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At Work**

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

**October 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

#### How to Start Using LifeKnowledge in Your Classroom

Take a look at two agriculture educators and how they have integrated LK into their teaching style. In this feature, we look at two perspectives on getting started using LK – one from a teacher who has been teaching for eight years and one from someone who has been teaching for 18 years. [Click here to read article](#)

#### LifeKnowledge Online in a Nutshell

Teachers and students alike can benefit from a range of LifeKnowledge Online features. As LK Online continues to grow our goal is to continue to give you the most up-to-date explanations of why and how you can use each feature to maximize students' agricultural education experience. [Click here to read article](#)

#### Featured Precept: Professional Growth

Are you looking for ways to positively evolve the "whole student"? Let's look into the precept of Professional Growth and how you can give your students an awareness and application of skills necessary for career success. [Click here to read article](#)

### Featured Lesson

#### Featured Lesson Plan – Intro to Animal Production

Amanda Buynak has developed a hands-on lesson introducing the terms of animal production to her class by incorporating E-Moments and an LK precept. [Click here to read article](#)

### LK in Action

#### Unforgettable E-Moments!

How do you connect with your students? Have you used or experienced an E-Moment that is unforgettable? [Share Your Story](#)

#### Hot Tips

#### 5 Valuable Ways to Improve Student Writing:

So You're Not an English Teacher - What Can You Do To Improve Your Students' Writing Skills?

[Click here to read article](#)

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- Visit Us at the 80th National FFA Convention  
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# How to Start Using LifeKnowledge in Your Classroom

By Erin Johnson, Pine Ridge High School, Deltona, Fla.



This is the start of my eighth year of teaching, and by piloting some of the lessons and providing feedback, I have been familiar with LifeKnowledge since its early stages. When the first edition of LK was introduced, Florida provided training for teachers during our state FFA convention.

But I didn't start using LK in full swing until I was asked by my administration to teach a leadership class that was open to any club officers, i.e., not agriculture specific. I started using LK as a complete curriculum for the leadership class, and as I was becoming more familiar with LK, I started to incorporate units or lessons into my agriculture classes as well.

I now incorporate LK into all of the classes I teach, including Agriscience Foundations, Agriculture Communications and Directed Studies and Advanced Concepts of Agriscience.

My students enjoyed the classes – in particular, my leadership class. Students who may not have received some of the leadership development that my agriculture students receive through FFA were energized by the curriculum and teaching approach.

Not only were the students excited, but the administration also took notice when I started teaching LK. They asked that we prepare a couple of mini-lessons based on the model to be used during our schoolwide mentoring classes. This opportunity opened the district's eyes to the engaging methods of LK.

For those just learning about LK, I would suggest starting with a complete lesson to get the hang of it. Then, as you get comfortable with the format, you can start pulling bits and pieces into your existing lessons.

*"I would suggest starting with a complete lesson to get the hang of it. Then, as you get comfortable with the format, you can start pulling bits and pieces into your existing lessons."*

I am still in the process of integrating LK lessons. As my curriculum changes, I continue to integrate LK. As I use more of the LK lessons, I find different activities that can supplement what I am doing in class.

To those who are just starting out or those educators who have been around for many years, my best advice is, Don't be afraid to try it!

By Alice Dubois, Ponchatoula High School, Ponchatoula, La



I have been using LK for about three years now. I was introduced to the program by one of my former students who came to our state in-service and put on an LK training. That same year, I was serving as a judge for the National Proficiency Awards and was exposed to a series of LK CDs.

But I was still only using it on a tiny level; I would pick and choose the lessons that would fit in with what I was teaching, and I just used them with leadership lessons until my eyes were opened at the Tarleton State Delta Conference. I didn't have the vision I have now, realizing they can fit in anywhere. Back then, the integration tool was not available, and it took a lot of time.

I now use LK throughout my Agriscience and Agribusiness curriculum. Once I learned how to go through and do my own plan and save the lessons with the integration tool, I use LK much more. I started by looking through each of the high school lessons, and when I found one that was awesome, for banquet or whatever else, I made a folder and put it away for when the time of year comes that I would use it. There are so many lessons and applicable information, I am still not

done going through them all.

Once you use it, you see how LK engages the students and brings so much more into a lesson. Whether I'm teaching livestock or leadership, LK builds character into the kids. We want students to leave our program as caring citizens, capable to carry on and lead society with character and integrity. Now that I see LK actively building those attributes in my students, I want to use it all the time.

It does take a lot of time at first to organize your lessons, but the students are so much more engaged. It is the best way, and it works over and over and over with all kinds of kids, from honor students to those with disabilities. They all respond and can have an active part; that is what it is all about for me.

*"If you want to reach all of your students and all types of learners, take the time to learn how to use the tools and integrate LK into your lessons. Integrate it into everything you do. Your time will be well spent."*

LK makes getting the message across easier. It is not a big difference between how I would have taught the lessons, but the difference is that the LK way works!

Example: In my Ag II class, when I normally give a lesson on the FFA jacket, I lecture, use a PowerPoint and the kids take notes. Several kids usually turn me off or just aren't into it. This year when I taught the same lesson, I took an idea from LK and wrote questions on flip charts around the room in three stations. The students had to move around the room and write their answers on the flip chart. Nobody was apathetic. Those who were excited infected the others with their enthusiasm by moving around and sharing their answers. I feel they understood the history and significance of the FFA jacket more than any Ag II class did before.

Becoming familiar with the E-Moments so I was comfortable using them was the most difficult part of integrating LK. I am an active teacher, but I had to come to the point where I didn't feel I was out of my element with some of the more active moments.

But the kids love doing E-Moments. I originally had thoughts like, This isn't going to fit *these* kids or work for me, but you have to be brave. As the instructors said at the Delta Conference, Risk boldly!

The most recent LK integration I have incorporated is the Precept Indicator. Allowing the students to identify their strengths and weaknesses allows me to evaluate them and know the needs of my students and on what areas I need to focus. I don't think many teachers know it is available. It is such an awesome tool, showing students where they are, and many of my students have set goals for where they want to be on the indicator by the time they are seniors.

My advice to new and experienced teachers is to absorb the newsletter – it can give a lot of great tips; learn from other teachers; and go to a professional development conference like Delta if you get a chance. If you want to reach all of your students and all types of learners, take the time to learn how to use the tools and integrate LK into your lessons. Integrate it into everything you do. Your time will be well spent. For the rest of my teaching career, I am excited to know I am going to make such a difference in my students' lives now that I have discovered all of what LK can do.

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## LifeKnowledge Online in a Nutshell

**By Katy Wuthrick, Education Specialist, LifeKnowledge Center for Agricultural Education**

After debuting LifeKnowledge Online a year ago, we have continued to improve and add new features to our online version. In future newsletters, we hope to give you detailed descriptions and real-life scenarios on how you can benefit from using the tools on LifeKnowledge Online.

Features of LifeKnowledge Online include Student Precept Indicators, an Online Coaching Guide, Leadership Lesson Plans and ideas for the purposeful integration of leadership into technical lessons. LK Online can be accessed from *any* computer with Internet connectivity and allows for automatic program updates.

**LifeKnowledge Precept Indicator.** The Precept Indicator is a tool to measure or assess a student's level of achievement within the cornerstones of the FFA Mission of premier leadership, personal growth and career success. The online indicator is designed to provide immediate feedback to show a student's strengths and areas of growth potential within 15 leadership precepts.

**Online Coaching Guide.** The guide is designed to provide educators with activities to help integrate LifeKnowledge into existing activities within an agriculture program – classroom, SAE and FFA. It includes techniques for educators to conduct individual and group coaching sessions. In addition, it includes ready-to-use personal growth plan templates. Educators have access to more than 275 turnkey activities to use with students.

**Integration and Planning Tools.** The 257 leadership lesson plans and learning modules from previous versions of LK are also available online. Detailed descriptions of E-Moments and how to use them can be found on LK Online as well.

**Subscription.** LifeKnowledge Online is a one-year chapter subscription that will allow every teacher in your program access to all of the available features. This subscription will also allow every student in your program access to the LifeKnowledge Precept Indicator.

- *Cost:* \$59.00 per chapter for a one-year subscription
- If new features are added to LK during the subscription period, the chapter will have immediate access to them at no additional charge. Once a chapter subscribes to LK Online, it can create individual teacher and student accounts.

Each teacher will be able to enroll students into the system and manage student progress by assigning LK Precept Indicator assessments and running reports. Students who are enrolled in the LK Online system will have access to assigned indicators and reports.

*Visit this section again next month to get more details on how you can use the tools found on LifeKnowledge Online in your classroom.*

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## Featured Precept: Professional Growth

Professional growth embraces goal setting, planning, decision making, principles, respect, attitude, dependability, loyalty, trustworthiness and communication. By teaching professional growth, you help students to adjust their use of spoken, written and visual language to communicate effectively with a variety of audiences and for different purposes.

Employers seek employees who are capable of adding to the organization through their ability to adapt to change and their durability in the face of adversity and who contribute a uniqueness to the organization and are committed to continuous personal and professional growth.

On a topic closely related to our Professional Growth precept, the U.S. Chamber of Commerce's website features their National Work Readiness Credential:

*Work Readiness means being able to add value in frontline jobs in entry level workplaces. Adding Value yields better customer experiences, enhanced business growth, and increased employee opportunity.*

*To add value, jobseekers and current employees must be able to build relationships with peers, managers, and customers. Building these Value Creating Relationships requires an integrated standard of communication, interpersonal, decision-making, and learning skills.*

<http://www.uschamber.com/icw/strategies/workreadinesscredential.htm>

This shows the importance of preparing our students in agricultural education classes with skills and attitudes that make them work-ready. By teaching your students about professional development, you can craft them into the type of people employers are looking for in today's market.

Here are some LK lessons to help develop your students professionally:

MS 27 – [Understanding Professions, Careers and Jobs](#)

HS 33 - [Understanding the Importance of Professional Ethics](#)

AHS 10 – [Understanding Leader/Follower Dynamics](#)

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## Featured Lesson Plan – Intro to Animal Production

By Amanda Buynak



Amanda Buynak, an agricultural education teacher from Drake, N.D., who is currently taking time off from the classroom to return to graduate school, shares her lesson. In Buynak's time off, she continues to present LifeKnowledge workshops and is active in NAAE.

Buynak said she used LifeKnowledge in all of her classes. The part of LK she used the most were E-Moments. "The greatest part about them is that the kids never know what to expect," she said. "When I tell them that we are going to use an E-Moment today, they always get excited." She has developed this lesson for an Intro to Animal Production class. In this lesson she has included two E-Moments, including a Bob the Weather Guy Moment and a Party Host Moment.

Along with the lesson and E-Moments, she has also incorporated the LifeKnowledge precept of professional growth. While Buynak describes the technical terms used in animal production, she introduces her students to professional development and the importance of using the right terminology during an interview or in a formal conversation.

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

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## 5 Valuable Ways to Improve Student Writing

Do you wish your students had better writing skills? As a teacher, one of your responsibilities is to get your students ready for the next step of life. Whether that is college or entering the workforce or military, they will need to know how to express themselves on paper clearly and concisely. Take a look at these helpful hints.

**1. Let students know that you value good writing.**

Stress the importance of clear, thoughtful writing. Faculty who tell students that good writing will be rewarded and poor writing will be penalized receive better essays than instructors who don't make such demands. In the syllabus, on the first day of class and throughout the term, remind students that they must make their best effort in expressing themselves on paper. Back up your statements with comments on early assignments that show you really mean it, and your students will respond.

**2. Provide guidance throughout the writing process.**

After you have made the assignment, discuss the value of outlines and notes, explain how to select and narrow a topic, and critique the first draft. Define plagiarism as well. Help them to identify the writer's key activities.

**3. Encourage students to revise their work.**

Provide formal steps for revision by asking students to submit first drafts of papers for your review or for peer critique. You can also give your students the option of revising and rewriting one assignment during the semester for a higher grade. Faculty report that 10 percent to 40 percent of students take advantage of this option.

**4. Explain the importance of grammar and sentence structure as well as content.**

Students shouldn't think that English teachers are the only judges of grammar and style. Tell your students that you will be looking at both the quality of their writing and the content.

**5. Assigning In-Class Writing Activities**

- Ask students to identify the characteristics of effective writing.
- Ask students to write what they know about a topic before you discuss it.
- Ask students to write from a pro or con position.

- Have students write a brief summary at the end of class.
- Have one student keep minutes to be read at the next class meeting.

For more information on how to improve your students' writing, visit:

[http://www.uww.edu/learn/improve\\_student\\_writing.php](http://www.uww.edu/learn/improve_student_writing.php)

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## Unforgettable E-Moments!

How do you connect with your students? Have you used or experienced an E-Moment that is unforgettable? E-Moments are ways of engaging with your students to maximize their capability to learn concepts, processes and information efficiently.

How do your students stay attentive? Is it relating the concepts to pop culture, extravagant motions or putting key words to music? We want to know what E-Moments are captivating your students. [Share your story.](#)

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## What's New with LK

### Meet the New LK Team

We have experienced a lot of changes since our last newsletter and are ready to start the school year running. Christine White, who has been with the LifeKnowledge Learning Center for a year and a half and has eight years of classroom experience, has been appointed team leader. Additions to White's team include two education specialists: Katy Wuthrick, who recently graduated from The Ohio State University with a degree in agriculture communications, and Karen Blankenship, coming to us from Select Sires in Plain City, Ohio, with a degree in animal science.

Please feel free to contact us with your LifeKnowledge questions and concerns.

Contact Information:

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### Visit Us at the 80th National FFA Convention – Experience LifeKnowledge Online First-Hand

Are you tired of hearing about LifeKnowledge and want to discover the one-stop educational tool shop for yourself? Come see what LifeKnowledge Online is all about this year at the national FFA convention. This is your chance to learn how to create a more captivating learning environment for your students.

Stop by and enter the LifeKnowledge giveaway drawing! Each day we will be giving away more than \$300 worth of LifeKnowledge paraphernalia and teaching tools.

Visit our booth in the Indianapolis Convention Center near the Mega Store, where you can enter our daily drawing and explore first-hand LifeKnowledge Online and see how it can engage your students this year. The LifeKnowledge booth can be found directly across from the Mega Store cash registers. The national FFA convention will be October 24-27, 2007, in Indianapolis.

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Middle School

National FFA Organization

## Lesson MS.27

# UNDERSTANDING PROFESSIONS, CAREERS AND JOBS

### Unit.

Stage One of Development—ME

### Problem Area.

What Foundational Skills Do I Need for Career Success?

### Precepts.

**I2:** Make clear decisions in my professional life.

### National Standards.

NL-ENG.K12.7 - Evaluating Data - Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.



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

- 1 Identify factors to consider in making professional decisions.
- 2 Interview a professional about his or her career decisions.



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



## Resources

Career Cluster Resources, 2002. [www.careerclusters.org](http://www.careerclusters.org)



## Tools, Equipment, and Supplies

- ✓ Overhead projector
- ✓ MS.27.AS.A—one per student
- ✓ MS.27.AS.B—one per student
- ✓ MS.27.TM.A
- ✓ MS.27.TM.B
- ✓ MS.27.Assess—one per student



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

- ▶ Technical degree
- ▶ Formal education
- ▶ Mobility



## Interest Approach

*Pass out MS.27.AS.A. Allow students time to complete the self-assessment and then discuss areas where growth is needed.*



Think about what it will take for you to be happy in your professional life. For the next few minutes, complete the self-assessment sheet.

Now take a look at the areas you circled "sometimes" and "no." Take a minute and think about what problems these areas could cause in your future career. Choose 2 of those areas and write a brief statement on the assessment sheet relating to the problems you could face if you do not strengthen those areas. You have 4 minutes to complete this. What questions do you have? Begin

Throughout today's lesson, we will discuss professional choices in life and factors affecting those choices.



# SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1.** Identify factors to consider in making professional decisions.



- The decisions you make today will have a huge impact on your future. It is time for you to start thinking about your professional career path. You must consider your interests, values, and goals while preparing to make these decisions. On a clean sheet of paper, take the next few minutes to write down a plan of what you expect to achieve in the next ten years. Draw a line through the center of the paper from top to bottom. On the left side, write the heading "Achievements." On the right side write the heading "How I Will Accomplish This." You will have 10 minutes to complete this exercise. What questions do you have? You may begin.

*Allow students time to complete their plans. Ask for a few volunteers to share their plans with the class. Once this is complete, initiate a discussion about factors they should keep in mind while preparing to make professional decisions.*



While writing your plans, you were probably thinking of what you expect out of life in order to achieve it. Since you are now thinking about your professional decisions, let's look at a few factors to consider when making professional decisions.

*Instruct students to copy MS.27.TM.A and MS.27.TM.B in their notebooks as you place them on the overhead projector. Explain the factors in detail and provide examples of experiences you may have dealt with or someone you know may have dealt with.*

## I. Factors to consider when making professional choices

### A. Education required

1. High school diploma
2. **Technical degree:** a degree certifying a person in a trade
3. **Formal education:** a degree from a four-year college

B. Experiences that may be important to achieving your goal: become involved in what you expect to achieve to get experience and determine if that is something you can see yourself doing for a lifetime

### C. The amount of money you expect to make

1. Can you live comfortably?
2. Can you achieve your material goals with the income?

### D. Working conditions

1. Inside/outside
2. Customer relations or personnel

E. **Mobility:**the ability to move with the job-Are you willing to move?

F. Amount of time off desired-how strenuous a work schedule are you willing to fulfill?

### G. Benefits

1. Insurance





2. Retirement

3. Vacation

H. Your personal interest-Are you interested in the profession?

**Objective 2.** Interview a professional about his or her career decisions.

*Students are to choose a professional in the career area in which they are interested and conduct an interview. Students should base their interview on the questions listed on MS.27.AS.B.*



Students, now is the time to explore your career options. You are to conduct an interview of a professional in a career you are interested in. The interview should be based on the interview questions you will be given. This is to be completed in writing and returned to me. Use the interview to obtain information about a career in which you are interested.



### Review/Summary

*Students should write a paragraph describing what factors are the most important to them in a job and why. Students should use this time to reflect on the lesson and think about their futures*



*An option to the above activity would be to use a Cartographer moment to map out the road on the journey to achieving a career. Students should use their notes to refresh their memories on important points along the journey such as education and experience. The end of the journey is a place called My Chosen Career. By the Chosen Career on their map, have students write three career characteristics they consider to be most important (ex: working outside, money, interest). Give students 10 minutes to create this.*



### Application

#### ►Extended Classroom Activity:

*Have students complete and return MS.27.AS.B.*

#### ►FFA Activity:

*Students should review the list of career development events that may help them develop skills.*

#### ►SAE Activity:

*Students should participate in an internship or job-shadow with local agricultural businesses.*



### Evaluation

*Students will complete MS.27.Assess.*

### Answers to Assessment:

*Grade on clarity and content, as you would grade a well-written paragraph. Students' responses must include at least five of the eight factors listed below.*

- Education required



- Experiences that may be important to achieving goals
- The amount of money expected
- Working conditions
- Mobility
- Amount of time off desired
- Benefits
- Personal interest



## UNDERSTANDING PROFESSIONS, CAREERS AND JOBS

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**Directions: Respond to the following scenario in the space provided.**

You have a friend who is trying to start preparing for the future. He or she asks your opinion on things to consider while making professional decisions. In paragraph form, try to help him or her learn more about professional decisions. Remember the factors that were discussed in class—you should include at least five factors covered. Remember, this is your best friend, and you want him or her to be successful.



- ◆ **Education required**
- ◆ **High school diploma**
- ◆ **Technical degree**
- ◆ **Formal education**
- ◆ **Experiences that may be important to achieving your goal**
- ◆ **Become involved in what you expect to achieve to get experience and determine if that is something you can see yourself doing for a lifetime.**
- ◆ **The amount of money you expect to make**
- ◆ **Can you live comfortably.**
- ◆ **Can you achieve your material goals with the income.**



- ◆ **Working conditions**
- ◆ **Inside or outside**
- ◆ **Customer relations or personal**
- ◆ **Mobility**
- ◆ **Are you willing to move.**
- ◆ **Amount of time off desired**
- ◆ **How strenuous a work schedule are you willing to fulfill.**
- ◆ **Benefits**
- ◆ **Insurance**
- ◆ **Retirement**
- ◆ **Vacation**
- ◆ **Your personal interest**
- ◆ **Are you interested in the profession.**



## SELF-ASSESSMENT

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**Directions: Circle the choice that most applies to you.**

1. I am always prepared and ready when a deadline arrives.

Yes      Sometimes      No

2. I take charge and make decisions for myself.

Yes      Sometimes      No

3. I understand the need for preparation.

Yes      Sometimes      No

4. I get along well with others.

Yes      Sometimes      No

5. I understand that my decisions today will affect my future.

Yes      Sometimes      No

6. I understand the importance of having a future career plan.

Yes      Sometimes      No

7. I listen to what others have to say.

Yes      Sometimes      No

8. Family is important in my life.

Yes      Sometimes      No



**MS.27.AS.B** Name: \_\_\_\_\_

**Directions: Ask the professional the following questions and record his or her answers.**

1. What is your job title.
2. What education is required for this position.
3. What are your duties.
4. Did you have to perform an internship before being hired.
5. What is the salary range for this position. (Do not ask what their salary is!)
6. How much vacation time are you allowed.
7. What benefits do you have.
8. When did you decide that you were interested in this position.

**Your Response to the Interview**

9. Is the job what you expected it to be.
10. What do you think you will like the most about the job. least.
11. Has the interview made you more or less interested in this job.





High School

National FFA Organization

## Lesson HS.33

# UNDERSTANDING THE IMPORTANCE OF PROFESSIONAL ETHICS

Unit. Stage One of Development—ME  
Problem Area.

How Do I Begin to Grow?

Precepts.I3: Demonstrate professional ethics. N3: Make ethical decisions.

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 Identify ethical and unethical behavior.
- 2 List benefits of making ethical decisions in the workplace.
- 3 Define ethics.



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

## Resources

Ricketts, Cliff. *Leadership: Personal Development and Career Success Second Edition*. Albany, New York. Delmar Publishing, 2003.

## ✓ Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Paper
- ✓ Writing tools
- ✓ Poster paper and pens
- ✓ HS.33.TM.A–B
- ✓ HS.33.Assess.A—one per student
- ✓ HS.33.Assess.B—one per student
- ✓ Overhead projector
- ✓ List of information on HS.33.TM.B on cards hidden throughout the room

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

- ▶ Ethics



## Interest Approach

*As the class enters the room, pull one student aside and plan the following skit. Student walks into the room, goes to the teacher's desk and picks up a pencil, a highlighter and some notepaper. The teacher says, "What are you doing?" Student defends behavior, arguing that his actions are acceptable. For example, "I needed it." "I lost mine." "We're entitled to a free education...." Teacher argues that his actions are not acceptable. For example: "You're responsible for bringing your own materials to class." "I buy office supplies with my own money." "You're not entitled to take my things." "If you use all the supplies, then I won't have money in the budget for the field trip." Involve the class:*



What do you think? How do we know that it's not okay to take other people's property? *Anticipated Responses:* "Because it's against the law." "We'll get in trouble." "Because it's not right." "Because our parents taught us."

So then, what we're saying is that our group has certain expectations of behavior that are acceptable.

Write "Each group has certain expectations of behavior that are acceptable" on the writing surface.





How do we know what those expectations are? Take our classroom for example. How do you know what behaviors are expected in the classroom?

*Anticipated Responses: It's the school rules. There's a poster. We sign a contract.*



Very good! Thank you for your input. It seems that we agree that the rules have to be communicated to the group in some way. Write, "Expectations must be communicated to the group" on the writing surface.



Today, we're going to investigate the concept of ethics. We're going to refine our thoughts on what ethical behavior is. Then, we're going to look at some questions that will help us to decide what ethical behavior is. Finally, we will take a few minutes to imagine what would happen in the world of work if people weren't bound to ethical behavior.

## SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1.** Identify ethical and unethical behavior.

*Read the scenarios aloud one at a time and instruct the students to write their opinion, be prepared to discuss it with their neighbor and share with the class.*



You are going to listen to some situations that occur pretty commonly. You will want to listen to the scenario, think about the situation and write your thoughts about whether or not the decision the person made was ethical or unethical. Be prepared to discuss your opinions.

*Read the first scenario.*



Here's the first scenario: Susie bought a dress to wear to the prom. The day after, she took the dress back to the store for a refund. Is this ethical or not? Take out your paper and pen or pencil now.

*Allow 30 seconds for students to write their responses and 30 seconds to share with the person next to them.*



You have 30 seconds to write your decision, and explain why you feel that way. Now, take 30 seconds to turn to the person next to you and share your response.


*Call on students and come to a consensus. Anticipated Responses: Sure, she only wore it once. No, that's disgusting. No, that's cheating. Yes, the dress is still clean. They can sell it again.*




What are your thoughts? Is it ethical to return a piece of clothing that you've worn once?

*Read the second scenario.*



 Freddie's show steer stood in a pen in full sun for 2 months before the show and the black hair was bleached out. Freddie's advisor suggested that Freddie should dye his steer black before the show.

*Allow 30 seconds for students to write their responses and 30 seconds to share with the person next to them.*


 You have 30 seconds to write your decision, and explain why you feel that way. Now, take 30 seconds to turn to the person next to you and share your response.

*Call on students and come to a consensus.*


*Anticipated Responses: Yes, everybody does it. It's ethical as long as the steer's natural color is black. It's unethical to dye a red steer black. No, Freddie should have put the steer in the shade in the first place.*

 What are your thoughts? Is it okay to restore the steer's natural color?

*Write, "Sometimes there isn't a right or wrong answer with ethical decisions" on the writing surface.*

 Now, we've discussed two different scenarios and one thing's for sure: sometimes there just isn't a right or wrong answer with ethical decisions. So let's talk about some things we can do to help determine whether a decision is or is not ethical. What criteria did you use?


*Listen to comments. Jot down responses on the writing surface. Show transparency master HS.33.TM.A.*

 Here are six key questions that might help us to make consistent decisions. Let's see how many of them we already touched on.

#### I. Ethical Decision Making Criteria

- A. Is it legal?
- B. Would you want the same thing to happen to you?
- C. Ask a mentor? Does that person believe it's ethical?
- D. What are the benefits and costs to all parties involved?
- E. Would you want it to be universally accepted?
- F. Would you be proud to have your action appear on TV or in the newspaper?

*Apply the Hieroglyphics Moment to allow students to illustrate the questions from the overhead. Ask members of the class to share and explain their drawings.*

 Now, let's look at one more scenario together and apply the questions. After you listen to the scenario, get into groups of six and each person will answer one of the questions and decide whether the behavior is ethical or not.

*Write the scenario on the writing surface.*





Here we go: Jenny is running for Rodeo Queen. She borrows a horse to use for the Queen's Horsemanship contest from a professional trainer.

*Organize the class into groups of six after the scenario is read.*



Get into groups of six. Ask the questions. Discuss your responses and decide. You have three minutes.

*Listen responses from the classes.*



What did your group decide?

*Read final scenario.*



Now the last one we do individually. Listen to the scenario in preparation to write your response in paragraph form. Be sure to use your best reasoning because your answers will be collected. On this last scenario: Joey downloads an article on water quality. He cuts and pastes the key items and turns it in as an assigned essay for his English class. Now take five minutes to think about the ethical decision-making questions, formulate your decision, and write your opinion in a paragraph form over the next five minutes.

*Collect papers when students are finished. Use the Rubric, HS.33.ASSESS.B to grade their paragraphs.*

**Objective 2.** List the benefits of making ethical decisions.



Now that we've experienced how to tell the difference between ethical and unethical decisions, let's take a step further. The question is, is it worth the trouble? What are the benefits of making ethical decisions?

*Use a Go Get It Moment to help students receive this content.*

*Show HS.33.TM.B. Discuss and have student's copy into their notes.*

## II. Effects of ethical and unethical behavior.

### A. Ethical Behavior


1. Gain respect from others
2. Gain the trust of others
3. Accountability of people you deal with.
4. Security
  - a. Provides a guideline for the actions of those around you.
5. Fairness
  - a. Insures that people in power will treat you fairly.

### B. Unethical Behavior

1. Loss of respect
2. No dependable expectations for those around you.
3. Cost to group or company
4. Legal consequences



### Objective 3. Define ethics.

 You know, we've been talking about ethics this entire class, but haven't even defined the term! Let's take what we've learned and define ethics in our notes.

*Write the word "Ethics" and the definition on the writing surface. Have students write the definition in their notebooks. Discuss how the definition relates to previous class discussion.*

### III. Define Ethics

A. Each group that we are involved with has a set of behavioral expectations that are accepted by that group that tell us what's acceptable and what's not. We call those rules or expectations **ethics**.

1. Ethical behaviors can be ambiguous
2. Must be communicated clearly to the members.



### Review/Summary

*Use the Eye Witness Moment to have the students review their knowledge on determining an ethical decision, why ethical decisions are "worth it," and the definition of ethics.*



### Application

#### ▶ Extended Classroom Activity:

*"Encouraging ethical decision-making." Have students make a poster that encourages students to make ethical decisions. Have students collect current event articles that deal with ethics in agricultural production and business.*

#### ▶ FFA Activity:

*Read the FFA Code of Ethics and create a skit that depicts an ethical decision at an FFA event, such as a conference or CDE contest.*

#### ▶ SAE Activity:

*Hold an essay contest: Why are livestock ethics important? Why are ethics important in the work place? Publish the winner in the local newspaper or school newspaper. Conduct a livestock ethics seminar. Have students read and sign the FFA livestock ethics agreement.*



### Evaluation

*Collect the paragraph written on the fourth scenario and score according to the score sheet on HS.33.Assess.A. Hang the posters on "Encouraging ethical decision-making" in class and score according to the score sheet on HS.33.Assess.B.*



Answers to Assessment:

*HS.33.Assess.A*

Score according to Assessment

*HS.33.Assess.B*

Score according to Assessment



## RUBRIC FOR RESPONSE TO ETHICAL SCENARIO #4

---

**Up to 10 points for correct spelling, punctuation and grammar**

**Up to 10 points for clear topic sentence**

**Up to 10 points for three to five supporting sentences**

**Up to 20 points for applying ethical decision-making criteria**

**Total points: 50 points**

50–45 Well written; good to excellent use of spelling, punctuation and grammar with fewer than three errors; clear, comprehensive topic sentence with four to five supporting sentences; logical, thorough application of ethical decision-making criteria

44–40 Reasonably well written; with five or fewer errors in spelling, punctuation and grammar; clear topic sentence with three supporting sentences; application of some of the ethical decision-making criteria

39–34 Somewhat well written with more than six to eight errors in spelling; punctuation and grammar; topic sentence is somewhat complete; three or fewer supporting sentences; and only minimal reference to ethical decision-making criteria.

34–30 More than eight errors in spelling; punctuation and grammar; topic sentence is unclear; three or fewer supporting sentences with no reference to ethical decision-making criteria

29–25 Poorly written with more than 10 errors in spelling, punctuation and grammar; no clear topic sentence; no reference to the ethical decision-making criteria

Less than 25 One or two sentences expressing personal opinion with no consideration to paragraph structure or ethical decision-making criteria



## RUBRIC FOR ETHICS POSTER

---

**Up to 10 points for creativity**

**Up to 10 points for neatness**

**Up to 10 points for accuracy**

**Total points: 30 points**

30–25 Unique, or imaginative approach conveyed in an artistic manner; Easily read or seen from a distance; Correct spelling; Logical application of ethical concepts

24–20 Conveys accurate application of ethical concepts neatly; easily or somewhat easily seen or read from a distance

19–15 Superficial or simplistic application of ethical concepts; Minimal artistic effort; Must be viewed from a short distance

14–10 Inaccurate use of ethical concepts; Minimal artistic effort; more than one or two spelling errors; Difficult to read or see

34–30 More than eight errors in spelling, punctuation and grammar; Topic sentence is unclear; Three or fewer supporting sentences with no reference to ethical decision-making criteria

29–25 Poorly written with more than 10 errors in spelling, punctuation and grammar; No clear topic sentence; No reference to the ethical decision-making criteria

Less than 25 One or two sentences expressing personal opinion with no consideration to paragraph structure or ethical decision-making criteria





## ETHICAL DECISION MAKING CRITERIA

---

- ◆ **Is it legal.**
- ◆ **Would you want the same thing to happen to you.**
- ◆ **Ask a mentor. Does that person believe it's ethical.**
- ◆ **What are the benefits and costs to all parties involved.**
- ◆ **Would you want it to be universally accepted.**
- ◆ **Would you be proud to have your action appear on TV or in the newspaper.**



# EFFECTS OF ETHICAL VS. UNETHICAL BEHAVIOR

---

## ETHICAL BEHAVIOR

- ◆ **Gain respect from others**
- ◆ **Gain the trust of others**
- ◆ **Accountability of people you deal with.**
- ◆ **Security**
- ◆ **Fairness**

## UNETHICAL BEHAVIOR

- ◆ **Loss of respect**
- ◆ **No dependable expectations for those around you.**
- ◆ **Cost to group or company**
- ◆ **Legal consequences**





Advanced High School

National FFA Organization

## Lesson AHS.10

### UNDERSTANDING LEADER/FOLLOWER DYNAMICS

#### Unit.

Stage One of Development—ME

#### Problem Area.

Who Am I in Light of Serving Others?

#### Precepts.

**C5:** Persuade others to commit.

#### National Standards.

NPH-H.9-12.5 - Analyze how interpersonal communication affects relationships.



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

- 1 Discover what followership means and why it is important to leadership.
- 2 Identify types of followers and identify helpful hints on how to be a better follower.



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



## Resources

Hughes, R. L., R. C. Ginnett, & G. J. Curphy *Leadership: Enhancing the Lessons of Experience*. New York: Irwin/McGraw-Hill, 1999.

Lundin, S. & L. Lancaster "The Importance of Followership." *The Futurist* (May-June, 1990), 18-22.

Kelley, R. E. "In Praise of Followers." *Harvard Business Review* 66, no. 6 (1988), 142-148.

Kelley, R. *The Power of Followership*, New York: Doubleday Currency, 1992.

## ✓ Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector
- ✓ AHS.10.TM.A
- ✓ AHS.10.TM.B
- ✓ AHS.10.TM.C
- ✓ AHS.10.TM.D
- ✓ AHS.10.Assess—one per student

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

- ▶ Followership



## Interest Approach



Let's take a short quiz. I will permit you to give the answers in the form of a range. For example:

If I ask us to guess my age, we would have trouble pinpointing it exactly. But if we were to give an answer that fell within a range, we might say, "between 25 and 60" (adjust accordingly) and we would be right. So, for each of these five questions, write a range, so that we have a 100 percent chance of getting the correct answer. Be realistic—for example, it would have been foolish to say, "between 5 and 100." The more realistic answer would have been "between 30 and 60." (adjust accordingly). Ready? Number from one to seven on our paper.

*Proceed to ask the questions that follow:*





1. The computer can solve the Rubik's Cube puzzle in four minutes. How long did it take the world champion?
2. Out of 100 pieces of information we receive, how many do we remember?
3. How long did the first U.S. satellite stay in space?
4. How much money would you have if you started with a penny and doubled the amount each day for a month?
5. How many five- and six-letter words can be made from the letters in the word "incubated"?
6. What percentage of purchased vegetables goes to waste in the average American household?
7. How many pages long is the Oxford English Dictionary?

*Supply the answers:*



1. The world champion was a 16-year-old, who assembled the cube in 22.95 seconds.
2. Scientists estimate we only retain one out of one hundred pieces of information.
3. The satellite was in space for twelve years, from 1958 to 1970.
4. The penny would become \$5,368,709.12.
5. You can actually make 27 five-letter words and 13 six-letter words.
6. As a nation, we waste 32 percent of the vegetables we buy-the total wasted food in this country would be enough to feed all of Canada, according to a survey in USA Today.
7. The Oxford English Dictionary has 16,400 pages.

*Continue with the lecture by saying:*



Did anyone have a perfect score? No one? Even with enough latitude with the ranges of answers to ensure we would have correct answers.

When it comes to team building and leadership, there is much to be learned-by all of us, from all of us. We will need to participate fully in this class today, asking questions, sharing experience, and discussing issues that are relevant. It's fine to be certain about what we know, but realize that sometimes that very certainty establishes barriers. Be definite, be assured, but please, also be open.

*Transition*



For the rest of the day, keep an open mind. Lets realize that, as certain as we are of the knowledge we possess, that certainty may prevent us from acquiring new knowledge. Be firm in our convictions, yes, but allow yourselves to consider viewpoints and assertions that may be at odds with our own points of view.



# SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1.** Discover what followership means and why it is important to leadership.

I. What is Followership.

*Display AHS.10.TM.A and say:*

 You've heard it time and time again, "Before you can lead, you have to learn to follow."


*Display AHS.10.TM.B and say:*

 The theory of leadership says, "Able leaders emerge from the ranks of able followers."

So it is important for us to recognize that the concept of followership is important. But what exactly is it?

**Followership** is defined as reaching a specific goal while exercising respect for authority, a positive attitude, integrity, and self-discipline.

As a member of FFA and other organizations, we will have many opportunities to practice followership. To be the best follower we can be with the ultimate goal of helping us be the best leader we can be.

 Why is followership important to us as a leader?

In order to take on the responsibilities of leadership, we should agree to be professional, act morally and responsibly, complete our tasks to the best of our ability, and serve our group. These are not easy to do if we do not understand the basics of followership. How good a follower we become will largely determine our personal growth while we serve as a leader.

If the organization or group is going to be the best it can be, then it needs members to step up to the plate, accept the responsibilities they have been given, and do it with respect and enthusiasm. Remember, our individual contributions are valuable and a critical component to the effectiveness of our team.

*Review this information by using a Choral Response Moment.*



## Objective 2. Identify types of followers and identify helpful hints on how to be a better follower.

### II. Types of Followers



What kind of followers are we?

When addressing this question, it is first helpful to determine what follower traits we currently have. A researcher named R. E. Kelley interviewed leaders and followers to determine the best way of identifying the best followers.

Kelley determined that followers ranged from independent, critical thinking at one end to dependent, uncritical thinking on the other.

*Review this information by using a Choral Response Moment.*

*Display AHS.10.TM.C and say:*



He sums it up by saying, "The best followers are individuals who "think for themselves," "give constructive criticism," "are their own person," and are "innovative and creative." At the other end of the spectrum, the worst followers "must be told what to do," "can't make it to the bathroom on their own," and "don't think." In between are the typical followers, who "take direction" and "don't challenge the leader or group."

*Review this information by using a Choral Response Moment*

*Display AHS.10.TM.D and say:*



Kelley's second dimension ranges from active to passive and refers to a follower's degree of active engagement in work. According to Kelley, "The best followers 'take initiative,' 'assume ownership,' 'participate actively,' 'are self-starters,' and 'go above and beyond the job.' The worst ones are 'passive,' 'lazy,' 'need prodding,' 'require constant supervision,' and 'dodge responsibility.' In between these extremes are the typical followers who 'get the job done without supervision after being told what to do'...and 'shift with the wind.'"

*Review this information by using a Choral Response Moment.*



Review



It is difficult to discuss either followership or leadership without careful attention to both concepts. Without leaders there can be no followers. Without followers there can be no leaders. Develop a paragraph to illustrate a time when we were a leader and when we were a follower. Illustrate how we can be a better leader by being a better follower.

*At this time pass out AHS.10.Assess.*



► **Extended Classroom Activity:**

*Followership is an integral part of leadership. Information from this lecture will provide students with valuable insights on how to become a better leader by advancing their followership skills.*

*Have students develop and implement a community service project in the community*

► **FFA Activity:**

*Have the students establish a grid of opportunities for FFA members to serve in the role as a follower.*

► **SAE Activity:**

*Have students shadow a professional who relates to their SAE project.*

✓ **Evaluation**

*AHS.10.Assess*

**Answers to Assessment:**

**Section 1—Definition of followership**

Answer: think for them, give constructive criticism, are their own person, are innovative and creative

Answer: must be told what to do, can't make it to the bathroom on their own, don't think

Answer: take direction, don't challenge leader, or group





## UNDERSTANDING LEADER/FOLLOWER DYNAMICS

---

Define followership.

The best followers are individuals who:

The worst followers:

Typical followers:



**“Before you can lead, you have  
to learn to follow.”**

---



**“Able leaders emerge from the  
ranks of able followers.”**

---



## THE BEST FOLLOWERS ARE INDIVIDUALS WHO

---

- ◆ think for themselves
- ◆ give constructive criticism
- ◆ are their own person
- ◆ are innovative and creative

## THE WORST FOLLOWERS

---

- ◆ must be told what to do
- ◆ can't make it to the bathroom on their own
- ◆ don't think

## TYPICAL FOLLOWERS

---

- ◆ take direction
- ◆ don't challenge leader or group



## Second dimension of followership range from



### The best followers

- ◆ take initiative
- ◆ assume ownership
- ◆ participate actively
- ◆ are self-starters
- ◆ go above and beyond the job

### The worst followers are

- ◆ passive
- ◆ lazy
- ◆ need prodding
- ◆ require constant supervision
- ◆ dodge responsibility

### The typical followers

- ◆ get the job done without supervision after being told what to do
- ◆ shift with the wind



**Intro to Livestock Production (7/8)**  
**Amanda Buynak, Agriculture Teacher,**  
**Drake, North Dakota**  
**2006**

## **Student Objectives**

### **Objective 1:**

Explain the importance of the use of correct livestock terminology.

### **Objective 2:**

Describe and list the different livestock gender terms for cattle, sheep, swine, horses and poultry and share them with the class.

- a. Example: Cow, Bull, Barrow, etc.

## **Background**

**Unit:** Animal Production

**LifeKnowledge Precept(s):** Professional Growth - Demonstrate exemplary employability skills

### **North Dakota Standards**

Standard 2: Understand basic concepts and principles of animal science.

Topic 2: Demonstrate fundamental skills associated with animal science.

Standard 2.2.1: Define terminology associated with animal science.

Keys to Employability:

- 1) Creative Thinking - Generates new ideas.
- 2) Decision Making - Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
- 3) Problem Solving - Recognizes problems and devises and implements plan of action
- 4) Seeing Things in the Mind's Eye - Organizes, processes symbols, pictures, graphs, objects and other information.
- 5) Knowing How to Learn - Uses efficient learning techniques to acquire and apply new knowledge and skills
- 6) Reasoning - Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

## **Logistical Information**

Time: 50 minutes

*Amanda Buynak*



2006

**Resources:**

[www.tracker-outdoors.com/livestock\\_terms.htm](http://www.tracker-outdoors.com/livestock_terms.htm)  
<http://fusion.tvcc.cc/Agriculture/ans121/LivestockTerms.html>  
<http://www.okcareertech.org/aged/>  
Webster's Dictionary

**Tools, Equipment, Supplies:**

Overheads  
Overhead Projector  
Laptops for each group  
Livestock Terms Handouts  
Party Host Supplies  
Paper to cover questions

**Interest Approach: Party Host E-Moment**

*Students will enter the room to a party type theme (if time allows).*

When I say "Party," you will have 30 seconds to select a party host and five volunteers to exit to the hallway. Any questions? "Party!"

*Explain Party Host instructions to the person who was selected for the "host" position:*

Your job is to describe who or what each person is trying to be as they enter the room. Each peer that will enter will be something different and they will enter the room as if they were entering a party. Once you have discovered who or what they are, you must tell them and then write what they were on the board.

*Explain instructions to the guests of the party:*

You will each enter the room, one at a time, pretending to be a new guest coming to the party and you will each be one of the following livestock animals. Select a livestock animal for each of them to be (cattle, sheep, swine, horses and poultry). You may make noises and actions that you would like that pertain to your specific animal; however, you may NOT say any words. The Party Host will have to guess what you are as you enter. If the Party Host has not discovered who you are by the end of one minute, the rest of the class will help him/her. Once they have discovered what you are, you may stop "acting" and acknowledge them.

*The remainder of the students will remain in the classroom and may be of assistance to the Party Host if he/she is unable to identify the people entering the party. They are not able to assist the Party Host until one minute has passed. At that point, I will give them permission to help.*

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**2006**

*After each animal has been discovered, each student will have to get out their notebook and a marker and respond to the following questions.*

*Students should think creatively as to what these animals have to do with agricultural education and FFA.*

*Look for an understanding of what the students already know in regards to this information as well as their relation of this to the class.*

When I say “FFA,” each of you should grab a marker and return to your seat.

Great. Now when I say “FFA” again, you will have three minutes to write the answer to each of the following questions that are written on the board (*these will be revealed from behind a sheet of paper*):

- What is our next unit on?
- Why do we use the different species terms that we just learned?
- What did that last activity have to do with this class and why is it important to you?

*Encourage the students to use what they already know and what they just learned as we enter the next unit on animal science.*

Students, be ready to share you experiences and knowledge of these animals and general livestock as we learn.

**Objective 1: Explain the importance of the use of correct livestock terminology.**

*After completing the interest approach, you better understand what the students now know. Use the questions that they wrote answers to as an introduction into the unit with a class discussion.*

*Have the students share what they wrote down and discuss the first objective of this lesson.*

*Have a class discussion on the answers to the questions used in the interest approach.*

- What is our next unit on?
- Why do we use the different species terms that we just learned?
- What did that last activity have to do with this class and why is it important to you?
- Why is terminology important in today’s society?

*Students will share their knowledge with the other students and this leads to them finding more complete answers to their questions. Encourage the students to build off of one another’s answers. Use the board if necessary to organize the information that the*

**Amanda Buynak**



**2006**



*students are talking about. After you have discussed and answered the first objective, it will lead you right into objective #2.*

**Objective 2: Describe and list the different livestock gender terms for cattle, sheep, swine, horses and poultry and share them with the class. Example: Cow, Bull, Barrow, etc.**

When I say “Livestock,” stand at your desks. “Livestock!!” Excellent. When I say “Livestock” again, you will have 30 seconds to get yourselves in alphabetical order according to your last name. What questions are there? “Livestock.”

OK, the person to your left will be your partner as we enter into the next activity.

*(Provide Livestock Terms Handout)*

*Provide the students with the following directions:*

Each group will be assigned an area of terms to research from the handout and will have to write their findings on the overhead and present them to the rest of the class. Each group will have to be able to discuss and explain the difference between the terms used in each section (for example, the difference between a cow and a steer, etc.).

*Provide laptops for each student and websites from the resource list above. Students may also use other internet sources to help them as long as they write them down and share them with the class.*

*Are the students finding the correct terms in relation to livestock animals and not other areas of study? If they are struggling, be sure to keep them on task and provide them with direction to better find answers to their terms. The understanding of these terms will lead to better understanding of breed types later in the unit. The use of finding these terms and sharing them with the class will also lead to each student having a complete set of livestock term notes on this unit. Students will also have a base knowledge when entering animal science units later in their agricultural education career.*

*You could repeat each definition of each term through choral response after the groups go over each term.*

*After the groups have all shared their information with the class:*

Today we have taken in a lot of different terminology, and at the beginning of class, we discussed why terminology is important to animal science. When I say “Share,” in 90 seconds everyone will grab a dry-erase board and marker and write one reason why terminology is important in everyday life. What questions are there? “Share.”

***Amanda Buynak***



**2006**

*If they are struggling, have them compare it to using proper terms during a sporting activity or something that they can relate to such as calling the ball that you use for basketball a “basketball.”*

**LifeKnowledge Big Picture:**

*After the time is up, have a short discussion on how this lesson on animal terminology can be related to how terminology is important to professional growth because to be able to be employable you must be able to speak and use terms of the business world that you are in.*

If you cannot demonstrate these skills when speaking to a possible employer during an interview, how are they to look at you as a credible employee of their business?

**Review & Evaluation:**

*Complete each group’s section of the handout.*

*Each group will discuss and share their research with the rest of the class to provide a full set of terms and notes for this section of the unit.*

**Evaluation 2: “Bob the Weather Guy” E-Moment**

*Students will take the knowledge and terms that they have gained from this lesson and put them into a weather forecast. They should do this in the same groups that they researched their term areas in.*

Each group will have to put together a weather forecast using five of the terms that they received in today’s lesson; however, they may not use the terms that their group researched and shared with the class. What questions are there?

When I say “Livestock,” get with your partner. “Livestock.” When I say “Livestock” again, you will have three minutes to put together your “weather forecast” including five terms that we learned today and excluding the ones that your group researched. Are there any questions? “Livestock.”

*After three minutes, have each group share their weather forecasts with the class. This will provide an instant review so that you can see what the students retained from the day’s activity and prepare them for the quiz that you are going to give them tomorrow.*

**Evaluation 3:**

- 10 point quiz will be given over the gender terms during the next class period.

**Amanda Buynak**



**2006**

**Application:**

## Extended Classroom Activity:

- Use the reference websites to research agricultural animal species such as goats, fish, etc. that are not already covered through the handout.
- Have students choose their favorite animal species and have them put together lists of the different terminology for their species and describe them and then format it into a short research paper.

## FFA Activity:

- Encourage students to take part in CDEs such as livestock evaluation, horse evaluation, etc.

## SAE Activity:

- Have these first-year agriculture students visit the local veterinarian and do a job shadow as an exploratory SAE activity.

*Amanda Buynak*



**2006**

**Livestock Terms**  
**Intro to Agriculture**  
**Notes (Internet)**

**Beef & Dairy Cattle:**

Cow-

Calf-

Bull-

Heifer-

Yearling-

Steer-

Calve-

Heiferette-

Free Martin-

**Swine:**

Sow-

Gilt-

Boar-

*Amanda Buynak*



2006

Barrow-

Farrow-

Litter-

Sheep:

Lamb-

Ewe-

Ram (Buck)-

Wether-

Lambing-

Horses:

Mare-

Stallion-

Filly-

Gelding-

Foal-

*Amanda Buynak*



2006

Colt-

Poultry:

Hen-

Broiler-

Poult-

Rooster-

Chick-

Pullet-

Tom-

Drake-

Miscellaneous Terms:

Wean-

Dehorn-

Gestation-

Lactation-

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2006

Castrate-

Crossbred-

Breed-

Roughage-

Concentrate-

Freshen-

Ration-

Flushing-

Docking-

Shearing-

Confinement-

Gestation Periods:

Cattle (Beef/Dairy)-

Swine-

Sheep-

*Amanda Buynak*



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Horse-

Goat-

Rabbit-

Dog-

Cat-

Humans-

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# Breeds of Livestock Intro to Agriculture Notes

## Beef Cattle:

### Hereford-

- ❖ Color-
- ❖ Characteristics-

### Angus-

- ❖ Color-
- ❖ Characteristics-

### Shorthorn-

- ❖ Color-
- ❖ Characteristics-

### Charolais-

- ❖ Color-
- ❖ Characteristics-

### Simmental-

- ❖ Color-
- ❖ Characteristics-

### Brahman-

- ❖ Color-
- ❖ Characteristics-

### Gelbvieh-

- ❖ Color-
- ❖ Characteristics-

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Limousin-

- ❖ Color-
- ❖ Characteristics-

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## Dairy Cattle:

Holstein-

- ❖ Color-
- ❖ Characteristics-

Brown Swiss-

- ❖ Color-
- ❖ Characteristics-

Jersey-

- ❖ Color-
- ❖ Characteristics-

Guernsey-

- ❖ Color-
- ❖ Characteristics-

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Swine:

Duroc-

- ❖ Color-
- ❖ Characteristics-

Yorkshire-

- ❖ Color-
- ❖ Characteristics-

Hampshire-

- ❖ Color-
- ❖ Characteristics-

Landrace-

- ❖ Color-
- ❖ Characteristics-

Chester White-

- ❖ Color-
- ❖ Characteristics-

Berkshire-

- ❖ Color-
- ❖ Characteristics-

Spots-

- ❖ Color-
- ❖ Characteristics-

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## Sheep:

Columbia-

- ❖ Color-
- ❖ Characteristics-

Suffolk-

- ❖ Color-
- ❖ Characteristics-

Southdown-

- ❖ Color-
- ❖ Characteristics-

Hampshire-

- ❖ Color-
- ❖ Characteristics-

Rambouillet-

- ❖ Color-
- ❖ Characteristics-

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## Horses:

### Palomino-

- ❖ Color-
- ❖ Characteristics-

### Quarter Horse-

- ❖ Color-
- ❖ Characteristics-

### Shetland Pony-

- ❖ Color-
- ❖ Characteristics-

### Appaloosa-

- ❖ Color-
- ❖ Characteristics-

### Thoroughbred-

- ❖ Color-
- ❖ Characteristics-

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**Livestock Terms Quiz**  
**(Introduction)**  
**Ag. 7/8**

**Name:** \_\_\_\_\_

Directions: Circle the correct answer to the question.

1. What is a male bovine that has been castrated before reaching sexual maturity?
  - A) Steer
  - B) Bull
  - C) Wether
  
2. The female bovine that has not had a calf is known as a:
  - A) Calve
  - B) Cow
  - C) Heifer
  
3. A female sheep is known as a:
  - A) Ram
  - B) Gilt
  - C) Ewe
  
4. A male horse up to three years of age:
  - A) Foal
  - B) Filly
  - C) Colt
  
5. A castrated male swine:
  - A) Barrow
  - B) Steer
  - C) Boar

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6. A male turkey is also known as a:

- A) Tom
- B) Mare
- C) Poult

7. New born or newly hatched chicken:

- A) Calf
- B) Pullet
- C) Chick

8. Male horse that has been castrated:

- A) Gelding
- B) Mare
- C) Stud

9. A female bovine that has had a calf:

- A) Heifer
- B) Cow
- C) Ewe

10. A sheep that is less than one year of age:

- A) Lamb
- B) Wether
- C) Calf

\*Extra Credit- Which of your classmates was the “PIG” from yesterday’s activity?(1 Pt.)

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**Livestock Terms Quiz (Key)**  
**(Introduction)**  
**Ag. 7/8**

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