

Global Livestock Production

Lesson Overview

Media: Video (12 minutes)

Seat Time: 3 Classes | 150 minutes teaching

Goal:

To understand the global influence of the factors impacting the demand in livestock products.

Description:

This lesson describes factors responsible for increasing the demand of livestock products globally as well as those related to global commodity markets. The resources used for livestock production are identified along with the economic impacts of trade.

Objectives:

1. To identify the factors responsible for increasing the demand of livestock products.
2. To recognize the resources used for livestock production.
3. To understand the various components of trade and the economic components of trade relationships.
4. To determine the components related to the growth of global livestock commodity markets.

Lesson Plan

Class 1

Class Overview:

- *Resources Needed for Livestock Production* Video Segment
- Action Plan
- Vocabulary Handout
- Key Concepts
- Resources Needed for Livestock Production Check for Understanding
- Create a Pamphlet Project

Essential Questions:

1. What factors have impacted the surge in demand of livestock products?
2. What resources are used for livestock production?

Step 1: Bell Ringer:



- Have students individually, or in groups, write down all they know about global livestock production and then have them share with the class.

Step 2: Distribute the Action Plan, Vocabulary Handout and Key Concepts.



- The **Action Plan** lays out a list of tasks for students to complete during the lesson.
- The **Vocabulary Handout** is a list of terms used throughout the lesson.
- The **Key Concepts** is an outline which identifies the main ideas presented in the lesson which students can fill in to aid in note taking during the lesson.

Step 3: Show the *Resources Needed for Livestock Production* video segment.



- This video is five minutes long.
- Be sure students utilize the **Key Concepts** for this segment of the lesson.



NOTE: If you see this icon, the item is available to be completed interactively on iCEV.

Global Livestock Production

Lesson Plan

Class 1 (continued)

Step 4: Administer the **Resources Needed for Livestock Production Check for Understanding**.



- The Check for Understanding is a short review of the content presented in the segment.

Step 5: Students should begin the **Create a Pamphlet Project**.



- Students will create a pamphlet which will be used for an agricultural information booth.

Step 6: Exit Ticket:



- Students should answer the **Essential Questions** before they leave class.

Class 2

Class Overview:

- *Background & Growth of Livestock Global Commodity Markets* Video Segment
- Action Plan
- Key Concepts
- Background & Growth of Livestock Global Commodity Markets Check for Understanding
- Create a Pamphlet Project

Essential Questions:

1. What are the components of trade and how do trade relationships impact livestock commodity markets?
2. What are the essential factors impacting livestock commodity markets?
3. What is supply and demand?

Step 1: Bell Ringer:



- Have students develop two or three questions they would like to ask an industry professional in an interview.

Step 2: Show the **Background & Growth of Livestock Global Commodity Markets** video segment.



- This video is seven minutes long.
- Be sure students utilize the **Key Concepts** for this segment of the lesson.

Step 3: Administer the **Background & Growth of Livestock Global Commodity Markets Check for Understanding**.



- The Check for Understanding is a short review of the content presented in the segment.

Step 4: Students should continue working on the **Create a Pamphlet Project**.



- Students will create a pamphlet which will be used for an agricultural information booth.

Step 5: Exit Ticket:



- Pose a question to students and have them consider their response for one or two minutes before asking them to get into groups and share their responses.

Global Livestock Production

Lesson Plan

Class 3

Class Overview:

- Action Plan
- Global Livestock Production Final Assessment
- Create a Pamphlet Project

Step 1: Bell Ringer:



- Have students get into groups. Provide one sheet of paper to every group and instruct students to write one important concept from the lesson and then pass the paper onto the next group member. Have them continue until all students have written a concept. Review the answers as a class.

Step 2: Administer the **Global Livestock Production Final Assessment**.



- The Final Assessment is a comprehensive assessment covering material throughout the entire lesson.

Step 3: Students should complete the **Create a Pamphlet Project**.



- Students will create a pamphlet which will be used for an agricultural information booth.

Step 4: Exit Ticket:



- Have students get into groups and facilitate a discussion over the points in their pamphlet as if they were at an informational booth discussing global livestock production with the general public.

Project

Create a Pamphlet

Students will create a pamphlet which will be used for an agricultural information booth. Having the students write information with the general public as an audience allows them to better communicate the content. Additionally, this project promotes engagement and advocacy.

Accommodations:

Provide the students with more time.

Modifications:

Provide the students with a pamphlet template with sentence starters.

Extension:

Have students present the pamphlet and facilitate conversation about global livestock production with other faculty, administration, school board, community leaders, etc.

Career & Technical Student Organizations

FFA

- Agricultural Issues Forum
- Extemporaneous Public Speaking
- Prepared Public Speaking

Global Livestock Production

Career Connections

Career Connections

Using the **Career Connections Activity** allows students to explore careers associated with this lesson by viewing career interviews with various industry professionals. The career interviews are located on the Select Playlist drop down menu on the lesson page. If Student Licenses are being utilized, students can select the interviews to watch based on your directions. If only a Teacher License is being utilized, show students all of the career interviews and instruct them to only complete the interview form for the required number of interviews. See the **Career Connections Activity** for more details.

- Todd Preszler, Senior Livestock Analyst, Bunge Limited
- Jude Capper, Ph.D., Livestock Sustainability Consultant, Self-Employed
- Charlee Doom, Commodity Analyst, Bunge Limited