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LifeKnowledge® Featured Articles

First-Year Fun: Using LK to Build a Foundation

Jessica Geisler, a first-year teacher at Batesville (Ind.) High School, explains how she is using LifeKnowledge to enhance and develop her teaching style and how LK is bringing the three-circle model to life in her classroom. [Click here to learn more...](#)

Team Ag Ed Learning Center (TAELC) Prepares to Host LifeKnowledge® Online

LK Online arranges to join TAELC to bring you the best access to electronic tools and resources. [Click here to read article...](#)

Featured Precept

Featured Precept: Awareness

Guide your students through the levels of Awareness. How can you help your students grasp this precept and develop premier leadership skills? [Click here to review your understanding of Awareness...](#)

Featured Lesson Plan

2007 Census of Agriculture Lessons

The 2007 Census of Agriculture is underway! Teach your students about the importance of the census and foster their advocacy. [Click here to read article...](#)

Unforgettable E-Moments

Parliamentary Procedure: How to make sense of it all.

Don't miss this E-Moment on teaching your students parliamentary procedure. Learn how to turn vocabulary review into a gratifying game in your classroom.

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What's New with LK

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First-Year Fun: Using LK to Build a Foundation

By Jessica Geisler, agriculture educator, Batesville (Ind.) High School



As a first-year teacher, I think what helps me the most is that ability to relate to my students in an exciting way: I merge LK, Collegiate LK, Purdue's methods class and a bit of the past state FFA officer in me, and what comes out is the endorsement of the three-circle model that my students are engaged in and understand.

I started out in FFA as a sophomore in high school, but I think what really spurred my interest in becoming an agricultural education teacher was being a state FFA officer. Being involved at that level allowed me the time to take notice of each program, really get involved in being an advocate and begin to think how I could make the opportunities in FFA possible for others. While teaching, I continue to take classes at Purdue University as I try to complete my bachelor's in agricultural economics. I will begin master's work in youth development and agricultural education following graduation.

I was introduced to LK the first year the national FFA convention was held in Indianapolis. All of the agricultural education majors as well as affiliate collegiate organizations were invited to the convention. There I attended workshops on how our collegiate organizations could benefit from Collegiate LifeKnowledge, and I was also introduced to the 257 LK lesson plans for advanced high school, high school and middle school.

LK is not something I was exposed to in my college classes, but I believe that informing pre-service students about LK would be a great asset to first-year teachers who are trying to build the three-circle model in their classrooms.

I was hired as a teacher at Batesville High School two days before classes started last fall, so, a little anxious, I contacted Eric Schilling, then team leader of Collegiate Programs at the National FFA, to receive a few pointers. Eric set me up with the director of the Education Division, Tony Small, who proceeded to further bring me up-to-date with LK and showed me how to integrate LK into the lessons I already had.

When I started teaching, my students had not yet been given a comprehensive introduction to FFA and SAEs. Before this year, they viewed FFA as just another club and SAEs as a summer course about 15 students took. Since the beginning of the school year, I have used many of the FFA and SAE LK lessons to help dispel these myths. Now, after the LK lessons, the students look at agricultural education as a three-part program.

I try to use an LK lesson once a week, but it depends on what we are studying. If I skip a week, I'll try to fit in two the next week. I am on a modified block schedule, so I also pull bits and pieces of LK lessons into my teaching to switch it up from basic classroom notes.

The students really enjoy when I use LK material because it is a change of pace, and for them, it is also a real-world application they can use to grasp a lot of technical information and show their creative side.

When it comes to E-Moments, I get a couple of groans every now and then, especially from the seniors. On the other hand, the freshmen respond well. I wish I had an opportunity to work with middle school students as well because I'd love to try some of the E-Moments on that age range.

LK makes students step outside of their comfort zone, but it is all about knowing your students. My agricultural mechanics boys are definitely not going to get excited about the Karaoke Moment, but they certainly enjoy the Picasso Moment. I try to keep their attention and teach them the precepts in different ways.

Personally, my favorite E-Moments are the Me, You, Us Moment and the Picasso Moment. My students seem to truly get into drawing using crayons and markers. I'll have their pictures all over the classroom walls because they are so proud of their work.

"The students really enjoy when I use LK material because it is a change of pace, and for them, it is also a real-world application they can use to grasp a lot of technical information and show their creative side."

I think LK is something a lot of educators, especially the younger teachers, have started using. The creation of these lesson plans is a great service provided by the National FFA. Other first-year teachers I have talked to have been really successful using LK.

My advice to other new teachers or student teachers is to get your hands on LK. The combination of notes, hands-on experiences and the real-world application is very helpful in pulling everything together and making lessons and experiences connect.

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Team Ag Ed Learning Center (TAELC) Prepares to Host LifeKnowledge® Online

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

The new standard for delivery of educational materials is here. Launched in September 2007, the Team Ag Ed Learning



Center (TAELC) provides the entire agricultural education community with a single source for online delivery of new and exciting electronic instructional materials, tools and resources.

As a project of The National Council for Agricultural Education (The Council), TAELC is coming to life as a one-stop shop of online learning specific to agricultural education.

The LifeKnowledge Center for Agricultural Education is excited to announce the upcoming transfer of LifeKnowledge Online to TAELC.

"LifeKnowledge Online joining TAELC opens many doors of opportunity for LifeKnowledge, making it more user-friendly and functional for educators," said Bill Hale, TAELC executive director.

There are many advantages to being hosted on TAELC, including the ability to take notes on specific pages of lesson plans. "As you are reading a lesson, you can take notes about how and when you will execute the lesson and those notes will be there for you when you return," Hale said. The ability to search LK Online is not a new concept, but the new system allows for the searching of not only Integration Ideas but also the content of individual lessons for exactly what is needed.

Additionally, the three existing Precept Indicator Assessments will be divided into 16 separate assessments based on individual precepts. This will allow for far more efficient ways to assess students based on their individual needs.

One of the greatest time-saving advantages to LK Online becoming part of TAELC is that advisors will have their FFA chapter members pre-loaded. Instead of taking the time to enter each student into the system, as must be done currently with LK Online, all FFA chapter members will already be in the TAELC database.

"Registration on TAELC is free, and subscribers to LK Online will be able to access all of the content with just one login," said Kim Henry, TAELC program manager.

As you browse around TAELC, you will find a range of courses on diverse subjects. "Each course features bookmarking, which allows users to pick up where they left off during a previous visit," Hale said.

The current free course offerings include:

- Avian Flu, sponsored by USDA APHIS
- 7 Swine Management courses, sponsored by The Pork Checkoff
- Welding Connects Your World, sponsored by Lincoln Electric

Free resources for agriculture educators include Census of Agriculture, National Animal Identification System and Living to Serve instructional materials. As TAELC continues to improve, the next addition will be a set of ethanol instructional materials.

Check out TAELC at www.agedlearning.com, your one-stop shop for agricultural education materials, and follow LK Online as it makes the transfer later this year.

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Featured Precept: Awareness

Awareness is a quest for purposeful understanding. It includes knowledge of yourself, community, diversity, environment and the world.

Effective leaders have a keen understanding of their strengths, abilities, goals and aspirations. Knowing one's self is oftentimes the first step in reaching one's potential. How does Awareness fit into the big picture of agricultural education? It can be explained in this way:

Cognitive knowledge, the knowledge of "what works," is learned by immersion in agricultural subjects. Experiential learning provides the know-how to apply knowledge in a real-world setting.

Awareness fits into the scheme by examining cause-and-effect relationships. The awareness of the intricate relationships between self and others, and the relationships between complex systems within agriculture, allows students to solve complex problems. This, of course, allows the student to become more useful in their work and community roles. It all begins with the quest for purposeful understanding.

- Address issues important to the community.
- Perform leadership tasks associated with citizenship.
- Participate in activities that promote appreciation of diversity.

As we take a look at the 2007 Census of Agriculture lessons this month, Awareness is a dominant theme. When you review the census lessons with your students, here are some other lessons to help you in nurturing your students' Awareness:

- [AHS.42](#)– Responsible Citizenship
- [HS.29](#)– Valuing My Contributions
- [MS.36](#)– Understanding Ways People Are Different

Check out this [Coaching Guide](#) activity to supplement your students' Awareness.

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2007 Census of Agriculture Lessons

The 2007 Census of Agriculture has begun and is well on its way! The National FFA Organization has teamed with the U.S. Department of Agriculture's National Agricultural Statistics Service (NASS) to create five classroom-ready lesson plans that will educate students about the census and promote an understanding of the importance of participation in the census.

Through this joint venture between NASS and FFA and with the help of the LifeKnowledge Center for Agricultural Education, the lessons were developed with LifeKnowledge standards and methods.

Students who participate in the lessons will gain a deeper understanding about the census, its process and how to get involved. The NASS coursework is aligned to national agricultural education and academic standards.

Even if your students do not have farm backgrounds, their understanding of the concept of the census, benefits and responsibilities can only help your community. Completed census forms are due by February 4, 2008. Producers can return their forms by mail or they have the convenient option of filling out the census online. For more information about the census, visit www.agcensus.usda.gov or call toll free 1-888-4AG-STAT (1-888-424-7828).

The Census of Agriculture instructional materials were designed to help inform and empower students to play an active role in the census process. The five 60-minute lessons address such topics as what the 2007 Census of Agriculture is, how it is used, how surveys are conducted, the rights and responsibilities of completing the census, and how to complete the survey.

Sample: Lesson Intro

Lesson NASS 1.1

Lesson Title: What is the Census of Agriculture?

Precepts:

Communication:

M4. Communicate appropriately with co-workers and supervisors.

Relationship:

B5. Participate effectively as a team member.

National Standards

NL-ENG.K12.4 – Communication Skills

NL-ENG.K12.6 – Applying Knowledge

Student Learning Objectives

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

1. Explain the Census of Agriculture and its importance to the agricultural community.
2. Identify the historical, current and future value of the Census of Agriculture.

Time

Instruction time for this lesson: 60 minutes.

To view the rest of this lesson and all of the 2007 Census of Agriculture lessons, go to the Team Ag Ed Learning Center at <http://www.agedlearning.com/>.

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Unforgettable E-Moment

Parliamentary Procedure: How to make sense of it all.

Objective: Students demonstrate proper use of the given parliamentary motions.

Problem Area: Even the most common parliamentary procedure motions can throw the novice learner for a loop: "Which motion do I use now?" "How can I amend this?"

Solution: \$10,000 Pyramid Moment

For each motion to be taught, create an index card with rules and information about when to use that motion. For example, for "main motion," the card might say: "Used to open discussion on a topic. Can be amended. Requires majority vote."

1. Teach the content.
2. Select key information.
3. Create Fact Cards
4. Explain roles (player, clue giver and teleprompter).
5. Play the game

Postpone Indefinitely
Lay on the table
Previous Question
Refer to Committee
Amend
Adjourn
Point of Order

Try incorporating LK Lesson HS.1 and discuss how parli pro helps leaders get things done.

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Tackling the Technology Toolbox

Our classrooms will be changing to accommodate 21st century learning. If you aren't ready for blogging or podcasting just yet, you may still want to know what it all means.

How would you deal with a student who was upset because of the latest blog or wiki post?

Here is a description of some of these common tools and how you could use them in your classroom.

Weblogs: A Weblog or blog is easily created. It's an online diary; a personal chronological log of thoughts published on a Web page. Typically updated daily, blogs often reflect the personality of the author.

In the classroom: Blogs are websites that allow an author(s) to publish instantly to the Internet from any Internet connection. They can also be interactive, allowing teachers and students to begin conversations or add to the information published there. Blogs could be used to track progress on a project, answer assigned questions, reflect on a day's lesson, etc.

Wikis: Wiki comes from wiki wiki, which is Hawaiian for quick or instantly. A wiki is a collaborative Web space where anyone can add or edit content that has already been published.

In the classroom: In schools, teachers and students have begun using password-protected wikis to create their own textbooks and resource sites. Wikis are great for shared learning. One idea is to post a study guide or group project on a secure wiki site so your students can add to or edit the document throughout the duration of the lesson, allowing students to collaborate on information.

Podcasts: A podcast is a Web-based audio broadcast via an RSS feed, accessed by subscription over the Internet.

In the classroom: Teachers are using podcasting technology, which can be as simple as leaving a message via cell phone, to give directions to students or to update them on the latest assignment. Teachers are also teaching technology through podcast assignments, allowing their students to research a topic and report back in the form of a podcast.

Vodcasting: Video podcast (sometimes shortened to vidcast or vodcast) is a term used for the delivery of on-demand video content. Similar to podcasting, which offers audio on demand, vroadcasting offers video on demand. Vodcasts can be viewed on a computer or saved to a portable video player.

In the classroom: Vodcasts are being used in much the same way as podcasts—as a tool to communicate a message to students or as a group project allowing students to relay information to the teacher.

Rich Site Summary (RSS): Also known as Really Simple Syndication or RDF Site Summary, this is technology that allows educators to subscribe to "feeds" of content that is created on the Internet, whether it is written in a Weblog or in traditional space such as newspapers or magazines. The content comes to the reader instead of the reader retrieving the content. Internet RSS has become a popular technology for bloggers and podcasters to use to distribute their content.

In the classroom: Educators could create a podcast or blog and have the capability of instantly sending it to all subscribers (i.e., their students) through RSS technology, allowing a lesson or update to go directly to the students' inboxes.

Resources: <http://dictionary.reference.com>

Richardson, Will, Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms, © 2006 Corwin Press, Thousand Oaks, Calif.

Email kwuthrick@ffa.org with your Teaching Tip ideas.

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What's New with LK

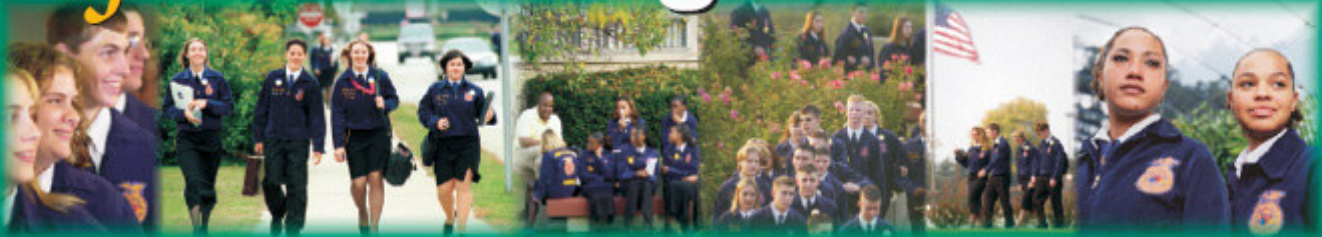
Your Opinion Counts

In the near future, we will be distributing an electronic survey to assess the usefulness of the LifeKnowledge AT WORK newsletter. The opinions and views that are shared in the survey will help us craft future editions of the newsletter.

The survey will be brief and will only take a few minutes of your time, so please take a moment and fill it out. Your feedback will help ensure our ability to meet your needs by providing you with useful and relevant information.

Thank you in advance for your participation in the survey process. Be on the lookout because an LK AT WORK survey is coming soon to an inbox near you!

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Advanced High School

National FFA Organization

Lesson AHS.42

RESPONSIBLE CITIZENSHIP

Unit. Stage Four of Development—SERVE

Problem Area. How Do I Grow Others and Contribute to Society.

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

National Standards. NSS-C.9-12.5 — Roles of the Citizen — What are the responsibilities of citizens.

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

- 1 Learn how to become informed on issues.
- 2 Learn the responsibilities of being involved in the political process.
- 3 Learn how to participate in community-based government.



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Time. Instruction time for this lesson: 50 minutes.



Resources

<http://www.firstgov.org>
<http://www.governmentguide.com>
<http://www.house.gov>
<http://www.senate.gov>
<http://www.talktogov.com>

✓ Tools, Equipment, and Supplies

- ✓ Computer lab with Internet access for each student
- ✓ Overhead projector
- ✓ AHS.42.TM.A
- ✓ AHS.42.TM.B
- ✓ AHS.42.TM.C
- ✓ AHS.42.AS.A—one per student
- ✓ AHS.42.AS.B—one per student
- ✓ AHS.42.Assess—one per student
- ✓ American flag

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

- ▶ Bill
- ▶ Resolution




Interest Approach

For this interest approach to work best, you will need the ability to completely cover an American flag with an overhead screen. Perhaps you will be able to attach the flag to the writing surface in your room and pull the screen down over it. Attempt to work out these details before attempting the following interest approach.


Place American flag directly behind overhead screen. Before students enter the room, display AHS.42.TM.A.

As students begin to enter the room, ask them to sit quietly and respond to the question above the quotes on the overhead. Give students a couple of minutes to settle and write their answers on a sheet of paper. After it appears that all have finished, lift the screen to reveal the American flag. When the room gets quiet again, connect the ideas they have written, and the flag, to what they will try to accomplish for the day.



 One of the first words that come to people’s minds when they see this flag is freedom. Just one word can inspire pride, memories, and a sense of responsibility. The quotes that we just looked at together are just a few thoughts about what our government is all about. Change continues to happen, but we all must be a part of that change in order for it to be successful. The first quote reminds us that we either participate in government or allow someone else to do it for us. The time is fast approaching when many of you will have an opportunity that comes with great responsibility—you will soon have the right to vote.

If lessons are taught in order, the driving idea is carried from AHS.40.


 Take a moment to think about the excitement of turning 16 and getting the opportunity to drive. One part of you is nervous; the other part imagines the first few places you will go—on your own or with friends. This opportunity didn’t just fall in your lap. There was a written test, which many of you got pretty good at taking again, and again and again. And don’t forget the driving test. But as you reflect on the driving age, realize that your responsibility in government, voting in particular, is even more important. Take, for example, a new law stating that high school will now continue two years longer. Do you know what you would do. Do you know how you could actually affect change.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Learn how to become informed on issues.


I. Becoming informed on issues

Transition from the interest approach into the first objective.

 OK! I know the political process isn’t always the most interesting thing to high school students, and you’re probably wondering what’s in it for you. But do you all realize that your age group can have a very profound impact on the political process. What’s in it for you. There are many decisions made every day that affect you. But how do you know what issues are currently being addressed.


Me-You-Us Moment:

In a moment, each student will write as many avenues for learning about current issues as he or she can think of. Give students about one minute to write their answers and then ask them to turn to a partner and share their ideas.


 When I say “go,” I want you to quietly write down as many places as you can think of where you can find out about current political issues that might affect you. Some of you might write down the television for example. You have one minute...GO!



When students are finished, ask them to share with a partner.


 Now, turn to a partner and discuss the things you wrote down. Go!

Allow for about minute of thoughtful discussion or as much as necessary.


 I heard some great ideas. Let's capture a few here on the writing surface.

Ask for volunteers to share their answers.

Allow each group to add a couple of ideas to the board for the benefit of the entire class.


 These are some great ideas, and as many of you guessed, the Internet is a big source of knowledge, especially on current issues. And, of course, that's why we happen to be in the computer lab today! Other popular sources of current political issues are the TV and newspapers. These are definitely some great sources, but there are some problems with them. If you think you have some reasons why these are not always the best source of information, show me your hand.

Allow for student response. Students will have answers suggesting bias, limited coverage, etc.


 Great! Remember that most TV shows and newspapers have a limited amount of time and space, so they only cover what is most popular or what they think is most popular. So, it's possible that an issue that affects you directly may not even be mentioned! Because of this, we need to go to the source!

Activity

Students will now begin a search on the Internet to find an issue that might interest them. Use the web pages given as resources as examples. Students will be able to find pending legislation in the House and Senate. You may want to add a link to your state legislative web site as well and continue this option throughout the lesson.


 In a moment, I am going to put up some potential web sites where you will be able to find information on current political issues. These are only some helpful guidelines. If you would like to search an issue on your own, feel free. The basic point here is to find an issue that is important to you, something that you are passionate about. At this point, all you are trying to do is find an issue and see if there is any pending legislation—bills, resolutions, etc.

- A. Bill—a written proposal for a new law, discussed and voted upon by the members of a legislative body
- B. Resolution—a formal expression of the consensus of a governmental assembly, arrived at after discussion and usually as a result of a vote


 If it does not appear that there is any pending legislation, then just find out more on the issue. If you have any questions, just raise your hand and I will be there to assist you. You have ten minutes...Go!

Be sure to circulate around the room to assist students. Try to help them track down an issue about which they can write their representative during the next objective. When the time is up, ask a few students who are comfortable to share their issues with the class.



 Great work! Is there anyone who would like to share his or her issue with the class.


Allow for student response.


 Those are some great ideas. You now have either an issue that involves some sort of legislation, meaning this issue is being addressed by Congress, or your issue isn't being addressed currently. This is the first step!

Objective 2. Learn the responsibilities of being involved in the political process.


II. Responsibilities of being involved in the political process


Transition from first objective

 Now you each have an issue that you want to address. You have taken the first step in finding that issue and checking to see what our public officials are doing about it. Now you will take another step. Close your eyes for just a moment and quietly listen to the following scenario.

 You have been given the task of preparing for a six-minute speech for your biology class on how Punnet's Square works. Your speech is in one week. OK, you may open your eyes. What are some things that you need to do before your speech.

Allow for responses. Look for responses addressing preparation and reviewing or researching how the square works.

 Good! So you all agree that you need to get informed on the issue before you try to teach others about it. Now you need to do the same with your issue. I hope you now know what you would like to see happen with your issue. What do you want done. What changes do you want to see. What do you want your public officials to do. You need to get some evidence to back up our opinion. If you got up to give your speech and didn't know anything about the Punnet's Square, you probably wouldn't be very confident, and neither would your biology teacher when assigning your grade.


 You need to either find more data to help strengthen the argument of your issue, or try to come up with a personal story as to why this is important to you. In a moment you will have the chance to look for some more information on the Web, or think about a personal story that you might use in your argument. Remember, there is a lot of information out there. You may want to use a search engine to try to narrow things down. Please raise your hand if you need help! Go!

Objective 3. Learn how to participate in community-based government.


III. Participate in community-based government

Transition from second objective




 Turn to your partner and say, “Great job.” I saw some excellent arguments starting to take shape! If you go back to your biology speech for a moment, you may remember that you needed to do some research on the Punnet’s Square, and now it looks like you’re ready to think about what you are going to say to the rest of the class. It is time to start working on your delivery. Just as there are some basic guidelines for how you should write your speech, there are some guidelines for how you contact public officials. The most important idea to remember is that these individuals deserve your respect. You may be of the opinion that your representative is an idiot, but if you want his or her help with an issue, you need to approach him or her with tact. Let’s start with how you should address public officials. First, by a show of hands, how many of you watch West Wing.


Allow for student response.

 OK, so what do the people call the president when addressing him.


You’re looking for “Mr. President.”

 Great! Now, just as the president has a title, so do your representatives in Congress. They also have a preferred way of being addressed. If you follow some basic guidelines, your contact with your representative can be rewarding. Let’s capture the following ideas in your notes.


Pass out AHS.42.AS.A and display AHS.42.TM.B. Allow a couple of minutes for students to assess AHS.42.AS.A.

 Great! I know that you all have written a letter before, but there are some special guidelines for writing your representative. Remember, these individuals receive hundreds, sometimes thousands of letters per day, and you don’t want yours getting lost in the pile or thrown out because it makes no sense. Here are a few ideas to capture in your notes that will help you be successful in your contact.

Pass out AHS.42.AS.B and display AHS.42.TM.C. Students will fill in the blanks on AHS.42.AS.B. Elaborate on contact notes as necessary for full understanding by students. Answer any questions before moving on to the description of the project.

 You may use AHS.42.TM.C to fill in the blanks on activity sheet AHS.42.AS.B.

Allow a couple of minutes for this activity.


 Now that you have the “know how” to write your representative a letter, and you have chosen an issue that you are passionate about, you are ready to take the final step of joining the political process. Remember to follow the basic guidelines we just discussed. Make sure that you know your issue and get ready to make a difference.

Instructor should set his or her own timeline and due date for letters. Letters should be reviewed by instructor prior to mailing.





Review/Summary

 As you get ready today to go home and begin your involvement in the political process, I would like to remind you that your involvement is not just a choice, but also a responsibility. Just as you had a responsibility to pass that DMV driver's test to be able to drive, you all have the lasting responsibility to be active in the political process that provides all of us the freedoms that we enjoy every day. Take the time to get involved even beyond this lesson; decide to stay informed on the issues that are important to you; and don't hesitate to let those in power know how you feel. You all have some exciting work to do; good luck!

At this time pass out AHS.42.Assess.



Application

►Extended Classroom Activity:

Ask students to research a local issue that affects them, possibly a school, city, or town issue. Students can then write to the responsible person or persons in order to make their opinion known.

►FFA Activity:

Challenge students to find an issue within FFA that interests them and have them bring this issue to their chapter, regional, state, or national officers.

►SAE Activity:

Find an issue that may be of interest to a student's place of employment. The student may obtain permission to research issues related to the organization and provide the information to a boss or supervisor. A student may also find it interesting to see if there are any pending issues affecting their ownership SAE project. Students could share this information with the rest of the class.



Evaluation

AHS.42.Assess

Answers to Assessment:

1. T
2. F
3. F
4. F
5. Honorable Jane Smith, Dear Representative:
Honorable Jane Smith, Dear Senator:



RESPONSIBLE CITIZENSHIP

► True or False

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

_____ 1. Letters are the most common form of communicating to a member of Congress.

_____ 2. It is good to write an official elected outside of your own district.

_____ 3. You should never call a member of congress.

_____ 4. If you can't speak directly with the member, you should call back later.

► Short Answer (4 points)

Briefly answer the following statement.

5. How would you address a member of the House of Representatives named Jane Smith. What if she were a member of the Senate.



WHAT DO THESE QUOTES MEAN TO YOU.

**“No man is good enough to
govern another man without that
other’s consent.”**

—Abraham Lincoln

**“The very key to our success has
been our ability, foremost among
nations, to preserve our lasting
values by making change work for
us rather than against us.”**

—Ronald Reagan



HOWTO CONTACT YOUR REPRESENTATIVE

What do you call your Representative.

Let's say for a moment that you are contacting John Doe in the Senate:

◆ **The Honorable John Doe
Room 1203, Hart Senate Office Building
United States Senate
Washington, DC 20510**

◆ **Dear Senator:**

What if John Doe is a member of the House of Representatives.

◆ **The Honorable John Doe
Room 305, Rayburn House Office Building
United States House of Representatives
Washington, DC 20515**

◆ **Dear Representative:**



TIPS FOR CONTACTING YOUR REPRESENTATIVE

I. Letters are the most common form of communication

A. Letters should include your reason for writing in first paragraph

1. Include the name of bill or pending legislation, if it applies

B. Never go over one page

C. Pick one issue per letter

1. Don't try to save the world in 500 words; be specific



TIPS FOR CONTACTING YOUR REPRESENTATIVE (CONTINUED)

II. How to write the letter

A. Type the letter

1. If you must, print it neatly
2. You don't want your letter thrown out because it can't be read

B. Write to your own representative

1. Some offices don't accept letters from out of their district
2. To find your district, go to the Senate or House Web sites and type in your address

C. Don't use a form letter

1. One of the most annoying things for the staff is to get 1,000 of the exact same letter
2. Make your letter personal

D. Keep it light

1. Feel free to share personal stories
2. Don't criticize or get belligerent

E. Support your argument with examples

1. Find facts to support what you are saying

F. Ask for a response

1. If you want a reply about your concern, always ask for a written response
2. Include your phone number and mailing address
 - a. If your idea is great, he or she may want to talk with you
3. A staff response is OK
 - a. Many times a staff member will contact you. Don't feel bad; in many cases this is good



TIPS FOR CONTACTING YOUR REPRESENTATIVE (CONTINUED)

III. E-mail, calls, personal contacts

A. You can call a representative's office

1. Get number from his/her web site (go to House or Senate site first)
2. Ask to talk to legislative assistant who handles your issue
 - a. You probably won't get to talk to the representative, but that's OK
3. Ask for a written response
 - a. You will need to give your name, number, and address

B. You can e-mail your representative

1. Go to web page by finding name at www.house.gov and www.senate.gov
2. Follow same format as letter

And remember, be patient for a response!



HOW TO CONTACT YOUR REPRESENTATIVE

What do you call your representative.

Let's say for a moment that you are contacting John Doe in the Senate:

The Honorable John Doe
Room 1203, Hart Senate Office Building
United States Senate
Washington, DC 20510

Dear Senator:

What if John Doe is a member of the House of Representatives.

The Honorable John Doe
Room 305, Rayburn House Office Building
United States House of Representatives
Washington, DC 20515

Dear Representative:



TIPS FOR CONTACTING YOUR REPRESENTATIVE

I. _____ are the most common form of communication

A. Letters should include your reason for writing in first paragraph

1. Include the name of _____ or pending legislation, if it applies

B. Never go over one _____

C. Pick one issue per letter

1. Don't try to save the world in 500 words; be _____

II. How to write the letter

A. Type the letter

1. If you must, print it _____

2. You don't want your letter thrown out because it can't be read

B. Write to your own representative

1. Some offices don't accept letters from out of their _____

2. To find your district, go to the Senate or House Web sites and type in your address

C. Don't use a form letter

1. One of the most annoying things for the staff is to get 1,000 of the exact same

2. Make your letter _____

D. Keep it _____

1. Feel free to share _____ stories

2. Don't _____ or get belligerent

E. Support your argument with _____

1. Find facts to support what you are saying

F. Ask for a _____

1. If you want a reply about your concern, always ask for a _____
response

2. Include your phone number and _____ address

a. If your idea is great, he or she may want to talk with you

3. A staff response is OK

a. Many times a member of the member's _____ will contact you.

Don't feel bad; in many cases this is good



III. E-mail, calls, personal contacts

A. You can call a representative's office

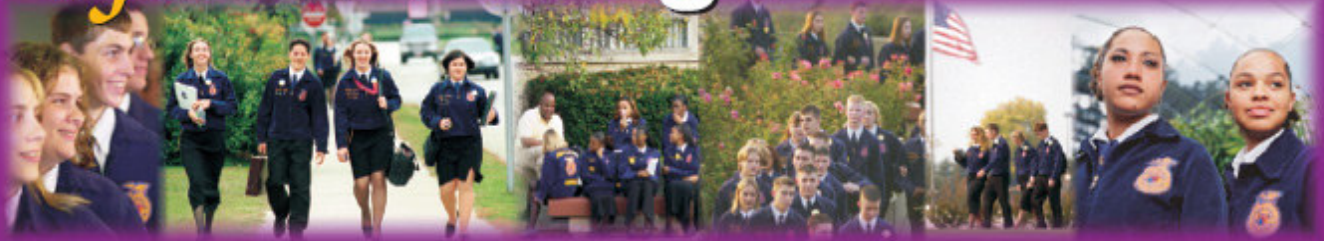
1. Get number from his/her web site (go to House or Senate site first)
2. Ask to talk to _____ who handles your issue
 - a. You probably won't get to talk to the representative, but that's OK
3. Ask for a written response
 - a. You will need to give your name, number, and address

B. You can _____ your representative

1. Go to web page by finding name at www.house.gov and www.senate.gov
2. Follow same format as the letter

And remember, be _____ for a response!





High School

National FFA Organization

Lesson HS.29

VALUING MY CONTRIBUTIONS

Unit.

Stage One of Development—ME

Problem Area.

How Do I Begin to Grow?

Precepts.

K1: Cope with life's trials.

National Standards.

NL-ENG.K-12.11 — Participating in Society — Students participate as knowledgeable, reflective, creative and critical members of a variety of literacy communities.

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

- 1 Define contribution and list how an individual is valuable to society.
- 2 Identify potential ways individuals can contribute to: school, family, and community.
- 3 Create a life plan illustrating how society will benefit from one's contributions.



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Time. Instruction time for this lesson: 50 minutes.



Resources

National FFA Organization's Essential Learnings Materials, 2003.



Tools, Equipment, and Supplies

- ✓ Candy, One piece per student
- ✓ Contributor's Life Plan HS.29.AS.A—one per student
- ✓ Overhead Projector
- ✓ Transparencies HS.29.TM.A–E
- ✓ Scissors
- ✓ Student Evaluation HS.29.Assess—one per student
- ✓ Student Notebooks
- ✓ Writing Surface
- ✓ Writing Tools



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

- ▶ Contribution



Interest Approach

Give a piece of candy to each student. Instruct the class not to open the candy until they are permitted to do so. Ask students the following question:



How did you feel when I gave you a candy?

Expected responses include: happy, excited, and thankful.

Now, allow students to open the candy and eat it. Ask students:



How did you feel when I allowed you to eat the candy?

Expected responses include: relieved, happy, and satisfied.



Gifts are always welcome delights. They serve to lift the spirits of others through their spontaneity and thoughtful nature. Just like my gift of candy to you, the contributions we make lift the spirits of others, making life a little bit better for them. Think inward today and transfer those thoughts outward, as we evaluate our contributions.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define contribution and list how an individual is valuable to society.



Which qualities do we believe society values most in an individual?"

Capture their responses on the writing surface. If they do not mention “a giving spirit” or something relating to contributing to others, offer the suggestion and write it down. Review the list with students and capture their attention around the idea of giving back.



Think quietly of a recent contribution someone you know made. Whom did the act make life a little better for? Exactly how did the contribution benefit that individual? Turn to one person nearby. Share the information you reflected on, with a partner anywhere in the room, for the next 45 seconds. Return to your seats quietly when you see my raised hand.



Each of us has felt the impact that contributions can have on the lives of others. Amazing things can happen when we give of ourselves.

Have students capture the following content in their notebooks and show HS.29.TM.A.

I. The value of an individual:

A. **Contribution:** a purposeful gift from one to another.

1. Contributing to the success of others is directly related to personal growth.
2. Develops an awareness that the world goes beyond me.

B. One who gives beyond self, makes a positive impact on society.

C. How can an individual be of value?

1. Become a mentor.
2. Volunteer for social causes.
3. Live a clean lifestyle.
4. Work.
5. Recycle materials.

Use the Graphic Artist Moment to manipulate the word “contribution.” Have students rise and share their graphic with three people in the classroom. Signal the time for students to return to their seats by raising your hand. Students will mirror the action in response to the action.



Remember the various depictions of the word “contribution,” as we travel through our discussion of valuing our contributions. Remain enthusiastic in your quest to learn how to become more effective as a leader.



Objective 2. Identify potential ways individuals can contribute to: school, family, and community.



Contributions help us to develop our awareness of the world beyond us. With that said, it is critical we know how to make meaningful contributions in the different sectors of our lives.

Have students capture the following content in their notebooks and show HS.29.TM.B–D.

II. Ways I can contribute to ...

A. My School:

1. Volunteering as a tutor.
2. Supporting clubs and organizations.
3. Maintaining a strong academic record.
4. Serving as a student body officer.

B. My Family:

1. Completing assigned chores.
2. Serving as a good example for my siblings.
3. Treating my parents with respect.
4. Talking issues out rather than yelling.

C. My Community:

1. Participating in service-oriented activities.
2. Donating canned goods and clothing to those in need.
3. Volunteering in a local hospital or soup kitchen.
4. Picking up litter around the community.

Provide every other student with one sheet of 8½ × 11, white copy paper. Be sure to have scissors handy. Instruct students to make an I-Know book. Include a visual representation of instruction on the writing surface.



Fold paper length-wise, hot-dog style. Cut, or tear, along the fold to create two strips of paper. Keep one strip and pass the second strip to the person next to you. Fold the strip in half, hamburger style. On the front of the “book,” write the title, “I can contribute...” On each page, draw one way you can best contribute to one of the three areas we have discussed: at school, with your family and within the community. Devote one contribution per page. Example: On the top of the first page, write “to my family by” and at the bottom write, “doing my chores.” In between, draw an illustration that corresponds. Use the lists captured in our notes, or come up with a new way to contribute!

Have students turn to the person next to them to share their books once they have finished. Call on three students to share their books with the class. Direct the class in a big, “yahoo,” to thank each participant for contributing to the lesson.



Objective 3. Create a life plan illustrating how society will benefit from one's contributions.



Now, let's direct our thoughts and energy inward and onward. You see, the contributions we focused on in our books are merely the beginning as we discover ways we can contribute today and forever.

Have students capture the following content in their notebooks and show HS.29.TM.E.

III. My Life Plan

- A. Contributing to society can occur at any age.
 - 1. Social consciousness is a learned habit.
 - 2. It can begin at childhood and continue well into late adulthood.
 - 3. Setting goals is the key to a life of contributing to others.
 - a. All goals begin with “I will…” and include an action.
 - b. These goals must be evaluated regularly throughout life.

Distribute one copy of Contributor’s Life Plan—HS.29.AS.A—face down to each student. Provide the following instructions.



We have already learned ways we can make contributions to impact our society. Sift through the possibilities as you begin to create your very own life plan. When I say “goal,” turn the activity sheet over and write down two goals for each of the four areas expressed, one short-term—one which can be realized between the next few days and up to the next six months—and one long-term—one which can be realized anytime beyond the next six months. Turn your paper face down again when you are finished, signaling your readiness to continue. Goal!

Allow three minutes for students to write goals on the activity sheet. Encourage students to keep working by giving them time warnings. Have the students turn their papers back over. Direct students in a pair share. Remind students of the need for everyone to be considerate listeners of everyone's plans. Upon completion, call on several students to share a goal with the class.



Each of you has set many wonderful goals for your lives ahead. I challenge you to work toward completing each of them and to reevaluate them at regular intervals in your life. You rock!



Review/Summary



Use a Sound Track Moment and challenge students to find a song that best summarizes the contributions they plan to make in all parts of their lives.



► **Extended Classroom Activity:**

Have students convert their Contributor's Life Plan HS.29.AS.A into a professional format. Challenge students to type it, convert it into an artistic format, or any other creative, displayable format so they will be able to consult it often.

► **FFA Activity:**

Have the students make a list of those activities they participate in: Career Development Events, community service, and committee work. Have them list those contributions they have already made to each team. Instruct them to make a second list of those things they plan to contribute to make those teams more effective.

► **SAE Activity:**

Have the students write letters to themselves highlighting the contributions they have made which have had a favorable impact on their SAE. Have them sign and date the letter, and paperclip it to the back of their record book. It should be consulted later in the year.

✓ **Evaluation**

HS.29.Assess is included to measure Objectives 1, 2, and 3.

Answers to Assessment:

Part One: True or False

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

Part Two: Short Answer

6. Four of the following:
 - Volunteering as a tutor.
 - Supporting other clubs and organizations.
 - Maintaining a strong academic record.
 - Serving as a student body officer.



Completing assigned chores.
Serving as a good example for my siblings.
Treating my parents with respect.
Talking issues out rather than yelling.
Participating in service-oriented activities.
Donating canned goods and clothing to those in need.
Volunteering in a local hospital.
Picking up litter around the community.

7. Answers will vary.

Goals help to focus one's energies and actions to evaluate successes. Setting goals for one's contributions can help to bring consciousness to the forefront of all decisions to make life better



VALUING MY CONTRIBUTIONS

►Part One: True or False

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

_____ 1. Those who help others impact society in a positive way.

_____ 2. Personal growth is not directly related to contribution.

_____ 3. Leaders make an effort to make contributions to their schools, families and communities.

_____ 4. Selflessness is valued by society.

_____ 5. Learning to contribute to society begins at adulthood.

►Part Two: Short Answer

Instructions: Provide information needed to answer the following questions.

6. List four ways to contribute to society.

7. Explain how goals can help one contribute to society throughout their life.



THE VALUE OF AN INDIVIDUAL

◆ **Contribution: a purposeful gift from one to another.**

→ Contributing to the success of others is directly related to personal growth.

→ Develops an awareness that the world goes beyond me.

◆ **One who gives beyond self, make a positive impact on society.**

◆ **How can an individual be of value.**

→ Become a mentor.

→ Volunteer for social causes.

→ Live a clean lifestyle.

→ Work.

→ Recycle materials.



WAYS I CAN CONTRIBUTE TO... MY SCHOOL:

- ◆ **Volunteering as a tutor.**
- ◆ **Supporting clubs and organizations.**
- ◆ **Maintaining a strong academic record.**
- ◆ **Serving as a student body officer.**



WAYS I CAN CONTRIBUTE TO... MY FAMILY:

- ◆ **Completing assigned chores.**
- ◆ **Serving as a good example for my siblings.**
- ◆ **Treating my parents with respect.**
- ◆ **Talking issues out rather than yelling.**



WAYS I CAN CONTRIBUTE TO... MY COMMUNITY:

- ◆ **Participating in service-oriented activities.**
- ◆ **Donating canned goods and clothing to those in need.**
- ◆ **Volunteering in a local hospital or soup kitchen.**
- ◆ **Picking up litter around the community.**



MY LIFE PLAN

Contributing to society can occur at any age.

- ◆ **Social consciousness is a learned habit.**
- ◆ **It can begin at childhood and continue well into late adulthood.**
- ◆ **Setting goals is the key to a life of contributing to others.**
 - ➔ **All goals begin with “I will...” and include an action.**
 - ➔ **These goals must be evaluated regularly throughout life.**



CONTRIBUTOR'S LIFE PLAN

► **Instructions:**

Write two goals for each area of your life: one short-term and one long-term. A short-term goal is one which can be realized between the next few days and up to the next six months. A long-term goal is one which can be realized any time beyond the next six months. Remember: goals begin with the words "I will..." and contain an action.

School

Short-Term:

Long-Term:



Family

Short-Term:

Long-Term:

Community

Short-Term:

Long-Term:





Middle School

National FFA Organization

Lesson MS.36

UNDERSTANDING WAYS PEOPLE ARE DIFFERENT

Unit.

Stage Two of Development-WE

Problem Area.

How Do I Initiate Relationships with Others?

Precepts.

H1: Acknowledge that differences exist among people.

National Standards.

NL-ENG.K12.2 - Understanding the Human Experience - Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience.



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

- 1 Identify the different categories of how people are classified in our society.
- 2 List barriers to understanding others who are different.
- 3 Discuss ways to expand personal understanding of people who seem different.



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Time. Instruction time for this lesson: 100 minutes—requires two class periods.



Resources

Lambert, Jonamay, and Selma Myers. *50 Activities for Diversity Training*, 1994.

National FFA Organization's Essential Learnings, 2003.



Tools, Equipment, and Supplies

- ✓ Writing surface
- ✓ Overhead projector
- ✓ Envelopes or tear sheet
- ✓ Sets of 40 sticky notes, one per group of five students
- ✓ MS.36.TM.A
- ✓ MS.36.TM.B
- ✓ MS.36.AS.A
- ✓ MS.36.AS.B
- ✓ MS.36.AS.C
- ✓ MS.36.Assess—one per student



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

- ▶ Diversity
- ▶ Barriers
- ▶ Stereotypes
- ▶ Ignorance
- ▶ Prejudice



Interest Approach

Set the stage for students to become involved in the following reflective thinking exercise. Require the students to keep their eyes closed during reflection and think individually about the example you are about to read to the students.


Show MS.36.TM.A.




What makes the "Ideal FFA Member"? With more than 460,000 members, we have many different types of students in FFA. Think of the ideal FFA member. Let's close our eyes and think about what qualities make up the "Ideal FFA Member." Keep your eyes closed for 30 seconds.

Or




 What makes the "Ideal Student"? Think about all the things that make up the ideal student from our point of view. Let's close our eyes and think about what qualities make up the "Ideal FFA Member." Keep your eyes closed for 30 seconds.

Allow 30 seconds for reflective thinking. You may provide soft music while reflection occurs.


 Let's think to ourselves for a moment, what makes a person the ideal FFA member (or ideal student). When I say go, list these traits on a sheet of paper. Ready - Go!

Pause one minute.


 When I say move, assemble into groups of four with three other people whose birthdays are in different months. Ready - Move! You have two minutes before we collect the answers.

Allow two minutes for sharing within small groups.


Ask each group will need to share three attributes of the ideal member and copy their responses on a writing surface.

 As we go around the room, each group needs to share three items from your list that comprise the ideal FFA member (or ideal student).


Typical responses: dedication; fun; energetic; good speaker; studies nightly; completes homework ask questions
After gathering all of the responses, ask the following series of questions.

 What are some commonalities about the answers shared?


Typical responses: very active; smart; intelligent; friendly

 In visualizing the member, did we associate a certain face with the ideal FFA member?

Typical response: no

 Examining the list, notice we did not mention if the FFA member was male or female. We didn't mention if this FFA member came from a rich family or poorer family. We didn't mention the skin color of the perfect FFA member. Why did we not focus on the physical attributes of the ideal FFA member?

Typical response: the perfect FFA member can look like anyone in this room or anyone across the nation

 Each of us is different because of our history, upbringing, and physical attributes. None of the physical attributes define what the ideal member is. In fact, these differences make FFA a strong organization.

Today's lesson requires us to open our mind to how we view and categorize others by our standards. Through this lesson comes the opportunity to expand our own personal views. Think of all the different types of people just in the FFA.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify the different categories of how people are classified in our society.

I. Different categories of societal classifications

- A. Gender
- B. Living communities
- C. Ethnicities/races
- D. Personalities
- E. Sexual orientations
- F. Religions/spiritual faiths
- G. Disabilities
- H. Body types

We have many diverse members who make up FFA. These members live in every possible community across the country. Some grew up on traditional farms, some in large cities like Philadelphia or Chicago. These differences create an organization that encourages diversity through meeting members with experiences different than our own.

Utilize transparency master MS.36.TM.A.

II. **Diversity** is the quality of being different and unique as an individual or group.

Different does not mean bad. It is an opportunity to learn from one someone who has difference in experiences.

Pre-class preparation: Utilize activity sheets MS.36.AS.A, which lists eight categories of differences of people, and activity sheet MS.36.AS.B, which lists 40 areas/groups. You have two options to facilitate this activity:

Option 1: Copy activity sheets MS.36.AS.A and MS.36.AS.B. Make one copy for every five students completing the project. Cut out each of the 40 areas/groups individually and place the cut sheets into an envelope.

Option 2: Provide each small group made up of five students with a tear sheet with the heading "Differences of People" and the following eight categories listed.

- Gender
- Living Communities
- Ethnicities/Races



- *Personalities*
- *Sexual Orientations*
- *Religions/Spiritual Faiths*
- *Disabilities*
- *Body Types*

Provide 40 sticky notes for each group to write one of the areas/groups on. Give

MS.36.AS.B to each group or use on overhead.

Explain that the students will be required to match the different statements or topics with the appropriate categories listed. Have students work in groups of five, based on matching shoe sizes.

This is a timed activity.

Provide the following background and directions:



How many different types of people are in our community?

Since we classify people by so many categories and titles, we will have the challenge of sorting out a list of areas/groups by their appropriate category. Let's classify people using eight topic areas of differences. Match the correct area or group by its appropriate category heading. For instance, freshmen, sophomores, juniors, and seniors would be classified by what category?

Typical response: high school



There are 40 areas/groups you need to sort out and place under the right category. DO NOT start the activity until I give the signal. To assist in this task, assemble into groups of five with other students who share the same shoe size. Five minutes is the time limit.

Give each group one sealed envelope that contains the areas/groups along with Activity Sheet MS.36.AS.B to match the areas/groups with the appropriate Difference Category.

OR

Give each group a tear sheet with the heading "Differences of People" and the following eight categories listed:

- *Gender*
- *Living Communities*
- *Ethnicities/Races*
- *Personalities*
- *Sexual Orientations*
- *Religions/Spiritual Faiths*
- *Disabilities*
- *Body Types*



Pass out a set of 40 sticky notes to each group. Allow the students to write down each area/group on a separate sticky note for the activity. You can use transparency master MS.36.AS.B that lists the 40 areas/groups.

Allow five minutes, unless activity is completed before time has expired. Have students place tear sheets on walls, OR direct them to bring their completed assignment sheet to you BEFORE debriefing the activity. Review correct answers for each of the eight categories listed with the class. Utilize answer key MS.36.AS.C.

Ask the following questions:



Which categories were easier to match while working through the project?

Possible answers: gender; race; living communities



Were there any areas or groups you were not familiar with as you completed the project?

Possible answers: paralysis; Multiple Sclerosis; obese; Jewish; Agnostic



Are there any groups/areas mentioned to whom you have not had exposure in your life?

Answers will vary, depending on the personal experiences of the students.



Our membership is made up of all the various groups mentioned on the Differences of People Answer Sheet. Some of us may have been exposed to or have friends and/or family members who can be defined by many of the categories listed.

Ask the following question:



Because a person has qualities or characteristics that are unlike ours, does that difference make that person bad or less valued in our organization?

We gain and grow most when we allow ourselves to learn from others. Someone who has a different religious belief than your own may have a different perspective on life than you. Someone with a disability still has all the same qualities and value to gain and give to the organization and to others like you. The key is remaining open to the experience. However, not everyone has the ability to be open to the experience. Let's start breaking down and understanding some of the barriers to diversity.

Objective 2. List barriers to understanding others who are different.

III. Understanding/recognizing barriers to diversity

- A. Define barriers
- B. Define prejudice with examples



C. Impact of stereotypes

There are several factors that keep people from being open to meeting and getting to know new people. These factors cause some people to have closed minds to learning and even to accepting people who are different.

IV. **Barriers:** factors that keep people from accomplishing a certain task or stop progress from happening

To provide students an opportunity for reflection, you will ask the students a series of three questions for their consideration. Students will be required to first think of their answers individually, then in a small group of their peers, and last, you will ask the students to report some of their answers back as a class. The Me-You-Us Moment explains the process in more detail.



It is amazing to think that we can create barriers that close us off from opportunities. Think about our society as a whole and how differently each person thinks, based on his or her beliefs.

Referring back to our earlier list of groups, what are some of the barriers for certain groups being accepted and appreciated by others?

Possible answers: there are not many people like them in our community; we do not know what is appropriate or right to say to a certain person different than we are; sometimes, it is not cool to hang out with people different than we are for fear of what our friends may say

Spend five minutes in total for responses. You can allow students to choose a couple of the groups and its possible barriers from the matching activity or provide them with three groups to discuss, such as the following:

- *Physically Challenged*
- *Different Races*
- *Body Types*

*Use a Me-You-Us Moment to process student answers.
Continue with lecture that sets up the term prejudice:*



When we think of the barriers that cause some people to feel like outsiders because of their differences, we can understand the importance of being more open-minded to others. In many situations people form thoughts or views of certain groups, before actually getting to know individuals personally.

Ask the following questions and wait five seconds for a response:



How do we feel when someone is judged before anyone got to know that person?
How did you feel when someone judged or talked about you for differences you may possess?

Be prepared; a student may want to share his or her personal experience.



END OF 50 SESSION—PART I

Continue with lecture/discussion as follows:



It happens daily to people of all ages by people of all ages. We call people who form opinions or views of others without actually knowing them personally as being prejudiced. We define prejudice as: an opinion or judgment that causes a person to have an unfair attitude about an individual, a race, or any group of people.

Utilize a Chorale Response Moment to memorize the word prejudice.

Utilize MS.36.TM.A for definition of prejudice.

V. *Prejudice*: an opinion or judgment that causes a person to have an unfair attitude about an individual, a race, or any group of people

Present the next question as one to be answered individually, as a small group, and as an entire class. Use a Me-You-Us Moment to process student answers. Allow no more than five minutes for the entire discussion.



What are some of the reasons people have prejudices against other groups?

Possible answers: out of fear, since they do not know much about their backgrounds; what we hear others say about a certain a group; people like to feel like they are more important than one another



Prejudices are not fair, nor are they right. We have all been guilty of pre-judging others we do not know well, and we have experienced being judged by others who do not know us well. Some of the prejudices we experience are based on ignorance, which means simply lack of knowledge. Some prejudices are based on myths or traditional ways our society has thought of many groups of people. We call these myths stereotypes.

Utilize MS.36.TM.A for definition of stereotypes.



***Stereotypes*:** An exaggerated belief or fixed idea about a person or group that is held by people and sustained by selective perception and selective forgetting

Present the next question as one to be answered individually, as a small group, and as an entire class. Use a Me-You-Us Moment to process student answers. Allow no more than five minutes for the entire discussion.



What harm can stereotypes potentially cause in treating all people fairly?

Potential answers: lose out on friendships; create fear of certain groups



Stereotypes are based on ignorance. When we have a lack of knowledge, we are tempted to make up information. One way to solve this is by expanding our knowledge base. Now that we understand the barriers to appreciating diversity, let's discuss ways to increase our's and others' understanding of people different from us.



Objective 3. Discuss ways to expand personal understanding of people who seem different.

VI. Methods of Expanding Knowledge

- A. Encourage experience
- B. Combat stereotypes
- C. Research differences
- D. If stereotypes are based on ignorance, understanding and experience are based on what?

Response: knowledge

The following three lecture points can also be found on MS.36.TM.A.



We can increase our understanding of others by doing three things:

- Encourage people to expand their experience by striving to meet and get to know people different than themselves.
- Find ways to stop people from prejudging one another.
- Find ways to stop harmful stereotypes against others.

Students will work together in one of three groups to discuss methods of encouraging people to expand their experiences, stop prejudices, and fight against stereotypes. Students will have five minutes to discuss their ideas in their small groups, and then present their ideas back to the larger class. Encourage at least one student from each group to write down the group's ideas to share with the class.



It will take a creative mind to solve all these issues. Fortunately, there are many creative minds in this room.

Brainstorm some ideas of how we can help in each of these three areas. To assist you in this task, others in the room will be able to help think of responses for one of the three areas. Develop solutions to one of these three areas:

- Ways to encourage experiences
- Ways to fight prejudices
- Ways to combat stereotypes



The Three Stooges were known for always getting into trouble and making mistakes, but they always found a way to work together to get through any situation. Discuss your ideas and assign names by these three groups: Moe, Larry, and Curly.

The Moe's will discuss ways to encourage experiences.

The Larry's will discuss ways to fight prejudices.

The Curly's will discuss ways to combat stereotypes

Select one person in your group to write down the ideas and another person to present back to the room in five minutes your group's ideas.

Allow five minutes for group discussion and collection of ideas down on a sheet of paper. Share three responses from each group.





Review/Summary



Today you shared a lot of great ideas of how to get the most out of getting to know people different than yourselves.

Have students answer the following questions in written form within their groups from the last activity, utilizing MS.36.TM.B:



Remaining in your Moe, Larry, and Curly groups, work together to answer the following five questions:

What does diversity mean?

Name five categories of how we classify people in our society.

Name three barriers that can keep people from being accepted because of their differences.

What is the difference between prejudice and stereotypes?

What will you do to increase your awareness of others unlike you and strive for an open mind?



Application

► Extended Classroom Activity:

Encourage students to find three opportunities to incorporate the importance of diversity in a lesson-i.e., developments in agriculture by minorities; exploration of agricultural opportunities in urban areas; success stories about women in agriculture.

► FFA Activity:

Have students seek out other members not like them through state and national activities and introduce themselves. They could possibly develop a pen pal system with other chapters.

► SAE Activity:

Encourage students to consider one exploratory SAE project outside the norm for their community.



✓ Evaluation

A written test MS.36.Assess is provided to measure comprehension of the objectives covered in the lesson.



Answers to Review/Summary:

Diversity is the quality of being different and unique as an individual or group.

Five of any of the following are acceptable:

- Gender
- Living Communities
- Ethnicities/Races
- Personalities
- Sexual Orientations
- Religions/Spiritual Faiths
- Disabilities
- Body Types

Any of the barriers discussed as a class are acceptable.

Prejudice is an opinion or judgment that causes a person to have an unfair attitude about an individual, a race, or any group of people

Stereotypes are based on believing a certain pattern of thought about a group that represents an oversimplified opinion or an unfair judgment to describe a group as a whole.

Any ideas shared as a class are acceptable.

Answers to Assessment:

True or False

1. False
2. True
3. False

Multiple Choice

4. B
5. D
6. C



UNDERSTANDING WAYS PEOPLE ARE DIFFERENT

►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. All people who live in large cities are the same.
- _____ 2. People who form opinions or views of other without actually knowing them are known as being prejudiced.
- _____ 3. Barriers are necessary to accomplish a certain task or goal.

►PART TWO: MULTIPLE CHOICE

Instructions: Choose the correct response to the following questions or statements:

4. _____ is the quality of being different and unique as an individual or a group.
- A. Disability
 - B. Diversity
 - C. Buddhist
 - D. Stereotype
5. Which of the following are categories of how we classify people in our society.
- A. Gender
 - B. Religion/Spiritual Faith
 - C. Body Type
 - D. All of the above
6. The belief that Asians are smarter than all other people is an example of a
- A. Truth
 - B. Discrimination
 - C. Stereotype
 - D. None of the above



The Ideal FFA Member

The Ideal Student

- ◆ ***Diversity: Being different from one another***
- ◆ ***Barriers: Factors that keep people from accomplishing a certain task or stop progress from occurring***
- ◆ ***Prejudice: an opinion or judgment that causes a person to have an unfair attitude about an individual, a race, or any group of people***
- ◆ ***Stereotypes: A pattern of thought about a group that represents an oversimplified opinion or an unfair judgment to describe a group as a whole***
- ◆ ***Ignorance: Lack of knowledge, intelligence, or experience on a certain matter***



REVIEW/SUMMARY

- ◆ **What does diversity mean.**
- ◆ **Name five categories of how we classify people in our society.**
- ◆ **Name three barriers that can keep people from being accepted because of their differences.**
- ◆ **What is the difference between prejudice and stereotypes.**
- ◆ **What will you do to increase your awareness of others unlike yourself and strive for an open mind.**



DIFFERENCES IN PEOPLE

- Gender
- Body Types
- Living Communities
- Ethnicities/Races
- Personalities
- Sexual Orientations
- Religions/Spiritual Faiths
- Disabilities



MS.36.AS.B

- African-American/Black
- Agnostic
- Asian American
- Attention-Deficit Disorder
- Bi-Racial/Multi-raced
- Bisexual
- Blind
- Buddhist
- Catholic
- Christian
- Deaf/Hearing loss
- Dyslexic
- Female
- Full-figured
- Funny/Humorous
- Gay
- Heterosexual
- Homosexual
- Jewish
- Latino/a/Hispanic
- Lesbian
- Male
- Mormon
- Multiple Sclerosis
- Muscular
- Muslim • Native American
- Obese

- Obese
- Outgoing/Extroverted
- Paralyzed/Wheel-chair bound
- Rural/Farm area
- Serious/Straightlaced
- Short
- Shy/Introverted
- Slender
- Slim
- Small town/Suburb
- Smart/Intellectual
- Speech disorder
- Tall
- Urban/City
- White American/Caucasian



CATEGORIES

► Gender

- Male
- Female

► Living Communities

- Urban/City
- Small town/Suburb
- Rural/Farm area

► Ethnicities/Races

- African-American/Black
- Latino/a/Hispanic
- Asian American
- Native American
- White American/Caucasian
- Bi-Racial/Multi-raced

► Personalities

- Outgoing/Extroverted
- Shy/Introverted
- Smart/Intellectual
- Funny/Humorous
- Serious/Straightlaced

► Sexual Orientations

- Homosexual
- Bisexual
- Heterosexual

► Religions/Spiritual Faiths

- Christian
- Mormon
- Catholic

- Muslim
- Jewish

- Muslim
- Jewish
- Buddhist
- Agnostic

►Disabilities

- Blind
- Deaf/Hearing loss
- Attention Deficit Disorder
- Dyslexic
- Multiple Sclerosis
- Paralyzed/Wheel-chair bound
- Speech disorder

►Body Types

- Muscular
- Full-figured
- Obese
- Short
- Slender
- Slim
- Tall





CONTEXT

Fieldtrips Lesson2

PRECEPT

E. Awareness

SIGN OF SUCCESS

E1. Address issues important to the community.

LEVEL OF APPLICATION

Interaction

PROGRAM COMPONENT

Classroom

ACTIVITY

Travel Bingo

RESOURCES AND MATERIALS

Bingo Worksheet

DESCRIPTION

Help students retain key information during a fieldtrip and improve their learning and processing of the experience by playing "Travel Bingo." Take a few moments prior to the trip to create a Bingo sheet for students to complete while on the tour or trip. The following is provided as a template to help you.

TRAVEL BINGO ACTIVITY SHEET:

Instructions to instructor: Before going on the field trip, identify key facts, information, or highlights. Place one key fact, question, etc. into each of the cells on the Travel Bingo sheet. During the field trip, have students write in the answer and cross off the cell. On the way home from the site, discuss the answers and reward students who were able to achieve a "blackout" by filling in each of the cells with a correct answer and crossing the square off the page.

Example: Bingo sheet for a fieldtrip to a cave to explore land features for a natural resources class.

What are the formations that hang from the ceiling of the cave?	What is one species that lives in the cave's ecosystem?	How many visitors does this cave get each year?	What is one way the cave contributes to the local economy?	First person to explore this cave.
Name of the structure that forms from the cave floor and builds upward.	Name one impact the cave has on the ecosystem outside of the cavern.			

WRAP-UP QUESTIONS

On the way home, quiz students about what they learned. Use the following questions:

- What were the important facts you learned today?
- How does this site influence our local community?
- Where can you apply the information from our visit to this site today?