



December 2007

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At Work**

*To advance the integration of LifeKnowledge through local teachers.*

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## LifeKnowledge® Featured Articles

### How to Make LifeKnowledge Part of Your Community Service

Community service projects come and go. They seem like a great learning opportunity at first, but by the time the last leaves are bagged or the final hour of ringing the Salvation Army bell comes, many students (and advisors) have lost the giving spirit and are counting down the minutes until the project is over. Don't let this happen to you. [Click here to learn how to better facilitate community service.](#)

### Using the LK Precept Indicator

See how Wes Crawford has used the LK Indicator to assess many students and the creditability it can give your program. [Click here to read article](#)

## Featured Precept

### Featured Precept: Physical Growth

Maintaining Physical Growth is striving to remain healthy by understanding, respecting and managing your body's needs. Try working Physical Growth into your classroom with these LK lessons. [Click here to read article](#)

## Featured Lesson Plan

### Discovering the Importance of Nutrients

Read Cassie Brock's lesson describing nutrients and why we need them. She ties the science of nutrition to multiple E-Moments to keep her students engaged. [Click here to read article](#)

LK In Action  
Unforgettable  
E-Moment  
Find out how the Dickens Moment can help your students in ag mechanics class.

[Click here to read article](#)

Hot Tips

### How Effective Are Your Directions?

Dive into these quick tips on articulating manageable directions by LK Team Leader Christine White.

[Click here to read article](#)

Life Knowledge News

### What's New with LK

Find out what the LK team was doing in Vegas and catch some holiday spirit!

[Click here to read article](#)

# How to Make LifeKnowledge Part of Your Community Service

By Katy Wuthrick, Education Specialist, LifeKnowledge Learning Center

Community service projects come and go. They seem like a great learning opportunity at first, but by the time the last leaves are bagged or the final hour of ringing the Salvation Army bell comes, many students (and advisors) have lost the giving spirit and are counting down the minutes until the project is over. Don't let this happen to you.

Educators can be the catalyst to a great service experience. All throughout the year, but especially during the holiday season, neighbors join together and focus on the needs of their community. How do you teach the young people in your chapter or agriculture classes the importance of community service? As future leaders of our towns and cities, they need to learn how to recognize a need, come up with a strategy and put a plan into action.

By using the tools provided in LifeKnowledge Online, you can teach your students about community service – pursuing opportunities, planning, promoting, performing and evaluating a community service project.

**Let LK help you.** From the early stages of understanding what the need is to the final stages of reflecting on a project, consider the pros and cons of the strategy pursued. Then, evaluate what was learned and what adjustments need to be made to make next year's project even more efficient. Let LK help you take advantage of this great learning experience.

To conduct a successful community service project, much planning is involved. Your students should develop and understand the goals of the project, how they will grow individually, what tools and resources are needed, the budget, procedure and the project's timeline. All of these are useful steps to any project and a great foundation for FFA members to have considering that many other projects will need to be executed the same way.

While we are prepping students for community service, a lesson on advocacy is a logical next step. Take a look at [LifeKnowledge Lesson HS.107](#). This lesson talks about the need to be an advocate for public service. Teach your students how to lead and encourage others to participate in community service.

**Take a look at these LK lessons for help in planning your next community service project:**

Objective	Lesson Title	Lesson Number	Focused Precept
Understanding Citizenship	Using your community as a laboratory for learning	HS.7	Social Growth
	Finding opportunities for service	MS.59	Character
Creating a plan	Planning a service project	MS.60	Character
Teamwork	Developing teams through community service	HS.75	Relationships
Goal Setting	Goal Setting	HS.44	Action
Tools and Resources	Identifying and utilizing resources available	HS.97	Action
	Identifying others who can help	MS.54	Decision making
Timeline	Creating Timelines	MS.55	Relationships
Advocacy for a lifetime of service	Advocacy for public service	HS.107	Continuous Improvement
	Lifetime of service to others	<a href="#">HS.108</a>	Character
Also check out this <a href="#">Coaching Guide activity</a> to help walk your students through establishing a community service plan.			

As we know, the need for public service doesn't end when the blue jacket comes off. How can we help students develop into servant leaders of our community, state, country and beyond? Take a look at [HS.108](#) to help your students understand the principle of a lifetime of service. With educators as the vehicle and LK as the road, there is a lot of ground to cover in making our youth global stewards of tomorrow.

[BACK TO TOP](#)

# Using the LK Precept Indicator

By Wes Crawford, Sutherlin High School, Sutherlin, Oregon



It is hard to assess students in areas of vision, professional growth and other seemingly intangible precepts. The LK Precept Indicator is unique in that it is one of the few formal assessments of its kind that I am aware of. Teachers have been evaluating premier leadership, personal growth and career success by the demonstration of skills, but there has not been an assessment tool in these core precept areas.

I have heard about LK since its inception (I was working for the National FFA when the first CDs were being sent out). As I continued in my career, I used LK to help me through my education, including an undergraduate thesis on the use of LK in Oregon as well as completing my master's thesis on the use of the LifeKnowledge Precept Indicator as an assessment.

This is my first year at Sutherlin High School, where I am teaching a wide variety of classes. Last year as a preservice teacher, I used the indicator, assigning about 120 students to take the Premier Leadership assessment. This included 25 seniors taking the pre-test while 90 to 100 freshmen took both the pre- and post-tests for Premier Leadership.

As the students took the test, they found it to be long – because it is – but overall did not have much difficulty with the questions. They were given two 72-minute class periods to complete it. The students enjoyed seeing the results. People like to learn about themselves, and high school students are no different. In some cases, they were surprised by the insights; many students do not see themselves as leaders, so coming to the realization that they too possessed leadership skills was a new and exciting idea.

*"One of the best rationales to teaching LK lessons is that you get more bang for your buck. I found that even though I taught only eight lessons and focused on three precepts, surprisingly the results of the post-test showed significant improvements not only in the precepts taught but also in many related areas."*

Using the pre-test results, I focused the LK teaching on the specific areas challenging the students and did not spend as much time on the precepts they collectively scored well on. By using the indicator, I was able to tailor the curriculum to the needs of the class. Working with my mentor teacher, we selected eight lessons that we could integrate into the freshman class curriculum that emphasized those low-scoring precepts. Our goal was to post-test these students over time to see if our LK integration helped boost their degree of awareness.

The seniors who took only the pre-test were in a leadership and management class, so using the results of the assessment, we focused on the areas in which they were less experienced.

The eight lessons that we taught focused mainly on the three precepts in which the students needed the most help. Overall, the students increased 10 percent from the pre- to post-test in the three precept areas. However, our study lasted only three months; a better representation would be to allow more time between the pre- and post-tests.

The LK indicator is a useful tool to see where to focus in developing students. For those teachers interested in using the LK indicator tool: If you are going to teach personal development and not rely on FFA experience to do that for the students, it makes sense to use LK curriculum that is already put together. The indicator tool allows teachers to know what areas your students aren't strong in. Why waste time on concepts and skills your students have already mastered?

I think it is important to take the entire pre-test; it gives you a look at the broad spectrum of where each student is. However, it will be nice when the indicator is broken up by precepts because it would be very convenient to be able to just give the post-test in the areas on which a teacher had been focusing. The results reported are not yet perfected, but they are still very useful.

One of the best rationales to teaching LK lessons is that you get more bang for your buck. I found that even though I taught only eight lessons and focused on three precepts, surprisingly the results of the post-test showed significant improvements not only in the precepts taught but also in many related areas. When the semester is already packed with too many things to learn, it's great to know the LK lessons can be effective in a short amount of time. Now that's worth teaching!

[BACK TO TOP](#)

## Featured Precept: Physical Growth

In today's news, we are constantly reading the latest statistics on how many of the United States' school-aged children are overweight, how they compare to the rest of the world, and who and what is to blame. As we teach youth the physical growth cycles of plants and animals, we should also remind them of the needs of their own bodies.

The National Center for Chronic Disease Prevention and Health Promotion reports that the number of youth aged 12 to 19 who are classified as being overweight has tripled since 1980, with 17.4 percent overweight. In this example, overweight is defined as those in the 95th percentile according to their Body Mass Index.

Benefits of Healthy Eating:

- Helps young people grow, develop and do well in school.
- Helps prevent childhood and adolescent health problems such as overweight, eating disorders, dental caries and iron deficiency anemia.
- Helps prevent health problems later in life, including heart disease, cancer and stroke – the three leading causes of death.

Research suggests that not having breakfast can affect children's intellectual performance and that overweight children have a higher rate of low self-esteem. These are just two reasons to keep youth on a healthy track. School-based nutrition education can help students acquire skills, attitudes and knowledge supportive of healthy eating.

The 2005 Dietary Guidelines for Americans, produced by the U.S. Department of Agriculture and the U.S. Department of Health and Human Services, gives the following advice:

- Eat a variety of foods.
- Balance the food you eat with physical activity.
- Eat plenty of grain products, vegetables and fruits.
- Choose a diet that is low in fat, saturated fat and cholesterol and moderate in sugars, salt and sodium.

Because every person is uniquely created, there is no set prescription for keeping each of us healthy across time. We must be provided with the pertinent knowledge and an array of skills and opportunities to practice new-found ways of bringing out the very best every day, which starts with a healthy diet. In the long run, developing processes for achieving a higher energy level, approaches to reducing stress, and a longer, fuller life are some of the benefits.

*The information in this article was cited from a publication of the National Center for Chronic Disease Prevention and Health Promotion: <http://www.cdc.gov/HealthyYouth/nutrition/guidelines/summary.htm>*

Here are some LK lessons to help you in nurturing your students' physical growth:

MS 16 – [Understanding Healthy Eating Habits](#)

HS 30 – [Factors of Self Image](#)

AHS 13 – [Identify Resources for Continued Growth](#)

Check out this Coaching Guide activity to supplement your students' Physical Growth.

[BACK TO TOP](#)

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## Featured Lesson Plan – Discovering the Importance of Nutrients



Cassie Brock, an agricultural education teacher at Cienega High School in Vail, Ariz., has developed a lesson for her agriscience class about nutrients and what they do for both animals and humans. She effectively ties in the precept of Physical Growth, emphasizing the importance of a healthy diet.

"LifeKnowledge lessons isn't necessarily easier but it is much more rewarding for the students, and it creates an atmosphere for higher-order thinking. It is certainly more rewarding for me as well," Brock said.

Her use of LifeKnowledge varies from being the basis of curriculum for her leadership class to being used intermittently throughout all of her classes as they work through technical information such as animal health, cells, mitosis and reproduction. She has found herself trying much more consistently to use the tools in LifeKnowledge to make the bridge between prior knowledge and the information

the students are currently learning, she said.

"LifeKnowledge should be integrated into all agricultural education programs because it is a method by which to teach the whole student," she said. "What is meant by that statement is that each student in class has different needs, and the needs vary from the method of delivery of instruction to the needs and application of the information."

Brock's principal, Tricia Pena, is proud of her, saying, "She works to develop a solid program to keep students interested in agriculture science."

To view a complete version of Brock's lesson, [click here](#)

To view the complementary PowerPoint, [click here](#).

[BACK TO TOP](#)

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## Unforgettable E-Moment

How do you integrate engaging strategies into subjects such as agricultural mechanics? Do you want to be more than a talking head dictating notes?

Here is a great example of active learning from the *Engaging Strategies for Agriculture Classrooms* handbook.

**Objective:** Through group/individual demonstrations, students identify specific agricultural mechanics safety practices and the consequences of failure to follow each.

**Problem Area:** Not only is it difficult for students to memorize large chunks of safety information, but many have difficulty translating a memorized safety practice into actual behavior in the shop.

**Solution:** Dickens Moment – Assign chunks of safety information and have groups of students write a story that includes what each safety practice might look like (or even better, what might happen if the safety practice is not followed).

**Steps:**

1. Present safety information.
2. Brainstorm what a sample story might look like.

3. Have them work in small groups to create their own story lines based on their assigned safety information/practices.
4. Share stories with the rest of the class.

**Example:**

*Characters:*

Weldy – everyday kid

Flash – high school thug

Shades – cool friend of Weldy

*Sample story:*

Weldy and Shades became good friends when they were first introduced at Mech High School. They were paired up as buddies in homeroom and seldom could you find them apart. Shades was good for Weldy; he kept him out of trouble.

One day, though, Weldy was in a hurry to get to lunch and forgot to wait for Shades. As he rushed down the hallway, he ran into Flash, the bully of Mech High. Flash was angry and noticed that Weldy didn't have his friend Shades with him to protect him, so he popped Weldy in the face and made his eyes burn for days. Weldy never forgot to take Shades with him again.

If you liked this E-Moment example, check out the *Engaging Strategies for Agriculture Classrooms* handbook. It has this and many more engaging ideas for an array of agriculture topics. Click here to order yours today:

<http://www.ffaunlimited.org/enstforagcl.html>

[BACK TO TOP](#)

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## How Effective Are Your Directions?

**By Christine White, Team Leader, LifeKnowledge Center for Agricultural Education**

Does this sound familiar? – You spend hours over the weekend or in the evening planning an activity that will keep your students engaged and support the lesson you are teaching. You are so proud of what you came up with and you know that your students will just love it! Yet when you go to execute the activity with the students, it flops. The activity turns into an uncontrollable mess and you question all your hard work and why the students just can't follow directions.

Well, I am sure you can all relate because this has happened to the best of teachers from time to time, and when it happens, we turn to blame the students for the failure of the activity. However, sometimes we need to point the finger at ourselves because the best laid-out plans do not mean a thing if we are not able to articulate the directions to the students in a manageable way.

So, what makes a set of directions effective? Let's explore some of the components of good and effective directions:

- **Signal Words/Statement or Opening:**

- Use statements that will capture the students' attention and focus them on the directions that will be given. Signal words keep students focused on the directions until you are ready for them to complete the task.

**Example:** "Everyone please pause. When I say 'CROPS,' you and a partner will need to..."

- **Cognitive Task Performed:**

- Use action verbs to describe the cognitive task to be performed.

**Example:** "...compare and contrast the two crops discussed today."

- **Logistical Directions:**

- Be specific in the directions you are giving. Leave out the fluff and get right to the point of the directions. In this case, simplifying directions or breaking them into more digestible pieces is important.

**Example:** "Fold a piece of paper 'hotdog' style. This will create two columns on your paper. In each column, you will make five comparisons and five contrasts for the two crops. When finished, please sit quietly and await further directions."

- **Time:**

- Provide a time limit for the activities to be completed. This creates a sense of urgency and a time frame for the students to work from. A general rule of thumb is to give the students less time than what is required to keep the students on task.

**Example:** "You have two minutes to complete this task."

- **Check for Understanding:**

- Provide students an opportunity to ask clarifying questions or prove their understanding of the directions that were given.

**Example:** "Hold up one finger if you have questions, two fingers if you understand or three fingers if you can teach the directions to a classmate."

- **Signal Word:**

- Use the signal word to activate the students to perform the actions that were asked of them.

**Example:** "CROPS!"

[BACK TO TOP](#)

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## What's New with LK

### LK Goes to Vegas

As the holidays quickly approach, we have been busy preparing for and attending the National Association of Agricultural Educators Convention, which was held in connection with the Association of Career and Technical Educators Convention in Las Vegas.

At the convention, the LK team presented a workshop focusing on the tools of LK Online, the LK Indicator and accountability. About 15 people attended the interactive workshop and it was a great success.



### Best Wishes!

The LK Team would like to wish you cherished time with family and loved ones during the holiday season. May an LK lesson help your students lend a hand to those in need this year. Take a moment to recall traditions and make new memories.

Happy Holidays and have a safe and wonderful New Year!

Sincerely, Your LifeKnowledge Team–  
Christine White, Karen Blankenship and Katy Wuthrick

[BACK TO TOP](#)

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High School

National FFA Organization

## Lesson HS.107

# ADVOCATE FOR PUBLIC SERVICE

**Unit.** Stage Four of Development—SERVE

**Problem Area.** How Do I Serve Others.

**Precepts.** **E2:** Perform leadership tasks associated with citizenship.

**National Standards.** NL-ENG.K-12.5 — Communication Strategies — Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.



**Student Learning Objectives.** As a result of this lesson, the student will ...

- 1 Identify ways to serve the public.
- 2 Identify how to inspire others to get involved.
- 3 Interact with public servants.



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**Time.** Instruction time for this lesson: 50 minutes.



## Resources

National FFA Essential Learnings.



## Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Transparencies
- ✓ Overhead projector
- ✓ Markers
- ✓ Poster paper for each student
- ✓ HS.107.Assess—one per student
- ✓ HS.107.TM.A
- ✓ HS.107.TM.B
- ✓ HS.107.TM.C
- ✓ HS.107.AS.A—one per student
- ✓ HS.107.AS.B—one per student



## Interest Approach

*As students enter the room, display the famous quote by President John F. Kennedy: “Ask not what your country can do for you, ask what you can do for your country.” (HS.107.TM.A)*

*Establish a serious mood within the room, and begin only when the room has become completely silent. You will then ask students to keep the author of the quote to themselves.*

*First, ask students to think about what community service means to them. Then allow them to comment on how much they have participated in community service in the last year. Ask what types of service they have participated in, and why.*



Before we begin today, I would like to ask you all to keep who said these famous words to yourself.



To begin our journey today, we first are going to take a few seconds to think about an important idea. I need each of you to sit up straight, close your eyes, and concentrate on what I am about to ask you. I want you to think about what comes to mind when I ask, “What is community service.” What types of people do you see, and what do you see them doing.



Now I want you to think about what role you play in your idea of community service. Great. If you would like to share your thoughts, please show me your hand.

*Allow students to comment on their thoughts. You may wish to record some important thoughts on the writing surface.*







Those were some great comments; thanks for sharing. We are now going to go back to the idea of community service. How many of you saw yourselves helping others a moment ago. How many of you have participated in some sort of community service lately.

*Likely, the number of students with prior experience will be low. If some students have served in the past, it may be valuable to ask them to share their experiences.*

### ► Synthesis of Interest Approach

*Show students that through their own examples, there is an extreme lack of community service in the world. Although students had examples of heroic servants, few had been a part of the rewarding opportunities that serving others provides. Ask students to name the person who gave the famous quote. Communicate to students that today we will answer the question about what we can do to serve others and our country.*



Thanks for sharing, but I hope all of you saw how few of us have really participated in community service.



Someone please show me your hand if you know who said the quote on the writing surface.

*Allow for student response.*



That's right: John F. Kennedy. Who can share with us what they think President Kennedy was trying to say here.

*Expected responses: we need to help others before we worry about ourselves, etc.*



We have identified a problem with community service—most of us haven't participated in it! By the end of today, we will not only be experts in it, but we will make a huge impact on those around us; we will get others involved. We will also, together, answer the question "What can we do for our country."

## SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1.** Identify ways to serve the public.

*Crayon Moment . Students will brainstorm ideas of how to serve the public. They recently thought of images of service and now will get into groups to list as many ideas as possible. This is the first step in the project they will complete today. Break students into small groups of four or five for the activity.*





A moment ago, we closed our eyes and tried to envision what community service means. Many different images probably entered your head. In a moment, we are going to capture some of those images and expand on them.



When I say, “Go,” get together in groups of four or five, and use the poster paper and markers to capture as many ways to serve the public as possible. Make sure to write large and neatly enough so the rest of the class can read it. Feel free to use pictures and/or words to describe your thoughts. Does anyone have any questions. You have about eight minutes. Go!

## I. Public service

### A. Ways to serve

*When students have finished, choose one from each group to share their group’s ideas with the rest of the class.*



Stop! As I went around the room, I saw some great ideas. Right now we need a volunteer from each group to stand and show us your ideas.

*Have students display posters around the room where they can be seen. Have the member from each group present. Then summarize the ideas presented.*



Great job everyone! Turn to your group members and say, “Right on!” If we could say anything about these presentations, it is that there really are many ways to serve others.

## Objective 2. Identify how to inspire others to get involved.

*Transition from objective 1 into next activity. Make connection of many ways to serve, but the lack of interest to serve. Lead students in a discussion on how to get others involved. Lead students to ideas like peer pressure, posters and advertisements, leaders, parents, teachers, etc., as ways to get students to act.*



If we look at our lists around the room, we can see there are many different ways to serve the public! But from our small survey in this room, we found that, despite these myriad ways, few of us take advantage of these opportunities. Let’s take a minute to think about what makes people get involved. Who in here is on a sports team.

*Choose a student from those who show their hand.*



What made you want to join the team.


*Allow for response.*




Great, thanks for sharing. How about the FFA—what made some of you decide to be active in FFA.

*Allow for response.*



 Fantastic! What do we call it when a group of students pressure another student to do something.

*Expected answer: peer pressure.*

 In most cases, peer pressure is considered a bad thing, but we can use our influence on others to accomplish good, like getting people to serve others. Would you all agree that there is a lack of motivation when it comes to community service. We are going to make a huge difference in what we do here today, not only in our own lives, but in the lives of those around us! Let's take a few minutes to capture some of the ideas that we just shared with each other in our notes.

*Unmask HS.107.TM.B.*

## Influencing Others

### I. Adults

#### A. Teachers

1. By authority and example
2. Many life experiences

#### B. Parents

1. Also by authority and example
2. Share own examples

#### C. Community leaders

1. Usually by example

### II. Peers

#### A. Friends

1. Example and peer pressure

#### B. Student leaders

1. Example

#### C. Celebrities

1. Example
2. Define what's cool

*Students will be given a project where they will create a poster to get other students involved in community service. Students will use the information they learned in class to design informational posters to be placed around campus, encouraging other students to get involved. Posters should focus on what students can do, how they can serve, and why. Be sure to obtain permission to post the flyers/posters around campus.*

*Students should begin to brainstorm the project in class and finish designing as homework, or additional class time may be provided to complete the work (this option allows for more instructor guidance). Posters should be presented in class when the assignment is due, and the class should put up posters around the campus in kiosks and on bulletin boards.*





In a moment, I am going to pass each of you a large sheet of poster paper. We have discussed several opportunities to serve others, and now we are going to share our ideas with the rest of the school. Pick one of the ideas your group came up with and create an advertisement for community service, focusing on that idea.



The purpose here is to get other students involved, so be creative. You may want to mention the rewards of community service, where and how students can serve, and how they can get more information. You may want to get information on web pages students can visit, phone numbers they can call, or other contacts that they can make in our area. Make it as easy as possible for them get involved.



You will be able to brainstorm this project in class, but you will need to complete it at home. When you are finished, we will display the posters around the campus.

**Objective 3.** Interact with public servants. (optional depending on time)

*As the capstone event to the lesson, students should be assigned to contact a public official/servant, using the possible list from class, and thank them for their service. A letter should be written to this official and turned in to the instructor, unsealed, in an addressed/stamped envelope for the instructor's review. Instructor will then put the letters in the mail if they are acceptable.*

*This objective may be omitted for the sake of time, or assigned after the completion of the poster project. It is assumed that students at the advanced level would have basic letter writing skills; however, instructor may want to review as needed after assessing prior knowledge of students.*



You have done a fantastic job! I believe we will make a difference in our community through the work that you all have done here. I hope some of you have made a personal commitment to serve others, as well as encouraging others to help you. You can make a difference and have a good time doing it.



For our final step in this project, I want each of you to think about someone who serves others without any hesitation. As we thought of examples of community service, think of the people who live their lives serving others. This might be a volunteer at a charity event. It might be a person who helped make a difference in your life. It may be a parent or a coach who volunteers their time for students. It may even be a school board member.



Together, we each are going to select a person who serves others and thank him or her for making a difference in our community. After you decide whom you would like to thank, you will write a letter, expressing your gratitude for all that he or she does to make this a better place. You will have a few moments to think about it while I pass around a sign-up list to make sure we are thanking different people. Here are some basic guidelines for the letter:

*Unmask HS.107.TM.C and pass out HS.107.AS.A.*

## I. Format

### A. Block letter format



- B. Can be typed or handwritten on stationery
- C. Check for spelling
- D. Address to Sir/Mr. or Madame/Ms.
- E. No more than a page

## II. What to say

- A. Include why you think this person's service is valuable
- B. Try to include personal stories
- C. Thank the person for what he or she does

## III. Details

- A. Bring letter in addressed and stamped envelope, unsealed for instructor review
- B. I will check for content and spelling and return to you to be mailed

*Instructor should set appropriate timeline for project due date. Be sure to evaluate each letter before allowing student to mail his or her letter. Also, check to make sure there are no duplications on the sign-up list.*



### Review/Summary

*Synthesize what has been learned for the day. Try to include student discussions in closure as much as possible.*



As we close, let's first turn to our group members and say, "Well done, group!" You all truly have made a difference today! What you did here will affect more people than you can possibly imagine.

*Re-display quote (HS.107.TM.A).*



Earlier, we took a look at this quote. I hope after today, and as you continue with your community service projects, you feel a deeper meaning of this quote. Just think, if every person in the world took the time to help others, what the world could be like. But also, think of the difference that just you can make. If you can help make the life of just one other person better, isn't it worth it. As you leave today, try to maintain the enthusiasm you demonstrated during the lesson, and go out and make a difference.



### Application

#### ►Extended Classroom Activity:

*Students can write a brief summary/report on their experiences with community service. This assignment can be either a written assignment or an oral presentation in front of the class. The instructor may even group together students with similar community service experiences to give their report.*



### ►FFA Activity:

*Have students fill out the community service section of their record books. Discuss with them how to properly fill out the page, and cover the minimum degree requirements pertaining to community service hours for each FFA degree.*

### ►SAE Activity:

*Encourage students to display a poster advertising community service at their place of work. They might discuss with their employer ways to get employees involved in some sort of community service activity. If the organization already has some sort of activity, the student could share this activity with other students in the class. Students may also brainstorm ideas to use their animal projects as a community service activity.*

### ✓ Evaluation

*A written test is provided to measure objectives 1 and 2.*

### Answers to Assessment:

1. T
2. F (Peer Pressure)
3. T
4. Examples from class discussion





## ADVOCATE FOR PUBLIC SERVICE

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**Write “T” for true and “F” for false. (2 points each)**

- \_\_\_\_\_ 1. Teachers, parents, and community leaders all may influence others by example.
- \_\_\_\_\_ 2. Friends generally influence others by authority.
- \_\_\_\_\_ 3. Celebrities set an example by defining what’s cool.

**Short Answer (4 points)**

4. What are the four ways to serve the community we discussed in class.



**“Ask not what your country can do for you, ask what you can do for your country.”**



# INFLUENCING OTHERS

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## Adults

### ◆ Teachers

- ➔ By authority and example
- ➔ Many life experiences

### ◆ Parents

- ➔ Also by authority and example
- ➔ Share own examples

### ◆ Community leaders

- ➔ Usually by example

## Peers

### ◆ Friends

- ➔ Example and peer pressure

### ◆ Student leaders

- ➔ Example

### ◆ Celebrities

- ➔ Example
- ➔ Define what's cool



# WRITING YOUR THANK-YOU LETTER

---

## Format

- ◆ Block letter format
- ◆ Can be typed or handwritten on stationery
- ◆ Check for spelling
- ◆ Address to Sir/Mr. or Madame/Ms.
- ◆ No more than a page

## What to say

- ◆ Include why you think this person's service is valuable
- ◆ Try to include personal stories
- ◆ Thank the person for what he or she does

## Details

- ◆ Bring letter in addressed and stamped envelope, unsealed for instructor review
- ◆ I will check for content and spelling and return to you for mailing



# HANDOUT FOR LETTER

---

## ►Writing Your Thank-You Letter

### I. Format

- A. Block letter format
- B. Can be typed or handwritten on stationery
- C. Check for spelling
- D. Address to Sir/Mr. or Madame/Ms.
- E. No more than a page

### II. What to say

- A. Include why you think this person's service is valuable
- B. Try to include personal stories
- C. Thank the person for what he or she does

### III. Details

- A. Bring letter in addressed and stamped envelope, unsealed for instructor review
- B. I will check for content and spelling and return to you to be mailed



## WRITING A LETTER TO A PUBLIC SERVANT

---

**Print Neatly!**

Student's Name      Name of person to thank      Person's title/position

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.





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High School

National FFA Organization

## Lesson HS.108

# A LIFETIME OF SERVICE TO OTHERS

**Unit.** Stage Four of Development—SERVE

**Problem Area.** How Do I Serve Others?

**Precepts. D6:** Value service to others.

**National Standards.** NSS-C.9-12.5 — Roles of the Citizen — How can citizens take part in civic life.



**Student Learning Objectives.** As a result of this lesson, the student will ...

- 1 Identify different levels of service.
- 2 Identify leadership skills needed in lifetime service.
- 3 Combine skills and interests into a plan for lifetime service.



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**Time.** Instruction time for this lesson: 50 minutes.



## Resources

Kindel, Stephen and Marshall Loeb. *Leadership for Dummies*. John Wiley & Sons, 1999.



## Tools, Equipment, and Supplies

- ✓ Three different colored note cards for each student—green, pink, blue
- ✓ Copies of transparency masters
- ✓ Overhead projector
- ✓ Writing surface
- ✓ HS.108.Test—one per student
- ✓ HS.108.Assess—one per student
- ✓ HS.108.TM.A
- ✓ HS.108.TM.B
- ✓ HS.108.AS.A
- ✓ HS.108.AS.B



**Key Terms.** The following terms are presented in this lesson and appear in bold italics:

▶ Legacy



## Interest Approach

*Hand out copies of HS.108.AS.A to students. Ask students leading question:*

The handout being distributed profiles a famous American, Jimmy Carter. Why was Jimmy Carter famous?

*Elicit response from students. If students do not identify him as a past president of the United States, tell them to read the profile to find out. Read profile aloud or ask students to individually read the profile.*



Let's get the scoop on the life of Jimmy Cater. Read the profile carefully.

*Lead discussion with students using the following questions:*



What kind of background did Jimmy Carter have.

Were all his attempts at leadership and service successful. Why or why not.

What were his reactions to his failures.

How did he respond when the people he served rejected him.

What issues was he passionate about.

How did he use his influence.

What is his legacy.

*Ask student to define legacy. Provide the definition on a writing surface so students can write it in their notes.*

I. Legacy



A. Transmitted by or received from someone from the past; a gift passed on through generations

### ►Transition to Objective 1:

*Discuss with students:*



Do we have to be on the level of the President of the United States to make a difference? Can ordinary people make a difference? Why or why not?

*Elicit responses, moving students to the idea that we start serving where we are, and as we grow, we move into different levels.*



Jimmy Carter's life could have been very ordinary. What made it extraordinary was that he made the choice to serve on many different levels. We are just beginning our journey of serving others.

## SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1.** Identify different levels of service.

*Distribute three note cards (one of each color) to each student. Use a Motion Moment and a Picasso Moment to introduce and teach the levels of service. Unmask notes on HS.108.TM.A as each level is taught. The icon they create goes on the front of the note card. Students capture notes on the backs of the note cards. Students should also brainstorm at least one activity they can participate in for that level.*



Three colored note cards have been provided for capturing notes. Each color applies to a specific level of service we will be discussing.

*Create motion and icon for Level 1.*

### I. Levels of Service

A. Head at attention—green note card

1. Engages your mind; service that has to do with any issue you can discuss abstractly; big picture events; rewards are not necessarily tangible.

*Allow students to respond to the following discussion questions.*



What are some big picture issues.

*Expected responses: global warming; saving the rain forest*



If we are not seeking tangible rewards, what are we seeking.

*Expected responses: feeling good or passionate about something; making people aware of issues*





Let's think individually, what issues am I passionate about or get me excited?

*Create motion and icon for Level 2.*

B. Heart in motion—pink note card

1. Service you feel good about; seek to bring about cooperation and spirit of community; contributing to a common cause; brings immediate benefits.

*Allow students to respond to the following discussion questions.*



What gives you the most joy when you give a gift to someone.

*Expected answers will vary.*



How is service like a gift. What acts of service make you feel good.

*Expected responses: reading to old people; bake sale to raise money for tornado victims; grocery drive*



How do the things we care about affect our decisions to be involved.

*Students should just think about the next question, not answer aloud.*



Think to yourself, what about myself do I regret or hide the most?

*After a few moments, explain to students . . . That is the area they can best understand and help others in, because they have experienced it and understand. They will be able to relate in that area for a lifetime!*

*Create motion and icon for Level 3.*

C. Hands in action—blue note card

1. Physically improving your environment and community to make the world a better place

*Allow students to respond to the following discussion questions.*



What is the value of community service.



What are some ways we can improve the community with our hands—or our backs.



What skills or abilities do you have to offer.

## ► Transition to Objective 2

*Ask the following questions and direct discussion to help students make the connection between service and leadership. Students may work in pairs.*



Are these three levels of service mutually exclusive? (Do not overlap). If yes, explain why. If not, then explain the progression of the levels. Discuss this question with a partner and be prepared to share an explanation with the class.

*After about one minute bring students back together and ask several pairs to share their responses.*





These are great thoughts and ideas. It seems as though these levels overlap and intertwine. As our commitment to serving grows, we move from just thinking about something, to doing something. We can influence people through our service. In this way, service and volunteering are forms of leadership, because leadership is influence!

**Objective 2.** List and evaluate leadership skills needed in lifetime service.

*Hand out HS.108.AS.B. Use HS.108.TM.B to explain directions, and unmask the first four skills on the list.*



Check out the words followed by blanks in the left column of the activity sheet. These words represent some of the skills needed in Lifetime service to others. Let's read them together.

## II. Leadership Skills Needed in Lifetime Service

- A. A service-leader attitude
- B. Good listener
- C. Work well with others
- D. Have a positive attitude and encourage others
- E. Others

*Students brainstorm at least six other skills and write them in the blanks. Fill in the blanks on the overhead transparency as they call them out.*



Let's brainstorm together . . . what are some other skills needed for lifelong service to others. As we call them out, capture them on your sheet in the numbered blanks.

*Students rate themselves on their current effectiveness the skill listed. One is low and 10 is high. Encourage students to think about how they can improve on those skills that they rated lower on.*



Now that we have identified the skills needed for a lifetime of service, let's take a few minutes to rate ourselves on our effectiveness in each of these skill areas. One represents a low effectiveness, while 10 represents high effectiveness. There are no right or wrong answers, so be honest with yourself. We all have room to grow. This grid will help us visualize and set goals for improving on these skills.

*Give students about two minutes to rate themselves.*

## ► Transition to Objective 3

*Refer back to Jimmy Carter story.*



Think to what we learned about Jimmy Carter. He had specific skills that made him a leader. He was also passionate about certain issues, such as peace and democracy. The key to his greatness is his ability to connect his skills and interests to activities that made a difference. Now is the time for us to think about how we can become involved in activities that connect to our skills and interests.





### Objective 3. Create a plan for lifetime service that combines our skills and interest.

*Unmask HS.108.TM.B and ask students to answer questions on HS.108.AS.B.*

#### III. Determining skills and interests

- A. What am I good at.
- B. What do I enjoy doing.
- C. What issues/causes am I passionate about.
- D. What leadership skills do I possess.
- E. What activities are available that fit my skills and abilities.
- F. What do I want to be remembered for when I am 75.

*After 5-10 minutes, introduce assessment activity researching on the Internet or in the library for three lifetime service activities they are interested in. Students write a plan for how they will be involved in lifetime service. Distribute HS.108.Assess and explain directions in detail. This can be started in class or assigned as homework.*



Remember we said that achieving a lifetime of service is a journey. We have taken some big steps on that journey today by identifying areas of lifetime service, our leadership skills, and areas of interest. The Lifetime Service Report will take us even farther down the road.



#### Review/Summary

*Revisit the Motion Moment as students demonstrate actions and call back three levels of service.*

1. Head at Attention
2. Heart in Motion
3. Hands in Action

*Students share with a partner one leadership skill they are good at, and one they need to work on.*

*Scan back through the activity sheet. Let's star one leadership skills we are good at. Next, let's circle one skill we need to develop to be a lifetime leader. Share with a partner those skills and a plan to develop them.*

*Give students the opportunity to work on report as time allows.*



#### Application

##### ►Extended Classroom Activity:

*Have students write an article on lifetime service for the school and/or community newspaper. Or, partner with local cable T.V. channel to produce a short segment highlighting people who participate in lifetime service activities.*

##### ►FFA Activity:

*Survey FFA Alumni to determine what types of lifetime service activities they participate in, and how those activities are related to their involvement in the FFA. Or, present a lifetime service award at your annual FFA recognition banquet.*

##### ►SAE Activity:

*Ask students to generate a list of lifetime service activities related to their SAE.*



#### Evaluation

*A written test, HS.108.Test, is included to assess objectives 1, 2, and 3.*



*An assessment has been provided to assess Objective 3. Have students research and write a report about a lifetime service opportunity for each of the three levels—head, heart, and hands. Use the grading rubric to evaluate the reports.*

### Answers to Test:

1. B
2. C
3. D
4. F
5. T
6. T
7. Answers will vary



## A LIFETIME OF SERVICE TO OTHERS

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**Directions:** Match the level of service with the proper definition by writing the letter of the answer on the blank provided.

- \_\_\_\_\_ 1. Service you feel good about; contributing to a common cause  
\_\_\_\_\_ 2. Service that has to do with any issue you can discuss abstractly; intangible rewards  
\_\_\_\_\_ 3. Service that makes the world a better place by improving your environment or community

► **Choices:**

- A. Home
- B. Heart
- C. Head
- D. Hands

**For the following questions, answer true or false by circling either T or F.**

T F 4. Each of the three levels of service are mutually exclusive; they do not overlap.

T F 5. Service and volunteering are forms of leadership.

T F 6. Lifetime service involves combining your skills and interests.

7. List four leadership skills needed for lifetime service.



## LIFETIME SERVICE REPORT

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Using the questions from your interest assessment, create a plan for lifetime service. Give detailed thought to each question. Using the Internet, research three different activities you would like to know more about and/or be involved in. You should include one activity for the *head level*, *one activity for the heart level*, and *one activity for the hands level*. See the grading rubric below for how this paper is to be organized.

### Grading Rubric

#### ►Organization

- 4 Information is very organized with well-constructed paragraphs and subheadings.
- 3 Information is organized with well-constructed paragraphs.
- 2 Information is organized, but paragraphs are not well constructed.
- 1 The information appears to be disorganized.

. 1 = \_\_\_\_\_ /4 points

#### ►Amount of Information

- 4 Each level of service is addressed, and all questions are answered with at least 2 sentences about each.
- 3 Each level of service is addressed, and most questions are answered with at least 2 sentences about each.
- 2 Each level of service is addressed, and most questions are answered with 1 sentence about each.
- 1 One or more level of service was not addressed.

. 4 = \_\_\_\_\_ /14 points

Total: /20 points



# LEVELS OF SERVICE

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## ◆ Head at Attention

→ Engages your mind; service that has to do with any issue you can discuss abstractly; big picture events; rewards are not necessarily tangible.



## ◆ Heart in Motion

→ Service you feel good about; seek to bring about cooperation and spirit of community; contributing to a common cause; brings immediate benefits.



## ◆ Hands in Action

→ Improving your environment and community to make the world a better place



# LEADERSHIP SKILLS NEEDED IN LIFETIME SERVICE

Skill	Effectiveness									
	Low					High				
1. A service-leader attitude	1	2	3	4	5	6	7	8	9	10
2. Good listener	1	2	3	4	5	6	7	8	9	10
3. Work well with others	1	2	3	4	5	6	7	8	9	10
4. Positive attitude/encourager	1	2	3	4	5	6	7	8	9	10
5.	1	2	3	4	5	6	7	8	9	10
6.	1	2	3	4	5	6	7	8	9	10
7.	1	2	3	4	5	6	7	8	9	10
8.	1	2	3	4	5	6	7	8	9	10
9.	1	2	3	4	5	6	7	8	9	10
10.	1	2	3	4	5	6	7	8	9	10

## ►Interests Assessment:

What am I good at.

What do I enjoy doing.

What issues/causes am I passionate about.

What leadership skills am I strongest at.

What activities are available that fit my skills and abilities.

What do I want to be remembered for when I am 75.





# JIMMY CARTER—A PROFILE IN LIFETIME SERVICE TO OTHERS

## ►Timeline:

- October 1, 1924— Born in Plains, Georgia
- 1946— Graduated from the Annapolis Naval Academy. Married Rosalyn Smith.
- 1953— Carter’s father, James Earl Carter, Sr., died. Resigned from the Navy and took his family back to Plains. Operated Carter’s Warehouse, a seed and farm supply store, with his wife.
- 1963— Entered state politics with election to Georgia Senate.
- 1966— Lost first campaign for governor of Georgia.
- Jan 12, 1971— Elected Governor of Georgia.
- Dec. 12, 1974— Announced candidacy for president of the United States.
- Nov. 2, 1976— Defeated Republican President Gerald Ford.
- 1978— Negotiated the Camp David peace treaty between Israel and Egypt.
- 1980— Lost presidential election to Republican Ronald Reagan in a landslide. Defeat attributed to double-digit inflation, an energy crisis, and an Iranian hostage situation that lasted more than a year.
- 1982— Founded the Carter Center, a non–profit national and international policy think tank.
- 2002— At age 78, won Nobel Peace Prize for “decades of untiring effort” in the pursuit of peace.

## ►His Legacy:

On December 10, 2002, the Nobel committee members rewarded a man who has spent his life tirelessly working to make this world better for all citizens. Former U.S. President Jimmy Carter won the 2002 Nobel Peace Prize for his decades of work seeking peaceful solutions and promoting social and economic justice. He was 78 years old.



Jimmy Carter, a peanut farmer from Georgia, served the United States as Democratic President from 1977 to 1981. While Jimmy Carter may not go down in history as the most effective president America ever had, he is certainly the best ex-president the country ever has seen. Carter lost his re-election bid to Ronald Reagan in 1981. “When I left the White House, I was a fairly young man, and I realized I maybe had 25 more years of active life,” Carter said, “so we capitalized on the influence I had as a former president of the greatest nation in the world.”

In 1982, he founded the Carter Center, an Atlanta, Georgia-based organization dedicated to ending disease, poverty, hunger, conflict, and oppression through global health programs, urban revitalization, and support of democracy. The center has worked with people in 65 countries around the globe. Carter has spent the past two decades traveling around the globe monitoring elections, promoting human rights, and providing health care and food to the world’s poor. He is an active supporter of Habitat for Humanity and helps construct housing for those who cannot otherwise afford it.

Jimmy Carter is married, with four children. He exemplifies a lifetime of service to others.



# LEADERSHIP SKILLS NEEDED IN LIFETIME SERVICE

Skill	Effectiveness									
	Low					High				
1. A service-leader attitude	1	2	3	4	5	6	7	8	9	10
2. Good listener	1	2	3	4	5	6	7	8	9	10
3. Work well with others	1	2	3	4	5	6	7	8	9	10
4. Positive attitude/encourager	1	2	3	4	5	6	7	8	9	10
5.	1	2	3	4	5	6	7	8	9	10
6.	1	2	3	4	5	6	7	8	9	10
7.	1	2	3	4	5	6	7	8	9	10
8.	1	2	3	4	5	6	7	8	9	10
9.	1	2	3	4	5	6	7	8	9	10
10.	1	2	3	4	5	6	7	8	9	10

►Interests Assessment:

- What am I good at.
- What do I enjoy doing.
- What issues/causes am I passionate about.
- What leadership skills am I strongest at.
- What activities are available that fit my skills and abilities.
- What do I want to be remembered for when I am 75.





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#### CONTEXT

Community Service Lesson2

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#### PRECEPT

A. Action

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#### SIGN OF SUCCESS

- A1. Work independently and in groups to get things done
- A2. Focus on results
- A3. Plan effectively
- A4. Identify and use resources
- A5. Communicate effectively with others
- A7. Invest in others by enabling and empowering them
- A8. Evaluate and reflect on actions taken and make appropriate modifications

---

#### LEVEL OF APPLICATION

Interaction

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#### PROGRAM COMPONENT

FFA, Classroom

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#### ACTIVITY

Establish a community service plan

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#### RESOURCES AND MATERIALS

Background/extensions  
LK lessons MS.60, HS.7, and AHS.43

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#### DESCRIPTION

In this activity, students will develop a community service plan for a charitable or philanthropic project they plan to undertake as a class or chapter. After students have selected a cause they want to help, have them complete the following tasks (this is a partial list):

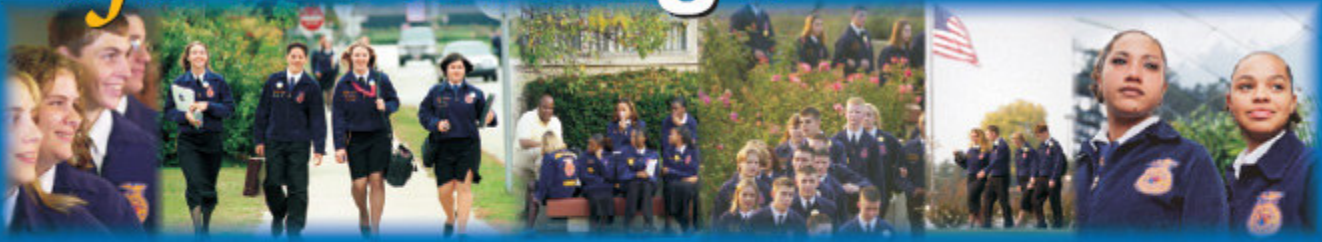
1. Establish a contact list.
2. Determine what materials are needed to complete the project.
3. Determine what approval is needed to complete the task.
4. Decide what materials (posters, web pages, etc.) are needed to publicize the event.
5. Delegate responsibilities within the group.

Once these components have been determined, as a class, develop a timeline for completion of the tasks needed to successfully complete this project.

**WRAP-UP QUESTIONS**

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- How did each part of the project gain completion?
  - How did you decide who would take on what part of the project?
  - What considerations did you need to factor into your decision making?
-



Middle School

National FFA Organization

## Lesson MS.16

# UNDERSTANDING HEALTHY EATING HABITS

### Unit.

Stage One of Development—ME

### Problem Area.

What Foundational Skills Do I Need for Personal Growth?

### Precepts.

**G1:** Practice healthy eating habits.

### National Standards.

NPH-H.5-8.1 - Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.



**Student Learning Objectives.** As a result of this lesson, the student will ...

- 1 Identify the components of healthy eating.
- 2 Define the concepts of healthy eating habits and maintaining a healthy weight.



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**Time.** Instruction time for this lesson: 50 minutes.



## Resources

American Dietetic Association website. [www.eatright.org](http://www.eatright.org)

American Heart Association website. [www.deliciousdecisions.org](http://www.deliciousdecisions.org)

Centers for Disease Control website. [www.cdc.gov/nccdphp/dnpa/heal\\_eat.htm](http://www.cdc.gov/nccdphp/dnpa/heal_eat.htm)

United States Department of Agriculture website. [www.usda.gov/cnpp](http://www.usda.gov/cnpp)



## Tools, Equipment, and Supplies

- ✓ Overhead projector
- ✓ Blank sheets of paper
- ✓ Internet access
- ✓ MS.16.TM.A
- ✓ MS.16.TM.B
- ✓ MS.16.TM.C
- ✓ MS.16.TM.D
- ✓ MS.16.TM.E
- ✓ MS.16.Assess—one per student



**Key Terms.** The following terms are presented in this lesson and appear in bold italics:

- ▶ Calories
- ▶ Caloric deficit
- ▶ Diet
- ▶ Healthy weight
- ▶ Legumes
- ▶ Processed



## Interest Approach



Today, we will be working individually to understand healthy eating habits. To prepare for today's class, you need to list-to the best of your recollection-all the things you have consumed in the past 24 hours. Take a few minutes to list everything you have consumed in the last day. This would include both food and beverages, but not water.

*Allow students several minutes to complete the list of the foods that they have consumed in the past 24 hours.*

*List on the writing surface.*







Let's list all the items we as a class have consumed in the past 24 hours. Are these all healthy foods? Why or why not?

*Solicit student responses and list them on the writing surface.*

## SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1.** Identify the components of healthy eating.



When we want to perform at our best, we should prepare our bodies for high levels of performance, action, and endurance. Which of the foods listed on the writing surface are not the most healthful foods for your body? What is the effect of foods high in sugar or fat? For today's lesson, we will be learning about healthy eating habits. Most of the lesson will involve individualized work. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

*Possible responses: they cause a build up of fat; they drain long-term energy; they decrease one's ability to act or react*



How does a leader eat for success? We are going to use the Internet to find healthy foods and to create a weekly healthy eating plan.

*Provide the following information on the writing surface, and instruct students to capture the information in their notebooks. Use MS.16.TM.A, MS.16.TM.B, MS.16.TM.C, and MS.16.TM.E to teach this portion of the lesson. Relate key terms given in student definitions to the definitions given below.*

I. Eating healthily involves watching what one eats, avoiding excess fat and salt, and limiting sweets. Eating healthily may not include a **diet**, which is to eat and drink sparingly according to specified rules. Eating healthily includes maintaining an appropriate intake of **calories**, the measure of energy in foods, which is approximately 2,000 calories per day.

A. Eat two to three servings of meat, poultry, and fish per day.

1. Include fat-free and low-fat milk products, fish, skinless poultry, lean meats, and legumes, which are peanuts, peas, and beans.
2. Trim away all the fat you see.
3. Remove the skin from poultry.
4. Avoid frying meat.

B. Eat a variety of fruits and vegetables, including three to five servings per day of vegetables and two to four servings of fruits.



- C. Eat a variety of grain products, including whole grains in preference to **processed** or refined grains and sugars. A person should eat six to eleven servings of grain products per day.
- D. Choose fats and oils with two grams or have less saturated fat per tablespoon, such as olive oil, canola oil, or liquid and tub margarines.
- E. Consume two to three servings of milk, cheese, or yogurt per day.
- F. Balance the number of calories you consume with the number you use each day.



To find the number of calories, multiply the number of pounds you currently weigh by 15 calories. This represents the average number of calories used in one day if you are moderately active. If you get very little exercise, multiply your weight by 13 instead of 15. Less active people burn fewer calories.

*Stop the lesson and ask students to calculate the number of calories that they should eat each day according to the calculation above. Use MS.16.TM.C to calculate the number of calories a person should take in.*

- G. Maintain a level of physical activity that keeps you fit and matches the number of calories you take in.
- H. Limit your intake of foods high in calories or low in nutrition, including soft drinks and candy.
- I. Limit foods high in saturated fat, trans fat, and cholesterol, such as full-fat milk products, fatty meats, tropical oils, partially hydrogenated vegetable oils, and egg yolks.
- J. Eat fewer than 6 grams-or about the size of a paper clip-of salt per day.

**Objective 2.** Define the concepts of healthy eating habits and maintaining a healthy weight.



- Think about how individuals' personalities, skills, and learning styles differ. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

*Initiate this small section of the lesson with a Karaoke Moment about healthy eating habits and how people can lose or maintain a healthy weight. Students think of or create a song, rhythm, or rap to an idea, fact, or process. Students may work in groups. The tune could be original or not, and could repeat key words specifically, or use them in a new context.*

*Provide the following information on the writing surface, and instruct students to capture the information in their notebooks. Use MS.16.TM.D to facilitate instruction about Objective 3. Relate key terms given in student definitions to the definitions given below.*

II. Maintaining a healthful weight throughout life is a key to personal success. A person's healthy weight is the weight range assessed by a doctor and norms for height and age.

- A. Most women can lose an average of one to two pounds per week by consuming 1,200-1,500 calories a day.



B. Most men can lose an average of one to two pounds per week by consuming 1,500-1,800 calories a day. A weight loss of no more than one to two pounds per week is the ideal.

C. Losing weight requires a combination of reducing calories and increasing physical activity.

1. To lose one pound, a person needs to burn 3,500 calories more than are taken in, or run a caloric deficit. A caloric deficit is eating fewer calories than are consumed each day.
2. Reduce caloric intake by 500 calories per day-seven days times 500 calories equals 3,500 calories equals one pound.



## Review/Summary



Think about how a leader eats healthily. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

*Activity: Students will use a blank sheet of paper to assimilate information they have just gleaned in a Picasso Moment. They will draw on that blank sheet of paper what the new information or concept means to them. Ask students to pictorially represent healthy eating and the results of healthy eating. What would be included in the picture? The Picasso Moment requires students to synthesize information.*



## Application

### ►Extended Classroom Activity:

*Have students develop a healthy eating plan for the week.*

### ►FFA Activity:

*Develop a plan to incorporate healthy eating into FFA activities or plan a healthy FFA banquet meal.*

### ►SAE Activity:

*Develop a promotional campaign outlining the health benefits of your SAE.*



## Evaluation

*MS.16.Assess*



## Answers to Assessment:

### *Part One: Matching*

1. f
2. e
3. d
4. c
5. b
6. a

### *Part Two: Completion*

1. fats, salts, sweets
2. 5, 6
3. 2, canola
4. reducing, increasing

### *Part Three: Short Answer*

1. Balance the number of calories you eat with the number you use each day.
2. To lose one pound, a person needs to burn 3,500 calories more than are taken in, or run a caloric deficit.



## UNDERSTANDING HEALTHY EATING HABITS

### ►Part One: Matching

**Instructions.** Match the term with the correct response. Write the letter of the term by the definition.

- a. Calorie
- b. Caloric deficit
- c. Diet
- d. Healthy weight
- e. Legumes
- f. Processed

- \_\_\_\_\_ 1. Refined
- \_\_\_\_\_ 2. Plants, like beans, which take nitrogen out of the air and place it into the soil.
- \_\_\_\_\_ 3. The weight range assessed by a doctor and norms for height and age.
- \_\_\_\_\_ 4. To eat and drink sparingly according to specified rules.
- \_\_\_\_\_ 5. Eating fewer calories than are consumed each day.
- \_\_\_\_\_ 6. The measure of energy in foods.

### ►Part Two: Completion

**Instructions.** Provide the word or words to complete the following statements.

- 1. Eating healthily involves watching what a person eats, avoiding \_\_\_\_\_ and \_\_\_\_\_, and not overdoing \_\_\_\_\_ or alcoholic beverages.
- 2. A person should eat \_\_\_\_\_ or more servings of fruits and vegetables and \_\_\_\_\_ or more servings of grains and cereals each day.
- 3. Choose fats and oils with \_\_\_\_\_ grams or less of saturated fat per tablespoon, such as liquid and tub margarines, \_\_\_\_\_ oil, and olive oil.
- 4. Losing weight requires a combination of \_\_\_\_\_ calories and \_\_\_\_\_ physical activity.

### ►Part Three: Short Answer

**Instructions.** Provide information to answer the following questions.

- 1. How should you balance your calories.
- 2. How many calories must you reduce or compensate for to lose one pound of weight.



## HEALTHY EATING

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**Watch what you eat, avoid fats and salt, and do not overdo sweets.**

**◆ Eat 2 to 3 servings of meat, poultry, and fish per day.**

→ Include fat-free and low-fat milk products, fish, legumes (beans), skinless poultry, and lean meats.

→ Trim away all the fat you see, and remove the skin from poultry.

→ Avoid frying meat.

**◆ Eat a variety of 2 to 4 servings of fruits and 3 to 5 servings of vegetables per day.**

**◆ Eat a variety of grain products, including whole grains, for 6 to 11 servings per day.**

**◆ Choose fats and oils with 2 grams or less saturated fat per tablespoon, such as liquid and tub margarines, canola oil, and olive oil.**

**◆ Eat 2 to 3 servings of milk, cheese, or yogurt per day.**



## HEALTHY LIVING

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- ◆ **Balance the number of calories you eat with the number you use each day.**
- ◆ **Maintain a level of physical activity that keeps you fit and matches the number of calories you eat.**
- ◆ **Limit your intake of foods high in calories or low in nutrition, including soft drinks and candy.**
- ◆ **Limit foods high in saturated fat, trans fat, and cholesterol, such as full-fat milk products, fatty meats, tropical oils, partially hydrogenated vegetable oils, and egg yolks.**
- ◆ **Eat less than 6 grams of salt per day.**



## FINDING THE NUMBER OF CALORIES YOU NEED EACH DAY

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♦ To find the number of calories, multiply the number of pounds you weigh now by 15 calories.

♦ This represents the average number of calories used in one day if you are moderately active.

♦ If you get very little exercise, multiply your weight by 13 instead of 15.

♦ Less active people burn fewer calories.





## MAINTAINING A HEALTHY WEIGHT

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**Maintaining a healthful weight throughout life is a key to personal success.**

◆ **Most women can lose an average of one to two pounds a week by consuming 1,200–1,500 calories a day.**

◆ **Most men can lose an average of one to two pounds per week by consuming 1,500–1,800 calories a day. A weight loss of no more than one to two pounds a week is the ideal.**

◆ **Losing weight requires a combination of reducing calories and increasing physical activity.**

➔ **To lose one pound, a person needs to burn 3,500 calories more than is taken in, or run a calorie deficit.**

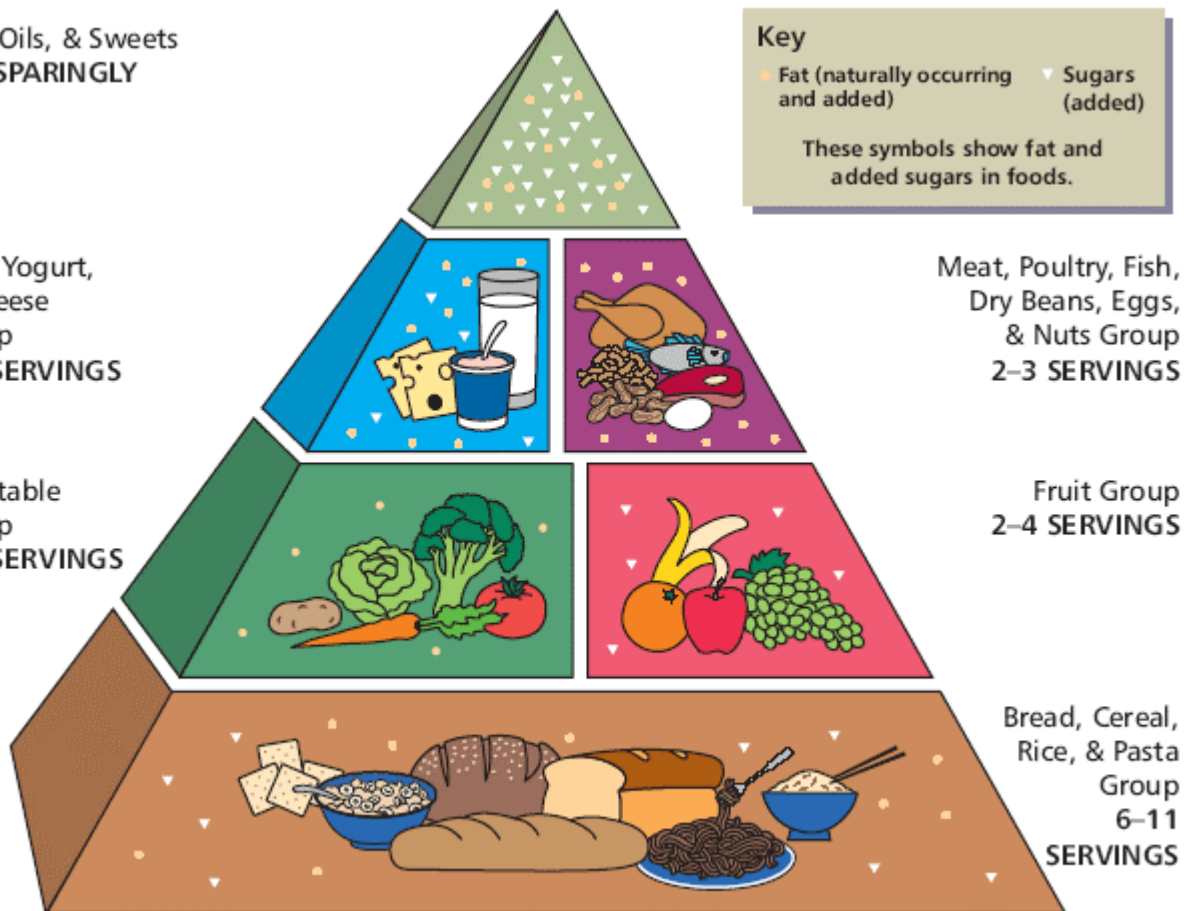
➔ **Reducing caloric intake by 500 calories per day—seven days times 500 calories equals 3,500 calories equals one pound.**



Fats, Oils, & Sweets  
**USE SPARINGLY**

Milk, Yogurt,  
& Cheese  
Group  
**2-3 SERVINGS**

Vegetable  
Group  
**3-5 SERVINGS**



Source: U.S. Department of Agriculture/U.S. Department of Health and Human Services





High School

National FFA Organization

## Lesson HS.30

# FACTORS OF SELF-IMAGE

**Unit.** Stage One of Development—ME

**Problem Area.** How Do I Begin to Grow.

**Precepts.** K1: Cope with life's trials.

**National Standards.** NPH-H.9-12.5 — Using Communication Skills to Promote health — Demonstrate ways to communicate care, consideration, and respect of self and others.



**Student Learning Objectives.** As a result of this lesson, the student will ...

- 1 Define “self-image”.
- 2 List what positively and negatively affects the way people see them selves.
- 3 Interpret controllable factors that contribute to positive self-image.



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**Time.** Instruction time for this lesson: 50 minutes.



## Resources

Roehlkepartain, J.L. *Building Assets Together: 101 group activities for helping youth succeed*. Minneapolis, MN. Search Institute, 1995.

National FFA Organization's Essential Learning materials, 2003.



## Tools, Equipment, and Supplies

- ✓ Transparencies—HS.30.TM.A–C
- ✓ Overhead projector
- ✓ Activity HS.30.AS.A—one per student
- ✓ Assessment HS.30.Assess—one per student
- ✓ Pictures or transparencies of popular advertisements from magazines geared toward teenagers. Be sure the ads all have slender attractive models.



**Key Terms.** The following terms are presented in this lesson and appear in bold italics:

- Self-image
- Physical Self-image
- Emotional Self-image
- Intellectual Self-image



## Interest Approach



How many of you read magazines on a regular basis. What are some magazines that you usually read. Good. You will be able to help us out, by lending your expertise. Close your eyes. Picture your favorite magazine. What do you see. What kind of articles do you read. What else does your magazine contain. Good, magazines do contain many advertisements. What kinds of products are advertised. What kinds of people are in the ads. What do they look like. Good!

*Hold up, on an overhead projector, pass around, or display popular magazine advertisements.*



Do these ads look similar to the ones you are used to seeing. Let's take a deeper look at these ads, moving past the products they are selling. What do you see.

*Students may reply: attractive people, trendy clothing, skinny people, pretty locations, successful people, etc.*



Wow, you picked out a lot of details! Good. Do these ads represent how everyone looks and acts. No, of course not! Every ad we look at has only the skinny, pretty, popular, successful people pictured. Does everyone fit this image. How do these pictures affect our own image. You're right! These visions may not help our self-image.



# SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1.** Define “self-image”.



Most of you have heard the word self-image before. What does that word mean. Common responses include: *The way we see our self, The way we think others see us, etc. Good! You are all on the right track. Let’s clarify our definition a little further. Unlock your mind to let in the following terminology. Copy the information into your notebooks as well.*

*Use HS.30.TM.A to display the content to your learners, or transfer the information onto a clean writing surface.*

## I. What is self-image.

- A. Self-image is the way a person sees his or her inner and outer “being”.
- B. Often there are differences between what we see and think about ourselves and what others see and think about us.

## II. Three aspects that represent and affect your self-image

- A. How you see yourself
- B. How you would like to see your self
- C. How you think that others see you

## III. Three Divisions of Self-Image

- A. Physical self-image—how we perceive ourselves based on outward appearances
- B. Emotional self-image—how we perceive ourselves according to emotional characteristics
- C. Intellectual self-image—how we perceive ourselves based upon our educational successes and failures

*Use a combination of the Choral Response Moment and Motion Moment to review the content for first objective. After the whole group goes through this review, call on random individuals to provide the answers to definitions.*



Let’s review. When I say, “three aspects of self-image” you say, “how you see yourself, how you would like to see yourself, and how you think others see you.” To recall the three divisions of self-image, let’s add some motion to our review. When I say the definition of one of the divisions, you call out the answer. As you call out the answer, make one of the following motions. To demonstrate physical self-image, make two fists and show your muscles. When you answer emo-



tional self-image, put your hands over your heart. Lastly, when you shout intellectual self-image, point to your head.

**Objective 2.** List what positively and negatively affects the way people see themselves.



Before you determine positive and negative factors that affect your self-image, take a look back toward your values and assess what is important to your physical, emotional, and intellectual being. Take the next several minutes to quietly assess your assets using the evaluation that you will be receiving. Simply place a check under the T, if the item rings true for you, or make a check mark under the F, if the item does not fit your values.

*Pass out HS.30.AS.A for students to begin assessment. After several minutes, have students share items under each area that they deemed as important. To take it a step further, you could collect all papers and record an average for each item to see what values the class shares and which are more divided.*



Good job! The physical, emotional, and intellectual values you possess are now fresh in your mind. You know what is important to you. By looking at several simple magazine ads you identified many factors that are important to many advertisers. If the advertisers' values don't match your values and image, they can negatively affect your self-image. Take a deeper look at other factors that may either positively or negatively affect your self-image. Think of other factors that may influence your physical, emotional, and intellectual self-image. Categorize each factor into physical, emotional, or intellectual self-image. Begin!

*Allow students to share their answers. Use HS.30.TM.B to summarize or add to student responses.*

## I. Positive Factors of Self-Image

- A. Family
- B. Friends
- C. Mentors—Coaches, Teachers, Religious Leaders
- D. Accomplishments
- E. Successes

## II. Negative Factors of Self-Image

- A. Advertisements
- B. Media—Television, Movies, Magazines
- C. Peers
- D. Personal Failures
- E. Destructive or Damaging Experiences



### Objective 3. Interpret controllable factors that contribute to positive self-image.



Even though there are many factors that can have a negative effect on your self-image, you can have control over your own self-image. Take a look at the following ways to promote your positive self-image. Incorporate these items into your mind and your notebook.

*Use HS.30.TM.C to display the following information, or transfer the contents onto a clean writing surface.*

#### I. Four Ways to Promote Your Positive Self-Image

- A. Build upon your successes
  - 1. Celebrate your successes
  - 2. Engage in activities that stem from successes to increase your level of challenge
- B. Concentrate on Your Possibilities Rather than Your Limitations
  - 1. Find ways to use your talents and interests
- C. Set Goals
  - 1. Set attainable goals to subtly change the factors you are unhappy with
- D. Build-Up the Self-Image of Others
  - 1. Practice giving positive compliments to others each day
  - 2. Avoid making unconstructive and critical comments to others

*Use the Cartographer Moment to allow students to create visual diagrams such as concept maps to show real-life relationships to maintaining a positive self-image.*



Close your eyes and think of a success that you have recently experienced. How did you feel. Did it make you feel good. Using your recent success and a blank sheet of paper, create a map showing how you can build upon your success. Come up with other means to maintain your positive self-image, using the four ways to promote positive self-image as listed in your notes. Create a concept map, a cluster, or mind-map to illustrate your positive self-image plan. Begin now!



#### Review/Summary



Using the next 24 hours, log everything that has had a positive or a negative influence on your self-image. For example, if you are given a compliment by your parent, teacher, or friend you may record that as a positive factor in your log.



#### Application

#### ►Extended Classroom Activity:

*Instruct the students to create a personal mission statement for improving their self-image. Have them include at least three specific objectives that will support their mission, and help them to implement the statement in their everyday life.*





### ►FFA Activity:

*Hold a My-Bag night at an FFA meeting, where members bring a bag containing three items that can be used to describe themselves. Have each member share their items with the rest of the group, while telling why the items represent them. For larger chapters, this activity could occur over several meetings.*

*Or*

*Participate in the Project PALS Program, by tutoring/mentoring students at your local elementary school.*

*Or*

*Select, plan, and conduct a community service activity as a class.*

### ►SAE Activity:

*Create a display board that highlights the strengths of your SAE program. Include narratives of your program including a budget and/or income, and pictures with captions. These boards can be displayed at chapter meetings or in school display cases and used for chapter recruitment.*



### Evaluation

*HS.30.Assess*

### Answers to Assessment:

1. d
2. b
3. a
4. media, peers, mentors, successes, failures, school, athletics
5. Build upon your successes, concentrate on your possibilities rather than your limitations, set goals, build-up the self-image of others







## WHAT IS SELF-IMAGE.

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◆ Self-image is the way a person sees his or her inner and outer “being”.

### THREE ASPECTS THAT REPRESENT AND AFFECT YOUR SELF-IMAGE

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- ◆ How you see yourself
- ◆ How you would like to see yourself
- ◆ How you think that others see you

### THREE DIVISIONS OF SELF-IMAGE

---

- ◆ Physical self-image—how we perceive ourselves based on outward appearances
- ◆ Emotional self-image—how we perceive ourselves according to emotional characteristics
- ◆ Intellectual self-image—how we perceive ourselves based upon our educational successes and failures



## **POSITIVE FACTORS OF SELF-IMAGE**

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- ◆ **Family**
- ◆ **Friends**
- ◆ **Mentors—Coaches, Teachers, Religious Leaders**
- ◆ **Accomplishments**
- ◆ **Successes**

## **NEGATIVE FACTORS OF SELF-IMAGE**

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- ◆ **Advertisements**
- ◆ **Media—Television, Movies, Magazines**
- ◆ **Peers**
- ◆ **Personal Failures**
- ◆ **Destructive or Damaging Experiences**



# FOUR WAYS TO PROMOTE YOUR POSITIVE SELF-IMAGE

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## ◆ **Build upon your successes**

→ Celebrate your successes

→ Engage in activities that stem from successes to increase your level of challenge

## ◆ **Concentrate on Your Possibilities Rather than Your Limitations**

→ Find ways to use your talents and interests

## ◆ **Set Goals**

→ Set attainable goals to subtly change the factors you are unhappy with

## ◆ **Build-Up the Self-Image of Others**

→ Practice giving positive compliments to others each day

→ Avoid making unconstructive and critical comments to others



## PERSONAL ASSET EVALUATION

---

### ►What is Important to You. — True/False

#### Physical

- \_\_\_\_\_ 1. I am happy with my physical appearance
- \_\_\_\_\_ 2. I am concerned with wearing name-brand clothing
- \_\_\_\_\_ 3. I exercise regularly at least three hours per week
- \_\_\_\_\_ 4. I eat three regular meals each day
- \_\_\_\_\_ 5. I am concerned with my overall appearance
- \_\_\_\_\_ 6. I am satisfied with my current weight
- \_\_\_\_\_ 7. I am pleased with my height
- \_\_\_\_\_ 8. I care about the way others “see” me
- \_\_\_\_\_ 9. I am physically fit for my age
- \_\_\_\_\_ 10. I follow current fashion trends

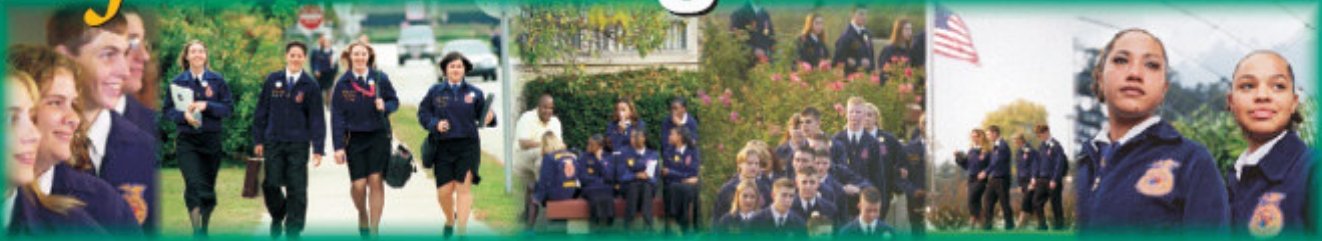
#### Intellectual

- \_\_\_\_\_ 1. I care about my academic performance
- \_\_\_\_\_ 2. I am motivated to perform well in school
- \_\_\_\_\_ 3. I complete at least one hour of homework each school day
- \_\_\_\_\_ 4. I actively engage in learning
- \_\_\_\_\_ 5. I am satisfied with my academic performance

#### Emotional

- \_\_\_\_\_ 1. I feel that I have control over the events in my life
- \_\_\_\_\_ 2. I am often happy with my life
- \_\_\_\_\_ 3. I have a high self-esteem
- \_\_\_\_\_ 4. I look forward to my future and the possibilities it holds
- \_\_\_\_\_ 5. I believe that my life is important





Advanced High School

National FFA Organization

## Lesson AHS.13

### IDENTIFY RESOURCES FOR CONTINUED GROWTH

**Unit.** Stage One of Development—Me

**Problem Area.** What Skills Do I Need for a Lifetime of Leadership, Personal Growth and Career Success.

**Precepts.** **A4:** Identify and use resources.

**National Standards.** NL-ENG.K-12.8 — Students use a variety of technological and information resources to gather and synthesize information and to create and communicate knowledge.

- ☒ **Student Learning Objectives.** As a result of this lesson, the student will ...
- 1 Assess his or her personal resources.
  - 2 Align personal resources—assets with SCANS requirements.
  - 3 Discuss ways to close the gap between self-assessment assets and requirements for success in life and at work.



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**Time.** Instruction time for this lesson: 50 minutes.



## Resources

National FFA Organization's Local Program Resource Guide, 2002–2003.  
Secretary's Commission on Achieving Necessary Skills—SCANS. "What Work Requires of Schools". [www.academicinnovations.com](http://www.academicinnovations.com)



## Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Student notebooks—one per student
- ✓ Overhead projector
- ✓ AHS.13.TM.A
- ✓ AHS.13.AS.A—one to four per student
- ✓ SCANS Report, six-page summary, downloaded from the Internet—one per student,
- ✓ Counselor, career placement specialist, other teacher or community expert



**Key Terms.** The following term is presented in this lesson and appears in bold italics:

➤ SCANS



## Interest Approach



The FFA Organization, through agricultural education, says it makes a positive difference in the lives of students by developing premier leadership, personal growth, and career success. Those are big words. Does the FFA actually do this.

*Pause and solicit some oral responses from the students. This is very dependent on the chapter and the agricultural program and its teacher. Answers can range from yes to no way. This is a good time to push FFA and its activities to get students interested in paying their dues. It is not necessary to put all the answers on the writing surface. As students exhaust their responses, you can continue.*



Today we are going to create a list of resources that are important for reaching these goals and create a personal inventory of your resources or assets and compare them with what business and industry have identified as necessary skills and competencies required for success. We are going to look at the SCANS Report—Secretary's Commission on Achieving Necessary Skills—that was created in 1991 and is still being used as a guide in determining what skills and competencies are necessary for success in the world of work and our lives in general. This is a summary copy of the SCANS Report.

*Hand out copies of the report to each student. If you are prepared ahead of time, this can be handed out the day before for the students to review before class. It is, however, a difficult document to understand, so you will still have to review it with them in class.*



# SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1.** Assess his or her personal resources.



Quietly, by yourself, take five minutes to review this report. Notice that the report is divided into a three-part Foundation section and a five-part Workplace Competencies section. Also notice that there are more than 35 subheadings under the eight main headings.

*Allow about five minutes and then ask the students to stop.*



Stop. Does anyone find anything on these lists that aren't important to success in life or at work.  
*Pause.*



If you need clarification on any terms, you can find a better definition in the glossary of terms.  
*You may have some discussion here; however, this list is very well researched and probably only in unique situations are these not valid indicators.*



Look up here at the transparency.

*Place transparency AHS.13.TM.A on the overhead "SCANS Skills and Competencies." Review the material on the overhead by explaining the information that is on the SCANS Summary Report handout. This should take about five minutes.*

## I. SCANS Skills and Competencies

### A. Foundation Skills

1. Basic Skills
2. Thinking Skills
3. Personal Qualities

### B. Workplace Competencies

1. Resources
2. Interpersonal
3. Information
4. Systems
5. Technology



There are eight major areas for you to consider in a self-assessment of your available resources. Take out your SCANS report again and look at the section labeled Foundation Skills. Place an "S" by the one that you consider as your greatest asset. Now place an "IN" by the one you consider your area where you need the greatest improvement. Now do the same thing with the five work-





place competencies: an “S” for greatest asset and an “IN” for area that needs most improvement.

*Pause and wander around the room, answering questions as needed. As this is a personal and private assessment, do not ask the students to share.*



That is a tough assignment. I am not going to ask you to share your answers with the class, as your responses are personal and it may make some of you uncomfortable. Does anyone have any questions.

*Pause.*



The following activity sheet is in more detail. It not only contains the eight major headings in the two categories, but also includes all the specific subheadings. After I distribute the activity sheets, you will rate yourself in each of the areas. This time you will rate each indicator as “1,” “2,” or “3.” A “3” rating indicates you believe this to be one of your strong assets. A “1” rating indicates you believe this to be an area where you need a lot of improvement. A “2” rating is something in between; “you don’t consider it a weak skill or competency, but yet you have room to improve.”

**Objective 2.** Align personal resources—assets with SCANS requirements.

## II. SCANS—Secretary’s Commission on Achieving Necessary Skills



OK, here is activity sheet AHS.13.AS.A.

*Hand out AHS.13.AS.A.*



Let’s review our directions one more time. Rate the indicator as a “3” if it is a...

*Pause for the answer: strong asset*



And you should rate yourself as a “1” on the indicator if you need....

*Pause again for: a lot of improvement*



That leaves the “2” which means you are somewhere....

*Pause and wait for: in between*



And may have room to....

*Pause and wait for: improve*



Great! Remember this is all confidential, and I will be inviting your counselor to join us later in the hour to help us interpret your data on an individual basis. Some of you will work with me and some will be able to meet with your counselor or me later. You may begin.



*If a counselor or career placement specialist is not available, another teacher, community expert, or an administrator could help students review their assessments. Every student will interpret a “3” slightly differently; some students will be too hard on themselves, and some will be unrealistically liberal. It is important to help the students sort out this exercise and not leave it hanging. Therefore, help students develop a plan to continue learning and developing those skills and competencies needed for success. Allow about five minutes for this exercise. Wander around the room and monitor. Let them know when they have one minute left.*



Stop. How many of you had all threes.  
*Pause. No one should.*



I am sure everyone’s paper is different. Some of us have some areas to work on to help us improve. It may also be valuable to get some other ratings on you, maybe from your parents, your boss on your SAE, one of your teachers, or a friend. I have extra activity sheets if you want the additional input. I recommend that you get at least two others. It will only take them five minutes and will help you determine if you have been fair with yourself.

*Hand out the extra activity sheets to those students who want someone else to assess them. This can be an optional assignment or you can require it. If you require it, be sure to make the assignment clear and follow up with the students on the assignment.*

**Objective 3.** Discuss ways to close the gap between self-assessment assets and requirements for success in life and at work.

### III. Ways to close the gap between self-assessment resources and requirements for success in life and at work



At the end of class today, you will hand in your student activity SCANS assets worksheet and a paragraph or two on each of the assets that you believe you need to improve on. Take out a clean sheet of paper and list the three assets you believe you need help on. You are to suggest some ideas that may help you close the gap within the next year. Will someone repeat your assignment. When is it due.

*Pause and wait for someone to repeat the assignment.*



Are there any questions.



While you are working on the assignment, our guest and I will be happy to review your asset sheet with you. We can take only about three minutes with each of you today, but this needs to be a high priority item for you over the next few weeks. Do your skills and competencies match your career aspirations. If not, how can I help you help yourself.

*Don’t leave the students without a follow-up plan. It may be important to reschedule the counselor for a later class period, or you can set aside time to work individually with the students in the next couple of weeks to review their assessments and goals. This assignment will be less effective if left after one day. A follow-up session to address the ways to close the gap between self-assessment resources and requirements for success in life is important. Remember to collect*



*the papers at the end of the period. Depending on how you have your lessons arranged, you may want to delay discussion on this for a few days while students get independent assessments from other people. You may want to consider completing an assessment on each student also. Although it would be nice, it is not necessary to fulfill the objectives of the lesson.*

## Review/Summary

*The transparency, AHS.13.TM.A, and activity sheet, AHS.13.AS.A, in this lesson will serve well as the review and summary for the lesson. This lesson may be kept open for a longer period of time and should lead to great one-on-one conversations and group discussions. Return to your original question.*

Has FFA, through agricultural education, met its goal of preparation for premier leadership, personal growth, and career success.

Has the education in our high school met its charge. If not, what should be done differently.

*Sample or anticipated responses are not provided here, as the answers to the questions will vary widely. Some interesting scenarios might be that FFA and the agriculture program is doing its job and the school program not. Or it could be the opposite. Be prepared for positive and negative responses and varying levels of support for the school and its programs. The FFA could be under fire also. It is important to keep the discussion on the topic and not to let it go more than four minutes.*

## Application

### Extended Classroom Activity:

*Students can visit the Internet and read the entire SCANS Report. The students can use the activity sheet, AHS.13.AS.A, to gather more information on their assets from the perspective of other teachers, adults, or peers and incorporate them into their leadership notebook and compare them with their self-assessment.*

### FFA Activity:

*Students can discuss and make recommendations as to what should be in the FFA chapter's program of activities that will help students develop those skills and competencies that are required for success on the job and in life. A motion could be prepared for the next chapter meeting to appoint a program of activities committee that will incorporate SCANS type skill training activities into the chapter's program of activities to help students assess life skills.*

### SAE Activity:

*Students can take the activity sheet to their SAE employer or another employer and ask the business to rate the skills and competencies as presented. The student then could bring the results back to class for discussion.*



## Evaluation

*There is no test-type assessment for this lesson. The assessment in this area will be authentic and individualized. The teacher should decide what needs to be turned in and when and how it will be assessed. Minimally, you should require the students to complete the activity sheet, AHS.13.AS.A, complete the paragraphs on the areas needing improvement, and require a visit with the teacher or counselor.*

## Answers to Assessment:

No Assessment



# SCANS SKILLS AND COMPETENCIES

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- ◆ **Foundation Skills**
- ◆ **Basic Skills**
- ◆ **Thinking Skills**
- ◆ **Personal Qualities**
- ◆ **Workplace Competencies**
- ◆ **Resources**
- ◆ **Interpersonal**
- ◆ **Information**
- ◆ **Systems**
- ◆ **Technology**



# PERSONAL ASSESSMENT ACTIVITY SHEET

## ►SCANS Skills and Competencies

Directions: Rate each indicator as “1,” “2,” or “3” by placing a check mark in the appropriate column. A “3” rating indicates you believe this to be one of your strong assets. A “1” rating indicates you believe this to be an area where you need a lot of improvement. A “2” rating is something in between; “you don’t consider it a weak skill or competency, but you have room to improve.”

Skill/Competency	“3” Rating	“2” Rating	“1” Rating
<b>Foundation Skills</b>			
<b>Basic Skills</b>			
Reading			
Writing			
Arithmetic/Mathematics			
Listening			
Speaking			
<b>Thinking Skills</b>			
Creative Thinking			
Decision Making			
Problem Solving			
Seeing Things in the Mind’s Eye			
Knowing How to Learn			
Reasoning			
<b>Personal Qualities</b>			
Responsibility			
Self Esteem			
Sociability			
Self-Management			
Integrity/Honesty			



Skill/Competency	"3" Rating	"2" Rating	"1" Rating
<b>Workplace Competencies</b>			
<b>Resources (Identifies, organizes, plans, and allocates)</b>			
Time			
Money			
Material and Facilities			
Human Resources			
<b>Interpersonal (Works with Others)</b>			
Participates as a Member of a Team			
Teaches Others New Skills			
Serves Clients/Customers			
Exercises Leadership			
Negotiates			
Works with Diversity			
<b>Information</b>			
Acquires and Evaluates Information			
Organizes and Maintains Information			
Interprets and Communicates Information			
Uses Computers to Process Information			
<b>Systems (understands complex people systems and inter-relationships)</b>			
Understands Systems			
Monitors and Corrects Performance			
Improves or Designs Systems			
<b>Technology (Works with a variety of technologies)</b>			
Selects Technology			
Applies Technology to Task			
Maintains and Trouble Shoots Equipment			



**Arizona Agriscience Curriculum – Nutrients**  
**Cassie Brock, Agriculture Teacher**  
**Cienega High School, Tucson, Arizona**  
**2006**

## **Student Objectives**

1. Describe five types of nutrients and their purpose.
2. Identify several symptoms of nutritional deficiencies.
3. Describe nutrient levels in a given stage of development.

## **Background**

**Unit:** Nutrients

**Life Knowledge Precept:** Physical Growth (33, 34 and 36)

**Arizona Standards:**

- |                       |   |
|-----------------------|---|
| Standard:             | 23.0 Investigate approved nutrient practices  |
| Measurement Criteria: | 23.1 Determine the essential nutrients for organisms and describe their importance. |
|                       | 23.2 Research common nutrient deficiency symptoms and treatment options.            |
|                       | 23.3 Recommend nutrient and quantity requirements.                                  |

## **Logistical Information**

**Time:** 100 minutes

## **Resources:**

Brock, Cassie. Horse Production Unit. Desert Roses Website.

[http://ag.arizona.edu/desert\\_roses/horse\\_production.htm](http://ag.arizona.edu/desert_roses/horse_production.htm)

CIMC Equine Management and Production Curriculum, 1994, Oklahoma Vocational and Career Education

McCormick, Floyd, Zurbrick, Phillip, Student Reference Unit on Livestock Feeding, Department of Agriculture Education, U of A

## **Tools, Equipment, and Supplies**

Proxima  
PowerPoint  
Copies of Handouts  
Index cards with Party Host moments

*Cassie Brock*



**2006**



## Key Terms

Nutrient  
Deficiency  
Toxicity  
Myopathy  
Laminitis

## Interest Approach:

How do you feel on a morning that you haven't had breakfast and have to wait hours before lunch?

*Wait for responses.*

If you are training for an athletic competition, what are some of the things that you would need to do?

*Wait for responses.*

Why is it important for an athlete to make sure they eat before a competition? What impact does food have on their performance?

*Wait for responses.*

---

## LK Precept Physical Growth: (33, 34, 36)

When we are able to balance what is going in our bodies, we are able to live healthier, happier lives. We respect what needs our body has and are able to fulfill not only the nutritional needs but the emotional needs as well. This is no different than maintaining a healthy ration for our animals. We need to be sure they are going to live long and healthy lives through the nutrition we are providing.

Food allows us to perform our best because it is filled with nutrients. You have all heard at one point or another that we need fuel in order to keep going and it is because of the nutrients that we are going to discuss today.

## Summary of Content and Teaching Strategies

**Objective 1:** Describe five types of nutrients and their purpose.

*Hand out note sheet that accompanies PowerPoint for lesson. The students will fill in as you move through the lesson.*

What is the definition of a nutrient? Dictionary.com gives the definition as: A source of nourishment, especially a nourishing ingredient in a food. There are five categories of nutrients that we are going to discuss. As we go through each one, think about how your body reacts to either having or not having these nutrients.

**Water** – The largest component of nearly all living things. Muscles and internal organs of animals contain roughly about 75 percent water. It serves as a lubricant for all nutrients that enter the body and reacts with chemical compounds to help break down food into usable products. Water also aids in the regulation of body heat, through perspiration and evaporation. It is

*Cassie Brock*

2



2006

important to remember that water is the cheapest nutrient to provide but animals will live only a few days if there is not a source.

**Carbohydrates and Fats** – Carbohydrates are composed of sugars and starches and provide energy and heat to animals. A typical ration for animals will consist of 75 percent carbohydrates. The energy created is used for growth, maintenance, work, reproduction and lactation. Carbs come in several different forms: simple sugars (glucose, fructose and galactose), compound sugars (sucrose, maltose and lactose), and lastly, starch and cellulose.

Fat is only required in small amounts for most animal diets. Addition of fat provides palatability, flavor, texture and energy levels of feed. There is data that have shown that fat can increase milk production and is also necessary as a carrier of fat-soluble vitamins.

**Protein** – Protein is the major component of tissues and muscles. They are made up of amino acids. Not all amino acids are essential to animals so it is very important to consider the quality of the protein being fed in a ration. If you are feeding a ruminant animal, it is more important to consider the quantity versus the quality of the protein as ruminants can convert amino acids in their rumens to different amino acids to meet their needs.

**Vitamins** – Vitamins in animals are required in minute quantities but they are very important as they are the catalyst for other body processes. Most animals will either make the vitamins needed themselves or they will be provided for in the ration they are given. Vitamins are used in the clotting of blood, forming bones, reproduction, lactation and prevention of certain nervous system disorders.

**Minerals** – Minerals play a very important role in an animal's body. The skeleton is composed mostly of minerals. Most body systems (endocrine, circulatory, urinary and nervous systems) are dependent on various minerals. There are 15 essential nutrients that animals must have in order to be healthy. They are: Calcium (Ca), Phosphorus (Ph), Sodium (Na), Chlorine (Cl), Potassium (K), Sulfur (S), Iron (Fe), Cobalt (C), Fluorine (Fl), Manganese (Mn), Molybdenum (Mb), Selenium (Se) and Zinc (Zn). Mineral supplements are especially important for animals that spend their lives in confinement.

## E-Moment – Me, You, Us Moment

*Use a Me, You, Us Moment as a method of review over the types of essential nutrients. Use the following question as a prompt: What purpose does each class of nutrient serve?*

When I say “Essential,” you are to get out a sheet of paper and write down your answer to the question, What purpose does each class of nutrient serve? “Essential.”

OK, now when I say “Healthy,” I want you to share with one or two others what you have written and work together to compare and modify your answers. “Healthy.”

*Next move on to the Us. Have individuals or groups of students share their answers with the entire class.*

*Remember to have the students move into the Us portion of the E-Moment before every group is really done sharing to avoid side conversations.*



Thank you for your awesome responses. You guys really know your stuff. Now that we understand what nutrients are, we are going to begin talking about why they are important. Now, I know I listed functions earlier, but we are going to move ahead into deficiencies of nutrients and the problems they cause.

## **Objective 2:** Identify several symptoms of nutritional deficiencies.

Understanding the types of deficiencies that can occur makes it easier to spot problems in your animals and create solutions. A deficiency can be described as: a lack of or shortage. It is important to remember that deficiencies can occur at any time to any animal and the effects can be devastating.

**Protein** -- decreased growth and development, especially where muscles are concerned;; decreased feed intake; poor coat (meaning dull, rough, losing hair, etc.)

**Minerals** -- rickets, weak bones, decreased milk production

**Vitamins** -- impaired vision, respiratory illness, weakness, digestive disturbances

**Carbohydrates and Fats** -- decrease in weight, condition and energy; unthrifty appearance

## **E-Moment - Party Host**

*As a review, use the Party Host E-Moment. This is something that is done on “Whose Line Is It Anyway?” where each person acts out a different character and it is the host’s job to guess which “deficiency” each person is acting out.*

I am sure that many of you have sat on the couch on a given summer day and watched “Whose Line Is It Anyway?” – you know, the show hosted by Drew Carey. There are going to be some of you that are going to conduct a Party Host Moment. We will need to put our creative hats on and be the best actors that we can be. Go ahead with Party Host Moment.

*Select students or volunteers to be guests at a party. Each guest acts out his or her unique character taken from the lesson as the host of the party deciphers the guest’s identity. The guest’s character is a fact, vocabulary word, concept or step in a process.*

Thank you!! I think some of you should try for an Oscar. Since most of you were only in the audience for that activity, I have one more activity planned that will have everyone up and at ‘em.

## **E-Moment and Activity:**

*After you are confident each student understands what a deficiency is and some of the problems associated with them, use a Go Get It Moment to have students find answers for a worksheet that needs disorders for various vitamins and minerals to be filled in. Hand out vitamin worksheet.*

At the word “Go,” each one of you is going to be responsible for using any and all resources available to you in order to find the correct information for your worksheet. Please work independently and quickly, but remember that I do want your best work. “Go!”

*Pull students back together and collect worksheets. Review correct answers with students once E-Moment is complete. This will allow for further comprehension of the vitamins and minerals that were not discussed on the PowerPoint.*

**Objective 3:** Describe nutrient levels in a given stage of development.

*At this point, you will continue with the lesson's PowerPoint and have the students continue to work on the completion of said worksheet.*

I think it is easy to see why animals need nutrients. Not having enough can cause serious problems, but what happens with the food they eat? What are some things that every animal does during the course of their life? There are stages that an animal might go through that will require more energy than others. What do you think they might be? When do humans need more food? There are several specific functions in animals that food enables. Over the next few minutes, we are going to learn what each of these functions is and why having the proper nutrient(s) is important.

Food is consumed by animals for several basic functions of life. These are maintenance, growth, reproduction and production. There are periods in an animal's life when they will fulfill three of the functions, and nutrient requirements are going to be different for those animals versus those simply completing the maintenance function.

**Maintenance:** Support of an animal when doing no work and yielding no product. Nutrients are used to build and renew tissues and organs. Nearly one-half of feed consumed by animals is used for maintenance with the remainder fulfilling the needs of the other functions or towards the production of meat, milk, wool or work.

**Growth:** The general development of an animal from the time it is born until it has reached maturity. Nutrients for this function are needed in addition to those needed for growth. Adequate nutrients are extremely important for the development of young animals so they are able to meet their potential of size and capacity and are used to produce new cells and tissues.

**Reproduction:** This time period is from conception until the birth of the new animal. It is important to prevent over-feeding pregnant animals, even though nutrients are used primarily for the development of the fetus. Underfeeding, which results in deficiencies of certain vitamins, minerals and proteins, will also be detrimental to the newborn.

**Production:** Animals being fed for production of market animals such as those for meat, milk, wool and work. Feed given for production is the most costly portion and it is vital the proper amount of feed with the correct mixture of ingredients be fed for these animals. As animals become older and fatter, they consume less feed and use more for maintenance. It is imperative that proper quantity and quality of feeds be fed to producing animals to yield the best net returns for the feed consumed.

If animals are fed inadequate supplies of feed, some activities will cease to function and others will slow down. Maintenance activities, such as building and renewing tissues and organs, are the last to stop when feed is in short supply. Once the animal is no longer able to maintain, they will die.

## **E-Moment – Bob the Weather Guy:**

*Use a Bob the Weather Guy Moment to review the information. The content for the weather report will come out of the various functions of animals. Each weather report should cover at least two functions. After each student is complete with their report, have several students share their moments with the class. Try to ensure you have enough students sharing so each function is described twice.*

When I say “Rain,” each of you is going to create a weather report that contains at least two of the animal functions we just learned about. Be prepared to share your weather report with the rest of the class. Dazzle me with your creativity. “Rain!”

*Call on several students to share.*

Thank you for sharing. You guys are the best! Remember, your health is an area where you can set goals that will eventually become habits. It is never too late to set a goal and see where it will take you. Your goal may be as simple as only have two sodas a week versus the five you might normally have. Do your best to set a physical health goal and meet it at the end of two weeks. We will re-visit this to see where you are at. Now, as you go through the rest of today, think about the food you are eating. Are you getting the nutrients you need?

## **Review/Summary**

*Review the objectives with the students and ask them to prepare a concluding statement to check for the students’ understanding of the material presented.*

## **Application**

### **Extended Classroom Activity:**

Have a veterinarian discuss animal nutritional requirements as a guest speaker.

### **FFA Activity:**

Have the students develop a science project for the Agriscience Fair or a presentation for the Agricultural Issues CDE.

### **SAE Activity:**

Have students research the nutritional requirements for their SAE projects.

## **Evaluation:**

The following questions can be used on a quiz or exam:

1. Describe the five types of nutrients and their importance.
2. Describe nutrient deficiencies for two of the nutrients.
3. List three body functions of animals and explain the importance of each

# **Arizona Agriscience Curriculum**

## **Agriscience I Nutrients and Deficiencies**

# Standard

- Investigate approved nutrient practices

# Measurement Criteria

- 23.1 Determine the essential nutrients for organisms and describe their importance.
- 23.2 Research common nutrient deficiency symptoms and treatment options.
- 23.3 Recommend nutrient and quantity requirements.





- *Food allows us to perform our best because they are filled with nutrients. You have all heard at one point or another that we need fuel in order to keep going and it is because of the nutrients that we are going to discuss today.*



- *What is the definition of a nutrient?*

**Carbohydrate**



**NaCl**



**Proteins**



**Water**

**Fe**

**Minerals**



**Vitamins**

**H<sub>2</sub>O**

**Zn**

**Sugar**



- *Dictionary.com gives the definition as: A source of nourishment, especially a nourishing ingredient in a food. There are 5 categories of nutrients that we are going to discuss. As we go through each one, think about how your body reacts to either having or not having these nutrients*



# Water

**The largest component of nearly all living things. Muscles and internal organs of animals contain roughly about 75% water. It serves as a lubricant for all nutrients that enter the body and reacts with chemical compounds to help breakdown food into usable products. Water also aids in the regulation of body heat, through perspiration and evaporation. It is important to remember that water is the cheapest nutrient to provide but animals will live only a few days if there is not a source.**

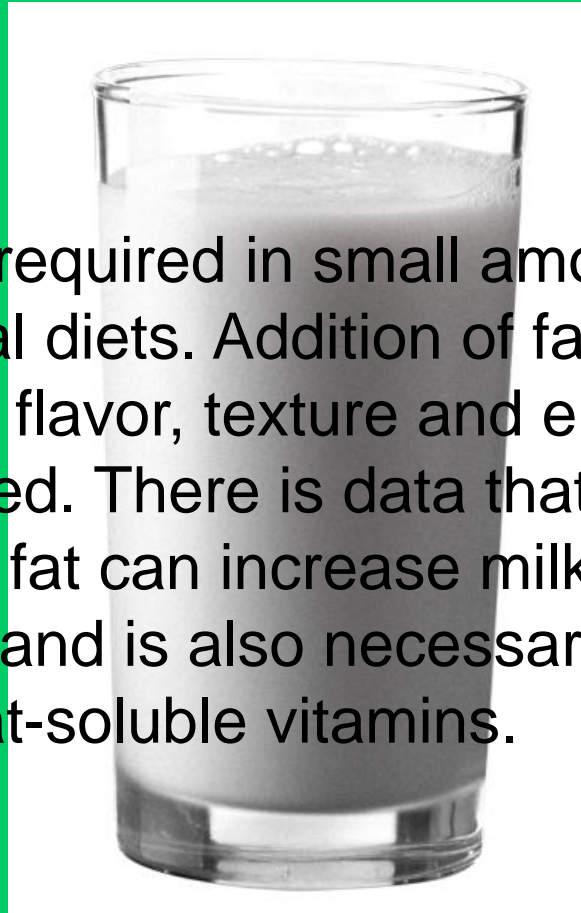
# Carbohydrates and Fats

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– Vitamins in animals are required in minute quantities but they are very important as they are the catalyst for other body processes. Most animals will either make the vitamins needed themselves or they will be provided for in the ration they are given. Vitamins are used in the clotting of blood, forming bones, reproduction, lactation, and prevention of certain nervous system disorders.





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# Protein

- --Decreased growth and development, especially where muscles are concerned, decreased feed intake, poor coat (meaning dull, rough, losing hair, etc)



# Minerals

- Rickets
- Weak bones
- Decreased milk production



# Vitamins

- Impaired vision
- Respiratory illness
- Weakness
- Digestive disturbances



# Carbohydrates and Fats

- Decrease in weight, condition and energy
- Unthrifty appearance



# Describe nutrient levels in a given stage of development.

- Food is consumed by animals for several basic functions of life. These are maintenance, growth, reproduction and production. There are periods in an animal's life they will fulfill 3 of the functions and nutrient requirements are going to be different for those animals versus those simply completing the maintenance function.

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- Support of an animal when doing no work and yielding no product. Nutrients are used to build and renew tissues and organs. Nearly one-half of feed consumed by animals is used for maintenance with the remainder fulfilling the needs of the other functions or towards the production of meat, milk, wool or work

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- The general development of an animal from the time it is born until it has reached maturity. Nutrients for this function are needed in addition to those needed for growth. Adequate nutrients are extremely important for the development of young animals so they are able to meet their potential of size and capacity and are used to produce new cells and tissues.



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