



# EXPLORING THE ROLE OF AFFINITY IN AGRICULTURAL LITERACY



## Introduction

There is minimal evidence of agricultural literacy definitions that consider the importance and possibility of developing positive emotions toward the industry, which may impact an individual's agricultural literacy. **This research project introduces the role of affinity for agriculture pertaining to students' agricultural literacy.**

## Methods

- Two elementary schools implemented the DIGS (Developing Individuals, Growing Stewards) curriculum over eight months
- During the study, students engaged in monthly lessons with supplemental activities to explore various facets of agriculture
- Mixed-methods approach using a post-curriculum survey and booklets to perform a content analysis with pre-assigned codes

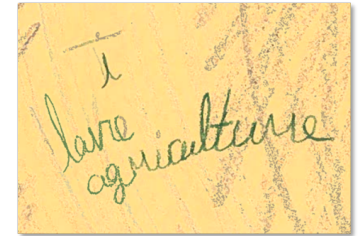
## Results

**55** Completed the post-curriculum affinity survey.

**58** pieces of work analyzed in this study.

**4.85** Average response (out of 6 - most positive)

**47%** (n=33) had quotes indicating an affinity for agriculture



## Conclusions

- Survey results indicated an affinity for agriculture after the curriculum delivery
- Discussion with students expressed feelings of positive emotion toward agriculture and agricultural concepts
- Discussions also revealed that students felt a sense of importance towards the role that agriculture plays in their individual lives

## Recommendations

Through this study, we have shown that a positive emotional connection to agriculture may influence an individual's behaviors, aspirations, and choices related to agriculture. The recommendation from this project is that the concept of affinity in agricultural literacy should be explored further to further examine the relationship between affinity and agricultural literacy.