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To advance the integration of LifeKnowledge through local teachers.

April 2007

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LifeKnowledge AT WORK Newsletter Designed for Local Teachers

LifeKnowledge AT WORK is a newsletter created by the National FFA Organization to advance the integration of LifeKnowledge in local agricultural education classrooms across America. Designed with local teachers in mind, LifeKnowledge AT WORK is a free electronic newsletter featuring tips from teachers, education experts, leadership gurus and a host of other resources.

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LifeKnowledge Featured Articles

What Difference Do Good Directions Make?

Ag teacher Kris Elliott of Hanford, Calif., talks about the influence of good directions and gives advice on how to improve in this area. [Click here to read article](#)

E-Moments and Technical Content

Fourth-year agriculture teacher Brandon Barr provides insight into why E-Moments are such a valuable tool for technical content and teaching in general. [Click here to read article](#)

Rekindling the Ag Ed Teaching Fire!

John Rist of South Dakota describes how his Delta experience and skills gained through LK helped re-energize his teaching. [Click here to read article](#)

Why LK Works for Me

Colorado teacher Todd Everhart discusses what he has learned from LK and why it has become an important part of his daily routine. [Click here to read article.](#)

Featured Lesson

Featured Lesson Plan – Understanding Net Worth

Agriculture teacher and FFA advisor Monica Giffing from Payson, Utah, shares an agricultural business lesson regarding Understanding Net Worth. Monica integrates the LifeKnowledge precept of Character into her lesson. [Click here to read article](#)

LK in Action

Purposeful Leadership Development

During the hectic times of the year, are your students developing the necessary skills associated with each activity your chapter conducts? Do you wish you had a way to make sure students are being challenged and are not just going through the motions when participating in activities? Check out an activity from the New Online Coaching Guide to see how you can incorporate purposeful leadership opportunities into your curriculum. [Click here to read article](#)

Hot Tips

Podcast for Free

Do you wish you could create a podcast? Are you working with a tight budget and cannot afford the equipment? Check out a few resources for free online tools for recording and sharing podcasts as well as an overview of podcasting and ideas for possible podcast projects in your classroom!

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**LifeKnowledge
News**



This material is based upon work supported by the Cooperative State Research, Education and Extension Service, U.S. Department of Agriculture, under Agreement No. 2002-45201-05130 as a special project of the National FFA Foundation.

Profile: California State University: Teaching the Teachers

[Click here to read article.](#)

What's New with LK

–The Future of the Delta Professional Development Program
 –Delta Conference at Tarleton State University
 –New, Improved Version of LifeKnowledge Available
[Click here to read article](#)

What Difference Do Good Directions Make?

By Kris Elliott, Agriculture Teacher, Hanford High School, Hanford, Calif.



I'm sure all of us in the teaching profession can admit to falling into several bad habits when it comes to giving directions. For example:

- Giving directions before the class is fully attentive. (You find yourself repeating directions several times.)
- Letting students know they will be working in groups before you give the instructions. (They immediately concern themselves with who they will be working with rather than what they will be doing.)
- Giving students too much information at one time. (Sometimes complex instructions need to be chunked for maximum retention, or else students forget everything.)

One of the most annoying things is when you give a set of instructions and then after students start working, you hear, "So what are we doing again?" Even worse, you may answer the same question several times. So, how do you avoid this and clearly communicate the first time around? Here are some strategies embedded in LifeKnowledge that I have found to be helpful.

- **Be specific.** For example, tell students they have 30 seconds to locate their notebooks, a pen and a pair of scissors and meet you outside the door. Then, after getting students outside, you can continue your instructions for the activity or lab.
- **Use signal words.** Words such as "Go" keep students focused until you are ready for them to move/get started. Sometimes students start moving before the instructions are done and you find yourself saying "Wait, wait, I have a couple more things." You can also pick a word out of the subject matter you are teaching and use it as a signal. For example, if we are studying soils, I might say, "When you hear the word horizon, we are going to..." (Ask the class to repeat the signal word back so that you know they've got it.)
- **Be student-focused and inclusive.** Instead of saying "I need you to get out a pair of scissors and you will need to create a poster," say "We are going to create a poster that demonstrates..." or "We will use pair of scissors to..."
- **Set the tone/create accountability.** Make students accountable for directions. For example: "Today's activity is very important to the success of our greenhouse project. Carefully listen to these instructions and retain information so that you will be able to repeat them back to the class when I call on you." Give the directions and then call on a student at random to give the instructions back to the class. It may take a couple of students to get this done, but eventually they will get into the habit of listening attentively because they know they could be called on at any time.
- **Clarify.** Use a signal word, action or question to ensure clarification. For example, let students know that when you clap or snap, or even say the words "pause" or "freeze," everyone is to stop what they are doing and give their attention to the front of the room as quickly as possible. Practice this before students begin working. This replaces the old way of saying "Attention up here," "Everyone quiet please," "I'm still waiting," etc. When asking students if there are any questions, use the words "What questions are there?" or "What can I clarify?" This will make students feel more comfortable asking questions. And if they do ask about something, the whole class will be listening (before the work starts), so everyone will benefit.
- **Less is more.** Keep it simple. Try to condense your instructions to the real important stuff with less fluff and extra words that may confuse your students.

"Good directions lead to better student work. There are fewer mistakes and fewer students that need to start over because they didn't listen carefully. I love the fact that I can now sit back and watch students creatively work on projects and assignments."

Good directions lead to better student work. There are fewer mistakes and fewer students that need to start over because they didn't listen carefully. I love the fact that I can now sit back and watch students creatively work on projects and assignments. There is usually no need for me to clarify or repeat instructions. Students are working on their own and don't need to be interrupted during their work. It has saved me a lot of frustration and I'm becoming a more effective teacher.

But it did not come without some work. Following are a few things I did that I recommend to teachers who want to give better directions.

- Videotape yourself and watch your instructions. Watch the student reactions to your instructions. What questions did they ask for clarification? How did the project or assignment turn out? Most of us do not like watching ourselves, but this truly helps.
- If you teach two periods of the same class, try giving directions the old way and then the following period, try giving them LifeKnowledge style. Did you notice a difference? What was the student work like? How many times did you need to clarify?
- Try giving directions from an actual LifeKnowledge lesson. How did it feel? How did your students react?

Giving better instructions takes practice, but the results are immediate. It will make your job easier and your students more successful. For me, it has definitely been worth the effort!

[BACK TO TOP](#)

E-Moments and Technical Content

By Brandon Barr, Agriculture Teacher, Council Grove High School, Council Grove, Kan.



I have been using E-Moments in my classroom since I attended the first Delta Conference in Colorado. As with many teachers in my state, I had misconceptions about LK. I thought it was a CD of some 260 lessons on leadership rather than a style of teaching. At Delta, my mind-set quickly changed. Not only did I discover that LK was a style of teaching, but I realized there were strategies like E-Moments that I could use on a daily basis to improve student engagement and comprehension.

When I first used an E-Moment in class, my students looked at me and said, "You want us to do what?" Once they realized how fun it was, they really got into it and so did I. Now it's part of my daily routine. Not only have E-Moments promoted more interaction in my classes, but they are a great review tool to ensure that

"When I first used an E-Moment in class, my students looked at me and said, 'You want us to do what?' Once they realized how fun it was, they really got into it and so did I."

every student has grasped the concept or lesson being taught. This is really important when teaching technical content that has many parts. I find that I'm able to break up the lesson rather than give my students a whole big block of information they may not retain. This turns out to be a time-saver because they remember more and we spend less time going back and forth over material. It also makes teaching and learning new information less frustrating and more enjoyable.

My favorite three E-Moments are the Mother Goose, Bob the Weather Guy and \$10,000 Pyramid. These all work very well with technical content because they require a lot of involvement. No longer do students have a choice regarding lesson review; they do it and they enjoy it because it's fun. As an example, for a lesson on livestock breeds, I use the \$10,000 Pyramid moment. We cover about 15 breeds, so I have students write down the breed and distinguishing traits of each on note cards and we play the game. This does take more time up front, but you spend less time on the back end recovering and reviewing material because students grasp it from the onset. We did a similar activity on a lesson about flower parts. We played the Party Host, and it was amazing how quickly the students learned and recalled the information. I could ask them today, several months after the fact, and they would still remember.

My advice for every teacher is to use E-Moments as much as you can, daily if possible. It will make each class period that much more valuable from your perspective and the student's. It also breaks up the monotony of the day. You'll notice that your students are more excited to be in class, which helps maintain your enthusiasm as a teacher. Try it and give LK an opportunity to go to work in your class. The difference it makes may surprise you.

[BACK TO TOP](#)

Rekindling the Ag Ed Teaching Fire!

Q&A with John Rist, Agriculture Teacher, Viborg High School, Viborg, S.D.



1. What is your experience/background in the ag ed profession?

I traveled around the world on the World Experience in Agriculture (WEA) FFA program right after college and began teaching when I returned to the United States. I taught for six years in Bowdle, S.D., and then left teaching to try new challenges. After a few years in sales and customer service, I was drawn back to teaching in Luverne, Minn., for two years. In both of these programs, I infused agriscience principles, applying both science and math competencies, to enable my students to receive equivalency credits for math or science from agricultural education classes. I left [teaching] again for a few years, working as a general manager for a liquid fertilizer company. This led me back to teaching in Viborg, S.D., where I have been for the past seven years.

2. After you left teaching the second time, what inspired you to return?

After leaving Luverne, I took a job as the general manager of Advanced Prescription Fertilizer Inc., a small producer-owned liquid fertilizer company on the cutting edge of plant and soil fertility. Applying chemistry and plant science principles on a daily basis gave me a renewed thirst for knowledge to build on the basics I had learned through my ag ed experience. This job also gave me an opportunity to combine my love of science and finance. As I got busier at work, I realized I missed the ag ed atmosphere, FFA and contact with students.

"Having had two very successful teaching experiences that grew numbers and revitalized programs, I felt pigeonholed with the new educational requirements of NCLB. Things that worked well in the past didn't seem to do the trick anymore."

My family and I lived in Viborg where the community had lost its ag ed program for a short time. Together with my wife, we were able to help the community rebuild this program by offering classes to students in the evenings first and then one period during the day. As demands for my time at work increased and after a divorce and custody battle, it was an easy choice for me to return to teaching. This allowed me to have the same schedule as my daughters and to limit the amount of travel away from them. Plus, I was anxious to get back into the classroom.

3. How did it come about for you to attend Delta? How did Delta and your exposure to LK change/rekindle your desire to teach?

When Delta came along, I knew I needed something to re-energize my teaching. Having had two very successful teaching experiences that grew numbers and revitalized programs, I felt pigeonholed with the new educational requirements of NCLB. Things that worked well in the past didn't seem to do the trick anymore. Students are now faced with increased educational requirements, making it harder to fit ag ed into their schedules and giving them less time for intracurricular activities like FFA. Students have also changed a lot in the past 25 years. I attribute much of this to the increased use of technology and the decreased involvement by many parents who are working multiple jobs to make ends meet. Delta helped me evaluate my teaching methods and gain a better understanding of what today's students need. It also brought to light many ways that I can incorporate core curriculum into my program, which makes what I am teaching in my classroom more relevant than ever.

4. Can you give a specific example(s) of how you have changed your teaching style?

I remember discussing the use of life lessons during a session at Delta and being described as "unconsciously competent." I began to realize why some of the stuff I did with my students to create relevance and purpose was working. Even though your students think they are winning by getting you "off the subject," it really does lay the groundwork for understanding.

The first day of class after Delta, I had students get out crayons and markers and draw an image of what they expected to learn that year. I must admit that it seemed a bit "hokey" to me to teach high school kids with this approach, but I found that they really did find it refreshing to do something different. I also had them do this when we were learning breeds of livestock and horses. Activities like this make it much easier and more fun for students to learn.

5. As a seasoned teacher, what impresses you the most about LK?

LK provides strategies and ideas for using different approaches that most of us would not think of trying ourselves. It is adaptable to what you are already doing or can be used as stand-alone curriculum. It allows us to change the atmosphere of our classrooms to make class relevant, different and fun again for students. LK enforces the concept of a "complete" educational experience through ag ed, equipping our students with much more than textbook knowledge.

6. What advice can you give your peers who might need to rekindle their teaching?

It's all about being open to change and realizing how our students have evolved; it's not the same as it was 10 or 15 years ago. Our students learn differently and they respond differently to methods of discipline because of technology and other influences at home. As a teacher, I believe we have even more influence on our students than we did in the past. Don't be afraid to make use of life lessons in your curriculum. With parents working more and [having] less communication with kids at home, ag ed may be one of the only places they hear about life lessons. Also, remind yourself why you got into education in the first place. It's about the students and improving something in their lives. It's not about us becoming complacent by teaching the way we were taught or the way we feel most comfortable.

7. How has Delta and using LK enriched your teaching experience?

Attending Delta and learning about LK was a valuable first step in helping me put emphasis on the relevance in my teaching and working toward understanding today's students. Working with other experienced teachers at Delta who are still striving to improve their teaching was also very refreshing for me. Having felt frustration as a teacher and not understanding why my methods weren't as readily received now as they were in the past, made me step back and identify why this was happening. Delta and LK gave me something to utilize and work from to "update" my teaching style and reconnect with my students.

[BACK TO TOP](#)

Why LK Works for Me

by Todd Everhart, Agriculture Teacher, Merino High School, Merino, Colo.

I would like to think that before I started using LK, I was already trying some new things in my class. I was never a big fan of lecturing because I did not learn that way. I always prepared from the mind-set of students in their seats rather than the teacher's stage. I also tried to focus on what students needed to be successful rather than what I thought they should know. I used interactive lessons, teamwork and other strategies and considered myself fairly current as a teacher. Then the Delta Conference and LK came along and here's what I realized:

- Everything matters when it comes to student engagement – from cleanliness of the room, to buzzing lights, to past experiences, to my attitude, to language and everything in between.



- It's important to climb out of my comfort zone (CZ) and "Risk Boldly." I attempt to speak to the "Best Self" constantly.
- I no longer wonder which of my students are geniuses; instead, I help each one identify their own individual genius.
- It's important to use or attempt to use all three modalities (visual, auditory, kinesthetic) in each of my lessons. Using the original LK lessons teaches you how to use all modalities in a simple way. From that, you can naturally start using them on a daily basis.

"The important thing to remember with LK is to make it work for you. Take a look at the lessons, find the ones that match what you are already teaching and substitute them into your curriculum. See for yourself the difference in student engagement and the change in students' abilities to retain information."

- I understand the context and state of the learner. E-Moments are very useful in this way.
- Effective directions are a must!
- LK is more than just the original lessons. It is a mind-set that helps us focus on what is truly important.

Do I do each of these things perfectly every day? No, and I probably never will. But I do use these techniques as often as possible and they are starting to feel more natural to me. Let's be honest – content is important to all of us as teachers, but when you look at what students are most likely to thank you for, it probably won't be "Thank you for that awesome soils lesson!" More likely, they'll appreciate how you helped them as a whole person. I can tell you that the environment in my classroom is much more fun and my students have noticed. They constantly ask me if we can use an E-Moment for review. I also hear more often, "Where did the time go?" or "Is this period over already?" It also keeps me on my toes as a teacher because I'm constantly striving to make the integration of leadership with content as seamless as possible.

The important thing to remember with LK is to make it work for you. Take a look at the lessons, find the ones that match what you are already teaching and substitute them into your curriculum. See for yourself the difference in student engagement and the change in students' abilities to retain information. It's important to look at the big picture. For me, LK is not just a set of lessons and E-Moments; it is a total change in the way I approach education. If nothing else, try an E-Moment each week and focus on giving effective directions. I think the changes in your classroom will make you want to dig a little deeper.

On a final note, when what I am doing seems overwhelming, I always go back to my journal and remind myself of the principle of Kaizen – small, seemingly insignificant, never-ending changes; changes that I hope will help my students become successful agriculturists as well as stronger leaders because of our agriculture program and the change of our focus.

[BACK TO TOP](#)

Featured Lesson Plan –Understanding Net Worth

By Monica Giffing, Agriculture Teacher, Payson, Utah



Monica Giffing is an agriculture educator from Payson, Utah, who "takes great pleasure in the fact that I am teaching the future leaders of my community, the agriculture industry and possibly the leaders of our government. I believe my students are leaders in hopes that they in turn will believe they are leaders." Monica has developed a lesson that helps students associate Understanding Net Worth with the precept of Character. This lesson features two E-Moments – Choral Response and Crayon – to actively engage and reinforce student learning. To check out this lesson on Understanding Net Worth, click on the link provided.

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

[To download the accompanying Powerpoint Presentation, click here.](#)

[BACK TO TOP](#)

California State University: Teaching the Teachers

CSU, Chico College of Agriculture using LifeKnowledge lessons in teacher prep

For more than 50 years, the California State University, Chico College of Agriculture has served California agriculture by turning out graduates with the education and experience to excel in their chosen careers. California State's curriculum focuses on traditional agriculture programs including agricultural business, agricultural production and agricultural education.

Six years ago, CSU, Chico College of Agriculture hired Brad Dodson to coordinate the Teacher Education program. With more than 21 years of experience in agricultural education, Dodson teaches and advises undergraduate and graduate students as well as members of the newly formed Collegiate FFA Chapter.

From teaching high school and college agricultural education to coordinating statewide inservice programs, Dodson had been very involved in numerous leadership development programs. Most recently, he was part of the task force to write lessons for the LifeKnowledge program.

"LifeKnowledge is unique because it gives teachers the resources they need to effectively integrate leadership lessons into any technical agriculture course," says Dodson. "It is not just the lessons themselves that help teachers but the methodologies within the entire program."

Dodson has taken the LifeKnowledge philosophies and applied them to his teaching methods for future ag education teachers. Students develop a 'Leadership Plan' where they identify specific skills their future students will need to become effective leaders. They then learn how to integrate lessons for those leadership skills into regular class activities.

"I have my students develop a matrix in which they identify what kind of skills are needed for specific leadership roles, such as an officer, a committee member or a new member," says Dodson. "They then identify the appropriate LifeKnowledge lesson(s) for each of the identified skills. It becomes a handbook that they utilize in their programs. If there is a good LifeKnowledge lesson for a specific topic my students are working on, we go through the lesson and identify why it is effective. I give students the appropriate LifeKnowledge materials to use in their classrooms.

"The thing that surprises students the most about LifeKnowledge is the completeness of the entire program," says Dodson. "It is a resource that will not only help them teach leadership to young people by integrating leadership into all ag classes, but LifeKnowledge also helps them become better teachers, which is most important of all."

[BACK TO TOP](#)

LifeKnowledge in Action – Purposeful Leadership Development

By Christine White, Education Specialist, LifeKnowledge Center for Agricultural Education

With spring just around the corner and the school year coming to a close, the chaotic world of an agriculture teacher seems to start to accelerate at a very fast pace. The to-do list seems to multiply by the minute and the amount of activities your chapter is involved in is mind-boggling. However, as agriculture educators, we accept this as part of the job and hope that as we are juggling all of these opportunities, our students are developing the necessary leadership skills associated with each activity. We also hope that our lives are not so busy with the details that we miss the chance to use the little "teachable" moments that pop up along the way.

One way to make sure students are developing these skills is to ensure that each activity is purposeful. One example is the end-of-year banquet. Do you conduct the banquet as an opportunity for students to grow and develop or is it just another thing to be incorporated into the program of activities? The hope is that all activities that a chapter conducts are for the purpose of providing students with authentic leadership experiences. The New Online Coaching Guide, which is a part of the new LifeKnowledge Online, does just that for you. It is equipped with more than 275 turnkey activities that you can use with your students or have your students complete on their own to ensure they are gaining the necessary skills. The Coaching Guide activities also provide students with a focus to make sure that they are not just going through the motions and that they are being challenged during each step of the activity.

[Click on this link to check out a sample activity to use when planning your chapter banquet this year.](#)

[BACK TO TOP](#)

Podcast for Free

Take from "Podcast for Free on a PC," a Technology in the Classroom article from Education World®

Do you wish you could create a podcast? Are you working with a tight budget and cannot afford the equipment? Check out a few resources for free online tools for recording and sharing podcasts as well as an overview of podcasting and ideas for possible podcast projects in your classroom!

To learn how to access these free resources and ways to incorporate them into your classroom, read the complete article at: http://www.education-world.com/a_tech/tech/tech238.shtml

[BACK TO TOP](#)

What's New with LK

The Future of the Delta Professional Development Program

Over the last two years, the National FFA Organization (through the national Delta professional development conference) has invested in training 96 teachers who are the leaders in our profession. These teachers were trained and equipped with experiences that molded their teaching to include techniques to integrate LifeKnowledge precepts into technical content, enhance student engagement, and help understand, develop and share their influence in their classrooms, schools and communities.

In 2007, the National Delta program is shifting its focus to provide continuous support to our graduates in expanding their influence and replicating their Delta experience by conducting local, state and regional workshops. This provides abundant opportunities for multitudes of teachers to develop the proper techniques and usage of LifeKnowledge materials. One example of such activities has already taken place in Virginia, and one is planned for this summer in Texas at Tarleton State University. The National FFA Organization will play a supporting role to these graduates and their training efforts by:

- Providing ongoing support for the Delta graduates as they continue to provide professional development and LifeKnowledge workshops for teachers.

- Developing turnkey workshops for graduates to use when conducting workshops.
- Continuing to create and publish "The Front Line" monthly Delta Force E-Newsletter.
- Providing assistance and guidance to states and universities that wish to plan and conduct a "Delta-style" conference.

The National FFA Organization is currently exploring several alternatives and new approaches for continuing the Delta conference program in 2008.

Delta Conference at Tarleton State University

Tarleton State University, in cooperation with the National FFA Organization, is proud to announce Delta Conference 2007. The Delta Conference is a professional development experience designed to help local agricultural education teachers ensure that all of their students develop as young leaders and ensure that every student learns every day through highly effective instruction. Delta focuses on three avenues to ensure that students experience leadership. Those avenues are:

- Advancing the organization's leadership initiative, LifeKnowledge, at the local level.
- Educating teachers in advanced strategies that engage all students in learning.
- Expanding teachers' influence in the classroom, school and community.

The conference will be held June 24-29, 2007, in Stephenville, Texas. Applications are due April 23, 2007. Please visit the following website for an application and further details: <http://www.tarleton.edu/~deltaconference>

If you have questions about the conference, please feel free to contact Dr. Kyle McGregor at mcgregor@tarleton.edu or 254-968-9601.

New, Improved Version of LifeKnowledge Available

LifeKnowledge just got better. LifeKnowledge Online has many new features including [online access](#) for teachers and students from any computer along with automatic program updates. Additionally, a [precept indicator](#) will measure students' levels of achievement and provide immediate feedback to assess strengths and potential growth areas. The [online coaching guide](#) includes more than 275 activities to help integrate LK into existing classroom, FFA and SAE activities. To subscribe to LK Online, call the FFA call center at 1-888-332-2668 or fax the call center at 1-800-366-6556. It is also available at www.ffaunlimited.org and in the 2007–2008 Core Catalog. When ordering LK Online, reference item number LK-07 and be prepared to provide the following information: Chapter Name, Chapter ID, State, Advisor's Name and Advisor's E-mail Address. Access to the program begins within two business days of purchase. LifeKnowledge Online Contact: Christine White, cwhite@ffa.org or 317-802-4212.

[BACK TO TOP](#)

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Understanding Net Worth
Monica Giffing, Agriculture Teacher
Payson, Utah
2006

Student Objectives:

At the conclusion of this lesson, students will be able to:

Objective 1:

Develop a net worth statement and identify all of the components

Background

Unit:

Understanding Net Worth, Cash Flow, Income Statements and Computerized Record Keeping

LifeKnowledge Precept:

Character

Standards:

UT - 010311-06 – Students will understand basic agribusiness principles and skills

Key Terms:

Self-Worth, Net Worth Statement, Assets, Liabilities, Current Assets, Non-Current Assets, Current Liabilities, Non-Current Liabilities

Logistical Information

Time:

40 minutes

Resources:

Utah Agriculture Education Agri-Science I Lesson Plan Library CD. Utah State Office of Education: Career and Technical Education

Supplies:

Student copies of Resource Guide, writing utensil and notebook, net worth worksheet, various items of value (toy cars, paper money, toy animals, etc.)

Monica Giffing



Interest Approach:

Welcome to class. Everyone stand up – both arms out – load ‘em up with whatever happened so far today, in your last class or whatever, and we are going to throw it out on 3... 1, 2, 3 ... whoop!

VERY GOOD! Everyone sit down. What is today? “The greatest day of my life.” Wonderful! Thanks for coming to class today. Last week you became owners of a farm and found out what it is like to own a horse, and you discovered what you own or what your assets are. Now we are going to talk about value. Today we will be learning about net worth and developing a net worth statement, so I expect you to be focused and determined to discover your farm’s value.

On your table, there is a bag with an item in it. You and your tablemates will need to determine the value of that item. When I say “move,” (“When I say what?”), take the item from the bag and, as a team, determine what you think its value is. “What do you need to determine?” Keep this information to yourselves for now; you will share it with the class in a moment. What questions are there? Awesome. You have 30 seconds; “move!”

On the board, write “Your Item’s Value” and write down the value that each table declares their item to be worth.

Very interesting. We all have pretty much the same item, but we all found it to be of different value. Why? So what is value? Think for a moment of something that you value. Turn to your neighbor and share that item and the value. Raise your hand if your item’s value was different than your neighbor’s. Of course it was. We all value different things, and we value things differently.

LK Precept: Great work. Today we will be examining and talking about a variety of items that hold a specific value.

Earlier we discussed what the word “value” might mean. When I write the words “My Value” on the board, does that change the meaning of value? (*Write “My Value” on the board.*) (*Guide discussion in regards to personal value – honesty, integrity, morals, ethics, etc.*)

Remember, things that you value can be material objects, people, etc., but for this next activity, I want you to focus on personal characteristics. When I say “GO,” record in your notebook as quickly as possible 10 of your values. What questions are there? Great. “GO!”

Back with me in 3,2,1.

When students are done, ask for volunteers until you have 10 of the values captured on the board.

Thank you for sharing!

Monica Giffing



(Class discussion regarding the importance of values and leadership)

As you can see, there are many things that have value – your personal characteristics, material goods, the object on your table, as well as many other things.

Does it matter if we recognize the things of value in our life?

Why is it important to have personal values in your life? *(Discuss how these traits can help in FFA, basketball, being with their friends, etc.)*

As we continue our agribusiness unit, we will be able to see the relationship of things that we value and things of value in agriculture. We will cover net worth, cash flow, income statements and record keeping.

In order to do that, we need to look at some words that will help us create our net worth statement.

Summary of Content, Instructional Sequence, Activities and Strategies:

Objective 1:

Students will be able to develop a net worth statement and identify all of the components.

Hand out page one of the “Net Worth” resource guide. Using a PowerPoint presentation or an overhead, go through key terms for understanding net worth.

**Use E-Moments: Choral Response and Voice Modulator to help emphasize terms and definitions.*

Components of a Net Worth Statement:

(Cap words identify blanks on students’ resource guide.)

Net Worth Statement: Shows FINANCIAL HEALTH of a business at a given point in time.

Assets: Are items OWNED by a business that have VALUE.

Liabilities: Are DEBT obligations.

Current Assets: Are items that will be USED UP or turned to CASH within ONE YEAR.

Monica Giffing



Non-current Assets:	Are those items with USEFUL LIVES of GREATER than one year.
Current Liabilities:	Are those DEBTS due within ONE YEAR.
Non-current Liabilities:	Are those DEBTS due AFTER one year.
Total Assets:	CURRENT assets + NON-CURRENT assets.
Total Liabilities:	CURRENT liabilities + NON-CURRENT liabilities.
Net Worth Calculation:	SUBTRACT total LIABILITIES FROM total ASSETS.

GREAT WORK!

E-Moment /LK Integration: Crayon Moment

Now let's see if your list of values and the components of a net worth statement correspond at all. Place your list of personal values next to your resource guide. When I say "Color," gather 10 different colored writing tools from the supplies at your table. Next, match the items on your personal value list with the list of components on the net worth statement. Then underline each item that matches with the same color. (Example: My family is the same as a non-current asset, so I would underline them both with the same color.) You will have five minutes to complete this activity. What questions are there? Great. "COLOR!"

EXCELLENT WORK!

So far today, we have discussed your value and your farm's value; now let's see what we can do with that information. I need you to use the information we just discussed because we will be creating a net worth statement that will pull it all together.

Hand out net worth statement worksheet, then give directions.

Before you complete this worksheet, be sure to read all the directions and review all the information on your resource guide. When you are finished, please bring me your worksheet. You will have 15 minutes to complete this task. What questions are there? Great!

Monica Giffing



Review:

Good work. We have all seen today the many things of value in our life. We have seen the importance of having personal values like honesty as well as the importance of the things of value on our farm and keeping track of this information. We will continue this discussion tomorrow so come prepared to talk about CASH FLOW!

Have a variety of items that would represent a current or non-current asset or liability. (Note to the bank, feed, animal, tractor, equipment, etc.)

When I say your name, please **Go and Get** an item off the back table and bring it to me. Tell me the value of your item and where it should be on your net worth statement. This is your **ticket out the door** today. What questions are there? Great. *(Call the name of each student) (After the student has completed the task, they can leave the classroom if the bell has rung or line up to leave when the time is right.)*

Application

1. Students will be able to develop their own net worth statement in relation to their SAE project.
2. Understanding net worth can be applied in many different ways in student's future whether they become a business owner or apply it to their personal finances.

Monica Giffing



Understanding Net Worth Resource Guide

Key Terms

- Net Worth Statement:** Shows _____ of a business at a given point in time.
- Assets:** Are items _____ by a business that have _____.
- Liabilities:** Are _____ obligations.
- Current Assets:** Are items that will be _____ or turned to _____ within _____.
- Non-current Assets:** Are those items with _____ of _____ than one year.
- Current Liabilities:** Are those _____ due within _____.
- Non-current Liabilities:** Are those _____ due _____ one year.
- Total Assets:** _____ assets + _____ - _____ assets.
- Total Liabilities:** _____ liabilities + _____ - _____ liabilities.
- Net Worth Calculation:** _____ total _____ total _____.

Monica Giffing



Name _____

Determining Net Worth

In the space on the left, label the items listed below by using the abbreviations provided.

CA= Current Asset

CL= Current Liability

NCA= Non-current Asset

NCL= Non-current Liability

_____ Sows & Boars.....	\$16,250
_____ Real estate mortgage balance after this year.....	85,000
_____ Non-breeding swine.....	37,085
_____ Machinery.....	51,000
_____ Real estate payment due this year.....	13,600
_____ Stored crops.....	12,495
_____ Checking account.....	1,250
_____ Machinery loan balance after this year.....	45,695
_____ Machinery payment due this year.....	12,000
_____ Land.....	262,035
_____ Misc. supplies.....	42,645
_____ Operating loan balance.....	22,500
_____ Neighbor owes for custom harvesting.....	1,000

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Using the information, answer the questions that follow. (You may use a calculator if necessary.)

1. What is the value of current assets? _____
2. What is the value of non-current assets? _____
3. What is the value of total assets? _____
4. What is the value of current liabilities? _____
5. What is the value of non-current liabilities? _____
6. What is the value of total liabilities? _____
7. What is the net worth for this farmer? _____

Monica Giffing



Understanding Net Worth- KEY Resource Guide

Key Terms

Net Worth Statement: Shows financial health of a business at a given point in time.

Assets: Are items owned by a business that have value.

Liabilities: Are debt obligations.

Current Assets: Are items that will be used up or turned to cash within one year.

Non-current Assets: Are those items with useful lives of greater than one year.

Current Liabilities: Are those debts due within one year.

Non-current Liabilities: Are those debts due after one year.

Total Assets: Current assets + Non-current assets.

Total Liabilities: Current liabilities + Non-current liabilities.

Net Worth Calculation: Subtract total Liabilities from total Assets.

Monica Giffing



Name _____

Determining Net Worth - KEY

In the space on the left, label the items listed below by using the abbreviations provided.

CA= Current Asset

CL= Current Liability

NCA= Non-current Asset

NCL= Non-current Liability

<u>NCA</u>	Sows & Boars.....	\$16,250
<u>NCL</u>	Real estate mortgage balance after this year.....	85,000
<u>CA</u>	Non-breeding swine.....	37,085
<u>NCA</u>	Machinery.....	51,000
<u>CL</u>	Real estate payment due this year.....	13,600
<u>CA</u>	Stored crops.....	12,495
<u>CA</u>	Checking account.....	1,250
<u>NCL</u>	Machinery loan balance after this year.....	45,695
<u>CL</u>	Machinery payment due this year.....	12,000
<u>NCA</u>	Land.....	262,035
<u>CA</u>	Misc. supplies.....	42,645
<u>CL</u>	Operating loan balance.....	22,500
<u>CA</u>	Neighbor owes for custom harvesting.....	1,000

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KEY

Using the farm information, answer the questions that follow. (You may use a calculator if necessary.)

1. What is the value of current assets? \$94,475
2. What is the value of non-current assets? \$329,285
3. What is the value of total assets? \$423,760
4. What is the value of current liabilities? \$48,100
5. What is the value of non-current liabilities? \$130,695
6. What is the value of total liabilities? \$178,795
7. What is the net worth for this farmer? \$244,965

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Net Worth Statement

- ◆ Shows FINANCIAL HEALTH of a business at a given point in time.

Assets

- ◆ Are items OWNED by a business that have VALUE.

Liabilities

◆ Are DEBT obligations.

Current Assets

- ◆ Are items that will be USED UP or turned to CASH within ONE YEAR.

Non-current Assets

- ◆ Are those items with USEFUL LIVES of GREATER than one year.

Current Liabilities

- ◆ Are those DEBTS due within ONE YEAR.

Non-current Liabilities

- ◆ Are those DEBTS due AFTER one year.

Total Assets

◆ CURRENT assets + NON-CURRENT assets.

Total Liabilities

◆ CURRENT liabilities + NON-CURRENT liabilities.

Net Worth Calculation

◆ SUBTRACT total LIABILITIES
FROM total ASSETS.



CONTEXT

Annual FFA Banquet Lesson2

PRECEPT

C. Vision

SIGN OF SUCCESS

- C1. Contemplate the future
- C2. Conceptualize ideas
- C3. Demonstrate courage to take risks
- C4. Adapt to opportunities and obstacles
- C5. Persuade others to commit

LEVEL OF APPLICATION

Interaction

PROGRAM COMPONENT

FFA, Classroom

ACTIVITY

Debate details of the banquet

RESOURCES AND MATERIALS

FFA Manual and Handbook
FFA banquet planning CD

DESCRIPTION

Have the students work together in groups to create a debate on the details of the banquet. This debate could be on one idea or they could debate all aspects of the banquet. For example, the debate might only focus on where to have the banquet. You would suggest to the students that the banquet be held outside this year and not in the school cafeteria. Or the debate may be on what type of food to serve for the meal.

Hold the debate in the class and video tape it. After the debate, lead a discussion using the following questions: (This could also be given as a quiz!)

- How did you effectively prepare for the debate?
- What specifically was done?
- How did you take a risk with your debate?
- How did you persuade others to be on your side?
- Did you change your view during the debate? Why or why not?