



SUCCESS STORY WORKSHEET

Agriculture: Plants

Name: _____ Fiscal Year: _____ County: _____

Map Title: _____ Program Plan: _____

Significant Accomplishment: Briefly describe the situation or issue that led to the development of this program. When appropriate, identify information sources where situational data was obtained.

Importance of the Program: State the importance of the program, as if relaying a message to stakeholders (e.g., clientele, decision-maker).

With a majority of today's U.S. consumers three to four generations removed from agriculture, many do not have a good level of knowledge about agriculture and food production. Research shows that consumers know more about movies (40 percent), politics (45 percent), history (47 percent) and music (51 percent) than they do about food production (40 percent). The same research indicates that only 22 percent of Americans trust that the agriculture industry is transparent about its food production practices. Sullivan, Higdon & Sink (2013). "Food Think: Building Trust in What We Eat."

Plants are essential to the balance of nature and in people's lives. Green plants, i.e., those possessing chlorophyll, manufacture their own food and give off oxygen during photosynthesis. Plants are the ultimate source of food and metabolic energy for nearly all animals, which cannot manufacture their own food. Besides foods (e.g., grains, fruits, and vegetables), plant products vital to humans include wood and wood products, fibers, drugs, oils, latex, pigments, and resins. Coal and petroleum are fossil substances of plant origin. Thus plants provide people not only sustenance but shelter, clothing, medicines, fuels, and the raw materials from which innumerable other products are made.

Read more: [plant: Importance of Plants | Infoplease.com http://www.infoplease.com/encyclopedia/science/plant-importance-plants.html#ixzz2aXubY8RC](http://www.infoplease.com/encyclopedia/science/plant-importance-plants.html#ixzz2aXubY8RC)

Life on earth depends directly on plants. Humans like other animals cannot feed themselves. Directly or indirectly what they eat comes from the vegetal family. Plants are important because they are able to develop their own organic matter. From simple inorganic elements, they are called primary producers.

Inputs-Role of Extension: State the role of Extension (e.g., presenter, educator, sponsor, collaboration, facilitator, advisor).

Outputs-educational methods, activities and audience (What was done?): What are the educational methods, activities, resources used, number of persons and characteristics of the audience?

- Method, activity and/or resources used: _____
- Number attending: _____
- Target Audience (i.e., characteristics): _____

Evaluation Methods: How did you gather information to determine if anything happened (Pre and post-tests, questionnaire, focus group, testimonial, etc.)?

Outcomes/Impact (So What?) Determine the HIGHEST level of impact (initial, intermediate, or long-term outcome) the program had on individuals, families, groups and/or society.

Initial Outcome – Learning that results from participation – **KOSA** – What knowledge, opinions, skills, and/or aspirations have people gained as a result of this program? Initial outcomes are seen as prerequisites to action taken (e.g., behavioral or practice change).

Intermediate Outcome – Actions that result from learning– What practices, behaviors or choices do individuals now exhibit as a result of participating in this program. These **behavior** or **practice changes** logically occur prior to seeing the effects of long-term outcomes.

Long-term Outcome – Conditions that change as a result of action– **SEEC**– What changes in social, economic or environmental conditions have occurred as a result of this program? How have individuals, families and communities been assisted in learning and changing their behaviors/practices? How are they currently “helping themselves” as a result of Extension programming?

Write a 6-8 sentence description of this accomplishment in the form of a Success Story.

Adapted from Jacobs, C. , Stamper, C., & Davis, J. (2010, June). *Writing impact statements*. University of Kentucky Cooperative Extension Service.