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LifeKnowledge® Featured Articles

Professional Development: Bringing Out a Teacher's Full Potential

Agriculture teachers excel at developing their students – socially, personally and professionally. With all the hours spent developing others, when is the last time you participated in something to develop yourself? Robert Ortiz of Colorado talks about the importance of professional development to him.

[Click here to learn more...](#)

Delta Conference 2008 Tarleton State University

Delta Conference 2008 will be hosted and sponsored by Tarleton State University in cooperation with the National FFA Organization and LifeKnowledge Center for Agricultural Education. [Click here](#) to find out more about this year's conference from Dr. Kyle McGregor

Featured Precept

Featured Precept: Continuous Improvement

Continuous improvement is the pursuit of learning and growth. How do you encourage your students to be lifelong learners? Look deeper into this precept and see why both young and old should take note. [Click here to read this article...](#)

Featured Lesson Plan

LifeKnowledge and NAIS Prepare Animal ID Lessons

Lessons have been created in the LifeKnowledge style about the National Animal Identification System. These materials could help educators and students become well-informed citizens. [Click here to read article...](#)

Unforgettable E-Moments

Go-with-the-Flow Moment – In this engaging E-Moment, students represent the content as a flowchart or process diagram showing the linear, step-by-step relationships.

[Click here to read article...](#)

Hot Tips

Do You Need a Lesson in Netiquette?

In an effort to foster continuous professional development, a review of netiquette (networking etiquette) may be helpful.

[Click here to get your daily dose of netiquette...](#)

Life Knowledge News

What's New with LK

[Click here](#) to find out how you can participate in making this newsletter better fit your needs.

Comments & Success

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Professional Development: Bringing Out a Teacher's Full Potential

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



Robert Ortiz is in his third year of teaching at Durango High School in the southwest corner of Colorado. Ortiz is a typical agriculture teacher with a lot on his plate. Teaching 12 different classes within a year, he covers most aspects of agriculture, from veterinary science and equine science to aquaculture and internships. He teaches on a trimester schedule, covering new material every 12 weeks.

Last summer, the Colorado state agriculture education director made known the opportunity of the Tarleton State University Delta Conference, held in Stephenville, Texas. Ortiz had never heard of the conference, but after talking with a few people who had previously attended a Delta-like conference, he filled out an application and was selected.

"I felt like even after two years, I was in a funk, already burned out. I was overwhelmed; my brain hurt," Ortiz said. "I heard it [Delta Conference] was a way to refresh."

In college, he learned how to put together a lesson plan, but this conference showed him how to set up lesson plans in a much more effective way, Ortiz said. Before arriving at the conference, attendees were told to submit one of their best lessons. His lesson was selected - and then torn to pieces by his mentor before he even arrived at the conference!

"I thought I was doing a good job, and I was – but now I see how much of a better job I can do," Ortiz said. The conference taught him to create lessons so anyone can use the lesson and teach it effectively, as if they had been teaching forever.

One event Ortiz found most challenging and developmentally gratifying was an activity called leadership scenarios. In this activity, Ortiz and the other participants faced rapid-fire questioning from community members, and the teachers had to come up with answers justifying their FFA chapters and agricultural education programs.

"During the conference when we had to teach and present to our peers, I found it challenging, scary and rewarding. Usually I am critiquing students, not being critiqued," Ortiz said.

While many agricultural education teachers pride themselves on their knowledge of technical content, Ortiz learned at the Tarleton State University Delta Conference what should really rise to the top of an educator's priorities.

"The whole time we were at the conference, they kept secret that it was never about the content. It was always about delivery and interaction," Ortiz said. "I thought I was going to be challenged on technical questions, but it really was about engagement and nothing else."

The conference continually instilled in the participants that it was not about you, "the teacher," but it is about the students. They were asked to consider the question, What changes are you going to make to engage all students in learning? Not just a few, but the masses?

"I felt like even after two years, I was in a funk, already burned out. I was overwhelmed; my brain hurt," Ortiz said. "I heard it [Delta Conference] was a way to refresh."

Using the knowledge he gained and applying it every day has changed his classroom in many ways. "You can hear the difference. [Students] ask questions; there is no groaning when I put up the assignment; they know it will be fun and they wait for my instructions. My students always want to know what we are doing each day," Ortiz said. "Even if I tell them 'vocabulary,' they know they will be singing about it, acting it out or something," Ortiz said.

He proudly admits that since the summer conference, he has been a more engaging teacher, conscious of his daily attitude, how he asks questions and prepares material, and how his students interact.

"I realized I was not the best teacher I could be. I realized I was letting myself down and my students," Ortiz added. "Little things make a huge difference, like greeting your students or giving them a high-five."

When asked if he recommends the Tarleton State University Delta Conference, Ortiz replied, "Absolutely! I think that besides just improving your teaching, the conference lets you understand yourself better and what you are capable of. I improved myself and not just my teaching. I'd recommend the conference to anyone – if it is your first year teaching or your twentieth year."

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Delta Conference 2008 Tarleton State University

By Dr. Kyle McGregor, Associate Professor, Department of Agricultural Services & Development, Tarleton State University, Stephenville, Texas



Through the classes I teach, it is important to encourage my students to be learners throughout life. Their progression and development as teachers has just begun and they must continually hone their craft. We offer skill and knowledge in order that our students are successful in their infancy of teaching, but they must be willing to continually nurture themselves if they are to develop as educators.

Professional development is the constant renewal of self and viable skill in any profession. If we fail to continually develop ourselves as educators, we are making the choice to place our students at a disadvantage.

Opportunity. The Delta Conference is a professional development event aimed at enhancing agriculture educators' teaching and leadership abilities. Teacher participants can expect to re-enter their classrooms able to engage every student every day through proven and practiced technique.

Delta participants can also expect to enhance aptitudes in leadership and advocacy, which can be applied directly to their students, local school districts and communities.

The Delta Conference is a unique, five-day professional development event for secondary and middle school agriculture educators that prepares teachers to use the latest brain-based student-centered engagement strategies, enhances participating teachers' understanding of their own leadership, and provides a continuum of growth for both leadership and teaching performance.

This year's conference will be held June 22-27, 2008. The program has strong philosophical and theoretical roots in pedagogy and cognitive coaching. Participant teachers learn the research-based theories behind educational and leadership concepts, see a seasoned educational professional model of how to perform the concepts in a classroom, then have the opportunity to practice the concepts themselves, and finally receive feedback on their efforts from an individualized mentor/coach. Any agriculture educator with a minimum of one year of experience may apply.

Success. Entering its second year at Tarleton State University, the Delta Conference has a track record of proven success. Fifty participants from 12 states and Puerto Rico returned to their classrooms in the fall of 2007 with new tools and energy to teach young minds about the dynamic industry of agriculture. Results of a post-fall 2007 semester study indicate a dramatic shift in teacher classroom behaviors that are directly attributable to individual experiences at the 2007 Delta Conference and that participants continue to engage in high levels of utilization one semester post-conference. Many found the experience to be life- and career-changing.

Visit the [Delta Conference website](#) and see what past participants have to say about their experiences and the impact Delta has made on their career and lives.

**2008 Tarleton State University
Delta Conference:**

When: June 22-27, 2008

Who: Any agriculture educator with a minimum of one year of experience may complete an application.

Cost: The 2008 conference registration fee is \$300 per participant.

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Featured Precept: Continuous Improvement

Those who strive to continually improve themselves embrace innovation, intuition, adaptation, lifelong learning and coachability.

Education is not solely the endeavor of youth; it is a lifelong process. Learning often occurs outside the confines of the classroom and, rightly applied, leads to a life characterized by continuous improvement.

Lifelong learning is the engine that drives an individual toward achieving one's potential. It engages a person's innovative talents and intuition to adapt to a changing work and family environment. This continued pursuit of learning is reassuring. It helps the individual make midcourse corrections on the way to goal attainment, so success becomes more likely.

This continuous need for improvement provides a practical response to challenging life experiences. It provides the impetus for an individual to recognize problems and develop methods for understanding and solving those problems. Solving problems is a function of learning, and learning means growth. Success comes to those individuals who understand the importance of continued learning.

Prepare your students for success by taking a look at these LK lessons:

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

[HS.49](#)—Building a Relationship with a Mentor

Do your students get stuck in a "resisting change" rut? Take a look at this [Coaching Guide](#) Activity to promote continuous improvement within your chapter.

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Featured Lesson: LifeKnowledge and NAIS Prepare Animal ID Lessons

By Karen Fredenburg, Education Specialist, LifeKnowledge Center for Agricultural Education

The National FFA Organization and the United States Department of Agriculture have established a cooperative agreement that will provide agriculture educators with materials needed to inform students, parents and their surrounding community about the National Animal Identification System (NAIS).

Included in these materials are 10 lesson plans, written by agriculture educators, that meet national education standards. These lessons provide a complete overview of the Premises Identification process of the NAIS. In addition, these lessons provide students with the ability to develop or advance their leadership, communication, teamwork and advocacy skills and apply them to a real-world situation.

The lesson plans are available at no cost on the Team Ag Ed Learning Center website: www.agedlearning.org. In addition to the 10 lesson plans, 2,500 Outreach Kits will be available by late spring at no cost (by request only).

The 10 lessons are functional and easy to use in a variety of classroom settings. The lessons have been designed in the LifeKnowledge format, which means that they have been cross-referenced with national standards, one or more precepts have been identified, and a variety of strategies have been used to engage students in the learning process.

In addition, LifeKnowledge lessons are easily broken down, giving educators the ability to pull out one objective or idea from a lesson and combine it with another lesson or objective to better fit the needs of a specific classroom or teaching style. An outline of the National Animal Identification System lessons is listed below.

The National Animal Identification System is a modern, streamlined information system that helps producers and animal health officials respond quickly and effectively to animal disease events in the United States. NAIS Premises Identification is a voluntary federal system that helps protect U.S. livestock and poultry from disease spread, maintain consumer confidence in our food supply, and retain access to domestic and foreign markets. Click [here](#) to learn more about the National Animal Identification System.

NAIS Curriculum

NAIS 1.1

Who's Who? - History of Animal ID

Student Learning Objectives:

As a result of this lesson, the student will:

1. Identify five common ways livestock are identified.

NAIS 2.1

What Is the National Animal Identification System (NAIS)?

Student Learning Objectives:

As a result of this lesson, the student will:

1. Identify components of NAIS and describe potential reasons for the creation of NAIS.

NAIS 3.1

NAIS Premises Identification – and the Facts of the Matter Are...

Student Learning Objectives:

As a result of this lesson, the student will:

1. Identify and explain myths of premises identification.
2. Identify and summarize key terms in the premises identification process.

NAIS 4.1

How Do I Register? InFORMation

Student Learning Objectives:

As a result of this lesson, the student will:

1. Complete a premises identification form for various situations.

NAIS 5.1

What's the Need? Premises Identification!

Student Learning Objectives:

As a result of this lesson, the student will:

1. List and explain the 10 points of interest for premises identification.

NAIS 6.1

NAIS & USDA – Fact or Fiction

Student Learning Objectives:

As a result of this lesson, the student will:

1. Identify statements about National Animal ID as Fact or Fiction and defend their choice with sound reasoning.

NAIS 7.1

Why Producers Should Participate in Premises Identification

Student Learning Objectives:

As a result of this lesson, the students will:

1. Summarize five reasons why producers should consider participating in premises identification.

NAIS 8.1

Why Producers Should Participate in Premises Identification – Panel Discussion

Student Learning Objectives:

As a result of this lesson, the students will:

1. Summarize five reasons why producers should consider participating in premises identification.

NAIS 9.1

What Is an Advocate?

Student Learning Objectives:

As a result of this lesson, the students will:

1. Define advocate.
2. Recognize the avenues a person can take to be an advocate for NAIS Premises Identification.
3. Demonstrate being an advocate for NAIS Premises Identification.

NAIS 10.1

Advocates in Action

Student Learning Objectives:

As a result of this lesson, the students will:

1. Design an example of advocacy pertaining to NAIS Premises Identification.

Access these lessons on the [Team Ag Ed Learning Center](#) website.

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Unforgettable E-Moment

While teaching plant and soil science, use a technical lesson about determining land classifications to set the stage for this Go-with-the-Flow Moment.

Objective: Students determine land classification by the observed land characteristics.

Problem Area: Multiple land characteristics can sometimes become overwhelming to students when they are trying to determine the land classification of a piece of ground.

Solution:Go-with-the-Flow Moment! Students create a flowchart showing the characteristics that determine land classification.

1. **Teach the lesson.**
2. **Show a blank flowchart and have the students explain the relationships within the flowchart.** Provide any information that students may not know about the shapes used in the flowchart. In the back of your mind, keep the thought about how some of those characteristics might fit into this flowchart. The flowchart that you see on the board has relationships between the shapes and lines. What are these relationships? Now show a land classification example.
3. **Students create a flowchart with the pieces.** Using shapes and lines, design your own flowchart that connects the characteristics with determining land classifications. *(You may want to assign each student a particular land classification or require each student to do each type.)*
4. **Students share their flowcharts with each other.** Compare your flowchart with your neighbor's flowchart. Use your flowchart to explain the characteristics used to determine land classification.

This E-Moment works so well because it creates a visual of the parts used in variable rate application and it relates the parts using the logical mathematical intelligence.

This and many more great innovative ideas can be found in the *Engaging Strategies for Agriculture Classrooms* handbook.

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Do You Need a Lesson in Netiquette?

When it comes to online communities and e-mail, remember to write only what's worth reading.

- Is it true, and have I verified it with a reliable source?
- Will it add real value to every person I am sending it to?
- What would happen if everyone did this? – The Golden Rule of Communication

Proofread and think "AAAA" – Your message should contain the correct **Address**, correct **Attached files**, suitable **Attitude** and a clear request for the reader to perform a certain **Action**. It is important to specify intentions very clearly when writing an e-mail, particularly a public one.

- Respect privacy. Never forward or post the contents of someone's private message to you without their consent.
- Play nice. When conversation becomes highly emotional or opinionated, it's easy to forget this simple concept.
- Include context. Rather than simply writing "yes," write "Yes, I will be available to volunteer at the spaghetti dinner."
- Keep it brief.
- Never forward hoaxes, chain letters, virus alerts or petitions.

Write the right subject line:

- Be as specific as possible.
- When replying to a message, double-check that the subject line is accurate.
- If a third party refers you, always use that person's name in the subject line.

- Let the recipient know if your message is truly urgent. Use "Please respond by Feb. 27" if a message is time sensitive.

Each virtual community can have its own set of rules. Some of the basics include:

- **Follow the house rules.** Most sophisticated virtual communities will have an "About Us" or "Policies" section in which you can learn the local etiquette.
- **Lurk before you leap.** Observe the conversational content and style of the group and be sure it's aligned with your purpose and principles before posting. A good post may address multiple points, but only one major topic. Each post should be relevant to the entire community and make a point that other people have not made.
- **Cross-post with care.** "Cross-posting" is the act of posting the same message to more than one group or list. If people receive two or three messages, it may be perceived as spamming.

These tips were taken from *The Virtual Handshake: Opening Doors and Closing Deals Online* by David Teten and Scott Allen (pp. 99–104).

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What's New with LK

Survey Time

The LifeKnowledge At Work Readership Survey has been launched. To have your voice heard and to be entered into a drawing for your chance to win LifeKnowledge merchandise and teaching tools, go to [this link](#) and fill out the brief survey by February 29, 2008.

More than \$500 in LifeKnowledge merchandise and teaching tools will be given away! By filling out the survey, you will help the LifeKnowledge Center for Agricultural Education provide you with the most relevant and useful information.

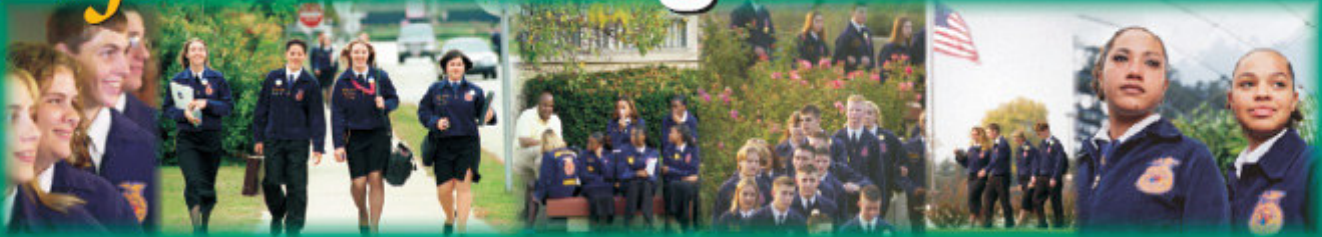
To those who have already participated, thank you!

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Advanced High School

National FFA Organization

Lesson AHS.13

IDENTIFY RESOURCES FOR CONTINUED GROWTH

Unit. Stage One of Development—Me

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

Precepts. A4: Identify and use resources.

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

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

- 1 Assess his or her personal resources.
- 2 Align personal resources—assets with SCANS requirements.
- 3 Discuss ways to close the gap between self-assessment assets and requirements for success in life and at work.



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Time. Instruction time for this lesson: 50 minutes.




Resources

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

✓ Tools, Equipment, and Supplies


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

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


- ▶ SCANS



Interest Approach

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

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

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

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



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Assess his or her personal resources.



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

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



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

Pause.



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



Look up here at the transparency.

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

I. SCANS Skills and Competencies

A. Foundation Skills

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

B. Workplace Competencies

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



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



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

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



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

Pause.



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

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

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



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

Hand out AHS.13.AS.A.



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

Pause for the answer: strong asset



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

Pause again for: a lot of improvement



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

Pause and wait for: in between



And may have room to....

Pause and wait for: improve



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



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



Stop. How many of you had all threes.

Pause. No one should.



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

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

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

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



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

Pause and wait for someone to repeat the assignment.



Are there any questions.



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

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



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

Review/Summary

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

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

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

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

Application

Extended Classroom Activity:

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

FFA Activity:

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

SAE Activity:

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



Evaluation

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

Answers to Assessment:

No Assessment



SCANS SKILLS AND COMPETENCIES

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



PERSONAL ASSESSMENT ACTIVITY SHEET

► SCANS Skills and Competencies

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

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



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





High School

National FFA Organization

Lesson HS.49

BUILDING A RELATIONSHIP WITH A MENTOR

Unit. Stage One of Development—Me

Problem Area. How Do I Begin to Grow?

Precepts. **F2:** Seek mentoring from others.

National Standards. NL-ENG.K-12.12 — Applying Language Skills — Students use spoken, written, and visual language to accomplish their own purposes.

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

- 1 Identify qualities of the mentor/protege relationship.
- 2 Establish the parameters of the mentor/protege relationship.
- 3 Create an action plan for the mentor/protégé relationship.



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Time. Instruction time for this lesson: 50 minutes.



Resources

Bowman, Robert P., Ph.D. and Susan C. Bowman. Ed.S. *Becoming a Co-Pilot. Chapin, South Carolina. YouthLight. Inc, 1997.*

Mentor Center of Western Nevada, <http://www.wncc.nevada.edu/mentor/guidelines.htm>

National FFA Organization's Essential Learnings, 2003.

Peer Resources—<http://www.peer.ca/peer.html>



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Transparencies and projector
- ✓ Copies of Activity Sheets—one per student
- ✓ Test and assessment—one per student
- ✓ Movie/TV clip representing a mentor/protege relationship
- ✓ TV/VCR
- ✓ Index cards



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

- ▶ Mentor/Protege Relationship



Interest Approach

▶ Suggested Activity:

Select two to three movie/TV clips, one to two minutes in length, that illustrate positive mentor relationships. Some examples may include Karate Kid, Star Wars, Shrek, Harry Potter, or Home Improvement.

Give each student a sheet of paper: brightly colored is suggested.



Let's view the movie/TV clips from popular shows. Identify themes you believe these clips have in common and write your ideas on the paper provided.

Show two or three clips that highlight the mentor/protege relationship. Note: A second option for an interest approach has been provided if you are unable to obtain the necessary items for the suggested interest approach.



►Alternative Activity:

Place the names of popular mentor/protégé relationships on cards to pass out to the students. Some examples may include: Wilson and Tim Taylor from Home Improvement, Donkey and Shrek, etc. The teacher will place these cards between two students, who will be paired for the following activity. Allow 30 seconds for this interaction.



Today we will explore relationships. Role play cards are located between you and your partner. You will accomplish the following when I say, “Go.”



Each partner will select a card.



You will spend 30 seconds interacting with your partner while playing the role of the person on the card. You have 30 seconds. Ready...set...go.

Process the activity by asking the students the following:



What did these movies/scenarios have in common. *Common responses: someone to offer advice; someone to look up to.*

Strive to get them to the answer of “mentors.”



Elicit Responses: What terms do we often hear used to describe this kind of relationship.

Common responses: mentor; coach; guide



Today we are going to spend our class time together discussing “mentors.”

Write the word “mentors” on a writing surface.



We will focus today on mentors. Refer back to previous discussion on what a mentor is. The Merriam Webster’s Collegiate Dictionary defines mentor as “a trusted counselor or guide; tutor or coach”

As a class, we will be participating in a discussion. After a question is asked, you will give 10 seconds for students to form a response in their heads and you will call on students to share responses.

Gather responses around the word Mentor on the writing surface that are on target.



We will be participating in a discussion. The guidelines are as follows:


I will ask the question.

You will be given 10 seconds to form a response in your head.


Finally, I will call on students to respond to the question out loud.


Those responses that help define a mentor will be written around the word “mentor.”




 What role did each mentor play in the life of these characters. *Common responses: support; resource person*

 Describe the relationship. *Common Responses: open; trusting*


 What kinds of activities did the characters do together. *Common Responses: talking; shared common interests*

 How did the characters' interactions influence each other. *Common Responses: learn from each other; work with each other; accomplish common goals*


 Think about a person you would love to have as your mentor. Today we are going to draw on your past experiences and will begin to plan for a quality relationship with your mentor.

SUMMARY OF CONTENT AND TEACHING STRATEGIES


Objective 1. Identify qualities of the mentor/protege relationship.


 Let's begin by having you examine the mentors in your life.

Pass out one sheet of paper to each student. Brightly colored paper is suggested.


 Identify a positive relationship in your life. This could be a relative or close friend. Close your eyes and, without talking, re-play in your mind the last positive encounter you had with this person. Take 30 seconds to quietly reflect. You may begin.


Time the students for 30 seconds. The classroom should be quiet during this time.


 Time is up! Now, select the single quality that is most important to you in that relationship. Open your eyes and direct your focus to the front of the room. Listen carefully to the following directions.


 Take one minute to describe the qualities that make this a positive relationship with a partner. Look around and select a partner.




 When I say go, move to the partner and discuss for one minute per partner.
Time the students for one minute.


 Please be prepared to respond if I call on you for an answer. *Common responses: good listener; honest; trustworthy*
Call on three students to share their responses.

 Let's give those who shared with us a round of applause.
Students are clapping while moving their hands in a circle.


 Write down the single quality that is most important to you in a positive mentor/protege relationship. Now that you have highlighted the qualities of this relationship, select the quality that is most valuable to you and write it on the paper provided.

After students have gathered their thoughts on the paper, have them form a circle, linking to each other by holding the sheets of paper between them. This way, every student can see all the responses.

 Please bring your sheet of paper and form a circle around the room. Next, link with the students next to you by holding on to each other's cards to make a chain. These are the qualities that bind us together.
Discuss the various qualities and why some are more important to them than others.

 Are there any qualities that are less valuable to you. Discuss this with one person as you return to your seat.

Ask the following processing questions, write the following processing questions on a writing surface, and have students capture in their notes the thoughts shared.


 Write the following key questions and your answers in your notes.

Are there any qualities that were less valuable to you. Why. *Common Responses: punctuality, because I would rather they be honest than on time*

What qualities are the most important to you. Why. *Common Responses: I value honesty because my mentor needs to be honest with me so I can grow*

What qualities do you hope to develop in your mentor/protege relationship. *Common Responses: respect and an understanding of different views*

Place a copy of HS.49.AS.A on the students' desks.

 Look at section A of the handout that has been provided for you. Use the next two minutes to record your thoughts. Begin now.



Time the students for two minutes while you move about the room and respond to questions.



Who would like to volunteer to share their responses.

Call on the volunteers to share their responses.



Let's praise them for their thoughts with power snaps, all students snapping fingers rapidly together.



It is important to understand the positive qualities of your mentor/protege relationship and what you hope to gain from this experience. This understanding will ensure success for both you and your mentor.

Elicit Responses.



Take ten seconds to think about this question: What do you hope to gain from having a mentor.

Allow 10 seconds for processing a silent response.



Here are a few ideas, please script the following thoughts into your notes.

Show HS.49.TM.A.

I. How will you benefit from your mentor/protege relationship.

A. Mentor/Protege Relationship: a dynamic process whereby each participant respects and trusts the other's advice, counsel and guidance across a significant period of time.



Companion

Role Model

Resource Person

Advice from a different perspective



Think of other benefits you will gain by having a mentor.


Add the responses that are on target to HS.49.TM.A.



Please add these responses to section B of your activity sheet.


Allow students time to complete section B of the action plan. This should take approximately five minutes.




 Now that we know the type of person we want as a mentor, we need to consider what we want to accomplish in the relationships with our mentors.

Objective 2. Establish the parameters of the mentor/protege relationship.


Students will be working to define the mentor/protege relationship by researching the parameters that need to be followed in the relationship.


 Reflect back to those qualities of a mentor/protege relationship that we brainstormed at the beginning of class. When we take the necessary steps to bring those qualities to our relationship, the experience is sure to be a success. But to ensure this, we need to define a few of the parameters, or the guidelines that need to be followed in the relationship.

Explain that students will be working in five groups or pairs to explore the five basic parameters for a mentor/protege relationship using the hieroglyphics activity. Divide students into five groups or pairs at this time.

 In a moment you will receive a piece of paper with a parameter written on it. Your group will use the Hieroglyphics Moment to represent this parameter. When you are given the cue, begin the drawing. Ready...set...go.

Each group shares and asks the rest of the class to figure out the parameter.

 We need to see if we can figure out the basic parameter from the illustration we have drawn. One group at a time will share their illustration while the rest of us give them our undivided attention.


 The rest of us will quietly write what we think the parameter is and then we will write the correct response in our notebooks.

 What group wants to present first. Please come to the front of the room.

Share the following information to the students from HS.49.TM.B.

II. Mentor/Protege Relationship Parameters

- A. Meet regularly with the mentor to review and discuss goals
- B. Be available for assistance, advice, and support to accomplish the common goals
- C. Recognize the ethical responsibilities of the mentor/protege relationship
- D. Listen to the mentor/protege's questions and concerns
- E. Accept the feedback and suggestions given by the mentor/protege
- F. Meet in a regular location at a regular time

 This information will be essential to developing and maintaining a positive relationship with your mentor. When I give the cue, please return to your activity sheet and complete Section B. You will be listing benefits of the mentor/protege relationship and identifying potential activities



you could do with your mentor. Be sure that your activities fall into the parameters we have defined. You may begin.

Objective 3. Develop an action plan for the mentor/protege relationship.

The students will create an action plan that will outline the mentor/protege relationship and their responsibilities.



Now that we have identified the qualities of a mentor/protege relationship and have learned to set the parameters of the relationship, how do we put what we have learned into action.

Answer: we are going to develop an Action Plan!



We will begin to build an Action Plan that will guide our mentor/protégé relationships. Let's review some of the items that we will need to include in our action plan. Please capture the following information in your notebooks.

Show and discuss HS.49.TM.C.



So you have a mentor... NOW WHAT.

III. Guidelines for the mentor/protege relationship

- A. Arrange your first meeting date, time, and place. Plan at least 30 minutes to 1 hour.
- B. Discuss and outline a list of short-term, intermediate, and long-term goals for you and your mentor.
- C. Select at least one goal in each area and create an action plan with deadlines.
- D. Set your next meeting date, time, and place. If possible, your next three meetings can be arranged. Remember: Times must be good for both of you. Meet in a public place where both are comfortable.
- E. Identify an agenda for the next meeting. Including the following:
 - discuss progress and get suggestions from your mentor
 - evaluate progress and goals
 - set new timelines and deadlines as accomplishments are made

Students will work on section C of the Action Plan in which they will write down their responsibilities and expectations of the mentor/protege relationship.



We are now ready to apply what we know about mentors to our personal Action Plans. When you have questions, ask me. Fill in section C of your Action Plan. You may begin.

Time the students for five minutes. Provide updates on the time while you assist as needed.




During the next week you will meet with your mentor and share this action plan. Take it with you so you, your mentor, and your parents or guardian can sign the action plan.





Review/Summary

For a summary, the students will complete an additional worksheet that will continue their thoughts on the mentor/protege relationship.



Today we had the chance to learn what constitutes a healthy mentor/protégé relationship. We discovered qualities of a healthy mentor/protégé relationship, and we established some activities that would be appropriate for working with a mentor. In order for you to show that you have grasped the concepts from today's lesson, for the next two minutes complete AS.49.HO.B.



Application

►Extended Classroom Activity:

Have each student choose someone they feel looks up to them and arrange to meet with them on a regular basis so they can serve as a mentor.

►FFA Activity:

Have each student participate in a PALS or mentoring activity with the FFA Chapter.

►SAE Activity:

Have each student encourage their mentor to work with them planting a flower bed at the local park for a community service project.

Connection to other lessons. High School Lesson 48, "The role of mentors."



Evaluation

A written test, HS.49.Test.A, is provided along with an authentic assessment tool.

►Authentic Assessment:

Instruct the students to use the Go-with-the-flow Moment to have students think through and illustrate the development of a mentor/protege relationship.

Answers to Test:

True or False

1. False
2. True
3. True
4. True

Short Answer

5. Common Responses: Athletic Events, Meal Functions, Community Service Activities, and Attend Community Events.
6. Common Responses: Athletic Events, Meal Functions, Community Service Activities, and Attend Community Events.
7. Common Responses: Honesty, Trustworthy, Flexibility, Considerate.



BUILDING A RELATIONSHIP WITH A MENTOR

►Part One: True or False

Instructions: Read each statement and decide if it is true or false. Write the word “true” or “false” beside the statement. -1 point each-

- _____ 1. My mentor should be someone my own age.
- _____ 2. A mentor is someone in whom I would seek advice about a career.
- _____ 3. I should meet with my mentor in a local public restaurant.
- _____ 4. I will have more than one mentor in my lifetime.

►Part Two: Short Answer

Instructions: Provide information needed to answer the following questions. -2 points each-

5. List two activities you can do with your mentor.
6. List two activities you can do with your protege.
7. Describe the characteristics that you desire in your mentor/protege relationship.



BUILDING A RELATIONSHIP WITH A MENTOR

Assessment of Student Performance			
Component	Level of Performance	Points Available	Points Earned
Participation	<p>Exceptional: the student participated in drawing during the time available</p> <p>Satisfactory: the student briefly participated in drawing</p> <p>Needs Improvement: the student did little to no drawing</p>	10	
Represents Definition of personal Growth	<p>Exceptional: Uses pictorial representations to clearly connect definitions and processes</p> <p>Satisfactory: Uses pictorial representation to connect definitions and processes</p> <p>Needs Improvement: Uses little action or dialogue to represent connections</p>	30	
Appropriateness and Originality	<p>Exceptional: Nothing questionable; shows very original thought</p> <p>Satisfactory: Nothing questionable; idea is modified</p> <p>Unacceptable: Inappropriate action or dialogue; plagiarized thought or idea</p>	10	
TOTAL POINTS			



HOW WILL YOU BENEFIT FROM YOUR MENTOR/PROTEGE RELATIONSHIP.

Mentor/Protege Relationship—A dynamic process whereby each participant respects and trusts the other's advice, counsel and guidance across a significant period of time.

- ◆ Companion
- ◆ Role Model
- ◆ Resource Person
- ◆ Advice from a different perspective

Think of other benefits of the mentor/protege relationship to add to this list



MENTOR/PROTEGE RELATIONSHIP PARAMETERS

- ◆ **Meet regularly with the mentor to review and discuss goals.**
- ◆ **Be available for assistance, advice, and support to accomplish the common goals.**
- ◆ **Recognize the ethical responsibilities of the mentor/protege relationship.**
- ◆ **Listen to the mentor/protege's questions and concerns.**
- ◆ **Accept the feedback and suggestions given by the mentor/protege.**
- ◆ **Meet in a regular location at a regular time.**



SO YOU HAVE A MENTOR ... NOW WHAT.

Guidelines for the mentor/protege relationship

◆ Arrange your first meeting date, time, and place.

◆ Discuss and outline a list of short-term, intermediate, and long-term goals for you and your mentor.

◆ Select at least one goal in each area and create an action plan with deadlines.

◆ Set your next meeting date, time, and place.

◆ Identify an agenda for the next meeting. Including the following:

→ discuss progress and get suggestions from your mentor

→ evaluate progress and goals

→ set new timelines and deadlines as accomplishments are made



MENTOR/PROTEGE ACTION PLAN

Name of Student: _____

Name of Mentor: _____

Phone: _____

Address: _____

Date of agreement: _____

This agreement between the above individuals shall serve as a guide for my success.

► **Section A:**

I value my mentor because ...

I will show respect for and build this relationship by ...

► **Section B:**

How will I benefit from the mentor/protege relationship:

Potential Mentor/Student Activities:



▶ **Section C:**

I agree to the following responsibilities and expectations ...

▶ **Section D: To be completed with your mentor**

I, the mentor agree to provide to the student the following ...

Date of first meeting:

Goals set for mentoring program:

Short-term Goal:

Action plan to get there:

How mentor will assist and provide guidance in this way:

Intermediate Goal:



Action plan to get there:

How mentor will assist and provide guidance in this way:

Long-term/Career Goal:

Action plan to get there:

How mentor will assist and provide guidance in this way:

Mentor's Signature Student's Signature

Parent/Legal Guardian's Signature



BEING A PROTEGE

What qualities do you look for in your mentor ...

What activities should be done with your mentor ...

Where and how often should you meet with your mentor ...





CONTEXT

Dealing with setbacks in SAE projects Lesson2

PRECEPT

F. Continuous Improvement

SIGN OF SUCCESS

F1. Implement a leadership and personal growth plan
F5. Acquire new knowledge

LEVEL OF APPLICATION

Awareness

PROGRAM COMPONENT

SAE, Classroom

ACTIVITY

Teach LK lesson AHS.18 – Managing Change in Your Career

RESOURCES AND MATERIALS

LK lesson AHS.18

DESCRIPTION

Use LK lesson AHS.18 – “Managing Change in Your Career” as a supplemental lesson with a class or on an instructional SAE visit to teach students about the steps in the cycle of change. Have students draw the connection between the steps in the cycle to the steps that will be useful in dealing with the current setback in the SAE program.

Questions you might use to facilitate this process include:

- How do you avoid getting stuck on the step “Resistant to Change?”
- What are the similarities between this cycle and what you are currently experiencing?
- What would reconciliation look like in your situation?