



LifeKnowledge® At Work

To advance the integration of LifeKnowledge through local teachers.

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Q & A Session with Randy Vlasin

[Click](#) to discover an insightful interview with an educator, industry professional and essential-skills guru who has experienced career success from all sides of the equation.

Featured Precept

Flexibility and Adaptability

When we are focusing on career success, what lessons should we teach our students about flexibility and adaptability? [Click here](#)

Featured Technical Lesson Plan

Job Application

Take a look at how Bob Kohman incorporates engaging moments into the process of filling out a job application. [Click here](#)

LifeKnowledge Blueprint to Success

Defining 21st Century Skills

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Q & A Session with Randy Vlasin

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



Randy Vlasin, a past team member of the LifeKnowledge Center for Agricultural Education, recently served as executive director of FutureForce Nebraska, where he focused on developing a well-educated, highly skilled workforce for Nebraska. Vlasin currently works as executive director of the Chase County Hospital Foundation in Imperial, Neb., while continuing to operate a consulting business centered on behavior style analysis, team building and communication – but his roots reside in agricultural education, where he served the profession for 24 years. His perspective and opinion provide valuable insights as we discover the need for 21st Century Skills.

Q-LK: The term 21st Century Skills is thrown around a lot in today's education world. What does the phrase mean to you?

A-RV: In my work at FutureForce Nebraska, the phrase 21st Century Skills really encompassed several components. First, there are basic technical skills needed for almost every job – skills such as reading, writing, math, science, information technology literacy, global awareness and understanding. Second – and this is where LK comes in – is what many

people refer to as "soft skills." I have always hated that term. I call them "essential skills," which are those skills necessary to successfully work with and manage people. Technical skills may get you in the door, but it is the essential skills that will keep you on the job. Lack of these skills is the most often cited reason for an individual being fired.

Q-LK: What skills and characteristics are employers looking for in today's job market that they weren't particularly looking for 10 years ago?

A-RV: I think some skills have been valued for many years - specifically the ability to be honest, have a strong work ethic and communicate ideas in a clear and effective manner. Interpersonal skills such as listening and verbal and written communication continue to be highly valued in the workplace and are usually at the top of any employer's list yet today. So are honesty and integrity. A generation ago, it was often taken for granted that honesty and integrity were common characteristics for most individuals. However, today employers look for evidence of these in background checks, past employer references, etc.

I think other skills that have increased in importance over the years include flexibility and adaptability, relationship building, ability to lead others and build effective teams, willingness to learn new things, understanding other cultures, planning and organizing, and being creative. Today's business world changes quickly, and the ability to adapt, build relationships, learn new things and be creative is essential to success.

Q-LK: How can LifeKnowledge help students develop those 21st Century Skills?

A-RV: LifeKnowledge is focused on developing those essential skills needed to be successful in both your personal life and your professional life. Development of premier leadership, personal growth and career success is the foundation of LifeKnowledge. The skills needed to realize achievement in these three areas fit right into the 21st Century Skills that business and industry look for. Pick out any essential skill - teamwork, organization, effective listening, decision making, flexibility and adaptability, etc. - and you will find a segment of LifeKnowledge that addresses it.

Q-LK: What advice do you have for advisors who are trying to prepare their students for the workforce or career success no matter what path they take?

A-RV: I would certainly advise them to infuse LK into their programs. The essential skills promoted through LifeKnowledge are applicable to any career and are critical to success in the workforce. I used LK in my classroom, and my experience in the business world only reinforces my belief in the importance of LifeKnowledge and the principles it supports. The other thing I would say is, as an advisor, you can't just *teach* the principles found in LK; to truly be effective and meaningful, you have to *live* them as well. Your students are watching!

"I used LK in my classroom, and my experience in the business world only reinforces my belief in the importance of LifeKnowledge and the principles it supports."

Q-LK: What do students need to know about communicating appropriately when using new technologies - i.e., text messaging, Facebook and other social networks? How, if at all, has the workplace culture changed?

A-RV: That's a great question. On one hand, social interaction using technology such as Facebook, text messaging, YouTube, etc. can help develop skills in technology and communication that are useful in the business world. However, one should consider that information you put on the Web can be seen by people you never intended. All of us need to understand the implications of putting information on the Web. My advice: Don't put anything on Facebook that you would be afraid to have on a billboard in the middle of your hometown. What you put on Facebook for your circle of friends can easily end up on the computer of people you don't know, like potential employers. More than once, I have come across employers that use online social networks when checking out a job applicant. They are trying to find out what the person is really like. When adding something to Facebook or similar networks, ask yourself, Would I want a potential employer to see this? If the answer is no, don't put it on the Web!

Q-LK: How do flexibility and adaptability figure into the equation of career success?

A-RV: As I stated earlier, the business world changes rapidly. Flexibility and adaptability are usually on today's top 10 lists of desired characteristics of employees. Today's worker needs to be able to adjust to constantly changing technology and new methods of producing products and delivering services. The global economy we now live in brings opportunities to deal with individuals of diverse cultures and needs. The ability to adapt to an ever-changing environment is key to succeeding in the long run.

Q-LK: How would you justify the *purposeful* teaching of leadership, personal growth and career success to an FFA advisor or administrator?

A-RV: When I look back at my 24 years in the classroom, I really believe the best part of my teaching was not about technical agricultural skills; it was about the essential life skills. The interesting thing about these essential skills, unlike technical skills, is that they never become outdated. Honesty, integrity, solid work ethic, leadership, relationship building, etc. will always be needed. I used to think that these skills should be developed in the home environment. While I believe this is the best place to begin developing those skills, the reality is that for many students, that environment doesn't exist. No agriculture educator worth his/her salt would expect a student to learn the basics - animal nutrition, genetics, small engines, etc. - without focusing on teaching these areas. Why then should we expect students to develop the leadership, personal growth and career success skills without that same focused effort? If we truly want students to develop the skills addressed in LifeKnowledge, we must be purposeful in providing this training as part of the overall agriculture/FFA program. Development of these skills is not something done only at an FFA conference; it should be part of a systematic program plan in every agricultural education department.

Q-LK: Since you have been on all sides of the equation - student, teacher, industry professional - what is the one thing you hope all students enrolled in an agricultural education program have in their arsenal before graduation?

A-RV: All of the things I have talked about are important parts of that arsenal. If I were to put it in a nutshell, I would say this: strength of character and the ability to communicate it through actions. When I developed the Interpersonal Skills class at the school where I taught, one of the favorite quotes that I used was from Ralph Waldo Emerson, simply paraphrased: What you do speaks so loudly that I cannot hear what you say. So ask yourself, What do my actions say about me?

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Flexibility and Adaptability

Some key characteristics of flexibility and adaptability are: embraces openness to diversity, adapts to changes in technology, is responsive to innovation and is resilient in the face of risk and adversity.

Are you teaching your students the traits that allow them to be capable and willing to change?

In many instances, students have trouble accepting change during group work or team projects. Use this [LK Coaching Guide Activity](#) to help your students manage change.

Technology is one example of the rapidity of change in our society. As we become more global, more connected and more specialized, employees are faced with new challenges, changes, opportunities and obstacles at a rate unseen at any time in history. Along with the changes in our work environments, there remains a need for flexibility and adaptability in our human interactions within the workplace.

Flexibility and adaptability exist within the parameters of the vision, beliefs and character of each individual. Learning how and when to change course comes with the understanding that the only thing that remains constant in this world is change. The industry of agriculture both adapts quickly to technology and holds firmly to heritage, and because of this, it is vital for future employees and absolutely essential for future entrepreneurs to develop their flexibility and adaptability skills.

"Like many others, I have deep misgivings about the state of education in the United States. Too many of our students fail to graduate from high school with the basic skills they will need to succeed in the 21st century economy, much less prepared for the rigors of college and career. Although our top universities continue to rank among the best in the world, too few American students are pursuing degrees in science and technology. Compounding this problem is our failure to provide sufficient training for those already in the workforce," said Bill Gates, 21st century innovator and entrepreneur.*

To help your students adapt to change, try LK Lesson [AHS.19. Analyzing Risks and Rewards of Change](#). After studying this lesson, students will be able to...

1. Define change and identify the risks of change.
2. Identify the rewards of change.
3. Explain methods used to offset risks of change.

**Source: Written testimony of William H. Gates, chairman of the Microsoft Corporation and co-chair of the Bill and Melinda Gates Foundation, before the Committee on Science and Technology, U.S. House of Representatives, March 12, 2008: <http://www.sciencedebate2008.com/www/index.php?id=27>*

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Featured Technical Lesson: Job Application

By [Bob Kohman](#), Ellis High School, Kansas

Take a look at how Bob Kohman incorporates engaging moments into the process of filling out a job application. He focuses this lesson around understanding professional communications and building character.

[Lesson Here-Supplemental Power Point](#)

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Defining 21st Century Skills

We know that LifeKnowledge is the blueprint to success. LifeKnowledge materials provide you with the tools, guides and plans you need to build a total program. In today's education world, a total program refers to the education and implementation of 21st Century Skills.

What does this mean? Read on to find out how the Partnership for 21st Century Skills defines this term. Think about how LK can be your one-stop shop for resources to build that total program.

[The Framework for Learning in the 21st Century Five Components:](#)

1. **Core Subjects.** The No Child Left Behind Act of 2001, which reauthorizes the Elementary and Secondary Education Act of 1965, identifies the core subjects as English, reading or language arts; mathematics; science; world languages; government and civics; economics; arts; history; and geography.
2. **21st Century Content.** Several significant emerging content areas are critical to success in communities and workplaces. These content areas typically are not emphasized in schools today:
 - Global awareness
 - Financial, economic, business and entrepreneurial literacy
 - Civic literacy
 - Health literacy
3. **Learning and Thinking Skills.** As much as students need to learn academic content, they also need to know how to keep learning — and make effective and innovative use of what they know — throughout their lives. Learning and thinking skills are comprised of:

- Critical thinking and problem solving skills
- Communication skills
- Creativity and innovation skills
- Collaboration skills
- Information and media literacy skills
- Contextual learning skills

4. **ICT Literacy.** Information and communications technology (ICT) literacy is the ability to use technology to develop 21st century content knowledge and skills, in support of 21st century teaching and learning.

5. **Life Skills.** Good teachers have always incorporated life skills into their pedagogy. The challenge today is to incorporate these essential skills into schools deliberately, strategically and broadly. Life skills include:

- Leadership
- Ethics
- Accountability
- Adaptability
- Personal productivity
- Personal responsibility
- People skills
- Self direction
- Social responsibility

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Teaching Tips

Understanding the Value of Ongoing Assessments

One component of career success is being flexible and adaptable, as we have been discussing throughout this issue of LifeKnowledge At Work. It is great advice for both students and teachers. As technology continues to develop, the world of evaluation also expands. Don't get caught in an assessment rut. Here are some great tips about the value of ongoing assessments taken from the book *Teaching for Understanding with Technology*.

1. How Ongoing Assessment Supports Understanding

1. Students understand what quality work entails.
2. Peer collaboration helps students analyze and improve their own work.
3. Frequent checking along with feedback from multiple sources helps students see and accept multiple ways of improving their work.
4. Teachers gain a more complete picture of their students' understanding.

1. Key Features of Ongoing Assessments

1. Assessments are conducted throughout the learning process, not just at the end.
2. Clear assessment criteria are developed that focus directly on priority understanding goals.
3. Criteria are publicized so that students can monitor their own work and participate in peer assessments.
4. Assessment includes not just rating the work but providing suggestions for improvement.
5. Assessments are provided by a variety of people – fellow students, outside advisors and the teacher, along with self-assessment – to help students see and accept multiple ways of improving their work.

1. Ongoing Assessments Supported with New Technologies

1. Digital technologies, including audio and video recorders as well as computers, can capture student work in forms that are easy to review.
2. Interactive workspaces and software with multiple windows can help to keep assessment guidelines in view and may even offer prompts and reminders as students work.
3. With products created using digital technologies, revision is less burdensome because learners can change only the parts that need improvement instead of having to redo the entire product.
4. Using networked technologies, students may post their work online where it can be readily reviewed and annotated by multiple advisors, including distant teachers and peers who cannot meet face-to-face.

Source: Martha Stone Wiske with Kristi Rennebohm Franz and Lisa Breit, Teaching for Understanding with Technology, Jossey-Bass, San Francisco, 2005, Chap. 6, pp. 84-85.

What's New?

Prize Pack Winners!

The LifeKnowledge Team would like to send a thank you to all of you who visited our booth at the 81st National FFA Convention.

Congratulations to the following LifeKnowledge Prize Pack Winners!

- John Hughes, Florida
- Alan Leininger, Ohio
- Dustin Poley, Missouri

See you in Charlotte

The LifeKnowledge Team will be traveling to the NAAE Convention in Charlotte, N.C., the first week of December. The LifeKnowledge Team will have the privilege of conducting three workshops during the conference.

Bringing 21st Century Skills to a Classroom Near You

- Day: Friday, Dec. 5, 2008
- Time: 1:30-2:45 p.m.
- Location: Cardinal 2, 3 – The Blake Hotel

Face the facts – FFA is not for every student. How do you provide leadership experience for those students who aren't involved in award-winning CDEs or who never leave the classroom? Leadership skills span a wide range of intangible concepts. How do you know which skills or leadership concepts would be of greatest use to your students? During this session, we will discover a new approach in transferring leadership skills to ALL students in agricultural education. We will discuss how to assess students on these 21st Century Skills and evaluate each student or classroom, revealing where there is need for improvement. This session will familiarize you with the latest tools in building purposeful teaching around leadership development and personal growth.

How to Coach Winners!

- Day: Friday, Dec. 5, 2008
- Time: 3-4:15 p.m.
- Location: Cardinal 2, 3 – The Blake Hotel

Ready, set, SCORE! We all want our students to be winners in competitions, but what about producing winners for life? As an agriculture educator, you have spent a lot of time coaching students to be winners for CDEs, awards and other competitive events, but how much time do you invest in coaching students for life? This session is designed to give you practical techniques, strategies and resources that will help you coach students to be successful at life and produce winners every time! Each participant will receive ready-to-use resources, activities and a personal growth plan template that will allow you to begin coaching your students immediately for their biggest competition. Ready, set, LIVE!

Kick It Up A Notch! Engage Every Student Every Day

- Day: Saturday, Dec. 6, 2008
- Time: 9-10:15 a.m.
- Location: Symphony 2 – The Blake Hotel

Are you tired of the same routine day after day, year after year? Are you looking for new ways to "kick it up a notch" in the classroom? During this session, we will have the opportunity to explore exciting methods being used to engage every student in the learning process every day. We will discover how to integrate interactive, hands-on leadership activities into your current curriculum – from ag mechanics to plant science – seamlessly transferring between technical content and leadership skills, and how to bring leadership education into every FFA activity. Participants will take away innovative tips and tools, reflecting a positive response in the classroom and keeping students more engaged and prepared for their future!

We hope you will take advantage of these professional development opportunities. We will also have a booth so you can test drive LifeKnowledge Online at the NAAE Organizational Members and Partners Reception on the evening of Dec. 6.

See you at the NAAE Convention – *Professionals in Overdrive*.



CONTEXT

Group Work and Team Projects Lesson1

PRECEPT

O. Flexibility and Adaptability

SIGN OF SUCCESS

O2. Manages Change

LEVEL OF APPLICATION

Awareness, Interaction, Mastery

PROGRAM COMPONENT

Classroom

ACTIVITY

Providing groups/teams feedback throughout a project

RESOURCES AND MATERIALS

LK lesson AHS.16

DESCRIPTION

Changes that occur during group work and team projects may present obstacles to students who are not prepared to manage change. Follow the sequence below to help students with anticipating and managing change throughout their project:

Day 1

Teach LK lesson AHS.16 – “Techniques for Handling Change” after you have identified and introduced the groups who will be working together.

Day 2

Hold a class session where the groups meet for the first time and create a timeline for accomplishing the assigned project. During the meeting time, casually sit in on each group meeting and listen to their progress. Offer ideas for improving their timeline. As you listen to the conversation interject the following questions:

- As you look at your timeline, what are some changes/obstacles that you should plan for with this group project?
- How will you address those changes/obstacles when they come up?

Have students include the obstacles/changes they identified in their overall plan. Next to each of the obstacles or places where they may have to change direction, have students list their plan for managing that point in the process. (If it is a research project, the students may identify the point where they have to analyze data as a place where there may be a change of plans. The data they receive may indicate that they have to adjust their original plan for analysis.)

Have students create a copy of the plan to keep within their group and collect a copy of the plan as reference throughout the time students are working on the project.

As the project progresses over the next several weeks, meet with the group periodically during work sessions to discuss their progress relative to the original plan. Ask probing questions to focus attention on how they have managed change:

- What changes have you encountered in this project?
- How did you deal with those changes?
- What were the pros of how you dealt with those changes?
- What were the cons of how you dealt with the change?
- How could you handle the change better next time?

Provide groups feedback on their progress and draw on the techniques discussed in the lesson AHS.16.

As follow-up to the project, have all students write a short reflection paper on the role of managing change in the success of their group project. As part of this assignment, have them identify how they are prepared to manage change on future projects as a result of this experience.



Lesson AHS.19

ANALYZING RISKS AND REWARDS OF CHANGE

Unit. Stage One of Development—ME

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

Precepts. **O2:** Manages Change.

O4: Experiments and takes risks

National Standards. NL-ENG.K-12.7 — Evaluating Data — Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.



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

- 1 Define change and identify the risks of change.
- 2 Identify the rewards of change.
- 3 Explain methods used to offset risks of change.



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1



Time. Instruction time for this lesson: 50 minutes.



Resources

- Conger, J. A., G. M. Spreitzer, and E. E. Lawler, III “The Leader’s Change Handbook,” San Francisco, Jossey-Bass, 1999.
- DePree, M., “Leadership Jazz,” New York, Dell Publishing, 1992.
- Kouzes, J. M. and B. Z. Posner, “The Leadership Challenge,” San Francisco, Jossey-Bass, 2002.
- Rogers, E. M., “Diffusion of Innovations,” New York, The Free Press, 1995.



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Overhead Projector
- ✓ AHS.19.TM.A
- ✓ AHS.19.TM.B
- ✓ AHS.19.TM.C
- ✓ AHS.19.AS.A—one per student
- ✓ AHS.19.Assess—one per student
- ✓ Blank Sheets of Paper—three per student

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

- ▶ ***Change***
- ▶ ***Constituents***
- ▶ ***Insanity***
- ▶ ***Stress***



Interest Approach

Instruct the students:



Today, we will be working individually to analyze the risks and rewards of change.

Activity



Clasp your hands together, palm-to-palm. Does your right thumb fall over your left thumb or vice versa? Most people have a natural tendency of one over the other.



Switch your hand clasp so that the opposite thumb is on top. How does that feel. Now, cross your arms across your chest. Which arm is on top? Again, most people have a natural tendency for one over the other.



2



Switch your crossed arms so that the opposite arm is on top. How does that feel. Why do we resist change?

Possible answers may include: fear of failure, change is uncomfortable, worried about what others might say, or we are happy with the current state of affairs

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define change and identify the risks of change.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.19.TM.A as a diagram to teach this portion of the lesson. Relate key terms given in student definitions to the definitions given below.

- I. **Change** is the process of doing something new or in a different way. The risks of change include perceived failure, stress, and expenditures of time and money. Additionally, the change may not work as well as existing procedures, activities, or ideas. Further, the changes may cause others hurt feelings.
- A. Failure is never final until a person gives up trying to grow and improve.
 - B. **Stress** arises from change because a person is unsure about the future, must make adjustments to accommodate the change, and the individual wants the change to succeed and be viewed as positive.
 - C. Change often causes a person to expend time and money implementing the change.
 - D. The change, once implemented, may not work as well as existing procedures, activities, or ideas.
 - E. The nature of change means a loss of security. Things that have always worked a certain way will now be performed differently. The old methods and ideas may not work, which causes new changes.
 - F. Changes may cause others hurt feelings.

Instruct the students:



For today's lesson, we will be learning about the risks and rewards of change.



Change is the process of doing something new or in a different way. Change is a part of our daily lives and success hinges on our ability to manage change. Most of the lesson will involve individualized work. This activity requires you to listen carefully, think creatively, and share your ideas with the class.



One popular definition of **insanity** is doing the same thing repeatedly, yet expecting different

results. Leaders know how to change and understand that change is necessary for growth and



improvement in people and organizations. Nothing ever stays the same, and the forces of change often overcome people who refuse to change.

Activity: Bob the Weather Guy Moment

Students deliberate and then present an idea, concept, or process as if it were a weather report. Forecast what will happen, show how other people and activities will be affected, and demonstrate what their latest “Doppler Radar” explains about this idea, concept, or process.

The “weather report” should reflect the effects of failing to change in an organization.

Activity—Descartes Moment.



Compose a letter to yourselves explaining what you know you understand, what you think you understand, and what you don't understand about the new concept, idea, or process of the risk of change.

Objective 2. Identify the rewards of change.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.19.TM.B to facilitate instruction about Objective 2. Relate key terms given in student definitions to the definitions given below.

- II. Rewards of change could include improved performance and efficiency, better ideas and activities, growth, success, and added respect and esteem. When people implement change, struggle and grow with the new ideas, and eventually succeed, they feel satisfaction and accomplishment from the change and their exertions.
 - A. Changes generally create improved performance and efficiency. New activities and ideas for changing old ones are initiated to benefit the individual, chapter, or organization.

- B. Change usually results in better ideas and activities.
- C. Organizations grow, and thus succeed, because of changes. The environment, our chapter, our school, and we all constantly change. In order to meet and exceed the challenges and to grasp opportunities, we must change and adjust as well.
- D. When people and organizations change, others respect and admire the versatility and flexibility with which the changes are implemented. Struggles and conflict are bound to arise, but the person and organization that adapts to and overcomes these growing pains tends to gain the respect and admiration of followers and other stakeholders.
- E. Out of successful change come feelings of accomplishment and motivation. This encourages individuals to seek other methods of implementing change and future growth.

Instruct the students:



Think about how a leader communicates the rewards of change to an organization. This activity requires you to listen carefully, think creatively, and share your ideas with the class.



4

Activity—Review the material using a Dickens Moment.



Review components or sections of the rewards of change and think of a story you could tell others using that information. The information can be transformed into characters who interact, solve challenges, dialogue, etc.

Students could simply prepare an outline of a story or actually construct the story itself. Challenge students to be creative and to show they can use the information in a different way than was presented to them. Divide students into groups. Assign one to act out the rewards of change.

Activity



Think about times when you have risked changing something about your life or organizations in which you were involved. Or think about a change that you would like to make or need to make in your life. What are the risks of that change? What are the rewards?

Pass out AHS.19.AS.A to facilitate this activity.



Utilize the activity sheet that I am handing out to help you focus on the risks and rewards of change.

Objective 3. Explain methods used to offset risks of change.

Provide the following information on the writing surface and instruct students to capture the information in their notebooks. Use AHS.19.TM.C to facilitate instruction about Objective 3. Relate key terms given in student definitions to the definitions given below.

- III. Leaders know that change is inevitable or even encouraged. In order for an organization to grow and improve, new methods must be learned. Leaders also know that people generally resist change. Because success is unsure, change sometimes causes a loss of security. Leaders can employ methods to offset the risks of proposed changes.
- A. Open communication is essential to building trust and exploring options for change.
 - B. Focusing on the rewards versus the risks helps people grasp changes.
 - C. Leaders provide training and development to enhance the change process.
 - D. Leaders reward everyone involved in the changes upon their successful completion.
 - E. When *constituents*, or followers, have ownership in the proposed changes, they tend to be more receptive to the changes.
 - F. Timelines provide people with a sense of movement toward an end, thus allowing them to focus on small steps of change instead of huge leaps.

Instruct the students:



For this portion of the lesson, we will be assessing methods used to offset the risks of change. Think about how you can offset the risks of change.



Students will be using a blank sheet of paper to assimilate information that they have just gleaned in a Picasso Moment.



Students, on a blank sheet of paper, draw what the new information or concept means to you.



How can you pictorially represent methods used to offset the risks of change? What would be included in the picture?

The Picasso Moment requires students to synthesize information.



Review/Summary

Instruct the students:



Think about the risks and rewards of change, as well as how to overcome the risks of the proposed changes. This activity requires you to listen carefully, think creatively, and share your ideas with the class.

Activity. Use a Hieroglyphics Moment to review this portion of the lesson.



Create small pictures to represent the information, concepts, or steps in the process of analyzing the risks and rewards of change. Each picture, or icon, should be unique and distinguishable from the others.



What picture or icon will help you remember the pieces of information, concepts, or steps in the process of analyzing the risks and rewards of change?

At this time pass out AHS.19.Assess.



Application

►Extended Classroom Activity:

Have students analyze the risks and rewards of a proposed change in their personal life.

►FFA Activity:

Have students analyze the risks and rewards of a potential change in the FFA chapter or one of its major activities. Ask them to find two activities in the FFA program of activities to change and create a plan for those changes.

►SAE Activity:

Have students develop a change plan for their SAE, focusing on the lessons in Objective 3.



6

✓ Evaluation

AHS.19.Assess

Answers to Assessment:

Part One: Matching

1. c.
2. b.
3. d.
4. a.

Part Two: Completion

1. failure, stress
2. security
3. performance, efficiency
4. unsure, learned, security
5. ownership

Part Three: Short Answer

1. The nature of change means a loss of security. Things that have always worked a certain way will now perform differently. The old methods and ideas may not work and cause new changes.
2. When people and organizations change, others respect and admire the versatility and flexibility with which the changes are implemented. Struggles and conflict are bound to arise, but the person and organization that adapt to and overcome these growing

pains, tends to gain the respect and admiration of followers and other stakeholders.

3. Open communication is essential to building trust and exploring options for change. Focusing on the rewards versus the risks helps people grasp changes. Leaders provide training and development to enhance the change process. Leaders reward everyone involved in the changes upon their successful completion. When constituents, or followers, have ownership in the proposed changes, they tend to be more receptive to the changes. Timelines provide people with a sense of movement toward an end, thus allowing them to focus on small steps of change instead of huge leaps.



AHS.19.Assess Name: _____

ANALYZING RISKS AND REWARDS OF CHANGE

►Part One: Matching

Instructions: Match the term with the correct response. Write the letter of the term next to the definition.

- a. Change c. Insanity
b. Constituents d. Stress

- _____ 1. Doing the same thing repeatedly, yet expecting different results
_____ 2. Followers
_____ 3. Arises from change because a person is unsure about the future, must make adjustments to accommodate the change, and wants the change to succeed and be

_____ viewed as positive.
_____ 4. The process of doing something new or in a different way.

►Part Two: Completion

Instructions: Provide the word or words to complete the following statements.

1. The risks of change include perceived _____, _____, and expenditures of time and money.
2. The nature of change means a loss of _____.
3. Changes generally create improved _____ and _____.
4. Leaders also know that people generally resist change, because success is _____, new methods must be _____, and changes sometimes causes a loss of _____.
5. When constituents have _____ in the proposed changes, they tend to be more receptive to the changes.

►Part Three: Short Answer

Instructions: Provide information to answer the following questions.

1. Why does change mean a loss of security?
2. How can a person or organization build confidence through implementation of change?
3. How can leaders overcome the apprehensions associated with changes?



RISKS OF CHANGE

- ◆ **Perceived failure**
- ◆ **Stress—a person is unsure about the future and/or the individual wants the change to succeed and be viewed as positive**
- ◆ **Expenditures of time and money**
- ◆ **Change may not work as well as existing procedures, activities, or ideas**
- ◆ **Loss of security**
- ◆ **Changes may cause others hurt feelings**



REWARDS OF CHANGE

-
- ◆ **Improved performance and efficiency**
 - ◆ **Better ideas and activities**
 - ◆ **Growth, success**
 - ◆ **Added respect and esteem**
 - ◆ **Satisfaction and accomplishment**



10

AHS.19.TM.C

METHODS FOR OVERCOMING RISKS OF CHANGE

- ◆ **Open communication is essential to building trust and exploring options for change.**
- ◆ **Focusing on the rewards versus the risks helps people**

grasp changes.

◆ **Leaders provide training and development to enhance the change process.**

◆ **Leaders reward everyone involved in the changes upon their successful completion.**

◆ **When constituents have ownership in the proposed changes, they tend to be more receptive to the changes.**

◆ **Timelines provide people with a sense of movement toward an end, thus allowing them to focus on small steps of change instead of huge leaps.**



AHS.19.AS.A Name: _____

RISKS AND REWARDS OF CHANGE

▶ **Activity or Change Initiated:**

Risks	Rewards	Methods for Offsetting Risks
1		
2		
3		
4		
5		
6		



Author Information:

Name:

Bob Kohman

Occupation/location:

Agricultural Education Instructor, Ellis High School, Kansas

How long have you been in agricultural education?

This is my third year teaching.

Why did you want to become an agriculture educator?

I wanted to stay involved in agriculture somehow and I had a great experience in my agriculture department and FFA chapter during high school, so I figured I'd give it a try.

College:

Kansas State University

Family:

Single

Since you started teaching, what is one way you have improved yourself?

I have attended a few teaching conferences, including DELTA last summer. I also went to the Briggs and Stratton Instructor Training, which I found to be a great experience. I'm always looking for conferences and workshops to go to in order to become a better teacher.

Favorite e-Moment? Why?

Me-You-Us because it's a quick and easy way to get kids to brainstorm and work together. The Jeopardy e-Moment works great for reviewing material.

Favorite teaching memory:

We had a Briggs and Stratton engine off of an old rototiller that a student and I worked on for probably a month and could not get it to run. We tried everything to get it to start. We tore it down and put it back together probably four times and could not get it figured out. Finally, we noticed that the smallest piece on the engine, the flywheel key, was sheared. We replaced it and it ran great after that. It was very exciting for both him and me when it finally ran, after we nearly gave up on it.

Completing a Job Application
By Bob Kohman
Ellis High School, Kansas

- **Objective(s):**
 - Students will be able to:
 - Apply the top 10 tips for filling out a job application by completing a sample application.
 - Recognize four ways to get a job application thrown out by a potential employer.
 - Demonstrate how to correctly complete a sample job application.
- **Background:**
 - Unit: Getting a Job in Agribusiness
 - Life Knowledge Precept
 - D. Character
 - D1: Live with Integrity
 - M. Communications
 - M1: Demonstrates Technical and Business Writing Skills
 - Content Standards:
 - Key Terms:
 - Job Application
 - Resume
- **Logistical Information:**
 - Time: 50 minutes
 - Resources:
 - Rich's IGA Job Application (or other sample application)
 - Job Application PowerPoint
 - Tools, Equipment and Supplies:
 - Computer and Projector
 - One copy of sample job application for each student
 - Each student should have a resume

Interest Approach:

Welcome to Mr. Kohman's House of Hypnosis! You are getting very, very sleepy...your eyelids are getting heavier and heavier. Everyone should begin to doze off...OK, not really, but relax and paint the following picture in your mind. Close your eyes. I want you to think of your ideal job. Answer the following questions in your mind:

- a. What are you doing while at your dream job?
- b. What company or organization are you working for?
- c. Where are you living?
- d. How much money do you make each year?
- e. What got you this job?
- f. Are you having fun on your job?



Let the students share their answers with their classmates.

Now that each of you has that ideal job in your mind, I would like to know the steps you are going to take to get there. How are you going to land that dream job? Grab your pencil and hold it up in the air. Use the next minute to write down three steps to landing your dream job. When you are finished writing, put your pencil on the table and wait quietly until everybody is finished. What questions do you have? OK, begin.

Finish with a Me-You-Us e-Moment

Use the Me-You-Us e-Moment to engage the students in the steps to landing their dream job. Me-You-Us asks students to reflect on a question posed by the teacher (Me) and then allows students in pairs to share thoughts (You). Finally, the pairs share with larger groups or the entire class in order to combine all students' thoughts (Us).

Write the list of steps on the whiteboard as students share with the class.

It looks like we have a good list going here. I can tell that many of you are thinking ahead. However, before your first day of work at your dream job, you have to be hired. Today we are going to spend some time learning how to correctly fill out that job application, and by the end of class, all of you will have filled out your first job application! This is the first of many important steps that you can take in order to realize your dream job.

Objective 1: Apply the top 10 tips for filling out a job application by completing a sample application

The students should write down the top 10 tips for filling out job applications in their notebooks from the information on slide 3.

Why do I need an outstanding application?

According to the Leadership textbook...

“A job application form that is neat and accurately completed may be the determining factor in getting an interview. Just from looking at the job application, the employer forms an impression of the applicant: neat or messy, can complete an assignment or cannot follow instructions, is thorough or careless. The impression you give with your job application form can help or hurt in your job search.”

Use slides 3-8 to present the top 10 tips to complete a successful job application.

1. Bring your resume with your references.
2. Before you write any answers, read the form carefully.
3. Review the instructions so you will know what information to provide.
4. It is a good idea to print or type your information. Sign where needed, and use your real name instead of a nickname.
5. Use only the allotted space for each answer.
6. Be honest. Never give false information.



LifeKnowledge Precept D1: Living with Integrity

When was there a time you were tempted to lie but chose to be honest? What happened? Did you regret your decision? Was there a benefit to your choice to be honest?

Probe for answers from the class and then begin setting up the Eyewitness e-Moment. Ask for two volunteers from the class.

Eyewitness e-Moment.

Capturing the news as it breaks helps your students review what they learn. Students who talk about what they learn and then do what they learn, learn it. This activity maximizes student conversation about the content.

Today we have with us two very special guests. Our first guest is Dr. Phil. Someone tell me who Dr. Phil is.

Today he will be interviewing our other guest, Dr. Davenport. Dr. Davenport is a leading expert in the field of honesty. He has graciously agreed to join us today to share his knowledge of honesty.

Give the two participants three minutes to set up their interview that they will share with the class. While they are setting up their interview, have the other students turn over their guided notes and write down three questions that they would like to ask to Dr. Davenport about the topic of honesty.

When I say Go, the two of you will huddle up and take three minutes to decide what three questions Dr. Phil will ask Dr. Davenport as well as the answers that will be given. This interview will be completely scripted. While these two are scripting their interview, each of you will turn your paper over and write down three questions that you would like to ask Dr. Davenport about honesty. What questions do you have? Ready, Go!

They get three to five minutes to prepare the interview and also have the other students writing questions.

OK, time's up. Let's get this show started. Again, I would like to welcome Dr. Phil to the front of the room.

The two students do the interview and then a couple of students will have the chance to ask questions of the "expert" as well.

Give them a round of applause; they did an awesome job!!! You can go back to your seats and everybody should turn their guided notes back over to the front.

Continue with the discussion of the top 10 tips for completing an application.

7. Read and follow directions. If you can't follow directions on an application, chances are you can't follow instructions on the job!



8. Neatness is a must. You may want to ask for two application forms...first draft and final copy.
9. Answer all questions on the form. If a question doesn't apply to you, use N/A, which means "not applicable."
10. Make sure you did not make mistakes. Every blank should be filled in.

So, this brings us to a short summary. Everybody stand up. Turn to your neighbor. Take turns telling your neighbor three tips to keep in mind when completing a job application.

A job application is an important first step in getting the job. But the application is not the end-all or the guarantee that you will get the job. You need to be neat, precise, accurate, honest and willing to read directions! We will start with the basics and work our way toward that first day of work on your new job!

Objective 2: Recognize four ways to get a job application thrown out by a potential employer

Use slide 9 to present the following information. The students should write down the information in their notebooks.

We have discussed the top 10 tips on how to properly fill out a job application. We will now spend a few minutes on a few surefire ways to get your application thrown out.

Discuss the following points:

- Not enough experience listed
- Messy application
- Answering questions dishonestly
- Questions left blank/incomplete

What may be some other ways that you could potentially have your application thrown out by an employer?

Probe for answers from the students.

Objective 3/Review: Demonstrate how to correctly complete sample job application

Hand out a sample application from a local business to each student and give the students 10-15 minutes to fill it out completely, following the guidelines that we set in the discussion during class today.

As you fill out the application, make sure that you keep in mind everything that we discussed today during class. It would be a good idea to have your resume out for you to pull information from. Make sure that you fill out the application neatly and completely or your application may be thrown away shortly after it is received.



Each student will turn in their sample application as they complete it.

Tomorrow we will be taking the concept of applying for jobs and completing job applications one step further. We will be preparing a sample cover letter that you can use to apply for a job as well.

Evaluation: *Review all of the completed applications for completion and neatness. Write comments on the top of each application in order to correct any problems that you may see.*



Job Applications

Top Ten Tips for Filling Out That Job Application!

1. Bring your _____ with your for _____!
2. Before you write any _____, read the _____.
3. Review the _____ so you will know what _____ to provide.
4. It is a good idea to _____ or _____ your information. _____ where needed, and use your _____ name instead of a _____.
5. Use only the _____ space for each answer.
6. Be _____. Never give _____ information.
7. Read and follow _____. If you can't follow _____ on an application, chances are you can't follow _____ on the job!
8. _____ is a must. You may want to ask for _____ application forms...._____ draft and _____ copy.
9. Answer all _____ on the form. If a question doesn't apply to you, use _____, which means “_____”.
10. Make sure you did not make _____. Every blank should be filled in.

How to get your application thrown out of the pool of applicants...

- _____
- _____
- _____
- _____



FILLING OUT A JOB APPLICATION

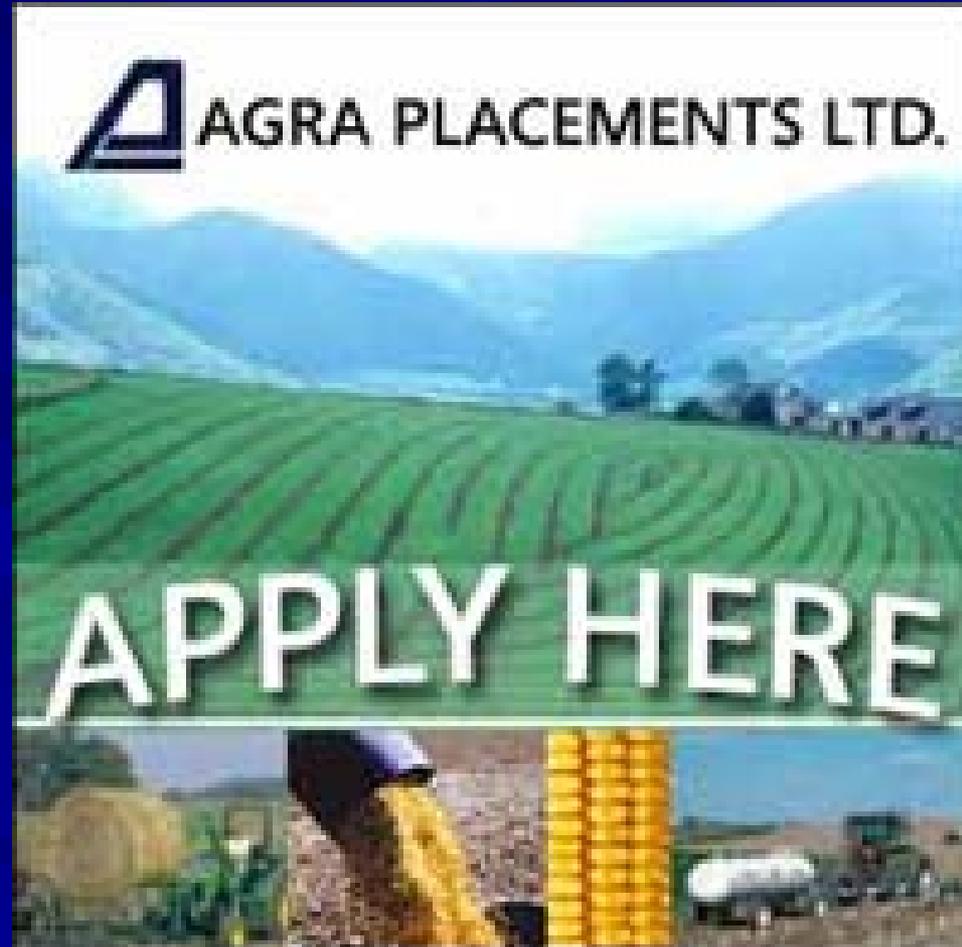
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Top Ten Tips for Filling Out That Job Application!



4. It is a good idea to print or type your information. Sign where needed, and use your real name instead of a nickname.
5. Use only the allotted space for each answer.

Top Ten Tips for Filling Out That Job Application!

6. Be honest. Never give false information.
7. Read and follow directions. If you can't follow directions on an application, chances are you can't follow instructions on the job!

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 Boston, MA 02111
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APPLICATION

Education

	Name	Major	Graduated (Y/N)	Degree
Elementary School	Any Elementary School		Y	
High School	Any High School		Y	
College	Any College	Economics	Y	BS
Graduate School				
Other				

Professional Organizations

Name	Position	Date Joined	Current Member (Y/N)
Any Professional Organization	Regional Secretary	14-Mar-1995	Y

Employment History

Company Wester Copiers Inc. Phone 617-555-1234
 Position Sales Representative Manager Annabella Dodsworth
 Period 11/29/94 - 8/20/96 Salary \$37,000 per year
 Reason For Leaving Relocation of home to the West Coast
 May we contact for reference? Yes No

Company _____ Phone _____
 Position _____ Manager _____
 Period _____ Salary _____
 Reason For Leaving _____
 May we contact for reference? Yes No

Company _____ Phone _____
 Position _____ Manager _____
 Period _____ Salary _____
 Reason For Leaving _____
 May we contact for reference? Yes No

Company _____ Phone _____
 Position _____ Manager _____
 Period _____ Salary _____
 Reason For Leaving _____
 May we contact for reference? Yes No

Volunteer Work Volunteer Teacher, Any Youth Organization, 2/9/96 - present

References

Name Sean O'Brien Phone 617-555-1234
 Name John Naylor Phone 617-555-4321
 Name Annabella Dodsworth Phone 617-555-4123
 Name Roxanne Smith Phone 617-555-5555

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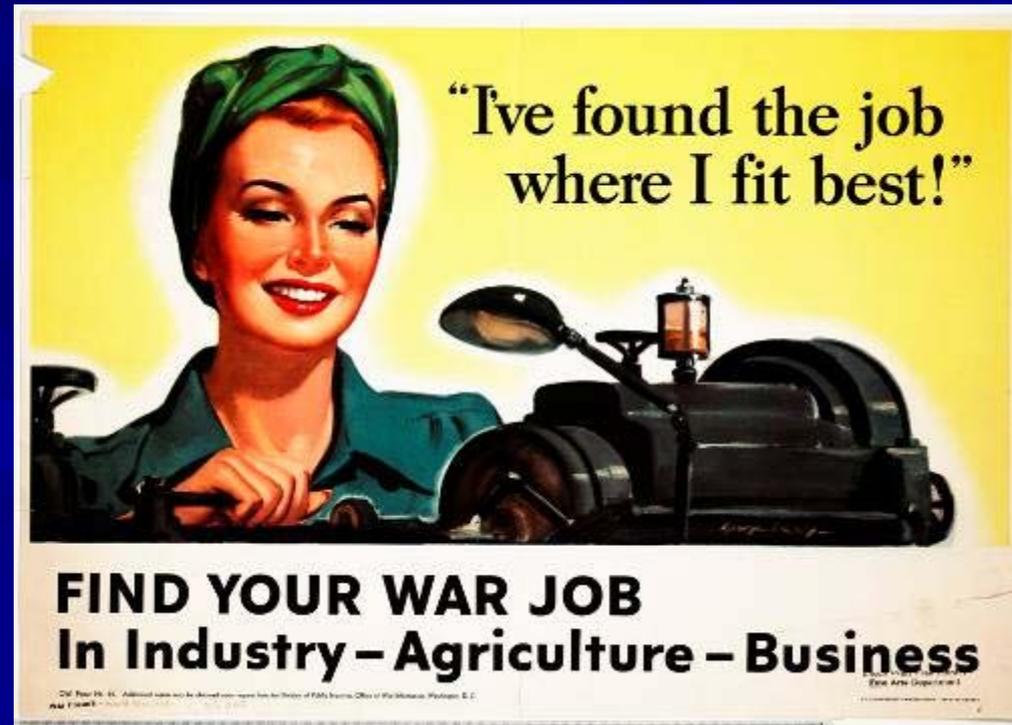
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Top Ten Tips for Filling Out That Job Application!

10. Make sure you did not make mistakes. Every blank should be filled in.



How to get your application thrown out of the pool of applicants...



- Not enough experience listed
- Messy application
- Answering questions dishonestly
- Questions left blank/incomplete

Practice Job Application

- You are applying for a job as a sales associate at Rich's IGA.
- Fill out the application completely.
- Use your information.
- Use your resume for references and work experience information.
- Grade will be given based upon completion of the application.