

TEACHER'S GUIDE

NO MORE *Skinny* SHEEP



(888) 242-0563
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Video Page



No More Skinny Sheep **Teacher's Guide**

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No More Skinny Sheep

Suggested Lesson Plan

These materials may be used in a variety of ways. For maximum benefit, we suggest the following lesson plan:

- As a class, discuss the Preview Questions and Key Terms.
- Distribute copies of the Viewing Guide for students to use as a note-taking tool during the video.
- Play the video, pausing if needed to facilitate understanding and note-taking.
- Review and discuss answers to the Viewing Guide using Answer Key as a guide.
- Use Discussion Questions to spark class discussion, or assign these questions as homework.
- As a class or in small groups, complete the Who Chooses Activity.
- Replay the video as preparation for the Quiz. If you prefer, your class can take an online, automatically scored quiz at www.izzit.org.
- Administer and grade the Quiz using Answer Key as a guide. (No grading required if you use the online quiz!)
- Optional: Assign one or more Enrichment Activities as homework.

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Preview Questions

(These are meant to be read aloud by the teacher.)

1. Locate New Zealand on a map.
2. What is unique about New Zealand?
3. What are farm subsidies?
4. What would happen if there were no farm subsidies?

Preview Activity

Hand out the worksheet on the following page. Tell your students that the paper is their pasture, and the government will pay them \$5 per head of sheep that they graze in their pasture. Have them draw their flocks and calculate what the government must pay them. (Give them a short time frame. 5 minutes. This isn't meant to be an artistic exercise.)

Discuss the results. How much did each student get from the government? Why did results vary?

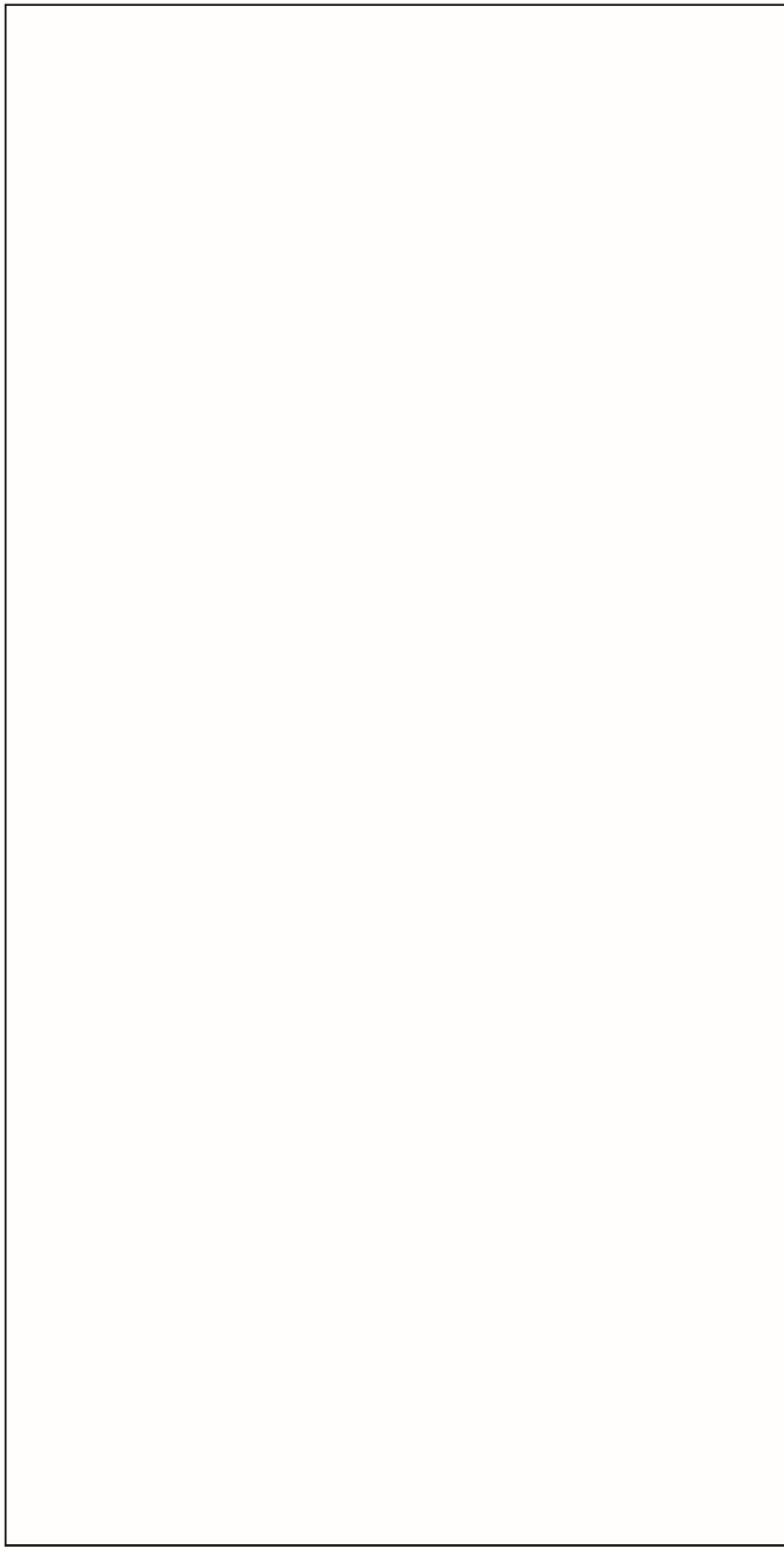
(What you should discover is that the students who drew smaller sheep made more money!)

So, if you had smaller (aka "skinnier" sheep) sheep, you got more money. We're going to watch a video today that illustrates this exact point. In New Zealand, farmers used to get paid – subsidies – per head of sheep.

Show the video.

Name _____ Date _____

The government will pay you \$5 per sheep. Draw your flock in the pasture.



How much money does the government owe you? \$ _____

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Key Terms and Definitions

British Empire – Britain and the territories under its control, which reached its greatest extent at the end of World War I when it encompassed over a quarter of the world's population and more than a quarter of the world's land surface

European Economic Community – a regional organization which aimed to bring about economic integration, including a common market and customs union, among its six founding members: Belgium, France, Italy, Luxembourg, the Netherlands and West Germany. It was created by the Treaty of Rome of 1957.

Incentive – a motivation or encouragement to do or not to do something

Subsidy – a benefit given by the government to groups or individuals, usually in the form of a cash payment or a tax reduction

United Kingdom – an island nation in northwestern Europe made up of England, Scotland, Wales, and Northern Ireland

Kiwi - the nickname used to refer to people from New Zealand. It refers to a bird native to New Zealand.

Immigrant - a person who moves into a new country, typically with the intent to become a citizen.

Skinny Sheep Policy - informal name given to the New Zealand subsidy program that paid farmers based on the number of sheep. This resulted in a focus on quantity instead of quality.

Ewe - a mature female sheep

Cold turkey - an abrupt, rather than gradual, end to a behavior or process

Name: _____

Date: _____

No More Skinny Sheep **Viewing Guide**

1. Thirty years ago, New Zealand was on the brink of _____ downfall.
2. New Zealand was a key _____ provider for the British Empire, and the U.K. was by far New Zealand's main market.
3. New Zealand is an island of _____ where impoverished laborers took great risks in the hopes of a better life.
4. In the 1970s...when the U.K. became part of the European Economic Community...New Zealand lost their favored _____ status with England.
5. "A third or more of our _____ was being supplied from central government."
6. In _____, a new government was elected that dramatically reformed the economy of the country.
7. Interest rates increased, property values dropped, _____ were eliminated cold turkey.
8. The decision was clear: Adapt to the new economic reality or lose the _____.
9. Farmers who managed to hang onto their land were able to compete in the international _____ as never before.
10. "Let people make their own individual _____. Let them work hard, make those sacrifices to achieve the things they want."

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Viewing Guide Answer Key

1. economic
2. agricultural
3. immigrants
4. trading
5. income
6. 1984
7. subsidies
8. farm
9. market
10. choices

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Discussion Questions

1. Why was the U.K. New Zealand's main trading partner?
2. Why did New Zealand lose its favored trading status with the U.K. in the 1970s?
3. What did the New Zealand government do in response to the loss of its major trading partner?
4. What was the "Skinny Sheep" policy? Why were the sheep skinny? What was the intention behind the policy? What were the unintended consequences?
5. Why did New Zealand voters elect a government that would drastically reform the economy in 1984?
6. Why did farmers support removal of the subsidies? What did they insist on in exchange for giving up subsidies?
7. How did the removal of subsidies change farmers' incentives? Why did it no longer make sense to maximize the number of animals on a given plot of land?
8. Why did farm property values decline when subsidies were removed? Why did the interest rates farmers paid for loans go up?
9. Why did many farmers lose their farms after the reforms?
10. How did Bill Cashmore adapt his farming practices after the economic reforms?
11. What happened to the farmers who were able to adapt and hang onto their farms after the reforms?
12. What is unique about New Zealand that makes it a challenge for its farmers to compete globally?
13. Why wouldn't Bill Cashmore ever want to go back to getting subsidies from the government?
14. What does Cashmore mean when he says, "You try and spread the benefits out everywhere—you get a very thin smear that doesn't achieve much."?
15. Should we accept short term pain if we expect long term gain from a change in economic policy? Why/why not?

16. Why do you think New Zealand didn't run out of food when the government stopped subsidizing farmers? Why do you think it continues to be a major agricultural exporter, even with fewer people farming than in the past?
17. Can a government that gives subsidies, trade protections, or other advantages to certain groups or industries make everyone as well off (as prosperous) as they would otherwise be? How do such favors change the kind of economic activity people engage in? What does a company or industry have to do to make sure favors come its way?
18. Should the United States follow New Zealand's lead and abolish all farm subsidies? Why/why not?

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Activity:

Who chooses? Who benefits? Who pays? What's fair?

The four questions above can be a useful tool for evaluating any policy or system. Posing the questions is a great way to stimulate critical thinking. As a class, or in small groups, discuss the following:

(For each question, think broadly about all the possible people or groups of people who may be affected, and remember there may be non-monetary costs and benefits.)

Who decides whether farmers or other groups will receive special favors from government?

Who benefits from farm subsidies? Who pays? Is this fair? Explain.

When the government removes subsidies or other favors, how does this affect the people who previously benefited? Is this fair? Is someone who benefited in the past from government action entitled to expect that this action will continue? Why or why not?

Name: _____

Date: _____

No More Skinny Sheep **Quiz**

1. In today's New Zealand economy, agriculture _____.
 - A) is dying out
 - B) is thriving
 - C) is dependent on trade with the U.K.
 - D) is reliant on generous government subsidies

2. The 1984 economic reforms _____.
 - A) gradually reduced farm subsidies
 - B) gradually increased farm subsidies
 - C) immediately increased farm subsidies
 - D) immediately eliminated farm subsidies

3. Thirty years ago, New Zealand's economy _____.
 - A) was booming
 - B) was self-sufficient
 - C) was in a downward spiral
 - D) was dependent on trade with the U.K.

4. The Cashmore ranch income comes from _____.
 - A) sheep and goats
 - B) cattle and sheep
 - C) timber
 - D) government subsidies

5. In the 1970s, New Zealand lost its favored trading status when _____.
 - A) its farm products declined in quality
 - B) it could no longer produce enough to satisfy demand
 - C) the U.K. became part of the European Economic Community
 - D) the U.K. withdrew from the European Economic Community

6. Until the 1970s, New Zealand's biggest trade partner was _____.
- A) the U.K.
 - B) the U.S.
 - C) the E.U.
 - D) The EEC
7. As a result of reforms in the 1980s, New Zealand's economy _____.
- A) is more reliant on price supports and subsidies
 - B) never regained its international competitiveness
 - C) was weakened initially, then became strong and competitive
 - D) both a and b
8. The Cashmore family are _____.
- A) descendants of immigrants who have farmed in New Zealand for generations
 - B) descendants of the native inhabitants of New Zealand
 - C) recent immigrants with generations of farming experience in their native country
 - D) recent immigrants with no prior farming experience
9. What happened to the Cashmore farm when agricultural subsidies were abruptly removed?
- A) There was no effect on their income.
 - B) Their income immediately increased by 30%.
 - C) They went bankrupt.
 - D) Their income immediately dropped 30%.
10. The "skinny sheep" policy caused farmers to _____.
- A) increase their herd size beyond what the land could support
 - B) reduce the impact of their livestock on the environment
 - C) shear their sheep more frequently
 - D) none of the above

No More Skinny Sheep **Quiz Answer Key**

Quiz

1. b. is thriving
2. d. immediately eliminated farm subsidies
3. c. was in a downward spiral
4. b. cattle and sheep
5. c. the U.K. became part of the European Economic Community
6. a. the U.K.
7. c. was weakened initially, then became strong and competitive
8. a. descendants of immigrants who have farmed in New Zealand for generations
9. d. Their income immediately dropped 30%.
10. a. increase their herd size beyond what the land could support

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Enrichment and Integration Activities

Research Projects: Work independently or in small groups. Choose one or more of the topics below to learn more about. Gather information from multiple sources to help answer the questions. Create a report that includes both written and visual elements such as pictures, charts, and graphs. Be sure to cite your sources. Share your findings with the class in an oral presentation, a slide show, or a video.

A. New Zealand Economic Policies. Besides farm subsidies, New Zealand's government had many other economic policies that helped certain groups or industries. Reforms were adopted starting in 1984. What were the reforms? What motivated them? How was the government able to make such drastic changes? Who was Roger Douglas? What was "Rogernomics?" What were the consequences, good and bad, short-term and long-term, of these policy changes?

B. U.S. Farm Subsidies. When did the U.S. start paying subsidies to farmers, and why? Who advocated for subsidies? How did they succeed in persuading the government to adopt subsidies? Why have subsidies continued for so long despite all the changes in agriculture and the economy? How much money does the U.S. currently spend on subsidies each year? Which crops are subsidized? Why aren't all crops subsidized? Who pays for subsidies? What are the arguments for and against subsidies? What are the consequences, good and bad? Why hasn't the U.S. followed New Zealand's example and eliminated all farm subsidies?

C. European Economic Community. What was the EEC (also known as the Common Market)? When and why was it established? What were the goals of the organization? Why did Britain join the EEC? Why did this cause New Zealand to lose its favored trading status with Britain? What were the costs and benefits of British membership? What became of the EEC? What connection did it have to the European Union (EU)?

D. Subsidies and International Trade. Which countries subsidize farmers? Which countries subsidize other groups or industries? Which countries are parties to trade agreements with other countries (e.g. NAFTA)? Why do trade agreements often require governments to curtail their subsidies for domestic industries? What are some recent examples of trade disputes arising from such subsidies?

E. New Zealand History. New Zealand's first inhabitants migrated from Polynesia. Europeans and Australians came later. Immigration continues to this day. When did New Zealand first become a colony? How and when did it become a sovereign nation? What is the current status of the various immigrant groups? Do all consider themselves Kiwis? Be sure to include a timeline in your report, showing significant events in New Zealand history as well as immigration numbers by country or region of origin.

Writing Activities:

Write a story about growing up on a farm in New Zealand during one of the following time periods: Colonial era; 1950s; 1970s; 1980s after the removal of subsidies; today.

Write a persuasive essay arguing for or against the U.S. government abolishing farm subsidies.

Pretend you are a farmer in New Zealand at the time the subsidies were eliminated. Write a journal entry about how your life on the farm is being impacted.

NO MORE SKINNY SHEEP LESSON PLAN – TRADING PARTNERS

Trading Partners Lesson Plan

Name: _____

Date: _____

Instructor: _____

Time to complete:	60 minutes
Materials/Technology/Resources:	<ul style="list-style-type: none">* The No More Skinny Sheep video (DVD format, or it can be streamed from izzit.org with no login required.)* Presentation Method (smartboard, projector, etc.)* Viewing Guide* A blank map is provided if students are not able to access the map website

Standards:	Use our free and easy-to-use Standard Alignment tool to align this lesson with the standards in your school district.
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Learning Objective(s):	<i>Students will identify New Zealand's top trading partners. They will also distinguish the trading partners by imports and exports.</i>
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Topics: New Zealand, Agriculture, Trade

Absorb: (8.40 minutes)	<u>Watch:</u> No More Skinny Sheep video in DVD format, or it can be streamed from izzit.org with no login required.
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Overall guiding question(s):	What are New Zealand's trading partners? Are the export markets the same as the import markets?
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Lesson Procedures: (30 minutes)	<ol style="list-style-type: none">1. Watch video: No More Skinny Sheep2. PROCEDURES:
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	<p>A. ACTIVITY: Navigate to the CIA World Factbook New Zealand website at https://www.cia.gov/the-world-factbook/countries/new-zealand/</p> <p>B. Select Economy and scroll down to the imports and exports section</p> <p>C. Identify the countries that New Zealand imports from and exports to</p> <p>D. Complete the New Zealand trading partners map by navigating to National Geographic’s map maker website at https://www.nationalgeographic.org/education/mapping/outline-map/</p> <p>E. Students can edit the map elements to remove such items as map gridlines (under Basic Map Elements) as well as points of interest and water body names (under Other Features). Have students click on Drawing Tools and select Free-form Line Tool (they can designate two different colors for export and import countries).</p> <p>F. Students can print, email, and or download their final version to submit for a grade.</p> <p>G. A paper map is included if you prefer.</p>
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<p>Summary & Assessment: (15 minutes)</p>	<p>Assessment is based on accuracy and clarity of the map.</p> <p>Bring students back together to discuss their maps. Summary discussions may include the differences between import and export partners. The teacher may ask students if New Zealand is running a trade surplus or deficit.</p>
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<p>Reflection: (5 minutes)</p>	<p>Select a current event, either from izzit.org or by typing in “New Zealand trade” into Google’s search box, selecting News, then Tools followed by a time frame you designate. Discuss relevant current trade issues highlighted in the news search results.</p>
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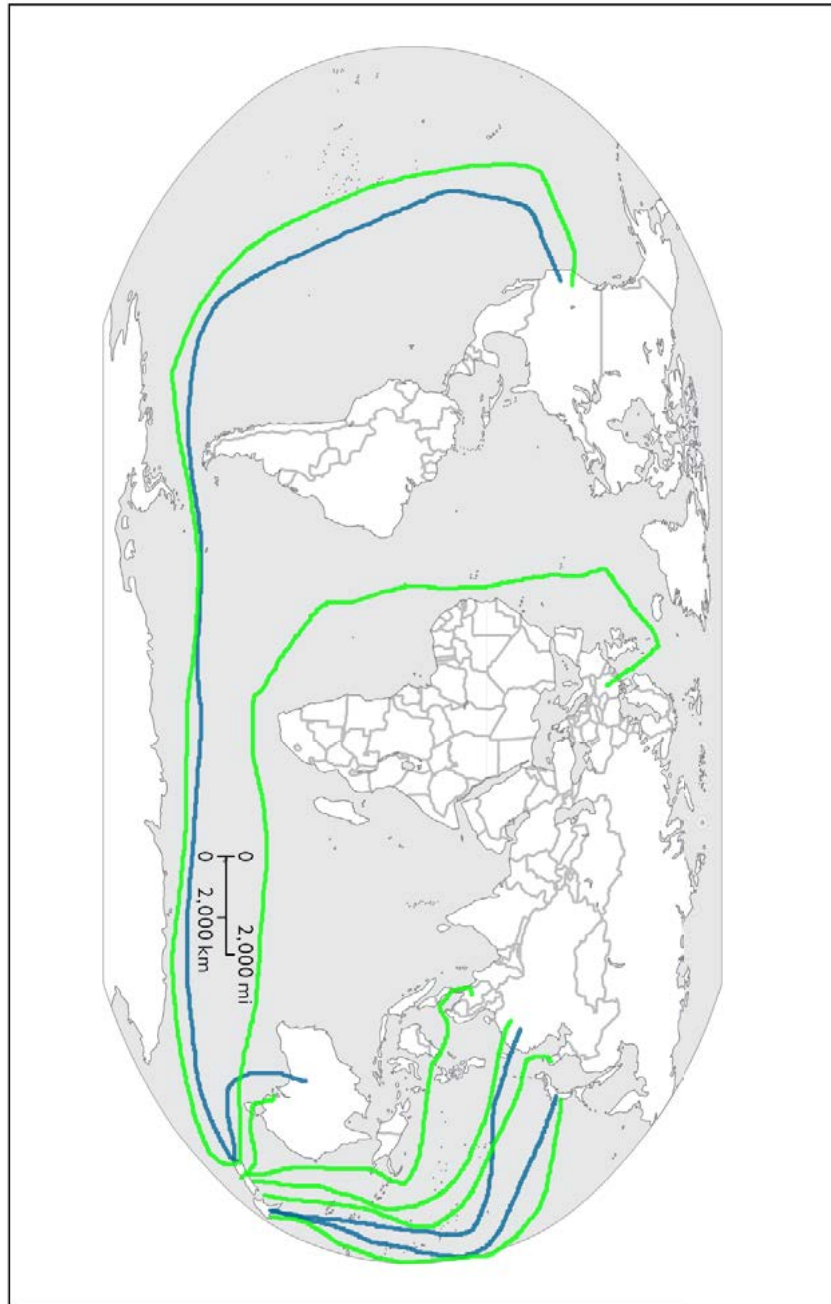
Name _____

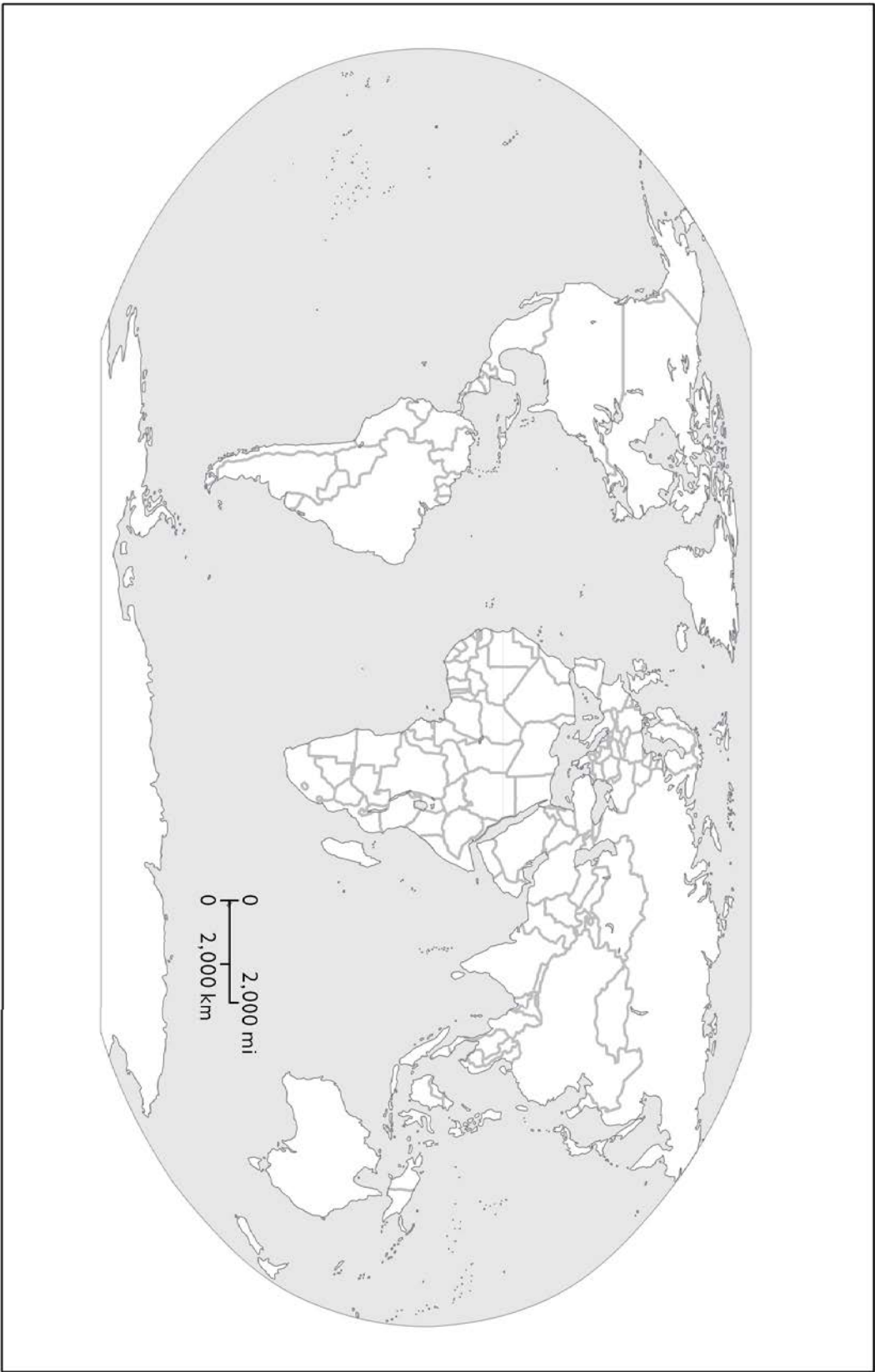
No More Skinny Sheep New Zealand Trading Partners

Identify: **New Zealand trading partners (by imports and exports)**

Teacher solution set (green is import and blue export markets):

 NATIONAL GEOGRAPHIC
education





Copyright © 2011 National Geographic Society, Washington, D.C.

Student name:

NO MORE SKINNY SHEEP LESSON PLAN - SUBSIDIES

Subsidies Lesson Plan

Name: _____

Date: _____

Instructor: _____

Time to complete: Materials/ Technology/ Resources:	60 Minutes * The No More Skinny Sheep video (DVD format, or it can be streamed from izzit.org with no login required.) * Presentation Method (smartboard, projector, etc.) * Viewing Guide * Discussion Questions – one set for teacher only
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Standards:	Use our free and easy-to-use Standard Alignment tool to align this lesson with the standards in your school district.
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Learning Objective(s):	<i>Students will define subsidies. They will identify pros and cons associated with subsidies. Students will also describe who pays for and who chooses which subsidies to implement.</i>
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Topics: New Zealand, Agriculture, Farm Subsidies, Government, Trade

Absorb: (8:40 minutes)	<u>Watch:</u> No More Skinny Sheep video in DVD format, or it can be streamed from izzit.org with no login required.
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Overall guiding question(s):	What are costs and benefits of subsidies? Who pays for them and who chooses where to give subsidies?
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<p>Lesson Procedures: (31 minutes)</p>	<ol style="list-style-type: none"> 1. Watch video: <i>No More Skinny Sheep</i> 2. ACTIVITY: Hand out organizers or have students access them online through learning management system or common folders. 3. Navigate to the Agricultural Subsidy Programs page at http://www.econlib.org/library/Enc/AgriculturalSubsidyPrograms.html and or the USDA's Price Support page at https://www.usda.gov/topics/trade/price-support for types of subsidies provided to U.S. farmers. A third source might be the bills before or passed by Congress https://www.congress.gov/ (use the search box at the top). 4. Students should fill out the organizers based on information they obtain from these sites
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<p>Summary & Assessment: (15 minutes)</p>	<p>Assessment is based on how complete the organizers are and the relevance of information.</p> <p>Bring students back together to discuss their organizers. Summary discussions may include the whether the benefits of subsidies, such as in the fishing or livestock industries, outweigh the costs and if these are good use of tax payer money.</p>
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<p>Reflection: (5 minutes)</p>	<p>Select a current event, either from izzit.org or by typing in "agricultural subsidies" and "fishing subsidies" into Google's search box, selecting News, then Tools followed by a time frame you designate. Another possible source is the news section of the World Trade Organization at https://www.wto.org/english/news_e/news_e.htm</p> <p>Discuss relevant current subsidies issues highlighted in the news search results.</p>
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Organizers Follow on Next Pages

Name _____

No More Skinny Sheep Subsidies Analysis

Subsidy Pros and Cons

Identify: Pros and cons of subsidies

Pros	Cons

<p>Who Chooses?</p>	<p>Who Pays?</p>
<p>Who Benefits?</p>	<p>What's Fair?</p>

NO MORE SKINNY SHEEP LESSON PLAN – GRAPHS ANALYSIS

Graphs Analysis Lesson Plan

Name: _____

Date: _____

Instructor: _____

Time to complete:	60 minutes
Materials/ Technology/ Resources:	<ul style="list-style-type: none">* The No More Skinny Sheep video (DVD format, or it can be streamed from izzit.org with no login required.)* Presentation Method (smartboard, projector, etc.)* Viewing Guide

Standards:	Use our free and easy-to-use Standard Alignment tool to align this lesson with the standards in your school district.
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Learning Objective(s):	<i>Students will analyze graphs related to New Zealand agriculture over a given period of time. They will interpret and draw conclusions based on the information.</i>
Topics: New Zealand, Agriculture, Trade	

Absorb: (8:40 minutes)	<u>Watch:</u> No More Skinny Sheep video in DVD format, or it can be streamed from izzit.org with no login required.
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Overall guiding question(s):	What are the trends in New Zealand agriculture? What inferences can be drawn? What relationships might exist?
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<p>Lesson Procedures: (30 minutes)</p>	<ol style="list-style-type: none"> 1. Watch video: <i>No More Skinny Sheep</i> 2. PROCEDURES: <ol style="list-style-type: none"> A. ACTIVITY: Hand out graphs and tables or have students access them online through learning management system or common folders. B. Students will use their understanding of the graphs to analyze, interpret, and infer trends and/or relationships in New Zealand's agricultural industry.
<p>Summary & Assessment: (15 minutes)</p>	<p>Assessment can be on the type and quality of interpretations / inferences the students provide as well as class discussions regarding students' results.</p> <p>Bring students back together to discuss their conclusions and insight they gained while completing the analysis. Encourage the students to discuss the significance of any trend, relationship, and or inference.</p>
<p>Reflection: (5 minutes)</p>	<p>Select a current event, either from izzit.org or a news site. Discuss any trends in New Zealand's (or other countries') agricultural industry.</p>

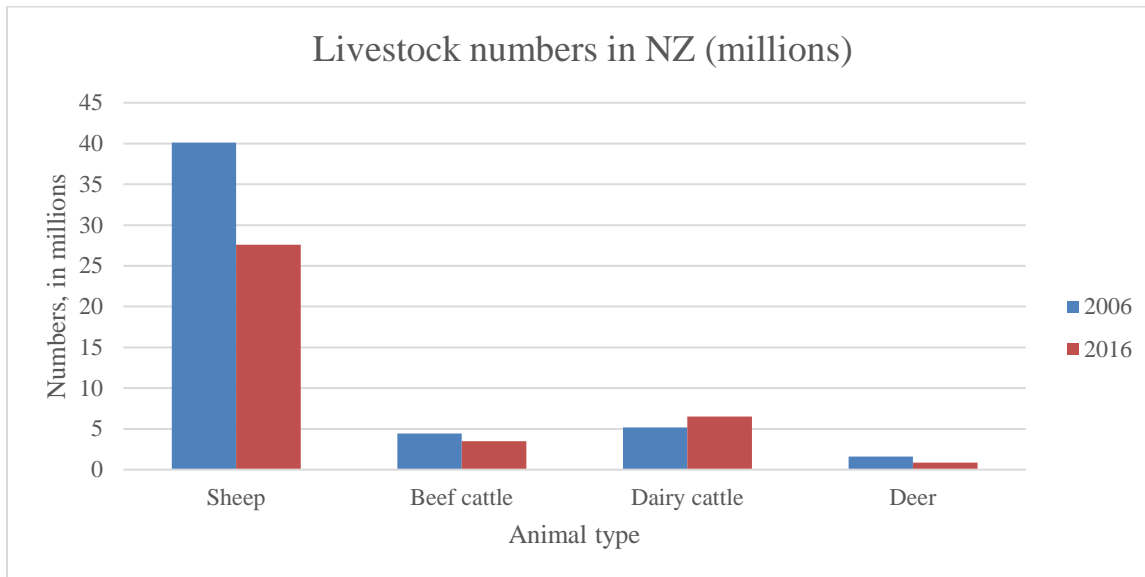
Graphs Follow on Next Pages

Name _____

No More Skinny Sheep Graphs Analysis

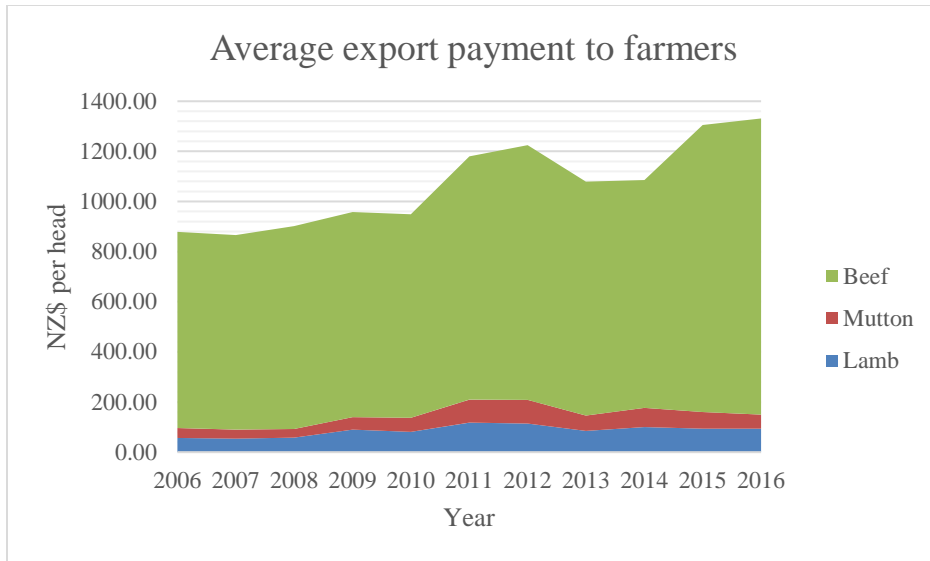
Livestock numbers in NZ 2006-2016 (millions)			
Type	2006	2016	% change
Sheep	40.1	27.58	-31%
Beef cattle	4.44	3.47	-22%
Dairy cattle	5.17	6.5	26%
Deer	1.59	0.85	-47%

Source: Beef + Lamb New Zealand Economic Service, Statistics New Zealand



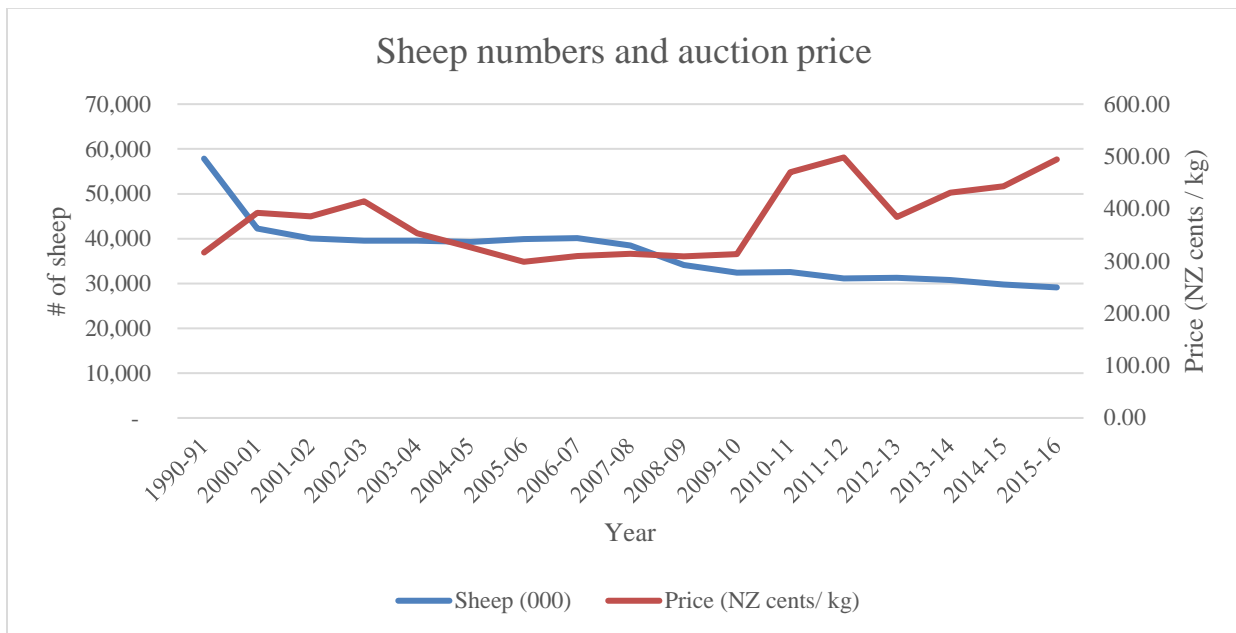
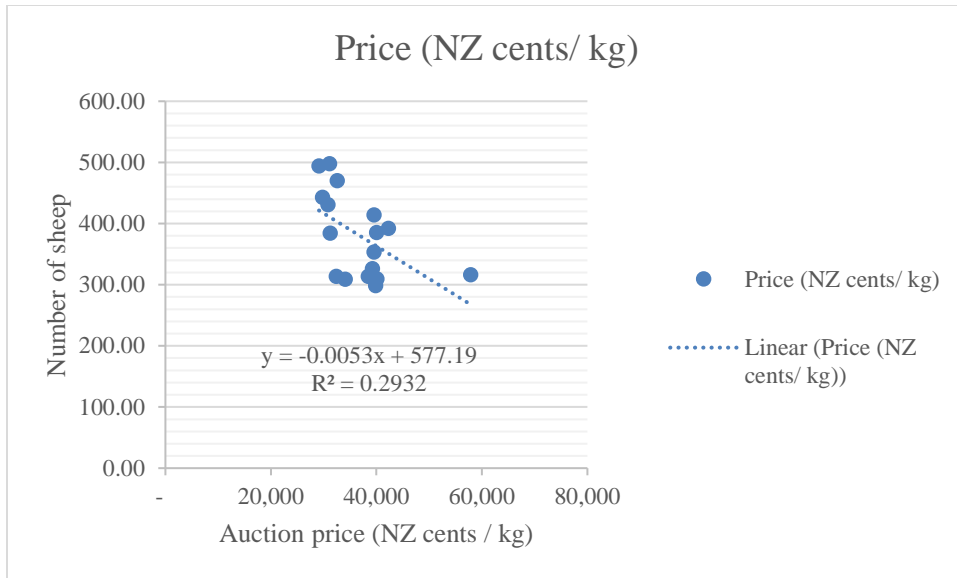
Average export payment to farmers (NZ\$ per head)			
Year ended 09/30/16	Lamb	Mutton	Beef
2006	56.21	40.44	782.38
2007	53.89	36.30	776.20
2008	58.55	34.08	809.56
2009	89.83	50.01	818.68
2010	81.30	56.43	810.88
2011	117.64	91.76	970.89
2012	113.58	94.57	1016.46
2013	85.30	60.79	933.43
2014	100.04	76.43	909.11
2015	93.92	66.80	1144.16
2016	93.48	56.69	1181.22

Source: Beef + Lamb New Zealand Economic Service



Sheep numbers and auction price		
Year	Sheep (000)	Price (NZ cents/ kg)
1990-91	57,852	316.40
2000-01	42,260	392.20
2001-02	40,033	385.30
2002-03	39,572	414.00
2003-04	39,552	353.30
2004-05	39,271	326.30
2005-06	39,880	298.60
2006-07	40,098	309.60
2007-08	38,460	313.70
2008-09	34,088	308.70
2009-10	32,384	313.50
2010-11	32,563	469.90
2011-12	31,132	498.10
2012-13	31,263	384.50
2013-14	30,787	430.80
2014-15	29,803	442.90
2015-16	29,121	494.10

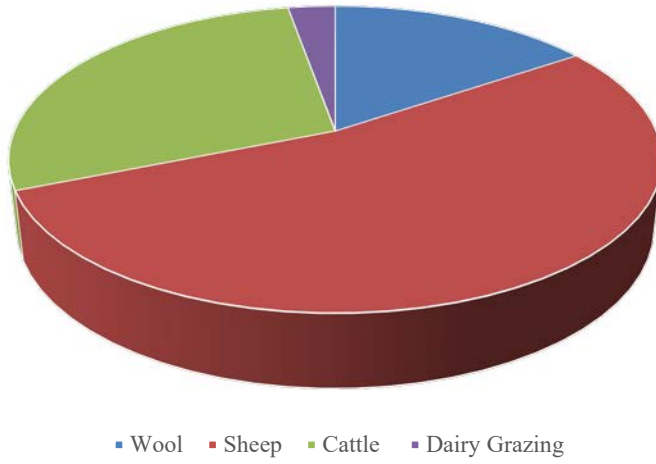
Source: Beef + Lamb New Zealand Economic Service, Statistics New Zealand



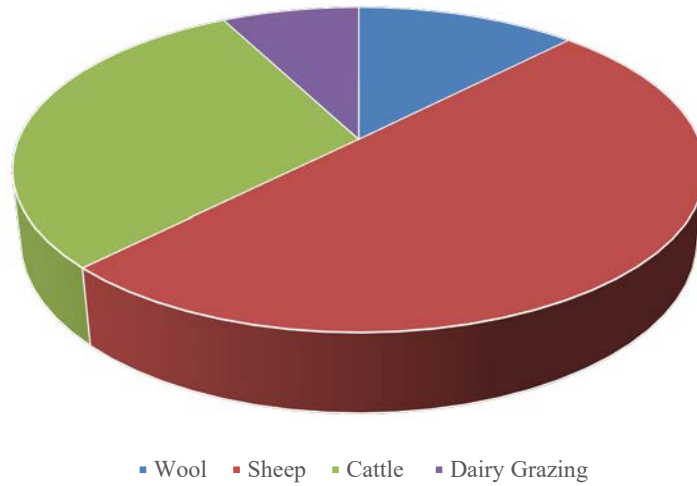
Avg. Revenue by livestock type / farm (NZD)			
Type	2005-06	2014-15	% change
Wool	\$ 41,075	\$ 51,395.00	25%
Sheep	\$ 141,069	\$ 209,679.00	49%
Cattle	\$ 74,901	\$ 125,098.00	67%
Dairy Grazing	\$ 7,373	\$ 31,995.00	334%

Source: Beef + Lamb New Zealand Economic Service, Sheep & Beef Farm Survey

Avg. revenue by type 2005-06 (NZD)



Avg. revenue by type 2014-15 (NZD)



NO MORE SKINNY SHEEP LESSON PLAN – SUSTAINABILITY

Sustainability Lesson Plan

Name: _____

Date: _____

Instructor: _____

Time to complete:	60 minutes
Materials/Technology/Resources:	<ul style="list-style-type: none">* The No More Skinny Sheep video (DVD format, or it can be streamed from izzit.org with no login required.)* Presentation Method (smartboard, projector, etc.)* Viewing Guide

Standards:	Use our free and easy-to-use Standard Alignment tool to align this lesson with the standards in your school district.
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Learning Objective(s):	<i>Students will describe methods farmers use to minimize harm to the environment from raising livestock. They will organize the information they obtain in a graphic word web.</i>
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Topics: New Zealand, Agriculture, Sustainability

Absorb: (8:40 minutes)	<u>Watch:</u> No More Skinny Sheep video in DVD format, or it can be streamed from izzit.org with no login required.
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Overall guiding question(s):	What methods are New Zealand farmers using to support sustainability as they raise livestock? What evidence exists to support the farmers' claims they are minimizing/reducing harm to the environment?
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Lesson Procedures:	1. Watch video: No More Skinny Sheep
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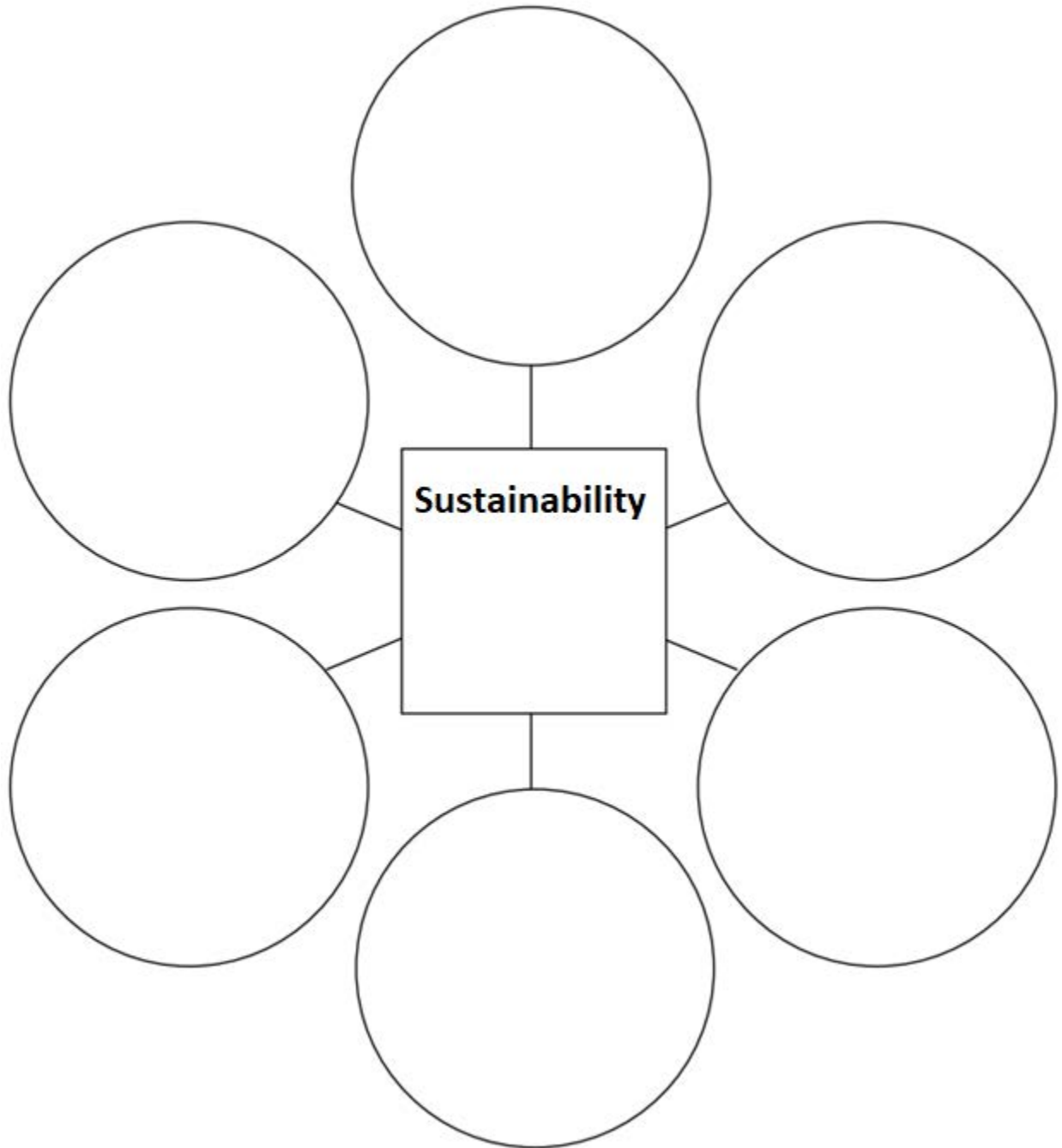
(30 minutes)	<p>2. PROCEDURES:</p> <p>A. ACTIVITY: Hand out the word web or have students access them online through learning management system or common folders.</p> <p>B. Navigate to 1) the Greenhouse emissions from sheep site at https://beeflambnz.com/your-levies-at-work/climate-change 2) Principles of feeding site at https://beeflambnz.com/knowledge-hub/module/principles-feeding-growing-and-grazing-pasture#block-1349 3) the Low N Sires site at https://www.crv4all.co.nz/lownsires/ 4) and global agritech site at https://www.nzte.govt.nz/page/government-publications-media</p> <p>C. Students will use the websites to describe ways New Zealand farmers are minimizing the impact of raising livestock in support of sustainability.</p>
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Summary & Assessment: (15 minutes)	<p>Assessment can be on content and/or the discussion regarding the insight students gained while completing the organizer.</p> <p>Bring students back together to discuss their findings from reviewing the sources provided and the word web. Encourage the students to discuss the significance of one or more techniques used by farmers.</p>
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Reflection: (5 minutes)	<p>Select a current event, either from izzit.org or a news site. Discuss strategies and or techniques farmers in New Zealand or other parts of the world use to minimize the impact of farming.</p>
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Name _____

No More Skinny Sheep Word Web



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