

National FFA Ag Census Lesson Plans

NASS 5.1

Lesson Title: How to Complete the Census of Agriculture Forms

Precepts:

Action

- A2. Focus on results
- A4. Identify and use resources
- A5. Communicate effectively with others
- A8. Evaluate and reflect on actions taken and make appropriate modifications

Mental Growth

- J1. Think critically
- J3. Practice sound decision making
- J4. Solve problems

Decision making

- N1. Demonstrate the decision making process
- N2. Demonstrate problem solving skills

National Standards

NL-ENG.K12.2 – Reading for Understanding

NL-ENG.K-12.7 – Evaluating Data

NM-DATA.9-12.2 – Select and Use Appropriate Statistical Methods to Analyze Data

NM-NUM.9-12.2 – Understanding Meanings of Operations and How They Relate to One Another

Student Learning Objectives

As a result of this lesson, the student will . . .

1. Identify the different types of Census of Agriculture forms
2. Identify common major Census of Agriculture reporting problems
3. Recognize the steps and parts required for completing the Census of Agriculture in all its formats
4. Identify the types of documents needed in preparation for completing the Census of Agriculture

Time

Instruction time for this lesson: 60 minutes.

Resources

Blueberry Economics: The Cost of Establishing and Producing Blueberries in the Willamette Valley, <http://extension.oregonstate.edu/catalog/pdf/em/em8526-e.pdf> (retrieved 12-06-07)

National FFA Organization's "Essential Learnings" materials, 2003

USDA's National Agricultural Statistics Service, www.nass.usda.gov

USDA's Census of Agriculture, www.agcensus.usda.gov

Tools, Equipment, and Supplies

Flip chart paper

Different color markers

Easels

Index cards

Crayons

AS.1 - Mini Survey (one per student)

AS.2 - Census Know-Knows Lesson (one per student)

AS.3 - Directions Worksheet Lesson (one per student)

AS.4 – Major Reporting Errors (one per student)

AS.5 – Completing the Census (one per student)

AS.6 - Blueberry Kingdom Scenario (one per student)

PowerPoint or Transparencies

TM.1 - Mini Survey (one copy)

TM.2 - Census of Agriculture National Report Form Characteristics (one copy)

TM.3 - Census of Agriculture 2007 Census Regions map (one copy)

TM.4 - Census of Agriculture Regional Report Form Characteristics (one copy)

TM.5 - Census of Agriculture Five Major Reporting Errors (one copy)

TM.6- 10 Rules for Completing the Census of Agriculture (one copy)

TM.7 - Census of Agriculture Website (one copy)

Note: Two copies of the Census of Agriculture Regional Report Form (There are only 35 sections to the form. The exercise for using this form will require two sections per student team of two. Hence, one copy of the Regional Report Form will cover seventeen students. Use the second copy of the Regional Report Form to cover the remaining number of students in your class. If only eight student teams are left, for example, then you would only need to distribute 16 sections (two sections / team) of your second copy of the Regional Report Form.) Retrieve a copy of the Regional Form at the USDA website: <http://www.agcensus.usda.gov/Publications/2007/index.asp>

Key Terms

The following terms are presented in this lesson and appear in bold italics:

Commodity

National report form

Operation

Principal Operator

Regional report form

Interest Approach

Before beginning this lesson, have markers and six to eight sheets of post-it flip chart sheets available.

Welcome to class! Let's get started. When I say "Group," you will have 30 seconds to get into groups of five and identify your group reporter. Questions? Group!

Pass out students activity sheet AS.1 – one worksheet per student.

Excellent job! When I say "Survey," you will have five minutes to identify farm products commonly produced by our state. Then identify at least two to five farm products that might be unique to our state. Once you have identified the farm products common to and unique to our state, the last step will be to identify and record how many of us would meet the criteria outlined on the activity sheet. Your group's reporter will share the outcome of your survey results with the class. Can someone please restate the directions? *Wait for their response.* Thank you! Survey!

Walk around the room and monitor the students' discussions to make sure they are staying on task. Adjust the time as needed.

Take the next 30 seconds and finish up your conversations.

5, 4, 3, 2, 1 and pens down and eyes up front. Thank you for staying on task! So let's take a look at your results. Who are my group reports? *Have the reports either stand up or raise their hand to verify someone is prepared to speak on behalf of the group.*

Great! When I call on your group, please return to your flip chart sheet and share your answers.

Please share your group's list of farm products common to our state. *Allow each group to read their list. Capture the lists on a writing surface. As the groups are sharing, if a product is repeated put a hash mark next to it, and if it is a new product, list it on the writing surface.*

Those were some great answers. From what we see it looks like, *(insert the most common product you heard here)* is the most common product produced for our state.

So now that we have identified the common products, what are the unique farm product(s) our state produces? *Allow each group to read its list. Capture the lists on a writing surface. As the groups are sharing, if a product is repeated put a hash mark next to it, and if it is a new product, list it on the writing surface.*

Based on the groups' responses, it looks like our state produces a few unique products. Thank you for sharing your answers.

Let's look at the demographics section. What criteria did your groups meet for the following items? *Display TM.1 as the student reporters share their group responses.*

TM.1:

1. My family has purchased or is buying the home I live in.
2. My family is renting the home I live in.
3. My family rents an apartment.
4. My family lives in the same county to which our school belongs.

5. My family owns farm land.
6. My family leases/rents farm land.
7. More than five acres of our land is used for cropland.
8. More than five acres of our land is used for pasture.
9. All of our crops are covered through a crop insurance policy.
10. We have a family or individual farming operation.
11. We have farm animals.
12. We hire others to work on our farm.
13. We have bought new farm/lawn equipment in the past year.
14. We rented farm/lawn equipment in the past year.

Well done, groups and reporters. How easy was it to identify farm products common to our state? Was it easier to identify the farm products unique to our state? Why or why not? So far, over several lessons, we have explored what is the census, why participation in the census is important, how the census data will be used, and what are each census taker's rights and responsibilities. The last stage in our journey is to explore how to complete the census. Our first stop will be to look at the two types of Census of Agriculture forms.

Summary of Content and Teaching Strategies

Objective 1. Identify the different types of Census of Agriculture forms

That last exercise allowed us to see the challenge census developers have in developing an agricultural census. They must identify appropriate common national characteristics that will enable them to develop a general Census of Agriculture form known simply as the National Report Form.

Place TM.2 Census of Agriculture National Report Form slide/transparency on the screen.

The **National Report Form** is 12 pages long and its purpose is to reduce nationally the amount of time required to complete the Census of Agriculture. It has 16 sections and is intended for operations with fewer commodities.

Our mini survey exercise also allowed us to see the challenge census developers have with determining appropriate unique characteristics about certain populations. Using information gathered through other surveys and reports, the United States is separated into seven (7) regions. *Show TM.3 - 2007 Census of Agriculture's Regions slide/transparency.* The Census of Agriculture form each region receives is based upon the types of crops that are specific to that region. Those unique characteristics help to shape the second type of Census of Agriculture form, known simply as the Regional Report Form. The **Regional Report form** is 24 pages long, has 35 sections and covers several commodities.

Place TM.4 on the over head. Regional Report Information.

So quickly, what is the name of the first type of form (National Report Form) and what is it used to determine (*appropriate common group characteristics*)? Great! The second form is called

Regional Report Form and it is used to *(collect data specific to a given region)*. So far so good. We are all on the same page as to what the two forms are and their use. This year, approximately 20% (500,000) of our nation's farmers will receive the National Report Form. The other 80% of our country's farmers will receive the Regional Report Form.

When I say "Capture," you will have 30 seconds to write on an index card the two types of Census of Agriculture forms. *(Wait for the students to record their answers.)* Capture!

Okay. When I say "Write," on that same index card, skip at least three lines and capture at least one of the two key distinguishing characteristics about each form. You will have 45 seconds. Write!

Excellent! Turn to the person next to you to share/compare your answers. *(Give the students time to partner and exchange answers.)*

Use the Choral Response E-Moment to review the information about the two types of Census of Agriculture Forms.

How did everyone do? What were the two types of forms? How many pages is the National Report Form? Correct: 12. How many sections does that form have? Correct: 16. What is the intent of the National Form? Yes, to be used by farmers who have fewer **commodities** and to reduce as a nation that amount of time required to complete the Census of Agriculture. How many pages is the Regional Report Form. Correct: 24. How many sections does that form have? Correct: 35. What is the intent of the Regional Form? It covers more commodities than the National Form and is specific to the types of crops grown in that region.

Objective 2. Identify the five most common reporting problems.

Great participation and team review! We are about at the halfway point on our journey. Before we move on, it's time to load up.

Pass out Activity Sheet AS.2 – Census of Agriculture Know-Knows Sheet – one per student.

You will notice that there are three columns on the activity sheet you just received. The far left column is where we record what we already know about the Census of Agriculture form. The middle column is where we record what we want to know, and the far right column is where we record what we have learned.

For example, in the "Record What You Know" column, we would include information such as the types of forms you have completed that might have similarities to the Census of Agriculture form. It would include types of documents needed for the different sections of the form, and possible methods for completing the Census of Agriculture.

When I say "Record," you will have five minutes to fill in the left and middle columns. What questions are there? *Wait for responses* Record!

Walk around the room to keep pulse on the students' progress and amount of response. When it appears either students are done or the nine minutes are about to expire, begin a five second count down) Five, four, three, two, one, pencils and pens down.

It looks like we know more about the census than what we might have initially thought. It was nice to see, too, that we have areas of interest pertaining to the census.

Several of us probably recorded under “What You Know” that the National Census Form has 16 sections; the Regional Census Form has 35. Each section of the form has important instructions. For our next brief but fun activity there might be some who draw. So, I am providing each of you with crayons. *(Distribute the crayons.)* As soon as you receive your set of directions, begin the activity. You have 45 seconds. *(Distribute AS.3- Directions Worksheet and give the students time to complete the activity.)*

What did we discover? *Allow for some responses.* Great feedback! There are five major census reporting problems that tend to occur because the person(s) completing the form fail to read all of the instructions. As you might recall from our earlier discussion about why the Census of Agriculture is important, these five major problems influence economic, political, social, educational, and occupational decisions made in and for our state. Let's see what the five common reporting problems are and capture them in your notebook *(show TM.5 Common Problems and hand out AS.4).*

TM.5

Common Problems:

1. Landlords reporting for tenants
2. Comparing total acres of cropland harvested with the sum of the acres of each individual crop harvested
3. Reporting of partial-year operations
4. An **operator** completing more than one Census of Agriculture form but only having one farming operation
5. Reporting of farm income versus farm-related income

To start today's lesson we conducted a mini survey that included questions about whether others were hired to work on your family's farm, whether your family owned or rented farm land, and how much acreage did your family use for crops and pasture. When I say “Go,” you will have 30 seconds to get back into your original groups of five. Questions? Go!

Thank you for doing that so quickly. Now, when I say “Brainstorm,” you will have three minutes to capture the implications or impact the five common reporting problems could have on our community and our state. What questions are there? Brainstorm!

Use the Picasso Moment to illustrate the implications and report problems that are common. The students should be prepared to share their drawing with the class.

Wow, it looks like we have captured a lot of implications and reporting problems that can have an effect on our community and state. Now that we have our lists, when I say “Draw me a masterpiece,” you will have 10 minutes to create a poster that illustrates the list of implications and reporting problem that you just captured. We will be sharing our masterpieces at the end of the 10 minutes. When I clap my hands three times, that means it is time to return to your seats. Questions? Draw me a masterpiece!

Walk around the room, and monitor the student’s progress. Allow the students 10 minutes to complete their drawing.

And time is up. Let’s quickly move around the room to view all the wonderful art. When I say “Go,” you will have two minutes to view the various drawings. What questions are there? Go!

Objective 3. Recognize the steps and parts required for completing the census in all of its formats

Well done! We really have some artists among us! It is easy for us to identify the common problems that might occur completing the Census of Agriculture forms. However, we now know that it is critical to accurately report the needed information on the Census of Agriculture. We are moving to our last turn on our journey. Let’s take what we have learned and see how we would do if we had to complete a form. To begin, let’s go over the 10 commandments for correctly completing any of the Census of Agriculture Forms.

Share TM.6 “Rules for Completing the Census for Agriculture” slides/transparencies and AS.5.

I know that was a lot of detail to try remembering. The sooner we can put that information into action, the better we will be able to retain it. So, here we go.

Distribute AS.6 Berry Kingdom handout.

Coming around now is a fictitious scenario about Berry Kingdom, an organic wild Blueberry Farm. It contains several pieces of information to help you complete part of the census. Some of you will notice that not all of the information requested on the census form is available in the scenario. For those instances, you and your partner will be asked to take three minutes to brainstorm what documents would have helped. Your partner will be the same person you worked with for our note card activity. When I say “Reunite,” partner together. Reunite!

While you are reading the scenario, I am now going to distribute to each team two sections of the Census Regional Form. If the scenario lacks the information you need, as a team, take three minutes to brainstorm what documents would be required. What questions do you have? *Wait for their respond.* Begin. *Distribute two sections to each team.*

Objective 4. Identify the types of documents needed in preparation for completing the census.

Go teams! We each sound and look like emerging Census of Agriculture trainers and consultants.

Certainly we have learned new information since we began today's lesson. Soon we will complete the last section of our Census Know-Knows sheet. Our final two steps are to share the two methods for completing the census and to cover what types of documents are needed.

The two methods for completing the census are either online or hard copy. What are the only two methods? (*Wait for the response.*) Correct--online or hard copy. Using the online version requires login information provided in the packet sent by the Census of Agriculture to all of its census takers in December 2007. Accessing the online version is possible by going to the Census of Agriculture website and following the instructions provided. (*Show TM. 7 Census of Agriculture slide/transparency.*)

Of course, the hard copy is what will be mailed to each farmer.

Review/Summary

Well, class, we have nearly reached the end of our destination. What a journey this has been. You have been actively and mentally engaged. To wrap up, it is time for us to unload what we have learned. Please pull back out your Census Know-Knows activity sheet. Our last activity will be to complete the far right column by recording what we have learned. When I say "Share your light," begin recording what you have learned. You have six minutes. Share your light!

Application

Extended classroom activity: *Conduct interviews with farmers and agricultural-related corporations to learn how they feel about the census taking process. Be sure to ask them about their perceptions of the benefits, drawbacks and consequences. Using their feedback, write a letter to the Census of Agriculture.*

FFA activity: *As a FFA chapter outreach activity, use some portion of the lesson to reach out to other students in your school who are not part of FFA but whose parents will receive a copy of the census. Invite them to an informative "How to Complete the Census of Agriculture" workshop. Remember to offer door prizes and refreshments as incentives!*

SAE activity: *Partner with FFA chapters in different sections of your state to create and conduct your own mini Census of Agriculture. Your SAE log books will be a critical part of this project.*

Evaluation.

True or False:

1. There are three types of Census of Agriculture Forms.
2. Farmers and ranchers can complete the Census of Agriculture either online or using the paper copy they receive in the mail.
3. The most common problem with filling out the Census of Agriculture form is that the participants do not fill out the complete form or read the directions carefully.

4. There are 16 sections to the National Report form.
5. The regional census form is shorter.

Answers to Test:

1. FALSE
2. TRUE
3. TRUE
4. TRUE
5. FALSE

Mini Survey

Instructions:

In a small group (three to five members), take five minutes to brainstorm what farm products are common to your state and what farm products are unique to your state. Afterwards, have each individual in your group answer the 14 questions below. Once everyone has completed their answers, have someone tally the results on a post-it flip chart page. Before returning to your seats, identify someone within your group to serve as the group's reporter. This person will share the results of the findings from your group's mini survey.

Farm products common to our state:

Unique farm product(s) our state produces/makes:

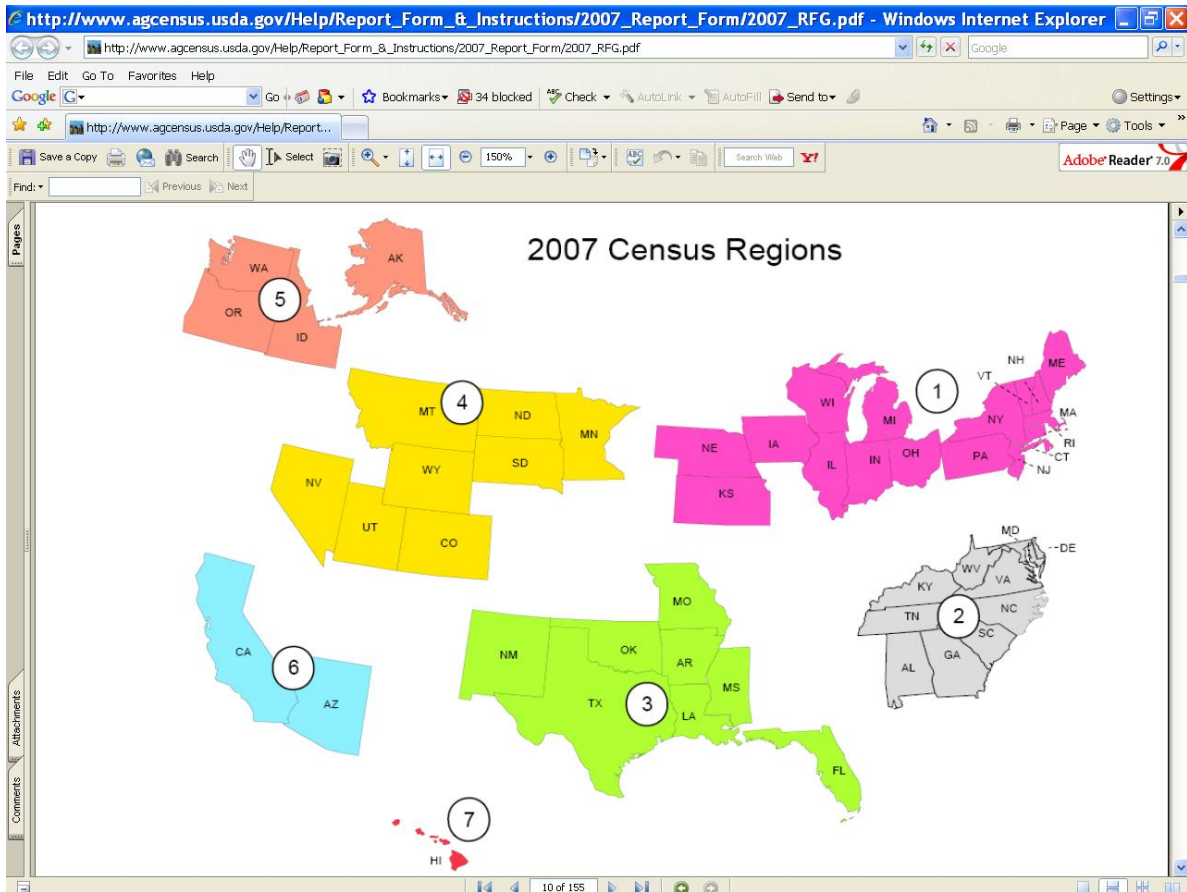
Demographic Questions

1. My family has purchased or is buying the home I live in.
2. My family is renting the home I live in.
3. My family rents an apartment.
4. My family lives in the same county to which our school belongs.
5. My family owns farm land.
6. My family leases/rents farm land.
7. More than five acres of our land is used for cropland.
8. More than five acres of our land is used for pasture.
9. All of our crops are covered through a crop insurance policy.
10. We have a family or individual farming operation.
11. We have farm animals.
12. We hire others to work on our farm.
13. We have bought new farm/lawn equipment in the past year.
14. We rented farm/lawn equipment in the past year.

Census of Agriculture National Report Form

- 1. Only 12 pages long**
- 2. Has 16 sections**
- 3. Intended for operations with fewer commodities**
 - The commodities pre-recorded on the form are ones most common nationwide**

2007 Census of Agriculture Regions



Census of Agriculture Regional Report Form

- 1. Only 24 pages long**
- 2. Has 35 sections**
- 3. Has commodities pre-recorded on the form based upon which of the seven regions a state is in**

Census of Agriculture

Five Major Reporting Errors

- 1. Landlords reporting for tenants**
- 2. Comparing total acres of cropland harvested with the sum of the acres of each individual crop harvested**
- 3. Reporting of partial year operations**
- 4. An operator completing more than one Census of Agriculture form but having only one farming operation**
- 5. Reporting of farm income versus farm-related income**

10 Rules for Completing the Census of Agriculture

1. Use black or blue ink.
2. Enter responses to all questions:
 - a. In appropriate answer cells
 - b. On the correct line
 - c. In the units requested
 - i. Bushels
 - ii. Tons
 - iii. Pounds
 - iv. Etc.
 - d. Outside the answer spaces or on a separate sheet of paper if providing an explanation
3. Enter exact figures or best estimates
 - a. Estimates are better than an omitted answer
 - b. When using an estimate, write “est.” near the cell, not in it

4. Use whole dollars only
- a. $\$2,569.81 = \$2,570$
 - b. $\$2,569.49 = \$2,569$

TM.6 cont. 2

5. Use whole numbers, except where tenths are needed for acreage
- a. $1/8 = 0.125 = 1$ tenth
 - b. $1/6 = 0.167 = 2$ tenths
 - c. $1/4 = 0.250 = 3$ tenths
 - d. $1/3 = 0.333 = 3$ tenths
 - e. $3/8 = 0.375 = 4$ tenths
 - f. $5/8 = 0.625 = 6$ tenths
6. Write numbers without any extra marks
- a. 10^{th} should only be recorded as 10
 - b. 4 inches should only be recorded as 4
7. Report total quantities, not averages
- a. If an average is used, make sure it is properly noted
8. If an answer to an item is “No” or “None”
- a. Mark the selection with an “X” or
 - b. Mark the selection with a check mark

9. Mark “No” boxes when appropriate and follow the skip instructions.

- a. Example: Wilson Equine Enterprises (W.E.E.) only raises and sells Arabian horses. They have seven acres, on which they had no crops in 2007. They are about to complete Section 5 of the Census of Agriculture’s Regional Census Form. What part of Section 5 will W.E.E. need to complete?

10. If a section’s form does not list the crop produced by the reporting operation, see the individual crop section for how to report the unlisted crop(s)

- Example: Hughes Organic Terrain (H.O.T.) grew and harvested Bermuda grass seed, peanuts, and soybeans in 2007. Two of those crops were not pre-typed in Section 5 of the Census of Agriculture Regional Census Form. Using the Field Crops and Code list of Section 5, they proceed with completing the form.

Census of Agriculture Website

The screenshot shows a Windows Internet Explorer browser window displaying the 'Census of Agriculture - Online Response' website. The browser's address bar shows the URL http://www.agcensus.usda.gov/Online_Response/index.asp. The website header features the USDA logo and the text 'United States Department of Agriculture The Census of Agriculture National Agricultural Statistics Service'. A navigation menu includes links for Home, Take the Census, About the Census, Newsroom, Publications, Help, Contact Us, and NASS home. The main content area is titled 'Online Census Response' and includes a 'Search the Census' sidebar with a search box, a 'Go' button, and a dropdown menu for 'Ag. Census'. Below the search box are sections for 'Advanced Search', 'Search Tips', 'Census Years' (listing 2007, 2002, 1997, and 1992 Censuses, plus Historical Years), and 'Census by State' with a 'Select a State' dropdown. The main text area contains a 'New, Convenient Online Response Option' section, a 'Help' sidebar with links for 'Regulations Guiding NASS', 'Confidentiality Pledge', and 'Frequently Asked Questions', and a 'Technical Assistance' sidebar with links for 'Technology Requirements' and 'Feedback'. The page footer includes the text 'Last modified: 7/24/07' and a footer menu with links for 'NASS Home', 'USDA.gov', 'FEDSTATS', 'Economics Statistics System (ESS)', 'Site Map', 'Translate', 'USA.gov', 'White House', 'FOIA', 'Accessibility Statement', 'Privacy Policy', 'Non-Discrimination Statement', 'Information Quality', and 'Guidance Documents'.

Mini Survey

Instructions:

In a small group (three to five members), take five minutes to brainstorm what farm products are common to your state and what farm products are unique to your state. Afterwards, have each individual in your group answer the 14 questions below. Once everyone has completed their answers, have someone tally the results on a flip chart. Before returning to your seats, identify someone within your group to serve as the group's reporter. This person will share the results of the findings from your group's mini survey.

Farm products common to our state:

Unique farm product(s) our state produces/makes:

Demographic Questions

1. My family has purchased or is buying the home I live in.
2. My family is renting the home I live in.
3. My family rents an apartment.
4. My family lives in the same county to which our school belongs.
5. My family owns farm land.
6. My family leases/rents farm land.
7. More than five acres of our land is used for cropland.
8. More than five acres of our land is used for pasture.
9. All of our crops are covered through a crop insurance policy.
10. We have a family or individual farming operation.
11. We have farm animals.
12. We hire others to work on our farm.

13. We have bought new farm/lawn equipment in the past year.

14. We rented farm/lawn equipment in the past year.

AS.2

CENSUS KNOW-KNOWS HANDOUT

Use the form below to track what you know and learn about the Census of Agriculture.

Census of Agriculture		
What I know.	What I want to know.	What I have learned?

--	--	--

The most interesting thing I learned was

AS.3

Directions Worksheet

Materials: You may need: a sheet of paper, a pencil, and a box of crayons.

Directions:

1. Read all directions before beginning.
2. Take out one sheet of lined paper.
3. Place it on your desk so that the holes are on the left side and the margin is at the top.
4. Skipping lines, number your paper 1-7
5. On the first line, write your name.
6. On the second line, write the name of the person sitting across from you.

7. On the sixth line, draw three stars using a blue crayon.
8. In the center of the paper, about 5 lines below line seven, draw a box.
9. Write the number of siblings you have to the right of the box.
10. Divide the box into four equal parts with a purple crayon.
11. Color the top right hand section of the box orange.
12. Draw a flower in the bottom left hand corner of the box.
13. Color the center of the flower red.
14. Turn your paper upside down.
15. Write out today's date using all capital letters.
16. Turn your paper right side up again.
17. On line three, draw a small picture of your favorite food.
18. Draw a circle around it.
19. Write the name of your first pet on line four.
20. Draw a star in each corner of your paper, using four different colors.
21. Underline two of the stars.
22. Turn your paper over.
23. Fold it in half lengthwise.
24. Fold it in half the other way.
25. Write your middle name on the outside.
26. Ignore directions one through twenty-five and enjoy watching everyone else do this activity wrong.

<http://www.lessonplanspage.com/SSLAOMDCCommunityUnit-FollowingDirectionsWorksheet36.htm> (retrieved 12/05/07, 10:30 a.m.)

AS.4

Common Reporting Problems

Five major reporting problems have frequently caused difficulties in collecting complete and accurate information for the census. These include:

1. **Landlords reporting for tenants--** For landlords, report land operated by tenants or share croppers only in section 1, items 3 and 5 as "land rented or leased **to others**." Crops grown, livestock raised, farm labor, and expenditures for the land rented to others should not be reported on the landlord's report. In cases where land is rented from others, used rent free, or worked on shares for others, the tenant or sharecropper is the operator and should complete a report form. All of the land operated and all agricultural operations should be reported on the tenant's or renter's report form, including the land rented from and/or worked on shares for one or more landlords. The entries for crops harvested, value sold, and number and value of livestock products should include the landlord's shares, as well as the tenant's shares. Separate report forms should be filed by each tenant or sharecropper.

2. Comparing total acres of cropland harvested with the sum of the acres of each

individual crop harvested--The total of all crop acreage from section 5 and sections 7 through 12 (sections 5 through 11 for Hawaii) should be equal to or greater than the acreage reported for cropland harvested in section 2, item 1a.

The sum of crop acres harvested can be greater than the acreage of cropland harvested when more than one crop was harvested from the same field (double cropping) during 2007. As an example, if 40 acres of wheat and 40 acres of soybeans were harvested from the same field in 2007, this would make 80 acres of crops harvested from 40 acres of cropland harvested.

3. Reporting partial-year operations correctly--

With the continuing changes in the agricultural community, there may be questions as to who is responsible for completing the report form. During 2007, if there was a change of ownership or the addressee is deceased or no longer farming, then the report form should be completed for that part of 2007 in which the addressee operated the farm or ranch. Make updates to the address label, as needed. In addition, respondents should complete section 35 (section 33 for Hawaii) and include the address and name of the person who used the land in this operation, in section 1, item 1, for the remainder of 2007. If the addressee died during 2007, after completing the report form please provide any necessary comments on the cover page.

4. If the operator did not have multiple farming operations and received two or more agricultural census forms--

Complete only one report form for this operation and return the extra form(s) with the completed form. Write "Duplicate" beside the address area, on the cover page of the extra form(s).

5. Farm Income and Farm-Related Income--

Sometimes it may be necessary to break out sales of farm products from services provided with those sales. The farm product receipts should be reported in the proper commodity code and the service portion of the receipts should be reported in custom work or recreational income or other farm-related income. An example of this type of separation is a recreational fee for hunting versus the value of the game animal that was raised on this operation and hunted. In this example, a portion of the hunting fee equivalent to the market value of the game animal that was raised on this operation should be reported in the "Value of Sales" section, item 16, and the remaining portion of the fee reported in "Income from Farm-Related Sources," item 4. Report the entire amount received for horse breeding (stud) fees in the "Value of Sales" section, item 16.

http://www.agcensus.usda.gov/Help/Report_Form_&_Instructions/2007_Report_Form/2007_RFG.pdf

(Retrieved 12/05/07 at 12:09 p.m.)

AS.5

How to Correctly Complete Your Census Report Form

1. Use blue or black ink to complete the form.

2. Enter responses to all questions in the appropriate answer cells, on the correct line, and in the units requested (dollars, bushels, tons, etc.). Write any explanations outside the answer spaces or on a separate sheet of paper. If a separate sheet of paper is used, include the first 11 digits of the CENSUSID that is located above the bar code in the address area on the cover of the report form.

3. If exact figures are not available, enter best estimates. The respondent may write "est." for estimated in the shaded area near the answer cell but not in the answer cell itself. An estimate is much more useful than an omitted answer.

4. For all dollar items, enter only whole dollars. DO NOT ENTER CENTS.

5. Enter whole numbers except for some acreage items where tenths are requested. For those items, report to the nearest tenth of an acre. Some common fractions which can be reported in tenths are:

Report:

1/8 as 1 tenth	1/3 as 3 tenths	2/3 as 7 tenths
1/6 as 2 tenths	3/8 as 4 tenths	3/4 as 8 tenths
1/4 as 3 tenths	5/8 as 6 tenths	5/6 as 8 tenths

Some of these conversions are not exact, but they are close enough for practical reporting purposes. For example, if of the 26 acres owned by J.R., 13 1/8 acres of it had strawberries that were not harvested in 2007, then the acreage of unharvested strawberries would be reported on the Regional Census Form in Section 12 under “Acres not Harvested.” “13” would be placed under “Acres,” “1” would be placed under “Tenths.”

6. Write numbers within the answer cells without extraneous marks on the numbers.

7. Report total quantities and not averages, unless properly noted.

8. If an answer to an item is No or NONE, enter an "X" or a check mark (/) in the “**No**” or “**None**” box provided.

9. Some sections have a skip pattern which directs the respondent to the next section when they have a "No" answer to the screening questions. Please follow the instructions on the report form for the skip patterns. For sections of the form which do not apply to the operation, mark the 13 "No" box in the screening question at the beginning of the section and then follow the skip pattern.

10. It is possible a respondent may receive a report form that does not list all the crops produced on the operation. See individual crop sections for instructions on how to report those crops.

AS.6

Fictional Scenario for Center of Agriculture Regional Census Form Activity
Operation Name: Berry Kingdom

Instructions:

The following scenario contains all of the information necessary for completing each section of the Center of Agriculture Regional Census Form. Read the scenario carefully. Once you are done reading the scenario, proceed with completing your sections of the Regional Census Form. If you have a section for which information is lacking, take three minutes to brainstorm what documents/records would be needed to have that information.

Berry Kingdom (B.K.) in 2007 raised all of its agricultural products (certified organic wild blueberries) in Rich county. Rich County, located in Anytown, Anywhere (AW), has a population of 3,000. B.K. owns 13 acres. B.O.P., whose headquarters is located on the border of the state of AW, certified Berry Kingdom as an organic operation.

Two of B.K's 13 acres were cash leased for \$750 to a migrant worker firm called Migrant Supporters, whose chief

operating officer and only primary decision maker is Person Anonymous.

B.K. does not have any cropland pasture or woodland. The home of the company's president and only *principal operator*, Tee Leader, sits on one acre of the land. That acre of land includes a small pond, a three car garage, a large barn, and their driveway. They use high speed internet for their home and business. In 2007 B.K., family-owned, used the remaining 10 unleased acres for its own wild blueberry crop. Tee Leader, whose address is 12 Anybody Lane, Anytown, Anywhere 12345, owns no other farms. The market value of his buildings and land was \$182,900. He employed 11 people to work for him for nine months, paying them \$11.50/hr.

B.K. had to irrigate all 12 acres of their cropland because of their location. The method used was trickle irrigation. Following risk management practices, all 12 acres were covered under a crop insurance policy. None of their land qualified as wetlands or for a reserve program.

Despite several unexpected challenges in 2007, B.K. managed to harvest nine acres of wild blueberries for the year. From that 392,040 square feet of harvest, B.K.'s total wild blueberry sales value was \$46,800. The cash lease yielded an additional \$750 in revenue.

Lucrative investments and harvests from previous years enabled B.K. to avoid borrowing any money for or in 2007. The operation's organic practices reaped B.K. a \$5,000 incentive payment through the Environmental Quality Incentives Program (EQIP). That payment arrived in March 2007.

B.K. chose not to establish any contracts or receive any other forms of agricultural services-related revenue in 2007. That included rejecting a major contract offer to buy its premier wild blueberry rhizomes. Unfortunately, those were bad business decisions. B.K.'s 2007 overhead costs (their total expenses for the operation) was \$46,539. This Rich County business only had a profit of \$1,011.00. For Tee Leader, who had no other income that year, some profit is always better than no profit. One more "successful" year is in the books!

ASSESS.1

Assessment

Name: _____

Directions: Circle the correct answer.

True or False:

1. True False There are three types of Census of Agriculture Forms.
2. True False Farmers and ranchers can complete the Census of Agriculture either online or using the paper copy they receive in the mail.

3. True False The most common problem with filling out the Census of Agriculture form is that participants do not fill out the complete form or read the directions carefully.
4. True False There are 16 sections to the National Report form.
5. True False The regional census form is shorter.