Activity:

* Write up community newsletter that can be mailed/emailed to neighbors, businesses, and homes within 20 miles of your farm and/or crop land. In this newsletter explain that you will be spreading manure soon, why it is important for the crops and soil, rough timeline for when you will be spreading, and work to incorporate farm equipment safety while on the roads (SMV, safe passing, etc.).
	+ Think about what the FARM program means – Farmers Assuring Responsible Management – and how you can incorporate the program standards into your answer
	+ Incorporate teachings from NYCAMH or Rear-View Safety

*Crops/Fieldwork/Manure Management*

Quiz

Assessment: Highest possible score is 6, correct answers have an \* following option in multiple choice questions, quiz will be given at the end of the meeting

1. Approximately, how many acres of crop land does it take to feed a 100-cow dairy herd?
	1. 2 acres/cow = 200 acres (just for lactating cow feed-add more for young stock and dry) \*
	2. 20 acres/cow = 2,000 acres
	3. 50 acres/cow = 5,000 acres
	4. 100 acres/cow = 10,000 acres
2. No till, minimal till, crop rotation, buffer strips, cover crops, grassed in waterways are all forms of what?
	1. Environmental stewardship \*
	2. Mowing techniques
	3. Planting methods
	4. Grazing techniques
3. An average, new, self-propelled chopper could cost a farmer how much?
	1. $200,000-400,000 \*
	2. $2 million
	3. $75,000 – 100,000
	4. $1 million
4. What are the main crops grown on a dairy farm, in the Northeast?

Name at least 4. , , ,

* 1. Corn – high moisture, grain, shell, silage; alfalfa, timothy, orchard grass, soybeans, wheat, rye \*
1. Pit, lagoon, stacking pad, daily spread, above ground storage, digester, earthen pit are all examples of what?
	1. Manure storage \*
	2. Ponds
	3. Feed storage
	4. Energy sources
2. What is the average speed a tractor can do on the road?
	1. 15-20 mph \*
	2. 30-40 mph
	3. 5-10 mph
	4. 55 mph

*Milk as a Nutrient Unit*

Worksheet

Essential Question/Focus:

* Is milk just milk?
* Requirements for milk to be called milk

Discussion points:

* Milk’s 9 essential vitamins and minerals
* Where milk comes from (we all know the answer, but need to build clarity and confidence in our answer)
* Different milks: A2/A2, organic, non-GMO, grass-fed, conventional
* Explain rBST-free labeling and misconceptions
* Milk safety – sampling, handling, and testing

Activity:

* Read “How to Talk to a Science Denier without Arguing” by Tsipursky (2017)
* How would you answer?
	+ Recently, there was an anti-dairy protest video released about how milk is bad for you, the environment, tortures the cows that produce it, and how it shouldn’t be consumed. You have just bumped into a good friend at the grocery store and she is very concerned with what she saw in the video and isn’t sure if cow’s milk is what she should be feeding her children.
	+ Write up a well thought out response, providing an honest and factual explanation of how milk is a wholesome and nutritious product, and why she should feel comfortable in choosing to provide milk for her family.

*Milk as a Nutrient Unit*

Quiz

Assessment: Highest possible score is 6, correct answers have an \* following option in multiple choice questions, quiz will be given at the end of the meeting

1. Milk has 9 essential vitamins and minerals – T/F & list them off.
	1. True - Calcium, potassium, phosphorus, protein, vitamins A, D and B12, riboflavin and niacin \*
2. Where does milk have to come from for it to be truly considered milk?
	1. Mammals \*
	2. Nuts
	3. Fruits
	4. Insects
3. What are the most popular varieties of milk found in grocery stores today?

Name 5. , , , ,

* 1. Whole, 2%, skim, organic, grass-fed, non-GMO, A2A2 \*
1. T/F: BST is a naturally occurring hormone found in all types of milk.
	1. True \*
2. T/F: Milk is tested for antibiotics before the plant accepts the milk.
	1. True \*
3. T/F: All milk that can be bought in a grocery store is pasteurized.
	1. True \*

*Social Media Unit*

Worksheet

Essential Question/Focus:

* A picture is worth a thousand words…or is it?
* How fast news travels with social media

Discussion points:

* Effective photography/videography
* Sharing your point – brief but informative
* Purposeful posting – strengthening knowledge

Activity:

* Read “Online Influence? Social Media Use, Opinion Leadership, and Political Persuasion” by Weeks, Ardèvol-Abreu, and Gil de Zúñiga (2015)
* Revisit “How to Talk to a Science Denier without Arguing” by Tsipursky (2017)
* Create well thought out and educational social media posts/blogs
* Establish a posting plan focusing on a different area of the farm throughout the week (i.e.)
	+ Milking Mondays – focus on milking routines in all different milking setups, nutritional benefits of milk
	+ TMR Tuesdays – look at different ingredients and crops that are used to formulate the cows’ ration, how feeds are grown/used, what goes into balancing rations for different cow groups
	+ Water Wednesdays – discuss water usage and conservation on dairy farms, water as part of the daily nutrition for calves/cows
	+ Trendy Thursdays – what farmers are doing to improve their efficiencies, improve technologies, basically anything they are doing to adapt to the changing times and technology, showing the public that dairy industry is modernizing
	+ Fresh Fridays – focus on maternity pens/calving areas, baby calf housing and care
	+ Satisfying Saturdays – get interview quotes, clips, statements from farmers (local &/or abroad) showing/stating why they feel what they do is important and what makes them feel satisfied at the end of the day
	+ Sunday Spotlight – highlight an employee on the farm, a family member, or a neighboring farmer each week, give brief history of their farm, how the family works together on the farm, some photos of the farm, family, employees working together

*Social Media Unit*

Quiz

Assessment: Highest possible score is 10, correct answers have an \* following option in multiple choice questions, quiz will be given at the end of the meeting.

1. T/F: Visuals are always more effective than written words.
	1. True\*
2. T/F: People look at pictures to tell the story when they don't have time to read the entire article.
	1. True\*
3. What are the six reactions on Facebook?
	1. Like\*
	2. Love\*
	3. Gross
	4. Laughing\*
	5. Re-tweet
	6. Shocked/Wow\*
	7. Sad\*
	8. Angry/Mad\*
	9. Dislike
4. T/F: All statements posted or shared on social media sites have been fact checked.
	1. False
5. Which is the largest global social media network?
	1. Facebook \*
	2. Twitter
	3. Instagram
	4. SnapChat

1. T/F: Our emotions are less powerful than our ability to reason.
	1. False
2. What does EGRIP stand for?
	1. Emotions, Goals, Rapport, Information, Positive Reinforcement \*
	2. Economics, Global, Relaxation, Information, Position
	3. Ecology, Genealogy, Recovery, Interpretation, Progress
3. T/F: For persuasion to occur, one must first attempt to change others’ minds.
	1. True
4. T/F: Influential individuals and opinion leaders are less likely to engage new technologies.
	1. False
5. T/F: Socially shared news is deemed more trustworthy than news directly received from media outlets.
	1. True

Alternative Assessment:



https://www.slideshare.net/danieldowns1/project-based-learning-template-rubric-23400571

I chose to use this rubric because I think it covers the necessary and critical points of the communication plans being created. This workshop isn’t a pass/fail or numerical grade workshop, the goal is for the farmers to walk away with a well thought out and organized communication plan and strategy.

Key Instructional/Learning Activity Plan: *(including facilities needed)*

*Facilities needed:* Each meeting will take place at a dairy farm or in the Cooperative Extension Meeting Room, notepads are all that is needed for farm meetings, computers (bring own or use a borrowed one)

**Instructional Program Evaluation Plan**

Program Evaluation Model

Success Case Method

Rationale

“Success case method (SCM) is a quick and simple process that combines analysis of extreme groups with case study and storytelling…to find out how well some organizational initiative is working” (p. 401, Brinkerhoff, 2005). I feel that the Success Case Method would be the most beneficial evaluation tool for my program because it relies heavily on what the participants got out of the program and what they learned from the material or methods presented.

I am working on bridging the communication gap between the farmers and the public so by surveying both the participating farmers and the members of the public who attend the farm events/presentations, I will be able to get a complete assessment from both sides for what worked well and what did not.

Data/evidence to be collected

What about the training/program worked well?

What about the training/program did not work as well?

How effective was the program for the public? Compare pre-visit survey to post-visit survey responses.

What was one thing learned that you did not know before visiting the farm?

What was one thing learned that you did not know before attending the Open Gate program?

From whom data/evidence will be collected

Specific data would be collected from those who thought the program was helpful in getting their communication plans successfully completed, as well as collecting information from those who did not finish out the program or did not complete their communication plan successfully.

Data will also be collected from public participants, they will be asked what they liked, what they did not like, what could have been done differently to make their educational experience more fulfilling.

Data/evidence collection timeline

Pre-visit survey will be given to Open Gate event participants when they arrive before breaking off in groups and post-visit survey will be given at end of participant’s tour, before hand washing station/exit area.

Pre-program knowledge quiz/questionnaire will be given to farmer participants during first meeting. At the completion of the program, there will be one volunteer from the group who will host the group at their farm, as a trial run for their Open Gate event. Afterwards the group will complete a post-program quiz/questionnaire and program assessment.

A few farmers and a few participants who felt that the event was successful will be interviewed more thoroughly to dig deeper into what really worked about the program and event.

Program evaluation reporting plan

Tell the story! The entire point of this program is to get the real story of the American dairy farmer told and heard by the people who really need to hear it, not the ones who already know the story. If one person’s opinion is positively changed regarding the dairy industry and what happens on a farm, then we have been successful.

* What worthwhile actions and results, if any, is the program helping to produce? What is the ROI of the new program?
	+ All investments into the program will be well worth it if we can create one more fluid milk or dairy product sale in the marketplace. Class I (fluid milk) consumption and sales have been on a steady decline for the past few years and the dairy industry is hurting because of it. By bridging the communication gap and showing the public what is behind the barn doors maybe that will help the consumer trust the dairy farmer just a little bit more, in turn hopefully having an influence on consumption and sales.
* Are some parts of the program working better than others?
	+ Compile the results from the surveys and use that information to tell investors or sponsors what has been found to work well and what hasn’t worked as well and how the program adapted or plans to adapt. The more Open Gate events we have, the more experiences we will be able to pick from.

* What environmental factors are helping support success, and what factors are getting in the way?
	+ People getting up close and personal with the baby calves, visiting well managed, well-kept farms are always a plus. Farms without off farm incomes, who might be especially struggling in these hard times, if they are amongst those who open their doors for the public to see how resilient and persevering they are, that may also help bolster support for the industry. However, there is also the ‘real-life’ factor of calves getting sick, cows going down, things breaking, things not going right every day and the animal rights activist videos seem to find those split-second moments and then spin them into what seems to be norm. It’s videos like those that undo all the educating and positive images we have worked to provide, which absolutely get in the way of telling the truth about what really happens on a farm.

* How much more additional value could be derived from the program?
	+ I am sure with more time, experience, events, brainstorming the program could turn into much more than just an open house. The program could eventually focus on the numerous areas of the farm and a deeper look could be taken at why certain practices are performed and more in-depth reasons why.

**Educational event related to dairy or agriculture**

Key messages:

* For a farmer: An open barn door is more welcoming than a closed/posted one. When someone asks a question about what ‘you’ are doing, don’t dismiss or ignore the question. Bring them in, show them and explain to them what you are doing and why.
* For a consumer: How well do you know your local farmer? If you don’t know them well, let’s get started because there is a lot of great stuff happening behind those barn walls!
* Dairy is a wholesome, safe, nutritious, plentiful food source. Let’s get to know it better.
* The dairy industry’s support of the FARM (Farmers Assuring Responsible Management) program helps to open the door to transparency; while using science and research to explain and validate the how’s and why’s.
* Farmers aren’t farming to get rich. They put their blood, sweat, and tears into their love for animals, land, and the pride that they have for producing a nutritious fiber for America.
* The average American is now at least three (3) generations removed from agriculture; meaning that the grandparents didn’t have a farm to go visit every summer. There was a lot of learning and understanding that came from those visits that we have now lost.
* Agriculture, today, is doing more with less. Producing more milk with less cows, more crops on less land, using less water, etc.
* If not you, then who? If you aren’t going to tell the story of dairy, then who is? Do we want anyone else telling our story?

Influencing audience:

* Knowledge:
	+ Educate audience on farms, in general due to people being so far removed from farms today.
	+ Farms/farmers - What they provide; how important they are to the economy, environment, local communities, and society as a whole; what they do and why they do it
* Attitudes:
	+ Influence negative attitudes, thoughts, opinions on what people think farmers are doing and what they think about dairy products (dairy makes you fat, its painful getting milk from a cow, farmers don’t care about their animals, confinement = abuse, etc.). Work to help those with negative attitudes understand more completely, in hopes that their attitude would change positively.

Community/School-Based event:

* Focus on high school aged kids, especially graduating seniors. These kids are at the age where they are going to be out on their own soon, making their own decisions, making their own buying choices. If they don’t have the information from a good knowledgeable source, they will start believing what they read/see on social media and blindly following trends.
* Hold event in school auditorium, ag classroom, or informal meeting room with big screen capabilities to show videos and photos.
* Participant motivation and engagement can be encouraged by providing free stuff, photo booth with a baby calf, free food, etc. Send out social media blasts of cute photos, attention grabbing/personal quotes from area farmers, information shared regarding perspective job opportunities in agriculture or made possible by agriculture.
* Outcome hoped for is better understanding of how important farms are for a community, their economic impact, as well as how much care and attention they put into their animals and environment. Hope to make participants more aware and appreciative of what goes into their food and fiber, not to make them all dairy lovers.

Using Cooperative Extension/4-H:

* Build upon existing 4-H basics – Head, Heart, Hands, and Health
	+ Head for thinking smarter about your communications
	+ Heart for showing your passion for the animals, land, and industry
	+ Hands for the environmental impacts of a farm for soil health, crop production, fertilizer usage, etc.
	+ Health for the countless amounts of research on raising animals, milk production, and animal care standards (FARM)
* Unlimited reach through program
	+ Could be from 5 to 65 years old