



# International Soybean Sales

## Lesson Plan

*Note: \*This lesson could be used in conjunction with the Global Soybeans Lesson Plan.*

### Nebraska AFNR Agribusiness:

Standard 3: Students will recognize marketing tools and skills.

- Benchmark 3.3: Identify markers and market development.

Standard 4: Students will explain how cultural/society values impact the buying or selling of goods and/or services.

### Objectives:

- The student will understand the process soybeans take from seed to end product, and the wide variety of soy products available.
- The student will identify stakeholders and key factors that affect trade and the global market.

### Materials:

Paper, markers or other colorful writing utensils

### Additional Enrichment Resources or Source Files:

- Nebraska Soybean Association: <http://www.nebrasCASoybeans.org/>
- NE Department of Agriculture: <http://www.nda.nebraska.gov/>
- NE Agricultural Trade Office: <http://proudtobuy.nebraska.gov/index.html>

## Soybean Production

Students will enter this lesson with varying backgrounds and knowledge pertaining to soybean production from seed to end product. For this lesson, the most applicable video is the From Pod to Plate: End Uses, although other videos in the series may be relevant depending on the background knowledge available in the class. Use best judgment as to which video(s) to watch. (As with all content on the internet, please preview it prior to viewing with the students.)

- From Pod to Plate: Planting  
[https://youtu.be/eh1X\\_5gUKjl?list=PL50E8551EF42331F9](https://youtu.be/eh1X_5gUKjl?list=PL50E8551EF42331F9)
- From Pod to Plate: Growing  
<https://youtu.be/XTkj3iHSR-w?list=PL50E8551EF42331F9>
- From Pod to Plate: Harvest  
<https://youtu.be/xXtGojxV3tY?list=PL50E8551EF42331F9>
- From Pod to Plate: Elevators & Trains  
<https://youtu.be/0fa1BL5fZ2s?list=PL50E8551EF42331F9>
- From Pod to Plate: Trucking  
<https://youtu.be/FQfvmuC5r28?list=PL50E8551EF42331F9>

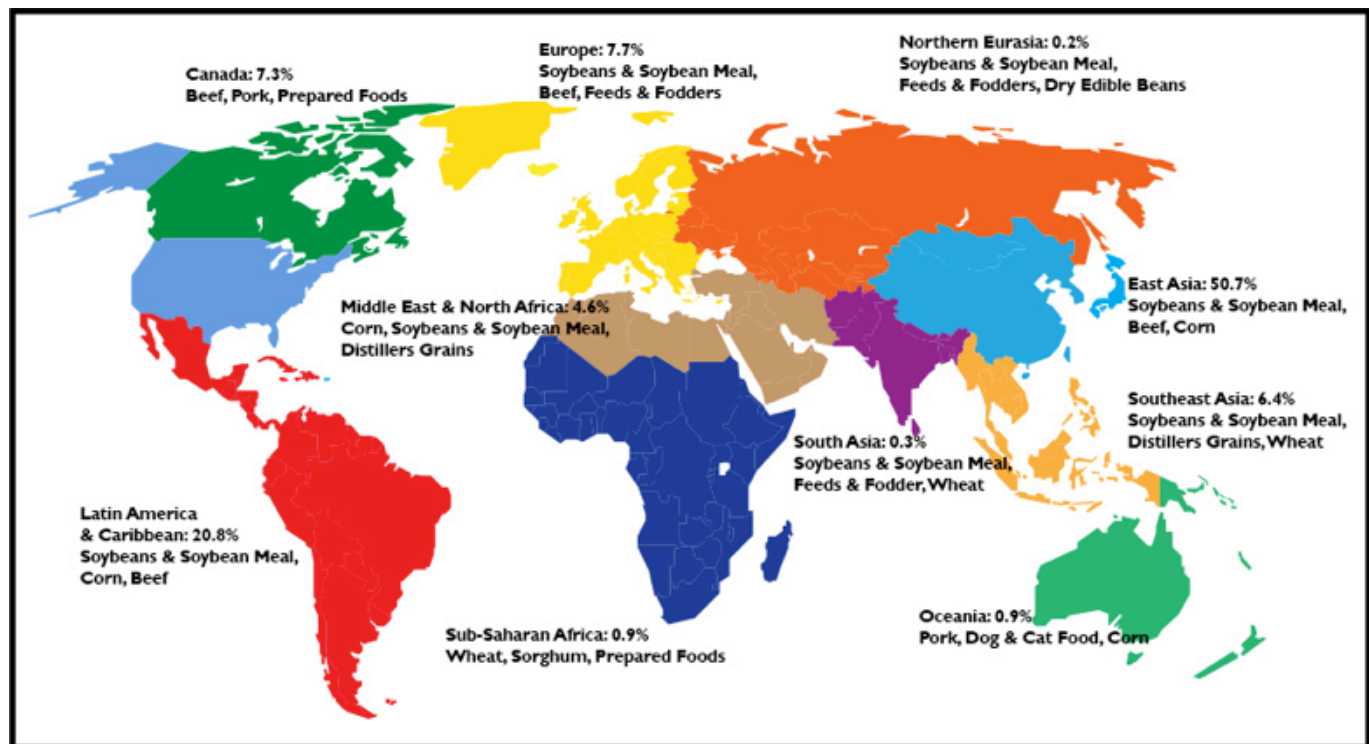


- From Pod to Plate: Soy Processing  
<https://youtu.be/RCEAjEPDwpg>
- From Pod to Plate: End Uses  
<https://youtu.be/Rdj9IILAvJI?list=PL50E8551EF42331F9>

*Optional: Post-video*

*Note: \*If the class has already done the Global Soybeans lesson, skip this activity.*

1. Ask students to choose one product that has a soy component, not restricted to food products (Ex: salad dressings, poultry feed, biodiesel, crayons, etc.).
2. Have students individually create a flow chart to diagram the process from seed to end product, including possible export/import opportunities. Present and/or discuss as a class.



Source: NE Ag Trade Office

## Influencers in the Global Market

Key influencers, or stakeholders, within the soybean production chain are at every level, from the local communities to the international trade offices. Have students call out stakeholders while they are recorded.



- Sample key stakeholders in the soybean industry: seed companies, distributors, and salesmen; farmers; chemical companies, distributors, and salesmen; equipment companies and dealer ships; grain facilities; transporters (rail, truck, etc.); processing companies; consumers; etc.

1. Students will choose one of the key stakeholders and take a few minutes to reflect on the questions below in relation to their stakeholder:
  - a. How does this stakeholder affect the entire soybean production process?
  - b. Does this stakeholder have influence in the U.S., internationally, or both? How?

Stakeholders aren't the only influencers in the soybean production process. There are many other factors that affect the process, most of which cannot be controlled by a single person or group. Factors like the weather or environment, supply and demand, politics, economic decisions, and consumer choice are all important to consider when thinking about the entire soybean production process.

1. Students will brainstorm risk factors for soybean production (not including known stakeholders). Working in small groups, students will create a skit or creative representation of how soybean production is affected by these risk factors.
  - a. Example: Students could create a parody of a popular song that addresses the risk factors.

*Optional:*

1. Invite an individual or group with knowledge of the soybean production process to visit and allow students to ask questions. If an in-person visit is not available, look to online resources such as Skype to make the experience personal.

**Optional Lesson Extension Activities:**

1. Research soybean import and export markets in your home state, both within the U.S. and internationally. Look at influencing factors that are specific to your state.
2. Contact your state's Soybean Association or Department of Agriculture by phone or email to see what commodity trade opportunities are available for participation (i.e. annual trade conference, routine publications, etc.).
3. Keep abreast of the legislative actions that involve trade of agricultural commodities within your state and in the U.S., and how that will affect you as a producer and/or consumer.

