



Making a Difference

The Resource for Agriculture Educators



October 2009

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FEEDBACK

Feature Stories

Teaching with Purpose In and Out of the Classroom
On the Road Again: Agriculture Teachers Find Learning Opportunities Beyond Classroom Walls
National FFA Convention Provides Unique Alternative Learning Environment
Livestock Shows Foster Agriculture and Life Lessons Outside the Classroom
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Teaching with Purpose In and Out of the Classroom

By Amber Striegel, Editor

With the national FFA convention just a few short days away, those of you planning to attend probably fall into one of two camps: 1.) You had no problem getting the trip approved by your principal; he is always good about allowing you to take your kids on educational trips. Or, 2.) You had to, yet again, fight tooth-and-nail and jump through hoops to get approval for you and your students to attend.

Whether it's national convention, a livestock show or a visit to the local plant nursery or vet's office three miles down the road, school administrators today aren't as lenient as they used to be when it comes to out-of-class activities. Teachers nowadays must prove the value to the students who are going on the field trip and arrange for a suitable replacement for those remaining in the classroom. This causes some of you to wonder, "Is it really worth all of the fuss?"

This issue of Making a Difference focuses on the importance of these hands-on, alternative learning environments that are a necessity in the agricultural education field. Read on to learn why these trips are so integral to student learning and how some of your peers justify the value to students to their administrators.

Learning the concepts of agriculture requires good, solid classroom instruction – but sometimes it can be a long leap for students to understand how classroom concepts apply to the real world. That's where field trips and outside-of-class activities are important. Read [On the Road Again: Agriculture Teachers Find Learning Opportunities Beyond Classroom Walls](#) to learn how two teachers think outside of the "classroom" box.

Field trips can often be a hard sell to school administrators, particularly in trying economic times. However, the national convention is a once-in-a-lifetime opportunity for most students that not only gives recognition, but is also a learning experience. Read [National FFA Convention Provides Unique Alternative Learning Environment](#) to see how two teachers make this trip more meaningful for their students.

Livestock shows help students keep current on species trends, and attending the shows provides insight into improvements being made with animals. Not to mention all of the hard work and long hours that go into raising the animal before the show. Check out [Livestock Shows Foster Agriculture and Life Lessons Outside the Classroom](#) to learn how these events teach multiple lessons to your students.

In an effort to assist busy teachers with identifying the standards that can be addressed by two of our largest activities, we've combed through the National Content Standards for Agriculture, Food, and Natural Resources. In [Taking it a Step Further](#), you will find links to documents that list the AFNR standards, as well as the core content standards that can be addressed during animal exhibition events and while attending the national FFA convention, if you are, indeed, *teaching with purpose*.

Does it seem like every time you try to attend something out of school, all you get is pushback from administrators? Are they asking you why you need to take kids to this event? Are they putting limits on the number of days kids can miss school for agriculture and FFA events? If any of these sound familiar to you, read this month's [Perspectives](#) editorial, where you'll find tips to help you justify your out-of-class trips.

In this month's [LifeKnowledge Spotlight](#), we talk to Dr. Kimberly Bellah, Associate Professor at Tarleton University, about what it means to teach with purpose and how field trips and other activities can be meaningful experiences that teach your students premier leadership, personal growth and career success. The LifeKnowledge folks have also included a free lesson plan, so make sure you check it out.

And finally, in this month's [Question for the Profession](#), Nina Crutchfield asks for your thoughts on teaching with purpose. How do you turn every instructional action into a meaningful learning event? How do you turn a stock show into more than just a beauty pageant for kids and livestock? How do you make fundraisers more than just selling fruit or beef jerky? Check out the article and then comment on the Communities of Practice forum.

As you prepare your students for convention or for the next out-of-class learning activity, we hope that these articles will help you get the approvals you need and help you to teach your students with purpose.

This is my last issue as editor of Making a Difference. I have taken a job with the United Way of Central Indiana and will assume duties there at the end of the month. I'm very excited about this opportunity to help those in need in my community. But, at the same time, I'm sad to be leaving such a wonderful organization. Hopefully, you haven't heard the last of me, and I'll be back to help when I am needed. Thanks so much for all of the positive support and feedback over the years.

Best,

Amber Striegel

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On the Road Again: Agriculture Teachers Find Learning Opportunities Beyond Classroom Walls

By Beth A. DeHoff

Learning the concepts of agriculture requires good, solid classroom instruction – but sometimes it can be a long leap for students to understand how classroom concepts apply to the real world. “Out-of-classroom experiences help make lessons meaningful,” says 29-year veteran agriculture teacher Kevin Gleason of Uniontown High School in eastern Kansas. “So many times we teach concepts, but by taking kids on a field trip they say, ‘Oh, I see.’”

Alternative learning environments are taking place in two broad categories: field trips outside of school in the community or beyond; and environments outside the classroom, but within the school property on school farms, gardens, ponds and more.

Field trips

Gleason takes his students to various places in the community fairly frequently, with his primary limitation being the need to leave and come back within the class period. Since Uniontown is a small community, Gleason finds this possible, and he takes students out to see land, soil, crops, livestock and plant life, as well as farms and agriculture-related businesses, whenever it would serve as a natural extension of the curriculum. He also takes seniors to a bank to learn about banking, insurance, taxes and investments before they leave school.

“Field trips help kids become more interested in agriculture because they can associate what they studied with occupations and real-life opportunities,” Gleason says. “And those FFA mission elements are easy to emphasize on a field trip. Setting goals, respecting others and preparation are premier leadership opportunities. We have six officers but 82 members, and you can’t say premier leadership is

just about the officers. Field trips help develop leadership qualities in all the students.”

Gleason’s students also travel every other year to various large events including the Kansas State Fair, the National Western Livestock Show and Rodeo in Denver, the national FFA convention and the American Royal Livestock Convention. Gleason finds that those trips expose students to invaluable experiences and garner unexpected support for his program. “We take parents along as sponsors, and that helps them to understand the program and represent it in the community,” he says. “We’ve had parents become big supporters of the program after going on these trips.”

On-site environments

Some of the best field experiences can take place just outside the classroom if the school hosts alternative learning environments. Gleason’s school features a pond used extensively by the biology teacher to teach horticulture and other subjects. Chris Bacchus, now Arkansas’ state agricultural education program advisor, made extensive use of a farm brimming with livestock at the high school when he was a classroom teacher. “With sheep, students could see the whole production cycle in one school year (breeding in the fall, lambing in the winter and taking growth measurements before the lambs were weaned.)”

Bacchus found a school farm to be an excellent “lab” to reinforce classroom concepts. “When we would cover a topic such as injection sites, we could go out to the lab and demonstrate where to give injections, and they could actually administer a vaccine, for example,” he says. “The visual appreciation that the students got from actually handling and working with the animals made the concepts more meaningful and enhanced their learning. These are the ‘unteachable’ skills that students gain through experience.”

Alternative learning environments aren’t limited to the livestock industry. Teachers across the country take advantage of landscaping at their school and in the neighborhoods that surround their buildings to teach everything from insect identification to landscape design. Local and state parks afford students the opportunity to experience natural resources, examine environmental issues and learn from the experts. Local industries allow instructors to engage community agribusiness and technology professionals. Students begin to see the real value of quality work when they move outside the agriculture shop or greenhouse to see products that are commercially produced and manufactured.

On-site alternative learning environments can eliminate some of the financial and timing barriers involved with offsite field trips. Both types of experiences require administrative support, parent involvement and sometimes active chapter fundraising efforts – which not only allow you to take

students outside the classroom, but help you grow your overall program as well. Both Gleason and Bacchus consider alternative learning environments well worth the effort.

“It’s all about the kids’ personal growth,” Gleason says of alternative learning environments. “FFA and alternative learning environments allow kids to apply what they’ve learned and see the real world.”

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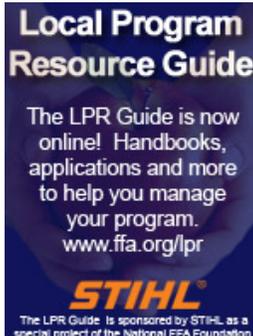
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National FFA Convention Provides Unique Alternative Learning Environment

By Michael Rubino

A few years back, John Jones made a deal with his wife.

In the interest of preserving marital harmony, Jones, an agriculture educator at Glen Rose High School in tiny Malvern, Ark., promised he'd slow down a bit. He'd been teaching for the good part of two decades, which meant plenty of time away from home at leadership and state conferences and conventions.

Tell you what, Jones told his wife: I'll start going to the national convention every other year instead of every year. But there was a catch, of course. He'd have to go to the national convention if one of the kids won a state contest and went on to compete at nationals. It was his duty.

Jones hasn't missed a convention yet.

Mostly, because he knew what his wife apparently didn't: 23 years of experience has taught him that a trip to the national FFA convention is the ultimate carrot—a tried-and-true motivation experience that opens doors for both advisor and student. The event lasts just a few days, but its impact is felt year-round. Missing one isn't an option.

"Teaching is about 99 percent motivation," says Jones. "To be honest, I'm not real good at that, and it's hard to teach when you can't do that. But, if I can take them on these trips, I can teach."

He realizes trips can often be a hard sell to school administrators, particularly in trying economic times. However, the national convention is a once-in-a-lifetime opportunity for most of his students, many of which, he said, come from the lower socio-economic end of the scale.

“One year we heard the President of the United States, George Bush,” says Jones. “One year we heard [Pro Football Hall of Fame Quarterback] Terry Bradshaw. And there are career and college shows out there recruiting kids for scholarships, jobs and awards. We—teachers and parents—preach to them all the time about going to college and the opportunities that are out there for them. The convention lets them see if for themselves—see what’s out there.

“You might not be in class,” he continues, “but, to me, that’s a pretty good week of school.”

In addition to opening a window of the world for his students, Jones says it also makes them feel like part of something bigger than themselves.

“We’re from a rural area, and, like I said, our kids typically come from a lower socio-economic background,” says Jones, “but there’s nothing like seeing them in Official Dress, just like the other kids. There are no barriers there. They don’t feel poor. They fit in. From my standpoint, when you see all those kids in Official Dress saying the pledge, that’s pretty awesome for me. Motivating, too.”

T.J. Holder, a teacher and advisor from McAdory High School in McCalla, Ala., feels fortunate that he’s never had to explain the teaching value of national convention to school administrators. It sells itself, he says.

“I think they see the after-effect it has at the end-of-the-year banquet, and even during the school-year and throughout the school,” he says. “In fact, I just had the principal come up to me. He had one of my students run an errand for him. He said he’d trusted that student to do just about anything. I think that says a lot about what we’re trying to accomplish.”

Like Jones, Holder uses the trip to expand his students’ horizons. He takes a group to the national convention every year. One year, he says, they fly since most students have never been on an airplane. The next year, they’ll charter a bus, so they can see the changing landscape of the country and stop at notable sites along the way to the convention. The learning starts before they even set foot in Indianapolis.

“It’s so important for kids to get out of their hometowns, leave the state and meet kids from other parts of the country,” he said. “You can’t give them that kind of stuff in the classroom.”

The message, both men say, is not to let schooling interfere with your students’ education.

“I don’t have to fight that battle, and I’m glad,” said Holder, “But I’d fight it all day if I had to. Going to the convention gives these kids lifelong experiences they wouldn’t otherwise have.”

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Livestock Shows Foster Agriculture and Life Lessons Outside the Classroom

By Deb Buehler

Agricultural education has long understood that significant learning opportunities exist outside the classroom. A livestock project carries the expectation that it serves as a microcosm of the larger industry.

“With vaccinations, veterinary and animal management practices, students learn to be exceptional observers of detail,” said Tom Maynard, Texas FFA Executive Director. “They begin to understand that diagnosing and addressing potential disease situations are elements of grooming and showmanship.”

Livestock shows help students keep current on species trends, and attending the shows provides insight into improvements being made with animals. Students learn how improvements meet industry standards.

During the preparation for livestock competition, students get involved in breed organizations. Not only are they leaders within their own FFA chapter, but they take on leadership roles on breeder associations at the junior level.

Lessons taught

Kent Boggs, Oklahoma’s State FFA Executive Secretary, says that while there aren’t specific lesson plans for livestock showing, preparation does include animal science and animal husbandry content.

Smyrna High School’s campus has a livestock lab where students take care of their show animals. “Weather permitting, we go through the entire process including washing, clipping and fitting as part of classroom lessons,” said agriculture teacher Keith Shane.

Shane tries to help students understand the pedigree of their animal, sire and dam, as well as focusing on feed rations, what is being fed and why, and what amounts the animals need. When the veterinarian is on campus, students are included whenever possible so that they can hear the vet's explanation of procedures and care.

SAEs and livestock shows

"The beauty of the SAE circle is that a livestock project really makes it a learning experience," Boggs stated. "One third of Oklahoma students will have at least one livestock project over the course of their high school career."

Time spent on a livestock SAE includes the work of students, parents and the agriculture teacher. The teacher makes personal visits – a huge part of the process. He meets with parents and the student to discuss everything from feed rations to animal health and record keeping, as well as financial transactions that take place with a livestock show project.

"At the same time, we have to be careful with the livestock show piece," Maynard cautions. "In a lot of the country, you cannot build an SAE around the livestock show. There are lots of disadvantaged students that don't have the resources to play the game. When we put a premium on that – making shows the gold standard – we've put a disincentive on students that cannot compete this way."

Maynard said that agricultural education programs need to value other SAE projects equally with livestock shows. "If we are going to diversify our FFA/agricultural education population, we are going to have to manage this." This is why agricultural education has seen an increase in the number of small animal and specialty animal SAEs. Students are able to experience the same lessons of ownership, attention to detail, record keeping, selection and nutrition utilizing "livestock" that is less costly and can often result in a higher return than expensive livestock show animals. They are also able to experience the joys and the discomforts of an agricultural life.

"Through livestock projects, students learn that sometimes, in spite of their best efforts, things don't always turn out well," Shane explained. "With livestock it is no different than crop production. Livestock can be affected by predators or disease – there are often life lessons occurring in livestock projects. You can work hard and things don't work out for you."

There are lots of intangibles gained from livestock shows: critical thinking, problem solving and acute observation skills. "Students look back on their experience with a sense of accomplishment," Shane said. "Every year at the Delaware state fair, former students find me to see what animals we are showing and to reminisce about their own animals." A former agriculture teacher, now on national FFA

staff, reported her proudest moment was receiving a Christmas card from a former student with a picture of her two-year-old son. In the card, the woman wrote that she was a better mother because of the lessons she learned through her livestock project in high school. It doesn't get much better than that.

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Taking it a Step Further...

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Below you will find links to documents that list the AFNR standards, as well as the core content standards that can be addressed during animal exhibition events and while attending the national FFA convention, if you are indeed **Teaching With Purpose**.

John Jones and T.J. Holder stressed the value of attending the national FFA convention, how it motivates students and teachers, how it sets the stage for the rest of the year, and how it builds alliances with parents and administrators who attend. To add to their testimony, take a look at the standards that you could be addressing during your time in Indianapolis, as you turn that alternative learning environment into an event with academic purpose.

[National FFA Convention Competencies](#)

Kent Boggs, Keith Shane, and Tom Maynard stressed the value of animal exhibition as a learning opportunity, an experience that brings all facets of the animal industry together, and a culmination of creating relevant industry experiences. Add substance to your efforts by substantiating them with documented national standards for animal science instruction and leadership development.

[Animal Exhibition Event Competencies](#)

Visit the Council for Agricultural Education's website for the complete AFNR Content Standards document:
<http://www.teamaged.org/council/>.

Keep up the good work and remember to always **Teach with Purpose.**

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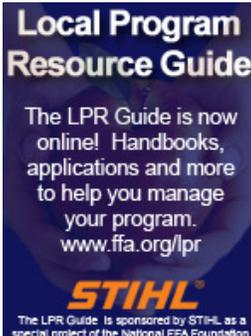
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FEEDBACK

Perspectives

Back in the Day...

By Michael Womochil, Agricultural Education Program Director for Colorado

Back in the day, when you needed to take students to a show or competition, you loaded them up, told the office to get a sub, and off you went...

Back in the day, an extended contract was always included in the agriculture teacher's position...

Back in the day, the school provided transportation for field trips, conventions and competitions...

The times, they are a-changin'.

Does it seem like every time you try to attend something out of school, all you get is pushback from administrators? Are they asking you why you need to take kids to this event? Are they requiring you to pay the transportation cost to attend an event, even the driver's pay? Are they putting limits on the number of days kids can miss school for agriculture and FFA events?

Does it appear that their intent is to kill the agriculture program and abolish FFA? Before you answer that question, let's take a moment to analyze why this is happening. What is different today than it was "back in the day?"

- Today, school administrators are receiving greater pressure on student academic achievement and meeting annual yearly progress.
- Today, school budgets are facing monumental cuts this year and in the near future.
- Today, the availability of quality substitutes is decreasing, especially in rural areas.
- Today, constant turnover of administration leads to decreased understanding of CTE programs, such as agriculture education.

If these are the same issues your school is facing, it just may be the reason things have changed when it comes to out-of-school activities, summer contracts and other components of the agriculture program. Should we just throw up our hands and surrender, or do we draw a line in

the sand and fight tooth and nail for our kids and our programs?

Before you start throwing dirt on the grave of agricultural education or call in your advisory committee for a nuclear attack on the administration and school board, I suggest you first consider the following points when proposing field trips, CDEs, livestock shows and other out of school activities:

- It must be about the students' education. When students miss school for an FFA event or field trip, you must be able to justify its impact on their education. This is more than just exposing them to the agriculture industry, increasing their awareness of careers, or the other reasons we've used for years. In today's school setting, you have to show how the students' participation in an event is leading to their mastery of knowledge. This means showing how competition in a CDE is reinforcing math, communication and science, as well as 21st century skills. Trophies and front-page photos don't help if the kids aren't learning while they are competing. You have to explain the application of the core subjects students will be performing in the event. Identify the core knowledge that is embedded in the event, and illustrate how these relate to core content standards. Sure, it takes time to do this, but once you do, it isn't going to change from year to year. Share the testing materials with math and science teachers; and ask other teachers to assist in preparation of teams, so they understand how it supports student learning in their courses. Are you using the content from the event in your own classes after you return home? Doing this also illustrates the educational value of attending. Utilize the written tests, scenarios and problem-solving components with all your students. If the competition or event is valuable to those who attended, then it should provide some value to all your students.
- The event or activity must relate to the instruction occurring in the agriculture classroom. CDEs, field trips and other competitions are an extension of the classroom. This doesn't mean you teach the contest as class. It means that if you aren't teaching the area in your agriculture class, then why would you ask to take students out of school to attend the event?
- If it's the same event you've gone to three times already this year, then be ready to justify why it's a valuable use of student time to go again. If you can't give a solid educational reason to attend an event again and again, then maybe the event isn't essential.
- Make sure students who are staying behind at school are still being educated. Your administration may fully understand and support the learning opportunities for the students going with you, but if the learning stops for all the kids you leave at home, then the trip can't be justified. Make sure you leave quality lessons for your classes. Design them so any sub can deliver them to the classes. Videos are great entertainment but seldom lead to learning, unless there is a solid lesson planned around the program. Just keeping the kids busy and behaving well for the sub does not meet the expectations of today's principals. Regardless of your principals' expectations, you were hired to educate all the students in your program, not just the ones who compete/travel.

- Look to combine events to reduce time away from school. It may mean more stress in preparing for events, but it also means one or two fewer days of sub lessons to prepare. Doing this shows your administration you understand their concern and are attempting to meet them half way. Having an understating approach to crisis situations can lead to a better working relationship down the road.

While budgets will someday return to adequate levels, and the day may come when we step back from our relentless focus on academic test scores, we may never return to the environment of “back in the day.” It may be considered sacrilegious to say it, but I think that would probably be for the best. Contests, shows, field trips and conventions have always been a part of agricultural education and have provided many enjoyable experiences for our students, as well as the teachers. The fellowship, thrill of winning and excitement of attending is a driving force for many of us in the profession but, if it doesn’t lead to meaningful and purposeful learning for students, then we really can’t justify it, no matter what “day” we’re in.

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LifeKnowledge Spotlight

Q & A with Dr. Kimberly Bellah, Associate Professor at Tarleton University, on Purposeful Teaching

LK: What is the short version of your road to becoming a professor?

KB: After teaching high school agriculture for three years, I was afforded an opportunity to return to higher education as a lecturer and professional development coordinator. Seven years and many experiences later, I decided that, if this was what I wanted to do for the rest of my career, then I'd better get the "license to drive" to stay in teacher education. So, my family and I moved to Florida for a doctoral degree and then my dream job found me in Stephenville, Texas.



LK: What does it mean to teach with purpose?

KB: Everything we do in education accomplishes one of two outcomes: learning is either propelled or distracted. The way we speak, dress, hold our bodies, light the room, walk toward students...everything serves to increase learning or to deflect from learning. As such, instructional leaders must facilitate the learning process by understanding that learning is not accidental. Learning is on purpose. Designing learning is much like conducting an orchestra. Every movement, every engaging moment, every visual aid, every check for understanding must be designed to maximize learning and to purposefully open every student's brain so that it can absorb the content and anchor it for long term retention.

LK: How does leadership education align to teaching with purpose?

KB: Leadership education at the secondary level is not something that occurs outside of the classroom during competitive event practices. Leadership education at the

secondary level is not even something that should occur “by accident” in the classroom. True, there will always be those occasions for the priceless teachable moments, but true learning, leadership or other, must ALWAYS be facilitated with intent and purpose.

Character and virtue was once traditionally learned and reinforced at home and in church. For a variety of reasons, character education is far more dependent on the school structure as a means for delivery today. Teachers, especially agricultural science teachers, have ALWAYS taught character and education, but today’s students require overt, purposeful leadership and character education integrated into daily learning. The content they experience may or may not benefit them in their chosen career path, but the character and leadership lessons designed to envelop them will, when taught with purpose, influence their decisions for a lifetime.

LK: How do professional development experiences help teachers teach with purpose?

KB: Learning teaching methods and strategies as a preservice teacher are certainly helpful for preparing terrified new professionals as they step into the classroom for the first time. In truth, though, Kolb’s model of experiential learning tells us that only after we engage in a concrete learning experience upon which we can reflect, are our brains primed for understanding abstract concepts. In other words, we cannot possibly conceptualize how important designing purposeful learning from bell to bell is until we have found out what really happens to students’ behavior when they have eight unstructured minutes before the bell rings.

Professional development is a time to reflect on the experiences we’ve already had in the classroom and to say, “Hmmm. That waiting until the morning of to decide what I’m going to teach thing just hasn’t worked for me. I find all these cool lessons when I look in the morning, but I don’t have the equipment, I lack the supplies, and I just end up ‘winging it.’ The students know I’m not prepared, they don’t learn, and I don’t feel good about the day. Maybe I should try something else.”

That is the time when professional development can make a difference in the way teachers choose to teach with purpose.

LK: What tools in LifeKnowledge Online would be helpful in leadership integration?

KB: What tools wouldn’t be helpful in leadership integration? If a teacher desires to integrate leadership integration with purpose into his or her curriculum, then the place to start is with the Precept Indicator. When a teacher understands the area or areas that are underdeveloped in his students with respect to leadership development, then

the teacher can move to the integration ideas that target those low performing areas, regardless of whether it is premier leadership, personal growth or career success. Using the existing lessons in their content comfort zone, any teacher can identify a specific area of leadership education to purposefully integrate into the lesson on a daily basis!

LK: We all take students on fieldtrips and other out-of-the-classroom experiences; how can we make those meaningful experiences? Why would this be important?

KB: Again, purposeful planning helps students be able to articulate a meaningful answer to the “What’d you do at school today?” question. Waiting until the end of the year to take students on a field trip as a reward for good behavior negates the entire purpose for the trip. Referring back to the experiential learning model, the field trip or out-of-classroom experience should always come first so that it can serve as a point of reference for the more abstract, advanced concepts that reach the higher order thinking skills. Imagine how much faster and deeper learning could be accelerated if students actually saw the process of embryo transfer up close and personal before learning about the reproductive tract!

LK: What is an example of a simple activity many educators do on a yearly basis that could be turned into a valuable leadership, personal growth or career focused learning experience?

KB: FFA chapters and advisors are dependent upon fundraising activities for existence. Perhaps there is a particular fundraising event or company a teacher uses every year and he or she makes the calls for the orders, passes out the information, talks about all the benefits, maintains the record keeping, collects the money, receives and distributes the product.

What would the leadership experience of the students look like if the teacher allowed students to decide upon the timing of the fundraising event? If the students researched the advantages and disadvantages of a number of potential fundraisers and presented those to their peers? If the students developed the sales pitch, taught it to the other students, and then coached them through the process? If the students maintained the records, collected the money, organized, received and distributed the product? What would the students learn – through experience – about planning and carrying out fundraising events, organization, financial responsibility and commitment if the teacher purposefully structured this learning experience with the students, rather than the monetary outcome in mind?

Debuting at convention is a new grab-and-go resource, Leadership on the Go! Take a sneak peak at one of over 30 activities included: [Trust Trail](#).

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Making a Difference

The Resource for Agriculture Educators



October 2009

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FEEDBACK

Question for the Profession



What Does it Really Mean to “Teach with Purpose?”

By Nina Crutchfield, Local Program Success Specialist

Let’s look at some of the purposes for teaching. When we stand before a class, we intend to accomplish a host of things: imparting knowledge, inspiring a love (or at least an appreciation) for agriculture, developing future leaders and productive citizens, modeling work ethic, inspiring loyalty, developing student problem-solving skills, and the list goes on and on and on.

So, if we’re aware of all these purposes, why do we question ourselves? Perhaps it’s because we find ourselves upset after an exam where student performance is less than stellar, and we can’t figure out why they didn’t get it. Or maybe, following a great hands-on experience, we ask students what they learned and get a response like, “It was better than book work.” Or how about when we coach our officer team to market FFA, and the best reason they can give students for joining is, “because you get out of school a lot.” And last but not least, what about when you put in a request for a field trip or to take students out of school for a competition, and you get pushback because the principal thinks you just want “another day out of school” yourself.

Each scenario causes the good teacher to really question their performance and ask themselves with every instructional event, “What am I trying to accomplish?” And “How do I get it done?” With today’s environment of accountability, we have to prove we add value to our students’ educational experiences. That causes us to really take stock of our teaching techniques, strategies, events and experiences. With that in mind, **What does it really mean to teach with purpose?** How do you turn every instructional action into a meaningful learning event? How do you turn a stock show into more than just a beauty pageant for kids and livestock? How do you make fundraisers more than just selling fruit or beef jerky? How do you turn CDE competition into more than just memorizing information and regurgitating it at the appropriate time? **How do you Teach with Purpose?**

Be sure to read the rest of the October issue of *Making a Difference* to see how a number of your peers accomplish

this task and take advantage of the instructional plans created to help you teach with purpose. And please share your thoughts, suggestions and ideas with regard to teaching with purpose on the [NAAE Communities of Practice](#). It is through sharing and discussion that we can grow into the educators we all want to be.

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Teacher Resources

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FEEDBACK

ExploraVision 2009

The [ExploraVision competition](#), now in its 18th year, is an annual event that awards more than \$240,000 in savings bonds each year to the winning teams. K-12 students in small groups of two to four, led by a teacher/coach, create a vision of a future technology relevant to their lives or to society in general.

Students achieve:

- Problem solving and critical thinking skills
- Commitment and initiative development
- Communication skills
- Cooperative learning skills
- Interdisciplinary learning
- Inquiry-based learning

A team project can take as little as three weeks, two months, or up to four months. Build this project into your curriculum. Check out these [Frequently Asked Questions](#) for more information.

To enter, visit <http://www.dmail.exploravision.org/?lid=evm20090928>.

Summer Welding Workshop – Tulsa Welding School

- What is it? A great inservice opportunity for high school welding instructors, providing 15 contact hours of continuing education and a hands-on workshop that allows you to work on whatever specific welding area you choose with a number of experienced welding instructors
- When are the workshops being held? Friday, June 25 and Saturday, June 26, 2010
- Where will they be held? TWS Jacksonville campus – 3500 Southside Blvd., Jacksonville, FL 32216 (877-935-3529) or TWS Tulsa campus – 2545 East 11th St., Tulsa, OK 74104 (800-331-2934)
- Who can attend? Any instructor who teaches welding is welcome – agricultural mechanics or tech school setting and brand new teachers or veterans looking to get the hours and/or the practice
- Why should I attend? Continuing education hours, chance to experience different machines and methods, time to concentrate on whatever area in which you may need improvement, learn some new techniques, network with your colleagues from neighboring schools and states

- How do I register? There is no registration cost and special lodging rates will be arranged for the participants. Visit the TWS website at www.weldingschool.com for additional information, or call [Ken White](#), High School Coordinator, at 800-331-2934, extension 369.

Do You Have Students interested in Veterinary Medicine?

Direct them to the AVMA's newest [website](#) promoting large animal careers and rural practices. Check out the interactive map to locate state needs and loan forgiveness programs. Students can also see the need for veterinarians in the food supply industry.

Teaching Chemistry via Food Science?

Whether you're teaching a semester of food science for the first time, a veteran of the curriculum, or just looking for some new activities for various courses, you'll love the ready-made lab activities at [this site](#). Make chemistry relevant for your students by engaging them in lab experiences that relate to the food they eat.

Create Rubrics Painlessly and for any Lesson

[Rubistar](#) and [Teachnology](#) allow you to create assessments for a variety of lessons with a few clicks. You can even tailor them to your curriculum.

Careers in Renewable Fuels

The Renewable Fuels Association (RFA) and the [Renewable Fuels Foundation \(RFF\)](#) are partnering with teachers and the [National FFA Organization](#) to provide tens of thousands of high school students information about the opportunities available to them in the field of renewable fuels. Check out the free lessons in the [Team Ag Ed Learning Center](#). In addition, the RFF is offering scholarships for students to attend the [National Ethanol Conference](#) in Orlando, Fla., in February, free of charge.

Tools for Educators

[Tools for Educators](#) offers free worksheet generators, printables makers and a host of programs for teachers to make resources for lessons, lesson plans and printable materials for classes.

Aquacation Program

[Aquacation.com](#) has developed the Aquacation Program to assist in promoting aquaculture in schools from elementary to high school and even college. The Aquacation Program is geared to educate students in every aspect of aquaculture from the conception and design phase to installation of the systems and progressing to the culturing of the organisms, and finally through the marketing and sales aspect. Contact

the AREA Aquaculture Group today to discuss your current or future programs along with any needs that you may have at 800-257-AREA or Info@areainc.com.

Free Posters

[Values.Com](#) has free motivational posters available to schools while supplies last. They are currently clearing out their inventory, so act fast!

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FEEDBACK

FFA Buzz

FFA Joins Campbell Soup Company to Preserve Barns

As some of you may know, last year Campbell Soup Company partnered with the National FFA Organization to create the "Help Grow Your Soup" (HGYS) campaign. This project allowed FFA members, alumni, Campbell employees and the community to preserve five barns, build community gardens and much more. It was a great success!

The second wave of the Help Grow Your Soup campaign has begun. This year, due to the amount of barn entries we received, we need YOU to help us choose the top 5 to be revived. Please visit www.helpgrowyoursoup.com and vote for your favorite barn. The top 5 will get some TLC from Campbell, FFA alumni and members and community volunteers. And, for every vote cast on or before January 5, 2010, Campbell will donate \$1 (up to \$250,000). Don't delay, vote today!

The Newest FFA New Horizons Teaching Guide Now Available

The October 2009 issue of the FFA New Horizons Teaching Guide is now available on ffa.org. This useful online guide provides activities, discussion questions, teaching tips, additional links and more related to the October 2009 issue of FFA New Horizons. Printed copies of the guide will also be available at "Teachers' World," located in the Indiana Convention Center, during the national FFA convention. Visit booths T-2, T-4, T-13, and T-14 near the Teachers Workshop rooms to pick up a copy. Contact [Julie Woodard](#) if you have questions.

Don't Miss These National Convention Activities!

Your National Convention Connection

How can you stay in-the-know before, during and after the national FFA convention? We've got you covered! The convention website is always the place to start. Visit www.ffa.org/convention to check out news stories, photos, videos, blogs and award winners. Plus, we'll link you to our Facebook, Twitter and FFA Nation pages.

Don't have a computer handy? No problem! Get the scoop on your mobile phone by texting "@nationalffa" to 40404.

You'll automatically be set up to receive FFA news and alerts on your cell. (Standard text message rates apply.)

And NEW for this year – LIVE streaming video of the general sessions! Visit www.ffa.org/convention and we'll link you to our friends at SchoolTube. Plus, watch special stories and student interviews throughout the week. Hey advisors! This is a great idea for a chapter activity or member get-togethers.

And, of course, RFD-TV will broadcast the general sessions, band and chorus concert, and the talent revue LIVE on their network. Visit [RFD-TV](#) for listings in your area.

Don't miss your chance to stay connected at the 2009 National FFA Convention!

Looking for a New 2010 Ford F-150 XLT Supercrew Truck?

If you can't attend national convention this year, that doesn't mean you have to miss out on all of the great items up for bids at the National FFA Alumni Live Benefit Auction. Just bid online from your home!

Here's how:

Step 1 – Visit [United Country Auction Services - 2009 FFA Alumni Benefit Auction](#)

Step 2 – Click on the Online Auction Catalog link.

Step 3 – To register as a bidder, click on the "Register" link at the top of the page.

Step 4 – Complete the Registration, including contact information and a valid credit card for any purchases you may make.

Step 5 – Once registered, you will receive a bidder number and access information via e-mail from Proxibid.

Step 6 – Use this information in advance to log on and place maximum bids or log on Friday, Oct. 23, at 6 p.m. (EDT) to watch the auction live and place your bids against those at convention!

Please contact [Amber Smyer](#) at 317-802-4294 with any questions.

Careers, College and Convention

Encourage your students to learn all about the "three C's" by checking out the [2009 National FFA Convention Navigator](#).

Inside this digital magazine, you'll find:

- Information, statistics and tips on agricultural careers – great for classroom projects or curriculum-planning!
- Listings of colleges that will be exhibiting at the national FFA convention – a valuable resource for your students!
- Map of the 2009 FFA National Agricultural Career Show and FFA Shopping Mall
- Map and lists of Indianapolis attractions

The online version is available now, and be sure to pick up a printed copy at the national FFA convention registration booth. For more information, contact [Kim Newsom](#) at 800-333-8842.

NAAE Activities at National Convention

Don't miss the NAAE booth at the national FFA convention Career Show! Bring students to talk with us about becoming an agriculture educator, sign up for the "Teach Ag" campaign, and win some great prizes in the process.

We'll be playing "Teach Ag Tag," a game show that challenges students to think like an agriculture teacher. All players win a T-shirt, and the grand prize is a visit to your chapter from Dr. Larry Case, the National FFA Advisor. You'll need one advisor/teacher and one to four students to play, so get your teams together now. Students can also visit our "Future Teacher VIP Lounge" and see firsthand the tools of the agricultural education trade. Plus, on Thursday, we're inviting all agriculture educators to stop by the NAAE booth in "Teachers' World" to participate in our "Teach Ag" video shoot.

For more information about the NAAE booth or to sign up for "Teach Ag Tag," visit our [website](#), or e-mail [Julie Fritsch](#).

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Students have the opportunity to gain the following competencies (from the National Content Standards for Agriculture, Food, and Natural Resources*) while participating in the National FFA Convention.

Leadership, LifeKnowledge, and Soft Skills Required by Community and Industry

| | |
|---|---|
| CS. 01.01. Exhibit the skills and competencies needed to achieve a desired result. | Social Studies 4d. Apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality. Social Studies 4h. Work independently and cooperatively within groups and institutions to accomplish goals. |
| CS.01.02. Relationship: Build a constituency through listening, coaching, understanding, and appreciating others. | Language Arts 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). Social Studies 4h. Work independently and cooperatively within groups and institutions to accomplish goals. |
| CS.01.03. Vision: Establish a clear image of what the future should look like. | 4a. Articulate personal connections to time, place, and social/cultural systems. 4d. Apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality. 4h. Work independently and cooperatively within groups and institutions to accomplish goals. |
| CS.01.04. Character: Conduct professional and personal activities based on virtues. | Social Studies 4c. Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self. Social Studies 4f. Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity. |
| CS.01.05. Awareness: Desire purposeful understanding related to professional and personal activities. | Social Studies 1e. Demonstrate the value of cultural diversity, as well as cohesion, within and across groups. |

* The National Content Standards for Agriculture, Food, and Natural Resources is available at <http://www.teamaged.org/council/>

Students have the opportunity to gain the following competencies (from the National Content Standards for Agriculture, Food, and Natural Resources*) while participating in the National FFA Convention.

| | |
|---|--|
| | <p>Social Studies 4e. Examine the interactions of ethnic, national, or cultural influences in specific situations or event.</p> <p>Social Studies 10b. Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.</p> <p>Social Studies 10j. Participate in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.</p> |
| <p>CS.01.06. Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations.</p> | <p>Science A4. Formulate and revise scientific explanations and models using logic and evidence.</p> <p>Social Studies 4h. Work independently and cooperatively within groups and institutions to accomplish goals.</p> |
| <p>CS.02.02 Social Growth: Interact with others in a manner that respects the differences of a diverse and changing society.</p> | <p>Language Arts 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p>Social Studies 1e. Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.</p> |
| <p>CS.02.03. Professional Growth: Develop awareness and apply skills necessary for achieving career success.</p> | <p>Language Arts 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</p> <p>Social Studies 4a. Articulate personal connections to time, place, and social/cultural systems.</p> |
| <p>CS.02.04 Mental Growth: Demonstrate the effective application of reasoning, thinking, and coping skills.</p> | <p>Math 6C. Apply and adapt a variety of appropriate strategies to solve problems.</p> <p>Science A4. Formulate and revise scientific explanations and models using logic and evidence.</p> <p>Language Arts 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for</p> |

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| | |
|---|---|
| CS.02.05. Emotional Growth: Demonstrate healthy responses to ones feelings. | different purposes. Social Studies 4a. Articulate personal connections to time, place, and social/cultural systems. |
| CS.02.06. Spiritual Growth: Reflect inner strength to allow one to define personal beliefs, values, principles and senses of balance. | Social Studies 4c. Describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self. Social Studies 4f. Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity. |
| CS.03.01 Communication: Demonstrate oral, written, and verbal skills. | Language Arts 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes. Language Arts 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Language Arts 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). |
| CS.03.02. Decision Making: Analyze situations and execute an appropriate course of action. | Science A5. Recognize and analyze alternative explanations and models. Social Studies 1c. Apply an understanding of culture and an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns. Social Studies 4h. Work independently and cooperatively within groups and institutions to accomplish goals. |
| CS.07.03 Follow appropriate procedures in case of an emergency. | |

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Students have the opportunity to gain the following competencies (from the National Content Standards for Agriculture, Food, and Natural Resources*) while participating in animal exhibition events.

Animal Science Career Pathway

| | | | |
|---|--|---|--|
| AS.01.01.02.a Define major components of the animal industry. | AS.01.01.02.b. Outline the development of the animal industry and the resulting products, services and careers. | AS.01.01.02.c. Predict trends and implications of future development of the animal systems industry. | Science C3. Biological Evolution Social Studies 7h. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues. |
| AS.02.01.02.a Identify major animal species by common and scientific names. | AS.02.01.02.b Compare and contrast the hierarchical classification of the major agricultural animal species. | AS.02.01.02.c Appraise and evaluate the economic value of animals for the various applications in the agriculture industry. | Science C3. Biological Evolution Social Studies 7h. Apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues. |
| | | AS.02.02.01.c Explain how the components and systems of animal anatomy and physiology relate to the production and use of animals. | Science C5. Matter, energy, and organization in living systems. Science F2. Population growth |
| AS.02.02.04.a Describe the properties, locations, functions, and types of animal tissues. | AS.02.02.04.b Explain the relationship of animal tissues to growth, performance, and health. | AS.02.02.04.c Explain the importance and uses made of animal tissues in the agriculture industry. | Science C5. Matter, energy, and organization in living systems. Science F2. Population growth |
| AS.02.02.06.a Describe the functions of the animal body systems and system components. | AS.02.02.06.b Compare and contrast body systems and system adaptations between animal species. | AS.02.02.06.c Explain the impact of animal body systems on performance, health, growth, and reproduction. | Science C5. Matter, energy, and organization in living systems. Science F2. Population growth |
| AS.02.03.01.a Identify ways an animal’s health can be affected by anatomical and physiological disorders. | AS.02.03.01.b Compare and contrast desirable anatomical and physiological characteristics of animals within and between species. | AS.02.03.01.c Evaluate and select animals to maximize performance based on anatomical and physiological characteristics that affect health, growth, and reproduction. | Science C5. Matter, energy, and organization in living systems. Science F2. Population growth |
| AS.02.03.02.a Create a | AS.02.03.02.b Assess an | AS.02.03.02.c Develop | Science C5. Matter, |

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Students have the opportunity to gain the following competencies (from the National Content Standards for Agriculture, Food, and Natural Resources*) while participating in animal exhibition events.

| | | | |
|--|---|---|---|
| program to develop an animal to its highest potential performance. | animal to determine if it has reached its optimal performance level based on anatomical and physiological characteristics. | efficient procedures to produce consistently high quality animals, well suited for their intended purposes. | energy, and organization in living systems. |
| | | AS.03.01.03.c Design and implement a health maintenance and disease and disorder prevention plan for animals in their natural and/or confined environments. | Science C4. Interdependence of organisms. Science F1. Personal and community health. Science F5. Natural and human-induced hazards. |
| | | AS.03.01.05.c Implement zoonotic disease prevention methods and procedures for the safe handling and treatment of animals. | Science C4. Interdependence of organisms. Science F1. Personal and community health. Science F5. Natural and human-induced hazards. |
| AS.04.01.01.a Compare and contrast common types of feedstuffs and the roles they play in the diets of animals. | AS.04.01.01.b Determine the relative nutritional value of feedstuffs by evaluating their general quality and condition. | AS.04.01.01.c Select appropriate feedstuffs for animals based on factors such as economics, digestive system, and nutritional needs. | Math 1C. Compute fluently and make reasonable estimates. Math 6B. Solve problems that arise in mathematics in other contexts. Science A4. Formulate and revise scientific explanations and models using logic and evidence. |
| AS.04.01.02.a Explain the importance of a balanced ration for animals. | AS.04.01.02.b Appraise the adequacy of feed rations using data from the analysis of feedstuffs, animal requirements, and performance. | AS.04.01.02.c. Formulate animal feeds based on nutritional requirements, using feed ingredients for maximum nutrition and optimal economic production. | Math 1C. Compute fluently and make reasonable estimates. Math 6B. Solve problems that arise in mathematics in other contexts. Science A4. Formulate and revise scientific explanations and models using logic and evidence. |
| AS.06.01.01.a. Discuss the | AS.06.01.01.b Outline | AS.06.01.01.c. Interpret | Science C6. Behavior of |

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| | | | |
|---|--|---|--|
| dangers involved in working with animals. | safety procedures for working with animals by species. | animal behaviors and execute protocols for safe handling of animals. | organisms. |
| AS.06.01.02.a Explain the implications of animal welfare and animal rights for animal agriculture. | AS.06.01.02.b Design programs that assure the welfare of animals and prevent abuse or mistreatment. | AS.06.01.02.c. Implement quality-assurance programs and procedures for animal production. | Science C6. Behavior of organisms. |
| AS.06.02.01.a. Identify animal production practices that could pose health risks or are considered to pose risks to some. | AS.06.02.01.b Discuss consumer concerns with animal production practices relative to human health. | AS.06.02.01.c. Implement a program to assure the safety of animal products. | Science F1. Personal and community health. Science F5. Natural and human-induced hazards. |
| AS.08.02.01.a. Identify optimal environmental conditions for animals. | AS.08.02.01.b. Describe the effects of environmental conditions on animal populations and performance. | AS.08.02.01.c. Establish and maintain favorable environmental conditions for animal growth and performance. | Science C6. Behavior of organisms. F4. Environmental quality. |

Leadership, LifeKnowledge, and Soft Skills Required by Community and Industry

| | |
|--|---|
| CS. 01.01. Exhibit the skills and competencies needed to achieve a desired result. | Social Studies 4d. Apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality. |
| CS.01.02. Relationship: Build a constituency through listening, coaching, understanding, and appreciating others. | Social Studies 4h. Work independently and cooperatively within groups and institutions to accomplish goals. Language Arts 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). Social Studies 4h. Work independently and cooperatively within groups and institutions to accomplish goals. |
| CS.01.04. Character: Conduct professional and personal activities | Social Studies 4c. Describe the ways |

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Students have the opportunity to gain the following competencies (from the National Content Standards for Agriculture, Food, and Natural Resources*) while participating in animal exhibition events.

based on virtues.

family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self.

Social Studies 4f. Analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity.

CS.01.05. Awareness: Desire purposeful understanding related to professional and personal activities.

Social Studies 1e. Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.

Social Studies 4e. Examine the interactions of ethnic, national, or cultural influences in specific situations or event.

Social Studies 10b. Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.

Social Studies 10j. Participate in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.

CS.01.06. Continuous Improvement: Pursue learning and growth opportunities related to professional and personal aspirations.

Science A4. Formulate and revise scientific explanations and models using logic and evidence.

Social Studies 4h. Work independently and cooperatively within groups and institutions to accomplish goals.

CS.02.02 Social Growth: Interact with others in a manner that respects the differences of a diverse and changing society.

Language Arts 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Social Studies 1e. Demonstrate the value of cultural diversity, as well as cohesion, within and across groups.

CS.02.03. Professional Growth: Develop awareness and apply skills necessary for achieving career success.

Language Arts 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Social Studies 4a. Articulate personal connections to time, place, and

* The National Content Standards for Agriculture, Food, and Natural Resources is available at <http://www.teamaged.org/council/>

Students have the opportunity to gain the following competencies (from the National Content Standards for Agriculture, Food, and Natural Resources*) while participating in animal exhibition events.

CS.02.04 Mental Growth: Demonstrate the effective application of reasoning, thinking, and coping skills.

social/cultural systems.

Math 6C. Apply and adapt a variety of appropriate strategies to solve problems.
Science A4. Formulate and revise scientific explanations and models using logic and evidence.

Language Arts 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

CS.03.02. Decision Making: Analyze situations and execute an appropriate course of action.

Science A5. Recognize and analyze alternative explanations and models.

Social Studies 1c. Apply an understanding of culture and an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns.

Social Studies 4h. Work independently and cooperatively within groups and institutions to accomplish goals.

CS.07.03 Follow appropriate procedures in case of an emergency.

* The National Content Standards for Agriculture, Food, and Natural Resources is available at <http://www.teamaged.org/council/>

Listen. Lead. Learn!

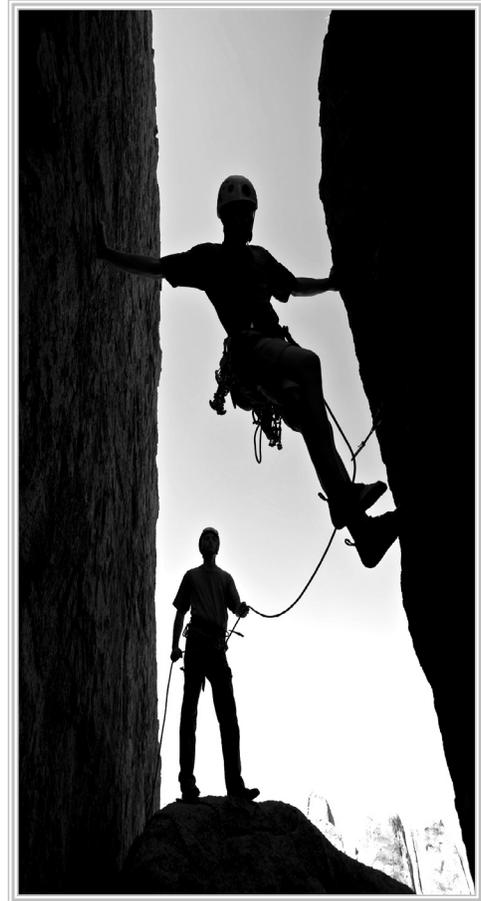
Trust Trail

Description

Earn trust within the group. In this activity the group gains the trust of one volunteer as they lead them through the Trust Trail by their auditory rhythmic abilities.

Directions

1. Ask for one volunteer from the group.
2. After a volunteer has been established, give the entire group insight to what is going to happen.
3. As a group, we will lead our volunteer through an obstacle course, located right here in the room.
4. Ask the volunteer to wait outside the room while the group constructs the course.
5. Be sure the volunteer is out of the room before you reveal the next step to the rest of the class.
6. The goal is to build an obstacle course for the volunteer—from the door to the other side of the room. Use desks, book bags, or other moveable items in this room. (The volunteer cannot step up on anything; however, he or she can step over items. At this time, let the students know which things are off limits.)
7. Give the group three minutes to arrange the room into an obstacle course. Instruct them to be very quiet so the volunteer won't hear what is going on.
8. After the course is built, make sure everyone is clear on the route to be taken by the volunteer, have someone from the group walk the path once or twice so everyone knows the way.
9. Step out and blindfold the volunteer without letting him or her see the obstacle course.
10. Bring the blindfolded volunteer in the room.
11. Explain to the entire group how they will lead the volunteer through the course
 - a. *Clapping hands continuously means to continue in the same direction.*
 - b. *Snapping fingers means to proceed with caution, there is an obstacle ahead.*
 - c. *Stomping feet means to step over something.*
 - d. *“Shhhh,” means you are not going in the right direction, and you need to try another direction until you hear the group reply.*



Quick Reference

Time 15 minutes

Number of Students 5+

Usefulness

- Classroom
- Officer Retreat

Supplies

- Desks, chairs, book bags, (i.e. objects to build the obstacle trail)
- Blindfold

Focus Area: Team Building: Trust Trail

12. Review the methods of communication with everyone.
13. Continue the activity until the group successfully leads the volunteer through the obstacle course.
14. When the volunteer has completed the course, lead the group in a big round of applause.
15. Take the blindfold off and let the volunteer see the course.
16. Give the group one minute to put the room back in order.

The Connection Questions

For the volunteer:

1. Did you feel like you trusted the class during the activity? Why or why not?
2. Were there any specific times your trust for the group was not quite as strong as it could have been? Why or why not?

For everyone:

1. How does this activity relate to trust?
2. What was the hardest part about communicating the path to the volunteer?
3. How could the group gain the volunteer's trust?
4. How could the group lose the volunteer's trust?
5. Which is easier: To gain trust or to lose it?

Wrap Up

Today we conducted a risky activity and measured our trustworthiness. This activity helped us to see how to trust others, gain others trust and to discover the importance of trusting relationships.

| Research Methodologies |
|---|
| Precept B. Relationships ➤ B1. Practice human relations skills including compassion, empathy, unselfishness, trustworthiness, reliability and listening ➤ B5. Participate effectively as a team member |
| Modalities ➤ Auditory ➤ Kinesthetic |
| Multiple Intelligences ➤ Spatial ➤ Musical ➤ Bodily-Kinesthetic |



LK Extension

HS.61- Earning Trust

What does it really mean to "Teach With...



[Nina Crutchfield](#) 147 posts since

Dec 15, 2007

Let's look at some of the purposes for teaching. When we stand before a class we intend to accomplish a host of things: imparting knowledge, inspiring a love (or at least an appreciation) for agriculture, developing future leaders and productive citizens, modeling work ethic, inspiring loyalty, developing student problem solving skills, and the list goes on, and on, and on.

So, if we're aware of all these purposes, why do we question ourselves? Perhaps it's because we find ourselves upset after an exam where student performance is less than stellar and we can't figure out why they didn't get it. Or maybe, following a great hands-on experience we ask students what they learned and get a response like "It was better than book work." Or how about, when we coach our officer team to market FFA and the best reason they can give students for joining is "because you get out of school a lot." And last but not least, what about when you put in a request for a field trip or to take students out of school for a competition and you get push back because the principal thinks you just want another day out of school yourself.

Each scenario causes the good teacher to really question their performance and ask themselves with every instructional event "What am I trying to accomplish?" and "How do I get it done?" With today's environment of accountability, we have to prove we add value to our students' educational experiences. That causes us to really take stock of our teaching techniques, strategies, events, and experiences.

With that in mind, what does it really mean to Teach With Purpose? How do you turn every instructional action into a meaningful learning event? How do you turn a stock show into more than just a beauty pageant for kids and livestock? How do you make fundraisers more than just selling fruit or beef jerky? How do you turn CDE competition into more than just memorizing information and regurgitating it at the appropriate time?

How do **YOU** Teach With Purpose?

What does it really mean to "Teach With...

Be sure to read the October issue of Making a Difference <http://www.ffa.org/ageducators/mad/index.html> to see how a number of your peers accomplish this task and take advantage of the instructional standards list created to help you teach with purpose.

And share your thoughts, suggestions, and ideas with regard to Teaching With Purpose here. It is only through sharing and discussion that we can all grow into the educators we all want to be.

Tags: 7_keys_program_success, classroom, instruction, making_a_difference_magazine, professional, planning, professional_growth



2009 FFA Alumni Benefit Auctions

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- Carhartt Jackets
- Delta Toolboxes
- Lincoln Welders
- Oster Products
- Matrex 4-Stroke Scooters
- Tractor Supply Company Products
- New Holland tractor/baler lease
- Montana Excursion for Two (2)
- FFA Collectibles
- State Baskets
- Celebrity Items
- And Much, Much More!

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Silent Auction:

Wed., October 21, 1 – 6 p.m.
Thurs., October 22, 9 a.m. – 6 p.m.
Fri., Oct. 23, 9 a.m. – 2 p.m.

Live Auction Social:

Fri., October 23, 5 – 6 p.m.

Live Auction Starts:

Fri., October 23, 6 p.m.

Payment/Pickup:

Fri., October 23, 4 – 9 p.m.
Sat., October 24, 8 – 10 a.m.

Mini Auction for Unclaimed Items:

Sat., October 24, 10 a.m.

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