

Resource Guide

A bowl of colorful salad, featuring purple onions, tomatoes, and cilantro, is centered in the background. The salad is served in a dark, rustic bowl. The text "Ag Education & Promotion" is overlaid in a large, white, cursive font, spanning across the center of the image.

# Ag Education & Promotion

Utah Farm Bureau Federation  
[utahfarmbureau.org](http://utahfarmbureau.org)



# Ag Education & Promotion

## R E S O U R C E   G U I D E

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# Ag Education & Promotion

## R E S O U R C E   G U I D E

### **AG EDUCATION**

#### **Elementary School Agriculture Week**

Host an annual Agriculture Week for K-4<sup>th</sup> grade students in area schools. Farm Bureau volunteers share lessons on agricultural topics that rotate each year.

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#### **Farm Camp**

Host a summer farm camp teaching agriculture through Ag in the Classroom activities. Have the children participate in farm chores. Students learn about daily life on the farm and where their food comes from.

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#### **Farm Field Day**

Learning about agriculture in a classroom is one thing, but the best way to internalize the knowledge is to go to the source. Host second-graders across your county at a local farm. Partner with FFA and 4-H students to help teach students at a variety of Ag stations. Stations can include baby farm animals, beekeeping, beef, pork, and lamb exhibits, farm safety, growing vegetables, healthy eating and exercise, and a sheep shearing. Farm Field Days allows kids to witness farm activities firsthand, while also tying into what they are learning at school. Make it beneficial to teachers by having the farm activities complement the core objectives they teach second-graders.

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#### **Farm Fridays**

Partner with local teachers to teach students about agriculture in your county. Involve a variety of farmers and operations. Visit second grade students for half an hour on Fridays to talk about your farm. Throughout the year host class fieldtrips to the farm—pumpkin patch, or dairy, etc. Involve FFA and 4-H students in the classroom by sharing their projects with the students.

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## **Intermediate After-School Ag Program**

Host an Ag focused after-school program at your local intermediate school. Students learn about topics ranging from beekeeping to chickens and take weekly field trips to local farms within the county.

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## **Share-a-Book**

Arrange a time to go into your local elementary schools and share a book that tells an accurate story of agriculture. Include an activity from USU's Ag in the Classroom. ([utah.agclassroom.org](http://utah.agclassroom.org)) Activities are engaging and follow the Utah state core requirements. For more information, contact Julia Misiego at [julia.misiego@fbfs.com](mailto:julia.misiego@fbfs.com).

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## **Strawberry DNA**

We live in a world where only 2% of the people are farmers and ranchers trying to feed 98% of the world. Farmers are using technology today like GMOs to help produce foods that are resistant to disease, require less water, less spraying, and give essential nutrients to people all over the world.

The Strawberry DNA activity is a natural way to introduce the topic of GMOs. The activity could be relevant to students from 6<sup>th</sup>-12<sup>th</sup> grades.

To check out the Strawberry DNA kit which includes the lesson plan, cards, and materials needed for the strawberry DNA extraction (except for the strawberries), please contact Julia Misiego at [julia.misiego@fbfs.com](mailto:julia.misiego@fbfs.com).

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## **Zooming Classrooms to the Farm**

If you can't bring the students to the farm, bring the farm to the students using Zoom Video Conferencing. To learn how to set up a Zoom visit, contact Susan Furner at [susan.furner@fbfs.com](mailto:susan.furner@fbfs.com) or 801-233-3040.



## **CONSUMER OUTREACH**

### **Ag in the Bag—Sanpete County**

Ag in the Bag was a combined effort to further educate grocery shoppers about the importance of agriculture and encourage buying healthy, nutritious, affordable foods produced by American farmers. Shoppers visited with farming wives who shared their farm story as they also shared samples of delicious healthy foods. Some of the samples most enjoyed were roasted lamb, Norbest turkey sausage, and simple fruit smoothies demonstrated by the USU Extension Food Sense program. As shoppers visited each station throughout the store: Dairy, Grains, Meat, and Fruits and Vegetables, a mark was made on the shopper's food passport. At the end of the shopping experience each completed farm passport was entered in a drawing for prizes donated by local agriculture partners and businesses. Volunteers wore t-shirts designed with the food passport logo.

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### **Billboard Ad Contest**

Working with your local schools, community clubs and businesses, hold a billboard Ad contest showcasing the importance of agriculture in your county. Offer prizes for the winner.

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### **Breakfast on the Farm**

Host a community breakfast on the farm. Work with farmers to provide local food, milk, butter, yogurt, eggs, bacon, sausage, etc. Advertise on social media, local newspapers, and radio stations. Join us for a day on the farm! Featuring a delicious breakfast, farm tours, children's activities and a petting zoo.

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### **Brown Bag Ag at Rotary Clubs, Chamber of Commerce Meetings, etc.**

Host a brown bag lunch at your local Rotary Club and Chamber of Commerce meetings for a networking event. Talk about local agriculture and why you do what you do.

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### **County Fairs**

*Corn University*—activities engage consumers to help them understand how many corn products they not only eat, but use every day. *For an activity outline, visit [utahfarmbureau.org/member programs/Ag Promotion Committee](http://utahfarmbureau.org/member programs/Ag Promotion Committee)>Ideas for County Activities*

*Who Grew My Pizza?*—activities engage consumers to learn about farmers and ranchers who produce their favorite pizza toppings. *For an activity outline, visit [utahfarmbureau.org/member programs/Ag Promotion Committee](http://utahfarmbureau.org/member programs/Ag Promotion Committee)>Ideas for County Activities*

*Animal Buy-Back*—Support local 4-H and FFA members with a buy-back program for students who market livestock at the county and state fairs.





### **Cutest Baby Animal Photo Contest**

Sponsor a baby animal photo contest. Post winning photos in local media outlets, and on social media. Explain interesting facts about baby farm animals and what farmers and ranchers do to care for their animals. Offer a prize for the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> place winners.

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### **Farm Fest—Weber County**

Weber County Farm Bureau hosts Farm Fest every year. Streets in downtown Ogden are shut off and farming equipment and farm booths are set up to highlight the importance of agriculture in Weber County. A program, and a host of fun activities provide urban citizens a view of farm life.

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### **Farmers Market Scavenger Hunt**

Find someone selling the following items:

Farmer—Why do you farm? What's your favorite thing about farming?

Leafy Greens—Why are leafy greens good for us?

Baked Good—Which ingredient do you use the most? What plant or animal does that come from?

Root Vegetable—What are some other types of root vegetables?

Honey—What animal produces this? What crop did bees pollinate to create this honey?

Fruit—Is this fruit from a tree, a shrub or a vine?

Berries—How are these harvested?

Herbs—What are the common ways to use this herb?

Squash—In what season is this crop harvested?

Corn—How many bushels per acre did you harvest this year?

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### **Meet the Candidates Night**

Organize a Meet the Candidates Night and give candidates a forum to explain their platforms and answer questions.

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## National Ag Day Celebration

Agriculture provides almost everything we eat, use, and wear on a daily basis, and is increasingly contributing to fuel and other bio-products. Help celebrate the valuable contributions of American agriculture by organizing or hosting an Ag Day Celebration event in your local community.

Find great resources and ideas at [www.agday.org](http://www.agday.org).

## Parade Float

Participate in community parades and highlight local agriculture.

## Radio Spots

Provide periodical radio spot interviews about agricultural products in your area. Explain what you do to get food from farm to plate. Provide information on day-to-day operations as well as agriculture as a whole.

## Other Ideas

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



## **SOCIAL MEDIA**

Why engage in social media?

Social media has touched something in human consciousness that goes beyond just online conversations. It has provided a global connectedness that is changing culture and nations. The power of media now resides in individual hands and everyone can express themselves to the world and carve out and create their own corner of influence in full color and rich multimedia.

People tap into the power of social media for many reasons, some reasons that might resonate with you are:

- Build Trust
- Earn Respect
- Become a Thought Leader
- Grow your Network of Influence
- Connect to Global Markets
- Make a Difference

Your social media goal is to show followers that you are the expert in your field so that people will automatically come to you and your social media pages to learn more and get involved. This is why videos and posts that educate as well as entertain are important.

**Facebook:** Comment threads have high visibility on Facebook feeds. Your goal is to make your posts engaging so people will want to comment.

**Instagram** is for people who have an appreciation for engaging visuals. Build your brand by using captivating imagery and videos.

**Twitter** is most popular with millennials and young professionals. It can be used to monitor customers' insights, ideas, habits, and opinions.

### **How to Use Social Media**

- *Be authentic*—what makes you unique? What do you have to offer? What is your story? Why is your story important to tell?
- *Appeal to emotion*—People don't buy what you do, they buy **why** you do what you do.
- *Know your audience*—What's your intention? Are you trying to connect with other agriculturalists or are you trying to connect with consumers?
- *Follow others*—See what others are doing to tell their story. Suggestions for you to follow in Agriculture: **@thefarmerjon @almondgirljenny @farmher1** Also look outside of agriculture and see what people in other areas of interest are doing successfully in their social media. Follow **Kitchen Fun with My 3 Sons** on Facebook for examples of entertaining posts.
- Post 2-3 times a day on Facebook or Instagram. Suggested times are to post once in the morning and once in the evening.





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## What to Post

Rule of thumb is to post one thing from your farm/company and one thing that is entertaining. Post lifestyle videos—show your farm/ranch, what a typical day looks like, animals you take care of. Anytime you are out on the farm take a picture or short video and post it. Add entertaining posts such as recipes, funny videos, life hacks, etc.

## Social Media Ideas

### Facebook “Farm Fact Friday” posts



Cows give an average of 7  
gallons of milk a day.

Farm Fact Friday



The gestation period for a sheep  
is between 145 and 155 days  
(5 months).

Farm Fact Friday



The wool from  
one Rambouillet  
(RAM-boo-YAY)  
sheep is spun into  
4 to 5 pounds of  
yarn. Since a wool  
sweater weighs  
about 1 pound,  
that makes about  
4 or 5 sweaters.

Farm Fact Friday



90% of the world's nutrition  
comes from crops pollinated  
by bees.

Farm Fact Friday



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**thefarmerjon** • Following

**thefarmerjon** Kicking off the 2018 Harvest Dinner. This year's theme, The Art of Farming. #thefarmlife

**jcraig529** Buy it for your wife! |||||

**yumastreetart** Yes! ||||

**shanehalpin132** @\_beccamahon 🍷🍷🍷🍷

**daviebrooks** Beautiful pictures you had tonight Jon.

**adhbrooks** It was amazing. I knew you would capture it well👍

**thefarmerjon** @daviebrooks thanks brotha! Good seeing you!

**andyboyproduce** Wow!

**thefarmerjon** @andyboyproduce right?! Couldn't convince my wife of trying it on. 😊

**chubbyemus** 😊

181 likes

FEBRUARY 22

Add a comment...

**Follow other people on Facebook and Instagram**

**@thefarmerjon on Instagram**



**Almond Girl Jenny**  
@AlmondGirlJenny

Home

Posts

Videos

Photos

About

Community

Create a Page

Liked Following Share ...

**Almond Girl Jenny**  
May 17 at 7:50am · 🌍

Today is a day to celebrate walnuts. It's National Walnut Day.

I may be Almond Girl Jenny, but walnuts are a close second in my nut heart. My Dad is a walnut grower and I grew up surrounded by walnuts just as much as I grew up surrounded by almonds.

Walnuts are my favorite baking nut. There is just something about banana nut bread that makes me happy. ... [See More](#)



**National Walnut Day**

**Walnut Day**

Almond Girl Jenny is a 4th generation California farmer, blogging about her adventures in farming, family and an occasional nutty recipe.

ALMONDGIRLJENNY.COM

Like Comment Share

**@AlmondGirlJenny**





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## Celebrate National Days on Social Media

National Ag Day

National Pizza Day

National Ice Cream Cone Day

National Hamburger Day

National Popcorn Day

Beef Month

Dairy Month

[www.canva.com](http://www.canva.com)

Graphic Design made easy! Create beautiful designs. Use Canva's drag-and-drop feature and layouts to design, share, and print business cards, logos, presentations, web banners, Facebook posts, Facebook headers, Instagram posts and more!



## PLANNING SUCCESSFUL EVENTS



The Pillars of Agricultural Literacy was designed for people planning and managing agricultural literacy programs and initiatives; people who are starting to look at their agricultural literacy efforts from a high level, in order to develop resources that communicate consistent agricultural messages.

Pillars offers a way to identify critical issues, pick a target age group and look at key messages to share within this age group. People who have a vested interest in agricultural literacy are encouraged to use this as a starting point when developing resources for fairs, festivals, classrooms, on-farm events or other learning experiences.

### Foundational Knowledge

**Definition of Agriculture and Key Vocabulary:** Having a grasp of key vocabulary used in agriculture is critical to building awareness and understanding of the industry. Broadly, individuals should know that agriculture is, “all of the industries and processes involved in the production and delivery of food, fiber and fuel that humans need to survive and thrive.” In addition, students should be able to define the following basic terms to deepen and complement their understanding of the definition for agriculture



**Industry Terms:** Understanding the taxonomy of the industry is integral to increasing literacy as a whole. Below are examples of specific classifications which should be used as a guide based on local production and needs.

- Species of livestock (e.g. cattle, hogs, poultry, sheep, etc.).
- Terms for species and sexual stage (i.e. cow, heifer, bull, steer).
- Plant crops (e.g. horticulture, vegetable, feed, row crop).
- Soil

**Agricultural History:** Learners should be able to describe the role of agriculture in global and American history. Examples of key points in agricultural history learners should understand include:

- All great civilizations were built upon a strong foundation of agriculture.
- Beginning with the cultivation of the fertile land between the Tigris and Euphrates Rivers, the establishment of Mesopotamia is an example of the basic need for agricultural production in any civilization.
- Agriculture played an important role in the development of the United States. Colonists brought with them skills for purposeful cultivation of the land.
- Significant events involving agriculture have shaped the course of the United States, including the Industrial Revolution, Great Depression, Dust Bowl and the Green Revolution.

**Identification:** Learners will be able to identify local agricultural products and their primary uses.

**Production Awareness:** Learners will be able to describe the general process for the production of an agricultural product. Learners should be aware of the following concepts:

- An agricultural product takes a specific path from farm to end user.
- Plants and animals have distinct life cycles.
- Local, state and federal governing agencies oversee agricultural regulation.
- There are a vast amount of systems and companies that support farmers in order to make production operations function. Within these systems, there are many career opportunities.

**Early Childhood-3rd Grade: Awareness** is the key objective for Early Childhood level standards. At this level, learners are expected to become aware of their connection to farmers. Learners should become aware of general farming practices and basic farm-to-plate processes.

**The Relationship Between Agriculture and the Environment**

- Describe how farmers use land to grow crops.
- List ways that farmers care for the land.
- Describe the importance of water in raising crops and livestock.
- Identify natural resources.

**The Relationship Between Agriculture and Food, Fiber and Energy**

- Identify food safety practices to demonstrate at home.
- Describe the components of a healthy diet using the “My Plate” guide.
- List reasons why farmers would want to grow safe food products.



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- Identify the agricultural source for common food, fiber and energy products (e.g. milk from cows, wool from sheep, energy from solar, etc.).
- Discover that farmers plant seeds, care for plants and harvest the product of their work.

#### The Relationship Between Agriculture and Animals

- Identify animals involved in agricultural production.
- Identify uses for animals involved in agricultural production (i.e., work, meat, dairy, eggs).
- Identify ways that farmers care for animals.

#### The Relationship Between Agriculture and Lifestyle

- Recognize that agriculture provides our most basic necessities: food, fiber, energy and shelter.
- Identify healthy food options.

#### The Connection Between Agriculture and Technology

- Describe how technology makes jobs faster and easier in agriculture.
- Describe how technology helps farmers provide more food to more people.

#### The Relationship Between Agriculture and the Economy

- Discover that there are many jobs in agriculture.
- Identify agriculture as an important industry in America.

**4th -8th Grade (4-8): *Discovery*** is the key objective for 4th-8th grade standards. At this level, learners are expected to discover how farmers accomplish key tasks, such as sustainability, production and processing.

#### The Relationship Between Agriculture and the Environment

- Discover how natural resources are used and conserved in agriculture.
- Discover how farmers care for the land by using soil conservation practices.
- Discover how farmers care for water sources by preventing water pollution.
- Discover how farmers care for air quality by preventing air pollution.
- Describe why and how farmers conserve water.
- Explain that farmers consider how their actions affect the environment.

#### The Relationship Between Agriculture and Food, Fiber and Energy

- Discover how American farmers keep food safe.
- Explain the role of ethics in the production and management of food, fiber and energy sources.
- Identify common energy sources (i.e., coal, natural gas, oil, wind, solar, hydro).
- Demonstrate safe methods for food handling, preparation and storage.
- Discover how labeling indicates where food and fiber comes from.
- Discover how geography influences the type of agricultural products that can be produced.
- Discover that families own 96-97% of American farms.





### The Relationship Between Agriculture and Animals

- Give examples of specific ways farmers care for animals.
- Discover how animal-housing systems provide shelter for different species of livestock.
- Explain why farmers consider how their actions affect animals.

### The Relationship Between Agriculture and Lifestyle

- Discover that there is a cost associated with producing and purchasing food.
- Identify agricultural products that provide valuable nutrients for a balanced diet.
- Discover the path a processed product takes from farm to table.

### The Connection Between Agriculture and Technology

- Discover specific technology that makes jobs faster and easier in agriculture.
- Discover how technology has changed over time to help farmers provide more food to more people.

### The Relationship Between Agriculture and the Economy

- Identify jobs of interest in agriculture.
- Identify agriculture as an important industry in America.
- Discover that some foods they eat and other agricultural products they use come from other countries as a result of trade agreements.
- Define the terms “import” and “export”.

**9th -12th Grade (9-12): Knowledge-Building** is the key objective for 9th-12th grade learners. At this level, learners are expected to build upon key discoveries by adding specific examples of agricultural practices to their bank of knowledge.

### The Relationship Between Agriculture and the Environment

- Give examples of specific soil conservation practices used by farmers.
- Give examples of specific water conservation and purification practices used by farmers.
- Give examples of specific air pollution reduction practices used by farmers.
- Describe how wildlife habitats are created and maintained by farmers.
- Describe how farmers take environmental impact into consideration when making daily choices.
- Describe how long-term family farms value the environment in order to maintain a sustainable operation over time.

### The Relationship Between Agriculture and Food, Fiber and Energy

- Identify inspection processes that regulate food safety.
- Connect values held by farmers to values held by learners.
- Explain how energy availability impacts communities.
- Discover how regulatory agencies oversee food, fiber and energy production in America and those commodities imported to America.
- Accurately read labels to determine place of origin for food, fiber and other agricultural products.
- Differentiate between natural, certified organic and conventional farming practices.



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- Identify the number of people each American farmer feeds.
- Identify the historical significance of long-lasting family farms.

#### The Relationship Between Agriculture and Animals

- Discover the difference between animal welfare and animal rights.
- Discover specific strategies farmers use to keep animals healthy and safe in livestock production operations.
- Identify reasons livestock safety is a priority for farmers.

#### The Relationship Between Agriculture and Lifestyle

- Accurately read labels on processed food to determine nutrition content.
- Discover why the cost of food in the United States is lower than other countries.
- Describe the value that can be added by processing foods.
- Identify how agricultural products can contribute to a healthy lifestyle.

#### The Connection Between Agriculture and Technology

- Identify how new technology is currently being used in agriculture.
- Define biotechnology as “a collection of technologies applied to agriculture to solve problems and enhance products.”
- Identify the primary benefits and concerns pertaining to biotechnology.
- Discover how improved technology in agriculture can help the environment by requiring less input to produce more.

#### The Relationship Between Agriculture and the Economy

- Explore jobs of interest in agriculture.
- Make a connection between the growing world population and the need for increased agricultural production.
- Identify the U.S. as a major global exporter of agricultural products.
- Identify agriculture as a necessary industry to solve world hunger now and in the future.
- Describe how the relationship of supply and demand impact prices of agricultural commodities.

#### Influencing Early Adults

**Analysis** is the key objective for Early Adults. Help them analyze the impact farmers’ actions make on their everyday life with the intent that they will use this knowledge to inform their personal decisions such as voting, food consumption habits, and lifestyle.

#### The Relationship Between Agriculture and the Environment

- Analyze soil conservation practices used by farmers that can be implemented in one’s home.
- Analyze water conservation practices used by farmers that can be implemented in one’s home.
- Analyze air pollution prevention practices used by farmers that can be implemented in one’s home.
- Describe how wildlife habitats are created and maintained by farmers.
- Evaluate how farmers take environmental impact into consideration when making daily choices.



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- Analyze how long-term family farms value the environment in order to maintain a sustainable operation over time.

#### The Relationship Between Agriculture and Food, Fiber and Energy

- Evaluate how poor food safety practices in the home negate on-farm food safety practices.
- Analyze the level of food safety requirements held by the United States in comparison to other countries.
- Use knowledge of natural, certified organic and conventional farming practices to make informed decisions when purchasing food and fiber products.
- Analyze how conventional farming practices support population demand.
- Evaluate the cultural and historical value of family farms.

#### The Relationship Between Agriculture and Animals

- Analyze the difference between animal welfare and animal rights.
- Use knowledge of animal rights versus animal welfare to make educated purchasing and voting decisions.
- Evaluate strategies farmers use to keep animals healthy and safe.

#### The Relationship Between Agriculture and Lifestyle

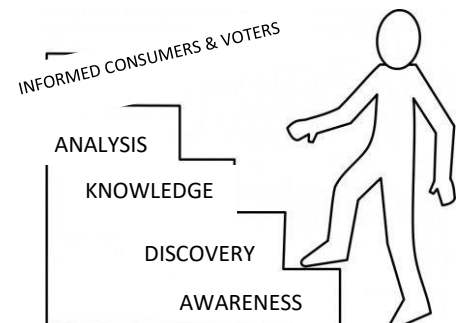
- Make cost-effective food choices.
- Make healthy food choices.
- Use knowledge of basic nutrition to make informed choices.

#### The Connection Between Agriculture and Technology

- Use knowledge of biotechnology to make informed decisions when purchasing agricultural products.
- Consider the primary benefits and concerns pertaining to biotechnology in order to make informed voting decisions.
- Recognize technology in agriculture as a means for solving world hunger challenges.

#### The Relationship Between Agriculture and the Economy

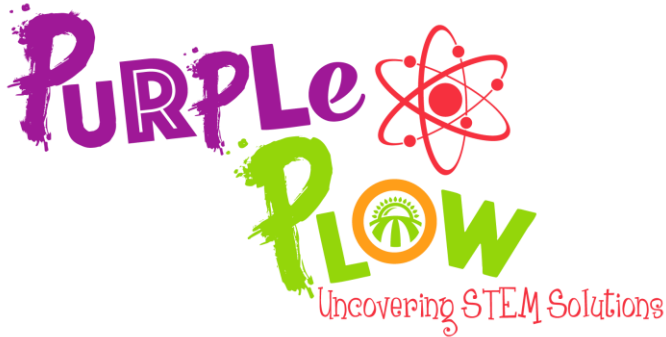
- Use knowledge of U.S. food cost to make informed voting decisions when faced with issues about agriculture.
- Make decisions based on an understanding that the agriculture industry is a vital component of the U.S. economy.
- Analyze how agricultural sustainability impacts a nation's standard of living.
- Analyze the role American agriculture plays in fighting global hunger.





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# RESOURCES



[www.PurplePlow.org](http://www.PurplePlow.org) @ThePurplePlow

The Purple Plow Challenge encourages students to research scenarios related to food, hunger, and sustainability and build their own prototypes to solve the defined problem. Resources align to national learning standards.



[www.MyAmericanFarm.org](http://www.MyAmericanFarm.org)

Games, Lessons, Activities & Videos

My American Farm brings agriculture to life for elementary students. School visits, fair displays, and learning at home is more fun with My American Farm!



AMERICAN FARM BUREAU  
FOUNDATION  
FOR AGRICULTURE®

[www.agfoundation.org](http://www.agfoundation.org)

Imagine a world more connected to Agriculture. The American Farm Bureau Foundation for Agriculture has many resources to choose from. Whether it's a county fair, a classroom, visit or a farm tour, this website has resources for you!



## EVENT PLANNING

# TIMELINE



### 6 MONTHS

Let's plan an event! Decide what you want to accomplish and identify the audience. Develop the event theme and ideas. Consider feasibility and timing. What are available resources? Who are available partners? What is the key message to promote? Secure a location for the event.



### 2 MONTHS

Form a planning team. Discuss event format. Arrange for speakers and/or tour stops. Assign team tasks such as print promotion (ads & invitations), food, transportation, advertising, sponsorship, etc. Ask for volunteers to help with the event.



## 6 WEEKS

Execute print promotion: Printed postcards/invitations should go out 4+ weeks prior to your event allowing time for printing and mailing. Ads should be sent to papers to get into the next issue.



## 1 MONTH

Discuss event plan progress. Develop an agenda and timing for the event. Think about promotional give-aways. Invite the media to cover your event. Utilize social media. Finalize email, webpage & social media posts to promote the event and put them into action.



## ONE WEEK

Contact speakers and those involved in the event to confirm and finalize details. Make arrangements for final meal numbers. Rally volunteers by providing detailed training and instruction.



## EVENT DAY

Stay on time and stay positive. Allow time for Q&A. Thank your volunteers and sponsors. Ask participants to complete an evaluation. Post photos. Make notes to review for the next event.



What

# VOLUNTEERS

Need

## TO FEEL WELCOMED

What can you do to make volunteers feel welcome?



## TO FEEL LIKE AN ACTIVE PARTICIPANT

Make sure they have an active role to play. Give them a fun job. Let them lead the cow onto the field; don't ask them to clean up the manure. Have the right number of people for the job so everyone feels essential.





## **TO FEEL LIKE IT MATTERED THAT THEY WERE THERE**

Make sure the job you ask them to do matches their skills and interests.

Ask the Farm Bureau president to individually thank them.



## **TO FEEL LIKE IT WAS WORTH THEIR TIME**

Introduce them to staff and volunteers so they build their network. Send them a thank you note with a summary of the impact of the event had--the number of people who attended, a copy of the newspaper article, photos, etc. Help them learn something new.



Positive Experience = They may volunteer again  
Negative Experience = They won't, and they will tell others



# VOLUNTEER

## Hot Buttons

### MAKE A DIFFERENCE

Some people are motivated by making a difference in the world. They will put full effort into things they care about and view as important.



### SOCIAL OPPORTUNITIES

Some people are motivated by the social aspect of being with other volunteers. They love meeting new people and making new connections.







## PERSONAL OR PROFESSIONAL DEVELOPMENT

Some people are motivated by learning something new. They may see the volunteer opportunity as a way to become better personally and/or professionally.



## ARE YOU EFFECTIVELY COMMUNICATING THE BENEFITS OF VOLUNTEERING?

If you don't share the same hot button as a potential volunteer, your attempts to sell that person on volunteering may have the opposite effect.

OPPORTUNITY

PERCEPTION

COMMUNICATION

EXPERIENCE

**OPPORTUNITY**—Does volunteering for your committee allow members to learn, have fun and make a difference?

**PERCEPTION**—Does your committee's reputation encourage members to become active volunteers?

**COMMUNICATION**—Does your message appeal to members and inspire them to volunteer?

**EXPERIENCE**—Does the quality of the experience compel members to volunteer again?



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**Here are a few websites with information to help you increase your knowledge and be better prepared to answer questions consumers have about how their food is grown.**

**Best Food Facts** features information from university experts on food production, preparation and consumption. This website is visually appealing and easy to use. Here are examples of some of the articles you will find: *How Did Science Create an Apple that Does Not Brown, What Makes a Watermelon Seedless, Plant-based Milk vs. Cow's Milk—What's the Difference?* This site also offers a variety of recipes. [www.bestfoodfacts.org](http://www.bestfoodfacts.org)

**Common Ground** promotes conversations between women who grow food and women who buy food. There are a series of short video clips that cover topics such as Farm Ownership, GMO Foods, Animal Welfare, and more. [www.findourcommonground.com](http://www.findourcommonground.com)

**U.S. Farmers & Ranchers Alliance** focuses on creating dialogue around current topics related to food production. Videos of Food Dialogue events throughout the country can be viewed. Topics on the website include information about pesticides, fertilizers and herbicides, smart farms, antibiotics and more. [www.fooddialogues.com](http://www.fooddialogues.com)

**GMO Answers** enables consumers to ask any questions they have about GMOs and get answers from independent industry experts. You can gain a perspective of consumers and what's on their minds by looking at the questions and reading the answers from the experts. This site also has a lot of good infographics that aid in understanding and explaining GMOs to others. [www.gmoanswers.com](http://www.gmoanswers.com)

**Utah Women's, Ag Promotion & YF&R Committees develop and implement programs and activities designed to engage and connect with consumers and promote a positive image of agriculture.**

Ag Education & Promotion could be the start of something great for you! You never know what conversations you may have, new connections you will make or what will inspire and motivate you to be an Ag Advocate!

Contact your district representative to learn more about Ag Promotion ideas and opportunities.

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Find more information and resources at:

[www.utahfarmbureau.org](http://www.utahfarmbureau.org) > Get Involved