



LifeKnowledge[®] At Work

To advance the integration of LifeKnowledge through local teachers.

Our Founding Partners



JOHN DEERE



Supporting Partner



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LifeKnowledge® Featured Articles

Summertime Tips

Are you tired of the same routine day after day, year after year? Are you looking for new ways to introduce leadership and engaging activities into your classroom? You know that you should incorporate leadership into everyday classroom activities/technical lessons, but how will you find the time? LifeKnowledge is here to help... [Click here to learn more...](#)

Freedom High School Hosts John Deere in Classroom Visit

Three representatives of John Deere and the LK team leader visited Paul Larson's classroom and observed his students and classroom dynamics as he used LK in his day-to-day lessons. [Click here](#)

Featured Precept

Featured Precept: Physical Growth

Summer is a great time to start or maintain a Physical Growth plan. Help your students understand the importance of striving to remain healthy by understanding, respecting and managing their body's needs. [Click here](#) to better understand this crucial precept.

Featured Lesson Plan

Agri-Entrepreneurship Program

The LifeKnowledge Center for Agricultural Education has recently partnered with the National FFA Agri-Entrepreneurship Program and developed 12 lessons around agri-entrepreneurship. [Click here](#) to find out more about the program and more about each lesson.

Unforgettable e-Moments

Show What You Know

Check out this great e-Moment to help review and lock an idea or concept in your students' memory. [Click here to read article...](#)

Hot Tips

Time Saving Tips for Teachers

Are you looking to reorganize over the summer and start fresh next fall with all your ducks in a row? [Read this article](#) for great tips about saving time and begin next school year ahead of the game.

LifeKnowledge News

What's New?

[Click here](#) to read the latest LK News.

Comments & Success

[Contact us](#) with your comments, questions or LifeKnowledge success stories.

Summertime Tips

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

Are you tired of the same routine day after day, year after year? Are you looking for new ways to introduce leadership and engaging activities into your classroom? You know that you should incorporate leadership into everyday classroom activities/technical lessons, but how will you find the time? LifeKnowledge is here to help, not only by providing you with a

great tool to quickly incorporate leadership into your technical lessons but also by offering LifeKnowledge strategies to simplify the reconstruction of your classroom content.

Where do I begin? It's not always easy to know where to start on a task or project. Following is a simple way that you can utilize the LifeKnowledge lessons being taught to students to begin your own project:

Step 1: Using Evaluation and Reflection (AHS.31) – Reflection on and evaluation of past performance is the one true method of transforming a personal “good” into a “better” and eventually into a personal “best.” Evaluating performance against goals allows a person to assess his or her progress toward their goals and aims.

Reflect on your goals as an educator and the goals you have for the students leaving your classroom. Some questions you may ask yourself in your evaluation process include: What worked well? Why did it work well? How can I improve for the next time? How can I help my students improve?

Step 2: Brainstorming Solutions (HS.98) – Brainstorming helps to develop creative solutions and can save time. Begin the brainstorming process by asking yourself the following questions: How can I make my classroom more engaging? Is there a way to incorporate leadership into every lesson? How will I know if my students are reaching their maximum potential?

Step 3: Identifying and Utilizing Resources Available (HS.97) – Every goal we want to accomplish, every challenge we face, every task we are asked to complete requires the use of ideas and information. None of us has all the answers. Utilizing the resources around you will not only help you, but will also help you help the groups that you work with. What resources are available within your community, school and classroom? What new ways can you utilize current resources?

Step 4: Embracing Emerging Technology in the Workplace (AHS.14) – Students are picking up on the latest technology at a rapid pace. How can new technology be implemented in the classroom to keep students engaged in the learning process and also prepare them with the life skills that they will need in their future careers?

More tips for engaging students

Integration Ideas:

Utilizing Step 3 can be easily accomplished when using the LifeKnowledge Online Integration tool. Simply click on the technical content you are discussing in class and a series of leadership lessons and their corresponding objectives will be displayed. Select the leadership activity that best suits your class, print it out and place it with the lesson plans for that class. Be sure to reference the March 2008 LifeKnowledge AT WORK newsletter for a complete description of how to utilize the Integration Ideas tab in LK Online.

Insert an e-Moment:

Inserting an e-Moment can be accomplished in almost every lesson; however, you want to be sure that you don't overdo it – otherwise, the engaging activity will become more of a task than an interactive way to learn.

Thinking Outside the Box:

As you begin to think about all the lessons that you teach each year, try to correlate a lesson with one of the 16 LK precepts. This process will help you tie leadership into each lesson. For example, a food science class about labeling relates to the Character precept. Just as a food label displays a variety of ingredients, each individual is made up of different qualities and characteristics. Cereal and milk have two different sets of ingredients, but together they make a great breakfast.

You Know Your Students Would Love to...

Utilize your students to help you brainstorm new ideas. Have them write down a topic that they would be interested in learning about in the following year. Along with the topic, have them think of an activity that the class could do to accompany that lesson topic. This takes the guesswork out of “Would my students like to learn about this?” and it also provides you with some great ideas to include in your lessons.

Wow your students next year with some new and exciting engaging activities! They will walk away with a new desire to learn as well as leadership skills that they can use to prepare for future careers.

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Freedom High School Hosts John Deere in Classroom Visit

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

The team leader of the LifeKnowledge Center for Agricultural Education, Christine White, and three representatives from John Deere – Senior Vice President of Ag Marketing Doug Devries; Director, Corporate Citizenship Center of Excellence Amy Nimmer; and Manager, Community Relations and National Corporate Sponsorships Cheryl Salley – visited Paul Larson's classroom in Freedom, Wis., outside of Green Bay.

"John Deere is a long-time supporter of the LifeKnowledge program," said White. The purpose of the classroom visit was for the John Deere representatives to see how their investment in LifeKnowledge is making an impact in the lives of agricultural education students, teachers and communities.

This was an opportunity for the representatives to sit in a classroom and see the curriculum come to life as Paul Larson, agriculture educator, used the curriculum to teach his students about responsibilities.

"LifeKnowledge curriculum builds self-confidence and leadership skills. It trains students to work in a team environment to come up with a successful solution or plan – an important skill to have in today's workforce," Nimmer said after experiencing the classroom visit.

"The visit was a wonderful opportunity for the sponsors to see firsthand the impact that the LifeKnowledge program is making in the lives of students. It was an opportunity for the John Deere representatives to experience the growth that is happening in agricultural education classrooms across the country because of the LifeKnowledge program," White said. "Also,

the ability for the students to put faces to the individuals who support our organization and be able to learn from their experience in business and industry was a priceless opportunity for the students at Freedom High School."

During the visit, the John Deere executives also had an opportunity to ask questions to a student panel, allowing them to learn more about the direct effect the curriculum is having on the students' lives. The executives also spoke with teachers in the agriculture department and other disciplines about how the LK curriculum is making an impact on students' learning at various levels

"I was also impressed with the versatility of the LifeKnowledge curriculum and how another instructor at the high school had adapted the curriculum for use in his special education classroom with great success," Salley said.

The Founding and Supporting Partners of the LifeKnowledge Center for Agricultural Education are a vital link to the success of the LifeKnowledge program. The development and delivery of new leadership, personal growth and career success materials would not be possible without the sponsors' support and investment.

John Deere is the longest running supporter of FFA. This year marks their 65th year of support. John Deere is a Silver Sponsor and, in addition to LifeKnowledge, supports a wide breadth of FFA programs.

"John Deere has been involved and a corporate sponsor of LifeKnowledge from its inception," Devries said. "We are impressed with its success and have enjoyed watching it grow into a well-accepted leadership curriculum popular with many high school instructors and touching so many young people's lives. The LifeKnowledge curriculum is helping students build the skills needed to become successful adults, future employees and the leaders of tomorrow in business and industry."

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Featured Precept: Physical Growth

Physical Growth: Striving to remain healthy by understanding, respecting and managing your body's needs. Embraces attitude, exercise, goal setting, planning, self-discipline, sense of balance, persistence and respect.

What if you could feel fully alive and truly experience being your best every day? Physical Growth focuses on practicing healthy eating habits, respecting your body, participating in a fitness program, setting personal goals for long-term health and disciplining yourself to lead an active, healthy life. All of these healthy lifestyle practices begin with a positive attitude.

Because every person is uniquely created, there is no set prescription for keeping each of us healthy across time. You must be provided with the pertinent knowledge and an array of skills and opportunities to practice your newfound ways of bringing out your best every day. In the long run, the benefits to you will be processes for achieving a higher energy level, approaches to reducing stress and a longer, fuller life.

Check out lesson MS.17, The Role of Physical Activity in Personal Success.

As a result of this lesson, the students will:

1. Identify the role that physical fitness plays in the attainment of personal success.
2. Explain the components of a daily exercise program
3. Identify physical activity that can be incorporated into a weekly schedule..

Also, help your students develop Physical Growth through FFA with this [Coaching Guide Activity](#).

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Agri-Entrepreneurship Program

The Agri-Entrepreneurship Awards honor FFA members who have recognized market opportunities that were overlooked by others and conceived plans to pursue these opportunities. Each of the 10 National Agri-Entrepreneurs receives \$1,000 and a plaque during a recognition ceremony at the national FFA convention. In addition, each winner's chapter receives \$500 to promote entrepreneurship.

Each local FFA chapter winner that participates is eligible to receive up to \$150. Each chapter is encouraged to submit its top applicant for state and national competition. This is a great opportunity for all FFA members and a fun way to gain recognition at a national level. Ten National Agri-Entrepreneurship Awards are given annually.

A study by the Junior Achievement Worldwide 2005 "Interprise™ Poll on Teens and Entrepreneurship" reported that students are interested in becoming entrepreneurs, but most do not have the knowledge to take that next step. The students' responses to basic questions on entrepreneurial issues indicated they are not ready to pursue their dreams. Students attributed their lack of understanding about starting a business to being taught little about how business works. While some young people traditionally learn about entrepreneurship from parents and other family members who own businesses, others have no access to such knowledge or role models. Many simply do not perceive creating a job or a business as a valid career choice because all of their role models are employees, not employers.

The creation of these "LifeKnowledge-ized" lessons will help educators teach leadership through entrepreneurship and help students all over the country realize the opportunities for agri-entrepreneurship awards.

The 12 lessons will be posted on the Agri-Entrepreneurship Web site by August 1, 2008. Keep your eyes open for the newly created Agri-Entrepreneur curriculum, which includes:

| Lesson Number | Lesson Title | Objectives As a result of this lesson, students will: |
|---------------|--------------|--|
|---------------|--------------|--|

| | | |
|-----|---|--|
| 1.1 | The Entrepreneur in You | <ol style="list-style-type: none"> 1. Define entrepreneur. 2. Identify successful entrepreneurs and describe characteristics that make them successful. 3. Define agri-entrepreneurship and describe its importance. |
| 1.2 | The Good and the Bad of Risk | <ol style="list-style-type: none"> 1. Explain the advantages and disadvantages of entrepreneurship. 2. Define and explain risk. 3. Identify difference between personal and business risk. |
| 2.1 | You Supply, They Demand | <ol style="list-style-type: none"> 1. Define and explain supply and demand. 2. Apply the supply and demand principle to real-life examples. |
| 2.2 | Research Equals Money in Entrepreneurship | <ol style="list-style-type: none"> 1. Summarize niche markets. 2. Analyze data to make an informed decision to develop a product or service. |
| 3.1 | Brands and Business Goals | <ol style="list-style-type: none"> 1. Analyze the significance of brand identification. 2. Identify the difference between products and services and generate examples of each. 3. Create a description of a business, including the business goals and objectives. |
| 3.2 | On Target for Competition | <ol style="list-style-type: none"> 1. Identify the components to consider when discovering the target market. 2. Identify the components to consider when discovering a business's competition. |
| 3.3 | Marketing Your Product | <ol style="list-style-type: none"> 1. Identify considerations in developing a promotion piece. 2. Identify the five components of a print advertisement. 3. Create a marketing/promotion piece for a selected product. |
| 4.1 | Where do I start? What should I know? | <ol style="list-style-type: none"> 1. Define the necessary terms to create financial documents related to their enterprise. 2. Identify the key steps to begin the entrepreneurial process. |
| 4.2 | Cash Flow | <ol style="list-style-type: none"> 1. Create an accurate cash flow statement/analysis. |
| 4.3 | Balance Sheet | <ol style="list-style-type: none"> 1. Review an accurate balance sheet for a given business. 2. Analyze a balance sheet to determine a business's financial health. 3. Create an appropriate balance sheet for a business. |
| 5.1 | Understanding Legal Requirements | <ol style="list-style-type: none"> 1. List and describe laws that protect businesses. 2. List and describe laws that protect employees. 3. List and describe laws that protect customers. |
| 5.2 | Becoming a Manager | <ol style="list-style-type: none"> 1. Describe and summarize the roles of a business manager. |

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| | | 2. Identify ways an entrepreneur's business will remain ethical and legal. |
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Show What You Know

Using this engaging moment, students show what they know in a brief mini-quiz during the lesson. It's in this moment of learning that students demonstrate their level of understanding. This is not about mastery, but about clarifying their emerging understanding. Here's how it works:

Problem area: Students have an understanding of what the most common greenhouse pests are, but they do not apply the appropriate control measures.

Identify the most common diseases, pests and disorders that you want the students to know. This can be based upon what you find in your greenhouse or what is most common in your area.

The solution sounds like...

1. Announce the moment. Inform students that it's time to "Show What You Know." Explain that this is to check their understanding of the information so far.
2. Provide questions. Students are given a question or two and instructed to write their answers on scratch paper or on the back of their notes or handout. The questions relate to key concepts that were just covered in class and may require them to draw a rough sketch of a diagram, give an example, etc.
3. Check answers. Students independently and silently check their answers.
4. Review the results. Use the results to determine if reteaching or reinforcing is necessary before you continue with the lesson.

Why this solution works

- Helps to test retention of key concepts while the lesson is being taught.
- Increases individual accountability to learn the material.

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Time Saving Tips for Teachers

By K.J. Wagner

Teaching Strategies: Multiculturalism/Diversity in Teaching

At times, teaching can be overwhelming. You have stacks of papers to grade, conferences to attend, grades to calculate, e-mails to respond to, and, if there is any time left—teach. So much to do, and so little time in which to accomplish it. Included herein are teacher-tested ideas on how to save time without sacrificing the quality of your teaching.

Continue reading this article at http://www.educationoasis.com/resources/Articles/time_saving_tips.htm

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What's New?

Move to TAE LC

LifeKnowledge® Online will be moving to the Team Ag Ed Learning Center (TAE LC) this summer. As we plan and execute the move, we will be in contact with each of our subscribers, providing all of the information needed to make the transition. Please keep your eyes open for our e-mail communications (check your spam and junk mail folders from time to time in case our messages wind up there). We hope to assist in facilitating the smoothest shift possible.

Thank you for your continued patronage. We look forward to assisting you as together we learn to navigate TAE LC and the new and improved LifeKnowledge® Online.

Thanks to our Sponsors

As the school year winds down, we would like to send a special thanks to our Founding and Supporting Partners. Here at the LifeKnowledge Center for Agricultural Education, we have been busy reaching the workforce of tomorrow through agriculture educators. The Center's work and the impact it has on students across the country would not be possible without the thoughtful contributions of our sponsors.

Thanks again to all of our sponsors. Their contributions allow cutting-edge leadership education to reach thousands of young people through agricultural programs.

Reminder

The LifeKnowledge AT WORK newsletter will not be published in July and August. The next issue will be sent out in September. In the meantime, please send any story or topic ideas to kwuthrick@ffa.org.

Summertime!

Lastly, the LifeKnowledge Center for Agricultural Education would like to wish you a marvelous and safe summer!

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CONTEXT

Chapter Meeting Lesson1

PRECEPT

G. Physical Growth

SIGN OF SUCCESS

- G1. Practice healthy eating habits
- G2. Respect one's body
- G3. Participate in a fitness program
- G4. Set goals for long-term health

LEVEL OF APPLICATION

Interaction

PROGRAM COMPONENT

FFA, Classroom

ACTIVITY

Physical activity at chapter meetings

RESOURCES AND MATERIALS

None required.

DESCRIPTION

The goal of this exercise is to add a physical activity as an element of each chapter meeting. A good place for this may be at the social event at the end of the meeting. The goal is make sure it's a physical activity in which everyone can be involved.

Create a physical growth committee within the FFA chapter. This might appeal to some students who would not normally serve on a committee. Have the chapter choose the activities via a democratic process and the physical growth committee will handle the implementation.

Questions for discussion:

- Why is physical activity important to being an effective leader?
- Why is it important that members of our organization take care of their physical health?
- What are some long term goals of our organization in regard to our physical health?