

# GLOCAL LESSONS FOR SCHOOL-BASED AGRICULTURAL EDUCATION

The inclusion of globally competent education will help to create a culture of compassion and respectful communication across differing opinions - a skill critical to agriculture, an increasingly globalized industry that impacts and reaches everyone regardless of beliefs (Van Winkle, 2021).

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## INTRODUCTION

- **Education has a powerful position to promote peaceful coexistence (Stavenhagen, 2008)**
- SBAE is easily influenced by outside factors - including systemic inequalities (Stewart et al., 2021)
- Dependent upon student-teacher relationships
- Lack of culturally responsive teaching because of politicized terms (Wood et al., 2022)
- Approaching DEI work by utilizing global competency can help develop critical connections - without politicized terms (Wood et al., 2022)

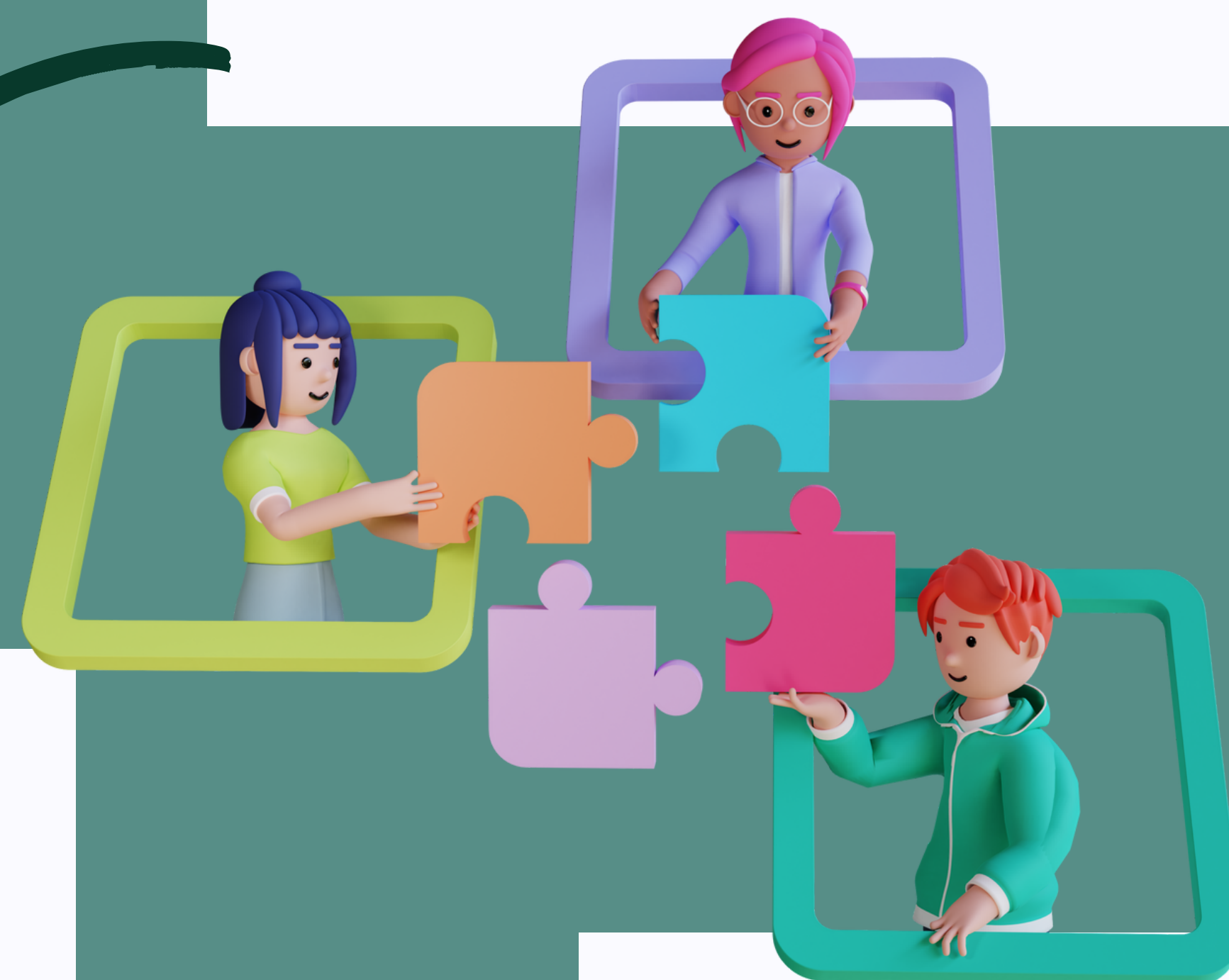


## HOW IT WORKS

- 11 student-centered glocal lessons
  - Begin with thinking globally and learning about culture
  - Ends with creating a final project that acts locally on community issues
  - Topics involve careers, economics, safety, and food security
  - Same template
  - Facilitation and resources are described
- Canvas, Google Classroom, US agricultural educators email listserv
  - Space for feedback and ideas
- Inserted into any introductory curriculum
  - Standalone
  - The introductory lesson should be the first lesson
- Shift in classroom culture
  - Critical thinking
  - Multiculturalism in content, representation in the class, and activities
  - Pushback from the community and inner battles
  - **NEED community support - careful consideration when incorporating these lessons**

## ADVICE TO OTHERS

- The educator will need professional development in how to approach politicized or charged content ethically and respectfully
- Aware of community needs and values - make it **relevant and applicable** to students
  - Businesses, family, and community norms that built the program
- Lessons are aligned with national standards
- Content will need to be scaffolded
- The classroom's culture may need to be addressed
  - **"relies upon a safe and accepting learning environment that engages students in social interactions and excitement and encourages students' success..."** (Marsh, 2022, p. 12)
- Effectiveness relies upon delivery (Blumberg, 2019)



## RESULTS TO DATE AND IMPLICATIONS

- Initially created as a course assignment
- Shared through a workshop at an IN meeting of agricultural educators
- Many have signed up for future contact
- **Changing the whole culture and norms of an educator's classroom**
- Acknowledgement of the history of agriculture playing roles in continuing systemic issues allows for a space for **challenging norms and a more comfortable environment for marginalized communities**

## IMPORTANT!

**"dialogue cannot occur between those who want to name the world and those who do not wish this naming--between those who deny others the right to speak their word and those whose right to speak has been denied them... Dialogue cannot exist, however, in the absence of a profound love for the world and for people" (Freire, 2018, pp. 88-89)**

## COSTS

- Developing these lessons took time and energy
  - No other outside costs were necessary
- Lessons are free of charge for educators to access
- Many lessons have low or no cost for the educator to facilitate
  - Resources necessary for some lessons may result in the educator or school needing to purchase materials
  - All activities are optional and able to be edited to best fit the situation

## CONCLUSION

- 22 FREE Glocal lessons - think global, act local
- Culture shifts in the classroom - critical thinking
- Content that is more relevant and applicable to ALL students
- More well-rounded students who are able to interact cross-culturally

Affiliations  
  
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