



Element 6 – Showing Unity on the Farm

Learners of various levels come together to teach one another to read, to sing, to and to prepare for problem solving as they think about farms and ranches around the world.

| Reading, Agriculture/Environmental Science | Unity on the Farm |
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| <p>Grade Levels: Interactive (Pre-K – 12)</p> <p>Time: 1 1/2 hours</p> <p>Materials: Downloads of books and songs; Paper and pencil or colored pencils; 10 markers such as stones or papers for conflict bridge</p> <p>Key Points</p> <ul style="list-style-type: none">• Working across continents, farmers unite with others and with their animals to feed families.• Farm families also work together at home.• What we do to the earth affects life for others.• When conflicts arise, farmers must listen to each other and make a plan• Unity matters• For the family and for the planet, unity matters. | <p>Teacher or Caregiver</p> <p>Guides learners, based on their reading level, to:</p> <ul style="list-style-type: none">• Teach reading to younger learners• Learn information about animal tenders from various regions• Teach a song to siblings based on the audio link below or on personal choice• Practice resolving real-world conflicts as farmers making decisions that affect the family and the human family. <p>https://www.fullcirclelearning.org/music (Beauty Is What You Do CD, Track 3)</p> |

1. Show Unity through Reading



Learners read *Animal Aspirations* aloud to younger siblings. The book tells the story of barnyard animals who unite and combine their strengths to help the farm family prepare for winter. Help the children chant the chorus together.

Read the book again, asking children to make a chart or drawing showing whenever the power of example helps one animal show unity with the others.

*Above, Crystal Lopez taught a younger child to read *Animal Aspirations*. Below, the late grandmother Molly King reads to a child.*

Download the book here:

<https://documentcloud.adobe.com/link/review?uri=urn:aaid:scds:US:e8bfebe7-9b11-4e5c-b6ba-7db3cb78e50c>



2. Show Unity with Animals



A highlander guided his cows along a mountain pass in Lesotho, a country in Southern Africa.

Eighty percent of the people in this country have garden plots to grow vegetables at home.

Discussion: Grades 1-3

- Farmers use cows to help plough, to provide milk or to supply protein to people. The cows may live in one place or they may graze for grass across a wide range. Sometimes they travel are to another in a cattle drive.
- Think about cattle herders and how they create unity among their animals.
- In one part of South America, ranchers must bring their cattle a long way home, over a journey of many days. They sing to the cows, to keep them calm as they travel through storms and across rivers and through many days of heat.

What songs would you sing to your family to keep them feeling close in times of trial, sickness or hardship? Practice one of those songs now. You might want to learn this song as well.

(Sing or dance to the song “Be Kind.”)

www.fullcirclelearning.org/music

(Beauty Is What You Do, Track 3)

Discussion: Grades 4-8

Rotation Grazing

- Ranchers in some countries take extra steps to feel united with everyone. They know that cows contribute methane to the atmosphere. They want their land to keep the dangerous greenhouse gases underground and to make the soil rich with organic matter.
- As animals fertilize and trample one area thoroughly, they can help the plants to grow. Instead of overgrazing the land, they want to regenerate the soil, cultivate native grasses, and generate more oxygen and less carbon.
- Whether with cows or sheep, these ranchers have reduced their carbon footprint and regenerated the land, through rotational grazing. This means the animals move frequently from one pasture to another. The animals stay in a fairly small space. They trample the ground, graze on the plants, and create more organic matter in one area before being allowed to move on to the next.
- As the animals stomp around and eat down the plants, the soil becomes rich with their manure and massaging hoofs, and new plants grow. If they move at just the right times, the process invites new worms and more plant species. When seasonal rotation occurs extremely frequently, it is called “mob grazing.”
- The animals and the agriculturalists work in unity to better feed people while keeping carbon in the ground to reduce the effects of climate change (dry spells and flooding.)

Silvopasture

- Some farmers use Silvopasture (letting animals graze under trees) to fertilize an orchard or field. They hope to keep their land fertile and their animals happy, while keeping earth’s atmosphere healthy for people.
- Some ranchers have turned away from animals and tried to grow more crops, to remind people that eating mostly plants is good for health and good for the planet.

- In general, the agriculturalists work in unity to better feed people while keeping carbon in the ground and trying reduce the effects of climate change (dry spells and flooding.)

To understand more about greenhouse gases and climate change, click on the link below or look in the recommended online resource.

[Draw your own picture of a farm, showing the greenhouse gases emitted and the oxygen absorbed by plants.](https://helpsavenature.com/greenhouse-effect-diagram)

<https://helpsavenature.com/greenhouse-effect-diagram>

(Teachers, also see the charts in the Climate Change Agents book in the Resource section of this website, under Curriculum.)



Above, students helped a farmer by placing organic matter on plants.

Show Unity in Agriculture (on the Conflict Bridge)

Grades 9-12

Imagine that you and a sibling have just inherited a piece of farmland. You each have different ideas about how to use the land. Decide what those imaginary differences are and practice using the steps of the conflict bridge to resolve them.

1. First, each of you state your position.
2. Next, state an emotion you feel about your position.
3. Once you have heard the other one, tell why you feel the way you do about your position. Perhaps one feels strongly that a particular growing method is best for the climate. Perhaps the other believes their method would bring higher profits or more food.
4. Each person restates the reasoning they heard the other one give, so that each one feels heard.
5. Now you are both faced with striving for unity. What can each person contribute to make a solution work. How would you bring about unity if you were in this situation?

