

FY 02 Mini-Research Project Final Report

**Impacts of Agricultural Literacy Programs on the Perceptions of
Illinois Elementary and Junior High School Teachers
Towards the Agriculture Industry**

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Introduction

The primary purpose of this proposal was to investigate the impact of Agricultural Literacy programs on Illinois elementary and junior high school teachers' perceptions of the agriculture industry. This project attempted to determine if the existence of an Agricultural Literacy program had significant affects on the perceptions of elementary and junior high school teachers towards the agricultural industry. This research project was intended to indicate a relationship between the existence of Agricultural Literacy programs and the perceptions of teachers towards the industry of agriculture.

Objectives

The overall objective of this research project was to provide information regarding the effectiveness of Agricultural Literacy programs in the state of Illinois.

The specific objectives were:

1. To determine the nature and scope of the Agricultural Literacy programs throughout the state of Illinois.
2. To identify significant impacts that Agricultural Literacy programs have on the perceptions of Illinois elementary and junior high school teachers about the importance of agriculture.
3. To determine the extent that Agricultural Literacy programs have impacted the perceptions of Illinois elementary and junior high school teachers towards the agricultural industry.
4. To explore future issues and changes in the Agricultural Literacy programs in Illinois.

Procedures

The first step was to contact a group of Agricultural Literacy Coordinators in central Illinois. The Agricultural Literacy Coordinators assisted in determining what specific schools and teachers would be assessed.

The next step was to develop a survey instrument. Through the University of Illinois, a survey instrument was developed for elementary and junior high teachers. The survey gauged the level of perception of the teachers towards the agricultural industry.

The third step was to distribute the survey to the targeted teachers. The Agricultural Literacy Coordinators assisted with the distribution of the written surveys to the teachers. Surveys were sent to teachers who had participated in programs in Champaign, Vermilion, Sangamon/Menard, Dekalb, Marshall/Putnam, and Kendall counties. The number of completed surveys is reported in table 1.

Table 1. Numbers of completed returned surveys.

Counties	Number of Surveys
Champaign	67
Dekalb	149
Kendall	20
Marshall/Putnam	10
Sangamon/Menard	36
Vermilion	170
Total	452

Three levels of contact were considered: Those teachers that have had no Agricultural Literacy instruction, those that have experienced one contact with a program (workshop, Summer Ag Institute, speaker, in-service, etc.), and those teachers which have had three or more contacts with an Agricultural Literacy program. Table 2 indicates the levels of contact of the surveys respondents.

Table 2. The levels of contacts of respondents with an Agricultural Literacy program.

Response	Number	Percentage
No contact	234	52
1 time	63	14
3 or more times	109	24
Did not respond	46	10
Total	452	100

The final step was to analyze the surveys collected by the faculty and staff of the University of Illinois.

Findings of the Study

The first research question asked the teachers to indicate their level of agreement with the statement “I feel that teaching agriculture to my students is important”. The responses are presented in table 3. Sixty-seven percent of the respondents indicated that they either agreed or strongly agree with that statement. A correlation coefficient was calculated to determine if there was a relationship between the level of involvement in agriculture literacy programs and their perceptions of the importance of agriculture to their students.

A slight relationship ($r = 0.20$) was found indicating that those with the most experience with agricultural literacy programs did have a higher level of agreement with the statement.

Table 3. Perceptions of the importance of teaching agriculture to their students.

Response	Number of Responses	Percentage
Strongly Agree	163	36
Agree	141	31
Neutral	111	24
Slightly Disagree	24	6
Disagree	8	2
Did not respond	4	4
Total	452	100

The second research question asked the respondents to indicate the extent that the “Ag-In-The-Classroom” program had helped them include agriculture in their teaching program. As shown in table 4, there was a wide dispersion of responses. However, there was a moderate relationship ($r = 0.42$) between the level of participation in agriculture literacy programs and the extent to which the programs helped them include agriculture in their teaching program.

Table 4. Respondent’s perceptions of the extent that the “Ag-In-The-Classroom” program had helped them include agriculture in their teaching program.

Response	Number of Responses	Percentage
Strongly Agree	122	27
Agree	81	18
Neutral	72	16
Slightly Disagree	42	9
Disagree	68	15
Did not respond	67	15
Total	452	100

The third research question asked the teachers to respond to “Agriculture is easy to integrate across curriculums in existing programs?” The data indicate that forty-nine percent of the teachers either agreed or strongly agreed with this statement. There was a slight relationship ($r = 0.23$) between the level of teacher participation in agriculture literacy programs and their perceptions of the ease of integrating agriculture across curriculums.

Table 5. Teachers to responses to the question “Agriculture is easy to integrate across curriculums in existing programs?”

Response	Number of Responses	Percentage
Strongly Agree	85	19
Agree	135	30
Neutral	128	28
Slightly Disagree	65	14
Disagree	25	6
Did not respond	14	4
Total	452	100

The fourth research question dealt with the teachers’ perceptions of whether knowledge of agriculture is beneficial to society. Ninety-two percent of the survey respondents either agreed or strongly agreed with this statement (see table 6). A slight positive relationship ($r = 0.15$) was found between the level of participation in agriculture literacy programs and their perceptions towards whether knowledge of agriculture is beneficial to society.

Table 6. Teachers’ perceptions of whether knowledge of agriculture is beneficial to society.

Response	Number of Responses	Percentage
Strongly Agree	275	61
Agree	139	31
Neutral	30	7
Slightly Disagree	5	1
Disagree	1	.2
Did not respond	2	.4
Total	452	100

The next research question was directed towards to extent that the teachers felt that all students should have a basic knowledge about agriculture. Eight-three percent of the respondents either agreed or strongly agreed with the statement (see table 7). Also, a slight positive relationship ($r = 0.17$) was found between the level of participation in agriculture literacy programs and the level of agreement with perceptions of whether all students should have a basic knowledge of agriculture.

Table 7. Perceptions of whether all students should have basic knowledge about agriculture.

Response	Number of Responses	Percentage
Strongly Agree	250	55
Agree	128	28
Neutral	50	11
Slightly Disagree	14	3
Disagree	7	2
Did not respond	3	1
Total	452	100

The next research question asked the respondents to indicate those topics that they perceive are most important in teaching agriculture. The respondents were asked to indicate each topic listed as to whether it was important or not. As presented in table 8, the highest rated topics were environment and conservation with 93 and 89 percents respectively. The more traditional topics related to production agriculture did not receive as many positive responses.

The respondents were then asked to indicate the topics that they teach the most in their classroom. They were asked to indicate the top five topics. The findings are reported in table 9. As with the previous research questions, those topics commonly associated with production agriculture were not chosen as frequently as other topics.

Table 8. Topics considered important in teaching agriculture.

Topics	Number of responses	Percentage
Environment	422	93
Conservation	404	89
Plants and seeds	353	78
Crops	263	58
Insects	254	56
Forestry	236	52
Dairy	141	31
Corn	79	17
Soybeans	69	15
Wheat	35	8

Table 9. Topics that you teach most in your classroom

Topics	Numbers of responses	Percentage
Ants	112	25
Apples	212	47
Beef	50	11
Butterflies	198	44
Chickens	91	20
Cows	88	19
Dairy	129	29
Horses	47	10
Ladybugs	118	26
Pigs	75	17
Pumpkins	183	40
Sheep	42	9
Sunflowers	95	21
Turkeys	47	10
Worms	101	22

A series of three open-ended type questions were included on the survey instrument. The first question asked the respondents to indicate with respect to: “What is the most beneficial thing that you teach about Agriculture?” The complete, un-edited responses are presented in appendix A. A wide variety of responses were provided. Many of the benefits were related to teaching about conservation and the environment.

A second open-ended question asked: “How do your students benefit most from learning about Agriculture?” The complete, un-edited responses are presented in appendix B.

A third and final survey questions asked: “What would you like to know more about in Agriculture?” As with the two previous questions a wide variety of responses were provided (see appendix C). Conservation and the environment are reoccurring themes throughout these responses to these open-ended questions.

Conclusions and Implications

Based upon the findings of this study, the following conclusions and implications are provided.

1. Overall the majority (67 percent) of the survey respondents believe that teaching agriculture to their students is important.
2. Those respondents who had prior experiences in agriculture literacy programs did have more favorable responses towards teaching agriculture.
3. It appears as though agriculture literacy programs for teachers have been very successful in helping teachers be able to include agriculture in their instructional programs.
4. Efforts need to be improved to help teachers be able to better integrate agriculture across the curriculum in existing programs.
5. The majority of teachers report teaching agriculture through environmental and conservation topics of instruction.
6. Traditional production agriculture topics do not appear to be popular or useful as other possible instructional topics related to agriculture.
7. Based upon the findings of this study, it is recommended that further research be completed to further assess the impacts of instruction of agriculture and related topics in schools.

Appendix A

What is the most beneficial thing that you teach about Agriculture?

- How it effects our lives—directly and indirectly and number of people involved
- Conservation; proper use of resources; knowledge of where food actually comes from
- I teach that the acquisition of food is much different now than it was in the past. I also cover insects and plant life. I use the AITC materials to supplement the units I already teach.
- Seeds—how and why they grow
- Importance of plants; survival farms; production
- Conservation, and how important Ag is to our lives in this area
- The importance of the role of the farmer as a “food provider” and how they affect each and everyone of my students
- We all need to conserve and take care of the earth so that we will reap the benefits of Agriculture. How we can help is what needs to be learned.
- Appreciation of life/environment!
- How things grow and how to take care of them
- Insect identification; erosion prevention; care of environment; water quality of lakes
- Agriculture will always be extremely important. There are many careers in Agriculture.
- Conservation/butterflies, insects
- Environment: soil, water, air, and plants
- How important it is to everyone, everywhere
- General knowledge of where and how we get our food. Students living in the city have no idea how much effort it takes or how it all works. I also teach about the equipment used. They love learning about all of it!
- Water pollution info; Midwest products and how they bring revenue to the Midwest
- Hatching chicks from eggs
- I do not teach Agriculture in my classroom.
- About the environment, and how we need to take care of it for the future
- Environmental habitat issues
- Field trip to my home
- I teach an ecology unit and I cover several different areas of the environment but nothing specific about Agriculture. I am not totally sure what topics encompass Agriculture.
- I only cover a little about the environment/Conservation--mainly, endangered species, biomass, ecosystem
- Conservation
- The economics and seasonal trends of Agriculture are beneficial to children at the upper elementary level. Environmental factors and Conservation are taught also.
- Plants; insects; soil
- Erosion, plants, Conservation
- Taking care of the environment
- Products made from Ag
- Our reliance on the land; the important role of the farmer; careful use of the land
- It affects all of our lives
- Life cycle thematic units on: chicks; plants/seeds (corn-DeKalb, soybeans, sunflowers); Conservation
- Its role in our country’s economy, interdependency of regions in U.S. and our dependency on Agriculture in our daily lives (food, products, jobs)
- Parts of a plant
- Conservation and renewable/nonrenewable resources
- I teach an environmental unit—reduce, reuse, and recycle. How kids can save the earth

- The importance of growing food on farms
- Seeds and plants
- The milk process
- Conservation
- The food pyramid; the Ag-in-the classroom dairy program; Pizza Pyramid; and from milk to ice cream
- The most beneficial thing I teach about Agriculture is its involvement in our lives
- In our rural community the way the land is used for Agriculture; subdivision vs. preserving the farm land; to till or not to till the land
- How much Agriculture plays in our everyday life (products, etc.)
- Ecology and Conservation
- I teach that farmers provide many food sources for our world. I teach about how plants grow, emphasizing pumpkins and apples. We also participate in the “More Than A Seed” program every year. We talk about Agriculture being a large part of our community.
- Its various uses throughout each day
- Environmental/Conservation issues; chick development
- The importance of taking care/protection of our land and animals
- The importance of farming; taking care of our environment
- The importance of knowing how to plant a seed and then care for the plant
- How it affects our daily life and changes that have occurred over time
- Earth Day; Conservation
- Dairy and food groups; the expectations for good health and nutritional eating/diet
- That Ag is important in our lives; we get food and resources from Ag
- Ecology and plants
- Farmers feed the world
- I don’t teach it.
- DeKalb county history
- The life cycle of plants and butterflies/insects; corn and the importance of it in our lives and food
- Kindergarten—Pigs (more than just food!)
- General awareness; knowledge of our area; jobs in Agriculture
- On a trip to an apple orchard letting children see a working orchard; how things are grown and processed so they know where grocery products come from
- I don’t teach in my classroom currently
- The Ag in the Classroom program brings in the value and importance of farming. Many children really do not understand where food comes from. More needs to be taught. Who has the time?
- N/A
- Haven’t taught any yet
- That it is important to everyone and that without Agriculture, we would not have the life we do today
- I teach that farming is an important component in this and all communities
- I think the most beneficial thing I teach is that how good agricultural practices can help keep the environment healthy (and still provide the food and products needed).
- Careers in Agriculture
- Web of life--interconnectedness of soil, plants animals, people
- Conservation and the environment and trees are the life-blood of our planet and its future; without plants, there would be no home for us
- How important it is to reduce, reuse, and recycle!; All throughout the “plant a seed” project we discuss the importance of plants.
- The importance of taking care of earth/environment for things to grow and so we can grow!

- Conservation—recycle
- The most beneficial lesson is when the farm bureau member comes to the classroom to talk to the children about the many uses of corn and soybeans. They also plant seeds.
- How food and other products we use are related to Agriculture
- Teaching students that a majority of the products they buy come from Agriculture from the food they eat to the leather in the shoes
- I currently use a book for 7th Grade literature called Phoenix Rising. It deals with issues such as protection of the environment and the effects of nuclear radiation on agricultural products.
- Conservation; aware of Ag in all areas; related to careers
- How important farm land is important to everyone; we are all part of Agriculture
- The connection between farming and the students' life
- I use the heredity/genetics unit to supplement my existing unit
- Conservation of natural resources and environmental hazards of herbicide and pesticides
- How plants are so vital/important to us as humans
- Farmers are the source of our food supply
- Earth Day; Conservation; plants/seeds
- Food groups; Conservation; insects
- I hatch butterflies; the kids learn all the four states and see the butterfly go through the different stages; it is great!
- How important it is to general economy
- An understanding that Americans depend on farms for their food and other essentials (cotton, leathers, etc.)
- Plant—growing cycle
- Respect for nature, not taking for granted where food comes from
- Why we have farms—what we would find on a farm; our food (and other products) comes from farms
- Seed growth; food sources
- N/A, Language Arts is my area.
- Conservation techniques
- Conservation of our natural resources
- Conservation—recycling; reusing
- How important Agriculture is to all our lives
- Effect of growth (buildings, houses, etc.) on farm land availability
- Allowing my students to realize that all plants (including food) comes from a seed
- Soil Conservation—H₂O cycle; nitrogen cycle—O₂-CO₂ cycle
- They gain a better understanding of where the food we eat comes from and what it takes to get it there
- Conservation; forests
- Food crops; economy relating to farming
- Plants—from seeds to grown plants
- Conservation for future generations; responsible use of pesticides and herbicides
- As a 1st Grade teacher, we introduce many topics during the year. It is more an introduction to a lot of things. We discuss animals, plants and Conservation. Some things we go into more detail with, others we just hit on.
- An interest in animals and where our food comes from
- Apples, pumpkins
- That our “civilization” began when we started farming and were able to have a surplus for the first time, freeing us from hunting and gathering; Other countries have natural ways and intercropping that we are relearning to do in U.S.A.
- Environment; production; Conservation
- How to conserve the land and water

- Conservation; animals; plants
- Food does not come from grocery stores first. First, they come from the land.
- The various agricultural products and the regions of the United States the producers come from
- Food Pyramid
- Prairie ecology; how the prairies made our soil so rich!
- Nutrition; nutrition pyramid; careers in Ag
- Importance of farming in providing food and resources for all
- Environmental issues
- Circle of life
- Quest for more information
- How it affects each and every one of us; also, importance of Conservation and our environment
- Teach the students how important Ag is to everyone; teach the students how everything in their world relates to Ag
- How it affects them and their lives
- Environmental issues; chickens—the development of the egg
- Conservation
- Prairie plants/prairie maintenance and history
- Plant parts; food pyramid; natural resources
- Soil; water
- Awareness of people's dependency on Agriculture
- I feel everything I teach about Ag is equally beneficial
- Soil—erosion
- Using resources wisely
- Animals' name and what they produce
- Plants and seeds
- Illinois as an Ag Center
- Conservation and Environment (saving our earth)
- How important farms and farmers are to all our lives
- I haven't
- Protecting environment; career possibilities
- Ecology; preservation of our land
- I teach a big farm unit that incorporates Agriculture and animals. My students really become aware the idea of farm and the products and services Agriculture provide.
- We don't really do Ag in the 7th Grade Science. We learn about streams and weather, which could be related.
- Habitat connections; food triangle
- Life cycles—both plants and animals
- I teach about the environment (soil) water
- Environmental concerns; the importance of trees, Conservation
- At the kindergarten level it is an awareness of the importance of farming—how we rely on produce and farm animals for our food; The concept of farm-to-market
- Farm to market; environment; science, “hands-on” activities
- Environmental awareness
- Butterflies, insects, and environment
- Insects, plants—they understand more about why plants are beneficial to our world
- Plants and seeds; animals; hatching eggs
- Our plant experiments—some seeds grow, some die
- How all are interrelated
- Crops/resources; environment
- The concept of how important U.S. Agriculture is to the world's national needs

- How it relates to every part of our lives!; food, the industry itself and animals, etc.
- During Earth Week and my unit on the rainforest; I teach about ecosystems and the relationship between plants, animals, and people.
- Children need to know what comes from farms and how important it is to conserve and take care of our earth.
- I teach them about the environment, animals, farmers, and how these things support and help the food chain and web of life.
- Agriculture is part of a whole, big, beautiful system that God has created for us. It's up to us to take care of it all!
- It is a vital part of our lives. It touches us in ways we are hardly aware of (e.g., many uses of soybeans)
- How important it is to everyone
- Science concepts
- At kindergarten, we are teaching very basic animal recognition and about some plants (e.g., pumpkins in fall)
- Soil porosity
- How it is important for the whole world
- I do not teach any Ag related topics.
- Soil and water Conservation; pollination and fertilization
- Illinois is covered in 4th Grade, so Illinois crops and how they affect our economy; outdoor school at Forest Glen is for 4th graders, so we explore Conservation and energy.
- N/A
- Plants/seeds
- Plants and seeds unit
- Crop rotation; Conservation
- Insects; importance of crop rotation
- Conservation of natural resources (soil, trees, water) because it relevant to society as a whole, not just farmers
- Soil and water; plants/animals relating to the economy
- As we live in a state where agricultural use of the land is notable, they need to see its importance in our lives.
- Life cycles—plants and animals
- That the entire county/world is dependent upon Agriculture in the Midwest
- For lower elementary, introduction to Ag around us would be most beneficial. I don't teach that thoroughly, however.
- I do not teach Agriculture.
- Conservation
- I don't
- Farming and economics—rural America; environmental awareness
- Protection of soil
- Appreciating the environment around you
- The process of seed to plant—these two topics are actually required science curriculum in Grade 1, Unit 4; animal habitats (specifically farm animals)
- The world revolves around our ability to feed ourselves. The farmer and Ag industry keeps us alive.
- Before 5th grade became an ISAT benchmark, we used Ag in the Classroom 2 or 3 units. The last two years we have only been able to do one 3-week unit in the fall.
- Conservation and preservation
- Whatever I can relate or pull from any units that has to do with Illinois' good soil and crops—natural resources, Conservation, pesticide/insecticide us vs. biological control!
- In the beginning of school, we talk about apple and bees. It starts off the year because it is an easy topic for them to relate to.

- I think the butterflies and bees unit is the most enjoyable to all. It is the one unit that they can all relate to.
- It makes children aware of the farm land (Agriculture) that surround them in central Illinois!
- Conservation of natural resources; prevention of erosion
- That children can put their fingers into the soil, as well as onto the keyboard to produce something
- ?
- Unfortunately, I don't recall teaching Ag except 3 of my students did a presentation on farm machinery.
- N/A
- I feel the environment is the most important.
- Conservation
- We teach Math through apples and pumpkins
- How seeds grow and travel
- Respect for our earth and our environment
- Food chain; habitats; environment
- Where food comes from; jobs that take food from source to table
- I integrate his with our unit on seeds and animal habitats.
- Life is so important. All life should be respected.
- Conservation, food processing, technology, environment
- We all depend on the earth and our food comes from farming
- Awareness of corn/soybean production in our state/economy
- "Take care of the earth—We need farmers because they grow the food we eat
- That farming is essential to all of us and we need farms in order to live. It is the source of our survival.
- Conservation; ecology
- Throughout the year in Social Studies we read and discuss what crops grow in different regions and what effects the crops such as soil, climate, etc. We also talk about erosion and foresting.
- The many uses of corn and corn co-products
- How its affected Illinois and our daily lives
- Take care of our planet? Stewardship
- Hydroponics; field to table; supply and demand
- We depend on each other to survive in this country
- The impact it has on the environment
- Illinois Agriculture
- Conservation/recycling; resources/interdependence of areas
- The most beneficial thing I stress in the classroom is how important the role of farming plays in our environment.
- I have not taught much in Agriculture
- Life cycle of the chicken and how a seed grows
- How important it is to Illinois, U.S. the world; economics of this industry
- Conservation
- Farms are not all about animals—farms also grow crops—we grow them in our rooms (wheat, oat, corn, and soybeans)
- We do a unit on insects and apples/pumpkins and seeds
- The resources available to us and animal sounds, names, etc.
- Economics benefits to Illinois and the value of our soil
- That Agriculture is a much needed part of our world
- Historical value; economics
- Conservation; pollution; environment

- Conservation is important.
- During the holidays, I teach about the various foods that might be part of that holiday and any animals involved
- I think it is the correlation between all aspects of life.
- Most things around us are connected to the food and fiber system.
- How things grow and their uses in our everyday lives
- Soils
- In Language Arts, as an 8th Grade teacher, I have to prepare my students for the state tests. I haven't found time to teach anything about Agriculture.
- My number one biggest project is hatching chickens. The kids learn a lot and love it!
- I try to point out Conservation as I teach my Language Arts classes.
- The absolute necessity of sound agricultural practices to life on this planet
- It is such a part of our lives here in Central Illinois. So many life cycles can be studied.
- I don't teach anything about Agriculture.
- The teacher made units on farms, butterflies, plants and seeds, insects, wheat, etc. I feel all of them are beneficial at this age level. First graders need the exposure.
- We have studied about planting seeds, how we use plants, and why it is important to care for the environment.
- The Agribusiness area—how many jobs are available that are related to Agriculture in some way and how important the Agribusiness is to our country!
- That the food we eat comes from somewhere—it doesn't just come from a store
- I think plants and Conservation are the most important things I teach.
- Things that relate to them—what they eat, how they get there, etc.; Agriculture is all around us—part of our everyday life!
- I especially teach about the environment and Conservation.
- Worms and erosion
- Conservation of our land
- Students learned that most plants come from seeds and that plants need water, sunlight, soil and care to grow
- How it benefits our lives
- We learn to take care of our environment; we learn the importance of caring for animals, etc.
- I teach very little about Agriculture.
- Since we only study butterflies and Lady bugs, I think learning the life cycles is the most beneficial
- I think that the most beneficial thing that my students know about Agriculture is Conservation. They learn how to conserve and why it is important.
- Without farmers/farming-where would we be? What would you eat?
- How many things have to be done on a farm!
- It is beneficial for students to be aware of how Agriculture touches basically all aspects of their lives
- Why our creator designed things the way He did; For what purpose; Worms; lady bugs
- Dairy and how it relates to the food pyramid
- Insects and plants
- Recycling
- The role of the farmer and how he provides America's food. We do a lot of work with plants and seeds and how agricultural products are used--not only as food, but in other products.
- Seeds; plants' needs
- I honestly but unfortunately do not teach about Agriculture.
- Respect for earth/Conservation; Life cycles of plants/animals
- Conservation

- How to protect and conserve our natural environment
- History of Agriculture--The base of our country's founding; move on to how we today depend on food and fiber
- Use of farmland and Conservation
- How plants grow; how insects are useful
- Chickens--the children study the life cycle of a chicken; They learn about their needs and how they are similar to our needs. We study parts of an egg and its uses. We hatch eggs and watch the changes chicks go through.
- Conservations of the environment; Why Agriculture is so important is a student's daily life
- Conservation of soil and air and plants
- Planting of seeds
- I do not teach agriculture
- Stages of a plant; taking care of our environment
- It is all beneficial
- Prairie-Agriculture link
- The variety in Agriculture; How Agriculture touches everything in several ways
- That we have it; exposure
- I don't really teach that much-if anything at all. In geography-farming, subsistence and cash crop are mentioned and even explained, but that is about all.
- Recycling-Everyone of is made of recycled materials-the water you drink today has been drunk before! Farmers--help to make nutrients moving thru the cycles (nitrogen cycle, etc.)
- What our crops do for the world
- That it can be environment friendly if performed correctly
- The many career choices that Agriculture can lead you to
- Do not teach Agriculture
- The economic aspects--this is part of our S.S. curriculum
- Conservation; soil as a natural resource; animals as a natural resource
- Area--number of plants per flat, per acre, etc.
- All civilizations are based upon Agriculture. Homes, villages, cities, commerce, etc., cannot flourish without the ability of a society to food, itself. Wealth cannot easily be accumulated by nations who cannot produce enough to feed themselves and are heavily dependent upon agricultural imports.
- Ecosystems; man is a "consumer"; food chains; basic animal and plant groups (ex: arthropods, vascular plants)
- Appreciation and importance of Agriculture
- U.S. regions and what is grown there
- Environment; people; insects; all need to work together
- Respect for our home--earth--and the careful use of all the gifts of our earth
- When reading a short story, Agriculture is sometimes important to understand where characters are coming from and their concerns.
- I have not taught Agriculture in the classroom. I usually stick to the book pretty closely, but I would certainly consider it if I had the resources.
- We talk about selective breeding of livestock and of plants. The fact that we have so much corn detasseling around here makes corn a natural to study. We also discuss genetic altering of crops so that we can feed more and more people on less and less land.
- We take a field trip to the pumpkin patch and Forest Glen--talk about growing, forest, plants/insects
- Life cycles; environmental concerns; importance of Agriculture
- N/A
- Conservation and Environment--importance of

- How it is tied in with everyday life in one way or another; it can be integrated at any level.
- One resource of a US region; insects and invertebrates
- The wonderful region where we live-- smack dab in the middle of the land the produces food for the whole world! Wow!
- How we need to balance man's balance to use the land with methods that protect the land
- Food doesn't come from a store
- Useful to humans; have gone to see the project Wet and project Wild, etc. ; great lesson plans
- I don't teach any science classes, sorry.
- The most important thing that I can teach about Agriculture is about the environment
- I teach mostly about insects and how there are insects that are beneficial and harmful
- Plants; seeds
- The idea that without strong Agriculture to provide food, no other advancement is possible; without surplus food we'd all still be living in caves
- Plant cycles for grades 2 and understanding the food chains; we discuss Conservation lightly--as much as second graders are able
- Environmental issues such as pollution, Conservation, etc.
- Plants and what they need to grow
- Conservation; soil
- The progression of the seasons and how it affects the lives of the farming community
- We do a lot with all soil Conservation and the environment
- It's importance in history
- Importance of taking care of the our future generations can produce crops and live off the land
- Conservation of natural resources
- At my grade level, we concentrate on trees during our plant unit; we learn the most common types
- Importance of farming to IL economy
- Farming and food groups
- That Agriculture was and is the backbone of our culture
- Hatching chicks; growing marigolds
- In my classroom, I introduce my students to the pig breeds and why pig industry is important and how it relates to corn crops; I also teach the process of farm to dinner/products; we do a unit on butterflies, chickens (we hatch) and dairy products
- Crops of Illinois and Conservation
- My third graders enjoy planting seeds and watching them grow; all primary children enjoy this activity; hatching chickens is an activity that is a wonderful experience
- Probably showing how all seeds grow into plants; each year we plant seeds and talk about soil, sunlight and water and watch them eventually evolve into plants
- The second graders learn where food and other agricultural products are from
- That the food they eat is grown on a farm; we need land and people to make sure we have food grown in our own area; it is cheaper and more nutritious
- Cows; dairy
- Plant Science unit
- The students learn about planting and how the growth occurs in a cycle
- Although I feel Agriculture is an important in our class, I haven't had time to fit it in my curriculum except when we have these special classes. It is my first year teaching.
- Plants and seeds; how farming is so important and touches all our lives
- Taking care of the environment; Conservation
- I'm not sure.
- Plants--how they grow and the different parts

- I don't really teach Agriculture, really only plants
- Children learn how the animals and plants are inter-related and how the environment affects them
- Products such as: soybeans, cotton, and corn are the basis of a multitude of other products e.g., clothes, crayons, etc.
- We teach a plant unit and the needs of plants
- Plant unit for science and Conservation in social studies; Mrs. Cernekee /X/ month
- Our district curriculum doesn't allow for a lot of flexibility; Plants is a science unit and farm communities are an integral part of social studies.
- Second grade Science curriculum--plants; Reading--Goat in the Rug; Indian Culture--clothing, blankets, etc.; The Sun is Always Shining Somewhere--plants and animals; Two Bad Ants
- Plants/seeds as a part of the science curriculum; sheep as a part of the literacy program
- We have a science unit on plants and this ties in very well to the Agriculture program

Appendix B

How do your students benefit most from learning about Agriculture?

- They begin to better observe their environments, especially outside their city
- It gives the students information about specific topics that can affect their life, like Conservation
- Future generations and saving the environment; wildlife and plant life
- Our school is surrounded by farmland. We study Agriculture and observe it in action.
- Increased awareness of origin of food products; awareness of careers in Agriculture
- Recycling
- They gain a better understanding of where the food we eat comes from and what it takes to get it there
- Soil Conservation; H₂O cycle; nitrogen cycle; O₂-CO₂ cycle
- Gaining factual knowledge that will help them become literate to basic agricultural procedures
- Conservation of resources
- Making the world more productive
- They learn to take care of our environment
- Understanding of people's jobs
- N/A
- Kindergarten just introduces kids to basic ideas about growing food and taking care of our environment
- They learn about their dependence on Agriculture
- Appreciation for farming--not just cute animals
- Respect for nature, not taking for granted where food comes from
- Learn about their environment
- They better understand where some foods come from; they also understand how hard farmers must work
- Learn to appreciate importance of Agriculture
- They learn about the environment and butterflies and apples
- Food groups; Conservation; insects
- Awareness of their world and the relationship to their lives and their responsibilities
- Understanding the history of farming--from pioneer days where everyone grew their own food, to today where farmers grow the food sold in the grocery store
- Hands-on activities or books
- They learn about how we affect it and it (Agriculture) affects them
- Hands-on labs and activities on heredity/genetics; great supplemental WS; we also read the fact sheets on corn to make the students more aware
- From hands-on activities; integration with social studies curriculum; learning about careers related to Agriculture
- Asking and integrating Agriculture as much as possible through Farm Bureau and local people
- Aware of importance of Agriculture in their lives and learn to be respectful of the land and its importance
- We live in a state that is highly dependent on Agricultural products
- They understand that grocery stores don't give us food; it's the farmers who are raising crops to make the food we eat
- Having an awareness of farms, farm life, and the materials they produce
- The students learn about how important Agriculture is to them, as well as the world.

- They learn about food sources and how to protect those environments so they continue to have food
- How plants grow; how insects/butterflies help/hurt plants
- They know they plants/animals grow
- It's hands-on! They get to practice for when they're the grown-ups in charge of their own planet
- Appreciate: how we grow food and plants; how we need animals; how to take care of the earth
- I think the students learn to value Agricultural occupations more--that it is really a science; they also learn not to be wasteful with their food and other items that they purchase in order to save energy and protect the environment.
- They need to know that what their family has done, or is now doing in Agriculture is valid and necessary to everyone's survival
- They learn that Agriculture is all around them and that it is about more than just cows, sows and plows
- The students live in a rural area that is very agrarian. It is important for them to learn the many facets of our society that revolve around the products.
- Hands-on activities provide the most learning
- Many students will go into the Ag industry or live on farms
- We live in a small country town where farming is prevalent. These kids have a hard time realizing what farming/Agriculture is about
- Learning how important Agriculture is to everyday life
- Possible vocational activities
- Kindergarten--basic info on plants
- Being in a rural area, they learn what happens in the town around them every fall/harvest and spring/planting season
- Connecting why Agriculture affects their lives every day
- Our town is in a fairly rural area, but very few of the students come from farm families. I think it's important for them to know about the environment in which they live.
- We do not teach about Agriculture, but that farming is a career path they could choose.
- Appreciation of the land and the need for it's care in order to sustain life on this planet
- Broad knowledge of environment
- They are able to connect this knowledge directly to their own life.
- Realizing all the users of corn and soybeans; caring for a flowering plants for about 10-12 weeks
- Appreciate the world
- Learning about products that Agriculture provides for US
- Love hands-on programs of Cow to Ice Cream--importance of farmers; recycling habits developed at a young age
- It is a large part of our community
- They learn about plants and where food comes from. They also learn about the environment and the relationship between plants and animals. We learn about Conservation. They are always amazed to find out how many products are made from corn and soybeans.
- Learn how to be conscience about environmental issues
- Awareness of their environment
- That even if you live "in town", Agriculture club include you like 4-H; Agriculture is everyone's job to improve; we have it as a class grades 6,7,8
- The students benefit most by learning about Agriculture related to our own community, which is somewhat rural but changing

- Real photos; hands-on
- We are in a rural community with farming
- They understand how Agriculture effects their own lives
- They learn that seeds grow into plants; those plants then make seeds that start the cycle over again; they know that plants are used for many different products
- The knowledge that the food comes from farms and people grow it; it doesn't just appear at the store
- The students practice what they have learned and encourage their parents to help the environment
- Videos and class discussion have been helpful; I need books about farm animals and raising crops; producer, processor, consumer, etc.
- Knowledge is power
- Since we live in an Agriculture rich community, students need to learn about plants and animals
- They not only acquire knowledge and understanding of Agriculture but also develop a respect for its role in our community, economy, and personal lives; they learn to appreciate farming as a livelihood
- They learn how plants/animals are needed/used by human beings
- They learn that just about all the products they buy in stores comes from corn or other crops
- They are unfamiliar with farming even though they are surrounded by it; contact with the farmer
- Connected to Agriculture resources
- They realize its part of their environment and necessary for our survival
- Learning about their parent's occupation
- Agriculture is a way of life in our small farming community
- Hands-on
- Appreciate God given resources
- Helps them see the important roles the environment plays in their world
- Learning a different way of life
- They become more aware of how Agriculture affects them and makes them more aware of the outdoor world
- They benefit from everything taught because they are from the city and most of my students haven't been on a farm or haven't seen a cow
- Life cycles
- They become more aware of their surroundings in a rural community
- They respect farmers and the work they do
- Aware of current issues and needs
- Learning about Agriculture teaches respect for our resources and surroundings as well as how we acquire our food
- What is important to keep plants alive
- Being "city" dwellers, many of our students do not understand Agriculture. We planted a garden, K-8 this month--we will learn "hands-on"
- They learn the importance of protecting our environment for future generations; they learn to appreciate the world
- Hands-on and relating it to their own lives
- Applying it to their lives/environment; knowledge is power!
- They become more conscience to not take meals for granted; they become aware of supply and demand

- My students benefit by understanding the ecological balance of humans and their stewardship to the earth
- Understanding how this area helps the world
- Increase of awareness toward protecting our environment; good choices concerning food, land, water
- At this age, only being introduced
- There is a special emphasis on nutrition; several of my students are or have been from farm families; it is an area of common interest
- Understanding of #8 (Conservation; proper use of resources; knowledge of where food actually comes from); appreciation for resources and farming as an occupation and its benefits to society and world
- Being a rural community, my students can relate to the Agricultural products of our own area. With this knowledge, the students can have a better understanding when they hear about what products are produced using soybeans, corn and wheat.
- Appreciation of Agriculture
- They live in a rural Agricultural society; it helps for all students to learn how this community helps them eliminate stereotypes of farming families
- Awareness; production; occupations
- To be better citizens and acknowledge some ownership and accountability to preserve the earth
- Agriculture is all around us and is in all aspects of our lives
- The students get a broader sense of what Agriculture is; they see that it is more than a farmer, crops and livestock
- It is a person they know sharing the information, not a book
- Nutritional info-relevant to their eating habits and health
- Understand how important “farmers-feed-me” is
- Hands-on learning
- Hopefully, gain new knowledge and apply it to their lives
- I hope they learn to appreciate the importance of farming
- To know more about the community that surrounds them
- They learn how they interact with nature and Agriculture; what Agriculture gives to us and how we benefit from it
- They come to realize that everything is related to Agriculture
- Apply to their daily living and background where food and many other products come from
- Respecting natural resources and learning about Conservation and recycling; recognizing common products they use and how they come from Agriculture
- The importance of Conservation
- How to eat nutritionally--knowledge; economics of Agriculture--knowledge
- I have young children so they are excited to just learn about anything, and they really love it all.
- To be better Conservationists
- Conservation and environment, I hope
- Learning about animals
- They're getting information about the world they live in
- They get a picture of our economy
- Being aware of their world and how they fit into it and what they can do to help
- Learn to respect farmers and all they do for us
- Respect for the resources of soil and water; career possibilities

- Teaching kindergarten in a city where kids know very little about farming, I have found that the students take away a strong concept of Agriculture
- It's their community! It's important they understand their environment and culture
- Informed citizens
- Plants and animals are necessary to sustain life--without them there is none
- They think more about their environment, practice Conservation (recycling, not wasting papers, turning lights out)
- See answer to #8 (At the kindergarten level, it is an awareness of the importance of farming—how we rely on produce and farm animals for our food; The concept of farm-to-market; An awareness of their world and the environment in Central Illinois)
- Expand knowledge and vocabulary of their basic products
- They are very excited about growing things and learning how to do that.
- Learning about insects--helpful and harmful ones; the environment and what we can do to improve it; conserving our natural resources
- They can relate to our community; we live in central Illinois where we have farm grounds
- There are real life connections
- Keeping the earth safe and healthy
- They are the future of Agriculture
- A better understanding of the local Agriculture economy, which is so important to our community
- They learn how Agriculture impacts them as an individual
- They appreciate the need to conserve energy and resources; they learn about the dependency we have on the environment
- Hopefully, they will practice these concepts and maybe teach their parents
- They learn the importance of why farming/Agriculture is important in our lives; it also helps them understand that they need to help take care of our environment as well
- We are located in a rural area of the cornbelt; it is our heritage; it is all around us; we can make the connection between products and raw materials, because we watch it grow
- All students should be knowledgeable in the world around them; early elementary students are always excited about "farm life"
- Everyone needs what farmers do; animals have their place
- They like the hands-on activities; they can easily relate Ag to their everyday life
- Increases their general knowledge
- Most have no idea (city kids) where food comes from
- Becoming more aware of the culture they live in and its importance
- I do believe in well-rounded, multi-topic/subject curriculum and enrichment
- They appreciate the environment and how changes affect them-good or bad; Here in Illinois, their economy is greatly dependent on Illinois crops
- I teach first grade so we discuss only very basic aspects of Agriculture; it helps them understand what is going on in the farm-land in our surrounding area
- Awareness
- We live in a rural community; it is important to all of us
- (I'm not sure I understand the question) By learning about Conservation
- They learn where products come from and price is determined by demand and availability
- They need to see the importance of Agriculture as it applies to the feeding of the world population
- Learn about the interdependence among states/countries in relation to agriculture and what is produced/processed/shipped
- Agriculture impacts every part of their daily life

- We have strong farming roots; these children need to understand their background and the communities' economic structure
- Prepares them for the next level at high school
- Importance of farming; dependence of other industry and occupation related to farming
- ?
- Conservation
- They receive a greater appreciation for the world around them for the farmers for all they do
- As students gain an understanding of Agriculture, they are more aware of their surroundings and able to relate to and understand daily encounters with the products of Agriculture (i.e., food they eat, crops they drive past, farm animals)
- The unit we did was hands-on student active; they loved discovering
- Before 5th grade became an ISAT benchmark, we used Ag-in-the-Classroom 2 or 3 units. The last two years we have only been able to do one 3-week unit in the fall.
- Better able to appreciate their environments and are less likely to trash it or waste it
- This year the students learned we have a state soil now—Drummer Silty Clay Loam (along with other state symbols)
- In kindergarten they are learning about things that grow and how; it increases their awareness in the environment
- Living in the area that they do, I feel my students should be more aware of the products from corn and soybeans. I also feel careers associated with Agriculture is important to their knowledge.
- It helps them begin to notice, understand and appreciate farms and how Agriculture is part of our daily lives
- Learn about where food comes from and prevention of erosion
- They can use Agricultural concepts as a basis for reading, writing, math, social studies and language activities
- ?
- They are more aware of their surroundings
- N/A
- They're able to see how they fit into the big picture
- How it relates to their daily lives
- Hands-on
- Understanding a bigger "world" picture
- Field trip to Curtis Orchard; understanding process of getting food from farm to table
- They should be able to know what it takes for life to thrive
- Background for other areas: their environment, economic, trade-supply/demand
- Appreciation for earth and their environment
- Attitude/awareness of our community and its significance to health
- Being aware of their environment
- They learn where milk comes from; what corn and soybeans are and why we need to grow them in Illinois; learn Agriculture is a way of living
- Awareness of natural resources
- Especially since we live in a rural community, I feel it is important for all students to have a general knowledge of this industry
- The students are made more aware of their surroundings! There are corn and soybean fields all around. They should know what goes on in those fields and how important they are to all of us.
- Understand a major economic source of Illinois, and what they eat daily
- They know about the economy that directly affects them.

- Appreciation for the environment; importance of food chains; importance of food pyramid
- They can learn how it impacts their lives
- They gain knowledge about their home state
- Farming community; sense of how it fits into the world
- They realize how crops are grown and shipped and sold
- I have not taught much in Agriculture
- Increased knowledge of unfamiliar things
- Appreciation of farms and farming to our local area; we also learn about the dangers of urban sprawl (sic)
- They learn about Conservation and recycling and the importance of taking care of our environment; they also learn to appreciate insects and plants and trees and how they affect us
- We live in an agricultural community; they know quite a bit to begin with
- They learn what farmers plant to give is food; how hard the work is; what animals give us; how hard it is to care for animals 365 days a year
- ?
- Value Agriculture products
- Appreciation for the importance of respect for your soil as a natural treasure and how Agriculture fuels the economy
- They understand the benefits of food for your table, clothes, resources and jobs for our families
- Through historical value
- Learn about nature, environment, Conservation; respect for what we have
- I use Agricultural concepts for problem solving activities
- They become aware of the environment
- Hopefully, they learn to appreciate so much that is around us--where it came from and what it is for
- They love the hands-on learning experiences.
- I teach agriculturists are very concerned about the safety in the food chain
- Where their food comes from; importance of Conservation
- All farms are different; economics for farmers are horrible
- Price of crops in storage bins
- They would gain a more rounded knowledge of their area and the world
- They learn how important farming is to the world and how farming practices affect the environment
- Students must be aware of this earth and take care of it for their generation and those that come after them
- Hands-on projects; films and/or videos; guest speakers; field trips
- Units provide meaningful, sometimes hands-on materials
- They benefit most through becoming aware that Agriculture is everywhere around them
- I've had many "hands-on" experiences--Curtis Orchard, Agriculture teaching boxes, DACC trip to greenhouses, planting own bean plants, watching caterpillars grow
- We live in one of the most prosperous Agriculture areas of our country. They need to realize how important this area is to our entire economy of our country.
- We live in a farming community; many children are familiar with farming. All children need to know where our food supply comes from.
- Knowledge base--mostly, its fun! I really appreciate your time compiling and delivering the kits--also your coming to our classes and the creative, fun activities you do with the children.

- They learn about our history--what can happen if we do not use Conservation; they learn how technology has made changes in Agriculture
- A better understanding of our community and how it compares/contrast to other communities
- The importance of Agriculture in the history and future growth of our country
- They've come to care more about plants and has a new appreciation for planting
- Appreciation for Agriculture
- They take time to recycle (they're better about it than I am); they are kind to insects, birds, etc.
- They understand how butterflies and ladybugs evolve
- I think that my students benefit learning about Agriculture because it is all around them. Since we live in Springfield, Agriculture is central to us. It is important to know about the things around you.
- An eye opening experience about where food comes from--not from the store.
- Interested parents from our country Agriculture association plan activities that have a corn theme. It's very good!
- It connects them to the world at large
- We are in a farming community--awareness is important; see how God's creation is to be used and taken care of
- Don't have a specific curriculum but hands-on activities work best
- They learn how to recycle and save the environment
- Ag-in-the-classroom programs and also by visiting exhibits at the Sandwich Fair (hometown fair)
- Crop products in the things we eat and in the household items (chips, soaps)
- It expands their knowledge base
- What value on land, farming and respect for our environment are
- Past to present
- They can appreciate our environment; we have much farmland and they can now know what is it used for
- Understand the importance of farming and farm products to their lives today
- They have a knowledge of the importance of farming and agribusiness
- How plants grow
- They learn to respect our land and how to positively impact our earth
- They learn how dependent they really are on Agriculture and how important it is to the state of Illinois
- They realize that the food they eat comes from Agriculture
- How everything starts from a seed
- Understand that taking care of our earth now will help them later
- From using the Agr-in-the-classroom kits
- We live and learn in the richest area of Agriculture potential in the US; I want students to appreciate and protect the resource
- I see respect for farms; not so many "ughs" when going by pig farms; eager to answer or ask about
- They can use it in their every day life
- How it fits into the world around them; the benefits and importance
- A better life--understanding your actions today have a tremendous impact on the future
- They appreciate the farms more
- Hands-on--outside
- That there are choices, often having different outcomes

- They benefit from being exposed to the many choices Agriculture offers; many of the students limit their thoughts to just planting and harvesting
- They don't
- Understanding how it affects the economy of an area
- Understanding of the world around them
- A knowledge about life cycle
- Hopefully, they realize (as future voters and citizens of our republic) how important it is to recognize the importance of Agriculture and agri-business to the continued strength of the US economy.
- Hopefully, they learn we are a part of a "system" with many fragile links
- They learn where their food comes from; they learn the importance of preserving good farmland
- They learn what farms produce food and food just doesn't appear from nowhere in the grocery store
- Understand the issues facing our country
- Learn to take: care of the earth, care of nature
- Being actively engaged in projects and having current video and printed material
- Understanding different climates have (mostly) different Ag products
- N/A
- Perhaps it would be about how valuable the land is and why we should take care of it. We learn about Conservation all year and bring in Agriculture as a valuable partner in Conservation. We also bring into discussion countries who have "wasted" their lands and the problems they have in feeding their people.
- If they experienced it, it means a lot more to them
- Hands-on experiences, direct observation, videos
- N/A
- Learning crops supply vast number of products
- They learn more about the things and environment around them
- Actually seeing (rather than just learning) something so different from their "world"-even in Danville; maybe even a bit hands-on
- The vastness of Agriculture's effects on our lives
- How to respect the land and use it wisely
- Survival
- I don't teach any Science classes, sorry
- They are able to go home and share their knowledge with family/friends; they are more "earth conscience" so to say
- All of our kids live in a city, so they haven't had much experience with farming. They need to learn about Agriculture and the effect it has on their lives even though they live in the city.
- Awareness
- Learning the importance of Agriculture in relation to the rest of the economy
- Many of the children I have live in an area where they cannot garden or even see farm animals. They can relate a little better through pictures, projects, etc.
- By learning where their food comes from (not the grocery store)
- I do a unit on Conservation
- Conservation and environment
- We've used the kits from the Agriculture program-it gives hands-on to the kids. They love it!
- Can see how it affects their lives
- They are better educated about the land and animals around them

- How to protect the environment (animals, plants, pollution)
- It gives the kids from the city areas an idea about the rural areas, where their food comes from, etc.
- I teach in a city school; none of my students live on a farm; very few have direct knowledge of Agricultural issues other than through school and school sponsored activities; they need to receive all the background knowledge they can
- Many are not aware of what a farm is and what it contributes to us as a society
- They learn how man has developed new and improved ways of utilizing the land to feed himself and others
- Be an informed member of society
- Everything around us is influenced in some way by Agriculture. It's fun discovering the ways; I also try to get an understanding how we protect the environment.
- Some students do not know where their meals come from; they have never seen a real live cow, pig, lamb
- I believe it can teach a child the importance of taking care of something. It can also teach how our environment plays an important role in Agriculture.
- Learning how we need to take care of our environment...that helps all aspects of Agriculture from animals to crops and insects to soil
- The 2nd graders learn where food, and other Agriculture products are from.
- They have really benefited from our ag person; she has a great way of teaching
- Just learning about Agriculture in general; most kids know almost nothing about Agriculture
- They learn where foods/materials come from.
- They better understand where things come from and how things are connected.
- "Big" ideas--like many uses of soybeans; meat comes from animals
- Learning about life cycle of plants and transfer that knowledge to other living things
- They can apply it to every day life
- It is important for them to know where their food comes from (not the store)
- They apply what they learn to everyday life
- We teach so much curriculum--I know they love having Mrs. Cernehe come in and change up the pace
- They learn more about their food sources other than grocery stores, and the contributions that plants and animals provide
- They should take pride in their community (Kendall County, Oswego started off as a farming community)
- By planting seeds we watch the life cycle of a plant
- Just raising kids' awareness/appreciation of farming and farmers; the students seem to have very little knowledge
- They receive very interesting and useful knowledge from what we teach in the classroom and Ag-in-the-classroom
- Making connection about Agriculture to their everyday lives
- Mrs. C brings many hands-on activities with which they can relate and understand the things around them
- Real life applications are most beneficial
- They appreciate the value of farms and the land

Appendix C

What would you like to know more about in Agriculture?

- Topics and lessons in Agriculture for first grade level
- How to incorporate it into all subject areas not just science
- What it's like to be a farmer--technology, chemicals, etc.
- N/A
- I'm not sure.
- Integration into the classroom
- My husband farms, so I have a pretty good resource!
- ?
- We have lots of information.
- Are there videos available for primary aged students? It is difficult to arrange field trips due to budget costs, etc.
- Ag's relation to alternative energy sources
- Conservation
- Why farmers have no control over prices--and the future of the smaller farmer (family owned)
- *Crop Science
- Students' "hands-on" learning experiences
- I generally take the Ag-in-the-Classroom course offered each summer through NIU or I go to my local Farm Bureau's Ag-in-the-Class for whatever area I'm interested in. I've tried to include the major crops we study about in my fourth grade curriculum—which is regions of the U.S. I usually include in my school year a unit on embryology, sheep, dairy, cows, steers, hogs, cranberries, cotton, rice, soybeans, wheat, corn, etc.
- Current issues facing farmers; the changing face of farming (e.g., use of technology), and opportunities for Ag careers
- More about how everyday things we use are related to Ag and how we can preserve farmland; What's the most efficient way to use the land to produce enough food?
- Speakers who could give some lessons on various aspects of farm life, etc.
- Conservation; Forestry
- I'd like to know more about dairy farming...cows and how milk is produced.
- I think we've got it covered. Is there a list of Ag items I could look at so I know what I don't know about?
- Maybe more info on careers in Ag for Career Day
- I would like more specifics on how farmers try to save energy and protect the environment.
- I'm new to the district and to the "country." I'm city raised and need to learn more about all aspects of Ag.
- New technology practices
- Insects; herbicides; pesticides
- I think visits to working farms would be the very best way to help students relate to Agriculture and its importance.
- How to implement it into existing curriculum
- How to incorporate it in my teachings more
- At my grade level (1st) we need to hit just the basics. Our local Farm Bureau is very helpful and has lots of material.
- How can I use it in the classroom?

- How to integrate it in my classroom with developmentally appropriate activities/lessons for Kindergarten.
- Chemistry; Agriculture
- Why farmers cannot earn enough money to stay in business?
- How to incorporate its teaching into lessons students can take home to share with their families
- No
- What farmers spray on fields and what they feed their livestock. Are they producing nutrition—chemical-free foods for good nutrition?
- Processing (e.g., from seed to table)
- Finding out about biotechnology in summer class
- ?
- I can't think of anything at this time.
- Products used to make fuel (i.e., soybeans); Environmental issues
- ?
- ?
- I like to learn new ways to present Agriculture information to my students (i.e., activities, lessons, games, videos, etc.)
- Animals (livestock) and byproducts.
- New plants being researched
- More of how to incorporate it into my curriculum
- Forestry; Beneficial and harmful insects; Organic vs. chemical farming
- A unit on bees/pollination. I use my friend, who is an apiarist, and has her own apiary for a guest speaker and resource.
- I would like to have the crops of Illinois integrated into our science curriculum.
- The Ag-in-the-Classroom and my existing program cover all I have time for—we have many demands and materials we need to teach. It seems to increase each year. I feel my 3rd graders are exposed to the important Ag concepts through integration in other subjects and our science and Ag in Classroom.
- Soil
- ?
- ?
- ?
- How to integrate this into a life science curriculum
- Different career opportunities besides actual farming
- The different byproducts that come from dairy and farm products
- Yes!
- I would like to know more about prices.
- Different kinds of grains/seeds
- How to do reliable “seed germination” studies with the students
- I would like to know if there are units that would apply to those I listed for response #8 (Insects identification; erosion prevention; care of environment; water quality of lakes)
- I have taken many classes and workshops, but I am always interested in learning more
- What each person can do to help out Agriculture and keep (producers) farmers cost down as well as consumers
- Making the subject a little easier for all teachers to use—cross curricular
- Yes!
- Environment/Conservation

- I teach Illinois State history and would like more information on the role of the farmer in making and settling our state. Also, I would like info on contrasts between today's and yesterday's farm.
- How it can be better fit into the curriculum!
- Symbiotic insecticides; Natural fertilizers
- More natural (non-chemical) ways of successful farming
- I would like to see Agriculture part of teacher college courses before graduating. I would like to see publishers sharing facts in students' texts to show the correlation to Agriculture.
- How to better bring Ag into the classroom
- Biotechnology; Anything about Agriculture
- More general knowledge
- New ideas; Technology available
- How to incorporate Agriculture into my curriculum
- More of the specifics on a wide range of topics. I only really understand general info on a wide variety of topics.
- Incorporating lessons in my math classroom
- How farming is run and managed; More about products we get from Agriculture
- Ag careers
- Corn/soybean products
- My BA is in Home Ec.—I often use Extension services for whatever I want/need to do in my elementary classrooms.
- Farms in area to visit
- Specific things about our area—in and around Henry
- Alternative methods or ways to decrease the amount of fertilizers/pesticides and herbicides used on farms and gardens; especially herbicide use and sprays that kill crop and plant pests
- How it relates to our 7th grade units: 1) Streams; 2) Weather; 3) Cells; 4) Astronomy
- How to stop corporate farming and reserve damage to society
- Web sites for elem; videos available; list of Ag related field trips in area; list of free material and/or free speakers that will travel
- ?
- ?
- Perhaps about byproducts of corn, soy, etc.—non-food uses
- If only I had time!
- ?
- The Ag literacy program
- The process of farming→ selling → people
- Crop rotation--? Top soil erosion?
- I grew up on a farm so received lots of hands-on!
- Water cycle
- Crop rotation; Beneficial insects; Problems w/groundwater contamination
- Crop rotation
- I am not familiar with any Ag curriculum in 6th grade
- Farmers use of insecticides; pollution of Illinois waters, and erosion of soil
- ?
- Insects; dairy; Conservation; local crops (wheat, corn, soybeans)
- Illinois Agriculture
- The best way to implement into existing curricular framework (demands!)
- Nothing

- ?
- How Agriculture was in Illinois in the 1800s
- I attended several years ago the summer workshop and was amazed by the complexity of the field. I would like to learn more about the involvement in all aspects of our world.
- Development of Ag related stories with comprehension questions and writing topics would be wonderful!
- ?
- How small farmers survive low market prices and high expense costs!
- Soil Conservation; Raising healthy foods
- More ways to tie it into our already jam-packed curriculum mandates
- Need more info to teach the Elementary Ed students
- All of it!
- N/A
- Corn; Forestry
- --?—
- Hydroponics
- Just need more time to use what I have and know
- 5th graders need to be taught economics to meet state standards. A unit developed for this would be great!
- Just general information about lots of things
- I would like to have guest speakers available to come to the classroom on various Ag related topics.
- ?
- Genetics; Food processing; Flowers-plants; Soy and uses; Ethanol; Farm production of corporations
- Ecological
- How to incorporate it into the school curriculum
- Careers
- A Conservation program would be interesting
- Why my eggs that are incubated often do not hatch!
- How to motivate students to look into careers in Agriculture
- Field trips or activities for Kdg age
- More available for K-1
- At my level nothing more
- I believe genetic engineering is a topic of the near future
- Why prices are so low for productivity!
- Ag importance in the State of Illinois
- ?
- Environmental and Conservation
- I would like to know more about the process of bean/corn extraction for our food needs.
- Everything
- More about how today's genetics are affecting our bodies and health
- I would like to see more involvement from the Farm Bureaus in the classroom. Many times I forget about the resources available to us because they are not visible in the school.
- Would love to know of speakers places to visit, to fit my 1st grade curriculum
- I would like to know more about the AITC program so I may utilize it.
- It is a very interesting area of study—very diverse also. You Crystal, know more about what I need to know and teach than I do.
- I would like to know how we could help to better our future in Agriculture.

- Future trends
- The different steps that farmers go through
- ?
- ?
- All the programs that you have mentioned on this survey
- I would like to know more about crops in general.
- Conservation at an elementary level
- Any material available
- How insects are beneficial to Agriculture
- Conservation and protecting our planet's resources
- Being a farmer's daughter, I incorporate every aspect of nature into my curric and have the Ag knowledge
- Agriculture should be tied into the curriculum (i.e., state standards)
- An easily used unit on history of Ag in US, one that can be utilized throughout the year as we study US history
- How genetics is used to produce crops and livestock and the positive and negative effects on our environment and ourselves
- I would like to learn more about Conservation programs that exist in Illinois—such as the prairie restoration programs.
- New products that are made from plants and animals
- I would like to see more information/ideas/projects on popcorn! The kids really like popcorn and would be easy to integrate.
- Soil types
- Agricultural Literary Program (AITC)
- EVERYTHING
- I'd like to know about farming equipment
- Ideas of how even the smallest farms can be helpful or how the big picture is affected by development
- How to be more environmentally friendly and responsible
- N/A
- No room in curriculum
- Land use and production capabilities due to so much farm land being made into subdivisions
- Math projects—1,2,3 weeks long that I could tie into a specific chapter
- I would like to see more educational materials for middle school students (6-8) that deal with the connections begin Agriculture and macroeconomics. It seems that Ag-in-the-Classroom materials tend to be heavily micro-centered (i.e., apples, corn, etc.)
- No, I live on a farm with livestock, corn, beans, wheat, and grapes!
- Survival of family farm
- How food is produced?
- Field trip destinations
- No
- Insects/Ecology
- This is my last year in the classroom, but I fully intend to get involved in the “Master Gardener” program to help make my yard and garden better.
- More units to incorporate to the K-Science program. Plants, insects, environment
- New concepts in all areas
- Non-food products from crops
- Classroom activities to do with 7th-8th grade students that are easily able to access and prepare

- Is there somewhere that students can have hands-on experiences with everything having to do with a working farm?
- Take my curriculum and produce activities/materials that integrate Agriculture throughout
- Have lessons to show how it relates to their life! Programs such as AITC—What is it? Ag-in-the-Classroom—but whom do we contact?
- Possibly more updated videos to show kids in elementary school what is going on in Agriculture in IL and other parts of the country
- Yes
- Why are the prices the farmer receives for their crops stagnant? Despite inflation, the farmer is receiving about the same price for crops that he received 50 or more years ago.
- How/where I can access these kits?
- I would like to have farmers come and talk and take trips to a farm.
- How to utilize the Farm Progress Show of 2003 that is going to be in our area!
- Interesting facts about Agriculture that students would be interested in knowing (Top 10 list).
- How to protect the environment (animals, plants, pollution)
- Where do I find helpful materials that arrive in a timely fashion?
- More about local farmers. Students are fascinated with farm equipment!
- I'm not sure.
- Soybeans
- Since Illinois has soybeans, I'd like to know more about the products made from soybeans.
- Anything! It's my fault that I have never taken the opportunity to integrate Agriculture in my classroom.
- How pollution is affecting the earth and what affect it is having on crops and livestock
- What do we import? What do we export to other countries?
- Plant and Animal Science; Conservation
- Timeline on how our land (e.g., usage) is changing and how this affects Agriculture
- Anything. I have not had much Ag education growing up.
- Farming crops and animals; Soil
- ?
- Conservation and Forestry
- Plants and plant cycle; Anything to do with solids and liquids
- Louise Cernekee has been very thorough in teaching the children all the different aspects of Agriculture.
- Maybe students' role in Agriculture
- Other uses for farm products
- I am satisfied with the two approaches we are using.
- Changes in farming over the years and use of technology in today's farming
- What job options are available for people who don't already live on or own farms to try to gear them more toward agricultural occupations
- Insects
- Forestry