Lesson HS.114

HOW ORGANIZATIONS ARE STRUCTURED—COMPONENTS OF A LOCAL PROGRAM

Unit. FFA: An Integral Component of Agricultural Education

Problem Area. What Are the Components of a Successful Organization?

Precepts. F5: Acquire new knowledge

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 Identify and explain the three components of Agricultural Education

2 Differentiate between the terms intercurricular and extracurricular

Time. Instruction time for this lesson: 50 minutes

Tools, Equipment, and Supplies

- Writing surface
- Plain paper–one per student
- HS.114.TM.A
- HS.114.AS.A
- HS.114.AS.B
- HS.114.AS.C
- HS.114.Test.A

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

- ***Intercurricular***
- ***Extracurricular***

Interest Approach

The context of the entire lesson is a kinesthetic demonstration of the three components of agriculture education. In order to get students thinking about this unique structure of learning, ask them the following question.

A keyword today is ASK. Turn to your neighbor and say, “ASK.” Now, when I say the word, “LEARNING,” turn to your neighbor and ASK them to tell you about their all time best learning experience.

LEARNING.

Have students share what they heard. Summarize the main ideas that students bring out.

Great learning experiences are fun; they are about something that interests us and something that we can apply in real life. Today, we are going to learn about a system of learning that you are a part of in this agriculture class that overhauled past systems of education, developed some of our nation’s top leaders, both past and present, and has allowed students just like you to travel around the world. You are about to experience the ASK Challenge.

Use Voice Modulator Moment for ASK Challenge, using a fun accent and/or motion when they hear ASK Challenge.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Identify and explain the three components of Agricultural Education.

The ASK Challenge is a race between groups of three students. Have students identify one person in their group to be the A, one to be the S, and one to be the K. The K’s will come to the front of the room with the instructor, the As will stand in the middle of the room, and the S’s will be in the rear of the room. Instruct the groups that the object of the challenge is to recreate a figure that only the K’s will be allowed to see. The figure will be the three concentric circles of agricul-

tural education. The group whose S member draws the figure that most resembles the original will win Part I of the challenge. Use HS.114.TM.A to communicate the rules of this activity and to show a visual representation of what it will look like.

The K's will recreate the figure on their sheets of paper from instructions given to them by the instructor. The As will look at the figure and then run over to the S member of their group and explain how to draw the figure. K's cannot speak at all. The As can only look at the diagram and think about how they will explain it to the S's. The As will meet with their group's S member and communicate how to draw the figure with words only. The As cannot touch the S's' pencil, paper, nor the S's themselves. They can only use words to communicate the figure.

To begin, make sure the S's and As cannot hear your instructions to the K's. Give the K's a blank piece of paper, and show them the figure on HS.114.AS.A. Tell them they are to draw the three concentric circles on their papers. In the top circle, they are to list their own name, the word knowledge, and the words Ag Ed Classroom. In the right hand circle, tell them they are to put the name of the S of their group, the word skill, and the letters SAE. In the left hand circle, tell them they are to write the name of the A of their group, the word attitude, and the letters FFA. The K's drawing is very important, as their drawing will be the basis for the rest of their group's performance and subsequent discussion.

You will have 30 seconds when I say "SHOE" to find two other people with a shoe size close to yours. Form a group of three. Assign one of three letters to group members: an A, an S, and a K.

SHOE.

Make sure everyone is in a group of three. If there are one or two people left over, declare them the ASK Challenge Officials who will observe the activity and enforce the rules.

Have a seat and turn your chairs so you can comfortably see the writing surface which will have the instructions and guidelines for the ASK Challenge.

Use <u>Voice Modulator Moment</u> —ASK Challenge! Go through the rules on HS.114.TM.A.

We will begin the challenge when I say the words, "DRAW IT." What questions are there?

DRAW IT!

Use your own judgment in selecting the winner. Or, choose a safe route and declare a tie.

I. Identify and explain the three components of Agricultural Education.

 Part two of this challenge can be won by any and all of the groups. It is the most important part of the ASK Challenge. As I pass out the worksheet, begin working with your group of three to finish the last part of the challenge.

Distribute worksheet HS.114.AS.B. The K's represented knowledge. What knowledge did they represent in the challenge? The S's represented skill. What skills were they using in the challenge? The As represented attitude. How did they represent attitude in the challenge? Use a Me-You-Us Moment for facilitating the sharing of student responses on the worksheet.

A. Agriculture Education Classroom
   1. Acquisition of knowledge

 The K's represented knowledge. What knowledge did they represent in the challenge?

Point to bring out: they held the expert knowledge of what the figure was supposed to look like.

 What is an example of knowledge gained in agriculture class?

Examples include criteria for evaluating livestock, floral arrangements, dairy cattle, poultry; anatomy of livestock; the process of commodity trading and marketing. Use examples that you have already taught in your classroom.

B. Supervised Agriculture Experience
   1. Develops skills.

 The S's represented skill. What skills were they using in the challenge?

Point to bring out: their skills of listening and drawing.

 What is an example of a skill gained through a Supervised Agriculture Experience Program?

Examples: accounting principles; financial responsibility and integrity; various mechanical skills;

livestock selection using genetic data, etc.

C. National FFA Organization
1. Develops attitude.

The As represented attitude. How did they represent attitude in the challenge?

Point to bring out: they could only communicate the image verbally. The manner in which they communicated was critical to the outcome of the drawing.

What is an example of attitudes that are developed through FFA?

Examples: communication skills; public speaking; how to effectively conduct meetings; team work, etc.

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Points to bring out:

- *The diagram in the ASK Challenge is the model for agricultural education. FFA is only one part of the agricultural education model, but it is an essential one as FFA develops an attitude in students that aids in acquiring knowledge and developing skills, like the A members did by connecting knowledge to skill in the ASK Challenge.*
- *The three circles connect to each other to show that each component is essential to the others.*
- *Our SAE is essential because we apply the knowledge learned in class and the attitude gained from FFA in a real-life situation. In order for your group to be successful, you needed your S's to use their skills of drawing and listening to create this diagram.*
- *Our class work is essential because it gives us the base knowledge, which we can apply to FFA and our SAE.*

Objective 2. Differentiate between the terms intercurricular and extracurricular

II. Differentiate between the terms intercurricular and extracurricular.

 Turn to your neighbor and list all of the extracurricular activities they are a part of under the word “Examples” on HS.114.AS.C.

Have students share examples of extracurricular activities.

A. ***Extracurricular***
1. An activity that is outside of the classroom experience.

Have students record the definition on HS.114.AS.C.

 Knowing what extracurricular means, turn to your neighbor and formulate a definition for intercurricular**.**

After a moment, ask them for examples.

A. ***Intercurricular***
1. An activity that is within and/or essential to the classroom experience.

Geometry, Algebra, Biology, and English are all examples. Point out that the FFA and their SAE are also intercurricular programs, not extracurricular.

 Think back to the ASK Challenge.

Use Voice Modulator Moment. ASK Challenge!

 Consider the circle model of agriculture education. Think about why SAE and FFA are considered intercurricular. Write your response on your worksheet.

Have students write the response on HS.114.AS.C. After a brief moment, have students pair up and help each other come up with a response. Get a few example responses from students. Bring out that

they are intercurricular because, as they demonstrated in the activity, the SAE provides an opportunity to apply new knowledge and FFA helps develop an attitude that aids in skill development and enhances knowledge. Both are essential to teaching and learning agriculture.

Let's take a quick check of your understanding. If you think 4-H is an extracurricular activity, put your hand on your heart. If you think 4-H is an intercurricular activity, put your hand on your head. 4-H is an extracurricular activity. Can someone tell us why?

4-H is not a part of the school system. It is something students do outside of class.

If there is time, split the class in half and set the context for a debate. The issue: intercurricular activities are more important than extracurricular activities. Set the procedures for the debate, including having them choose a speaker, time length, rebuttals, etc. Have each group discuss the issue for two minutes, then assign one group the "for" side and the other, the "against" side. Emphasize that successful students of life listen to opposing viewpoints without making personal attacks.

Review/Summary

Instruct students to read and think about the question, "How will each component of Ag Ed help me be the person I want to be." on HS.114.AS.C. Give them several minutes to journal their responses.

Application

Extended Classroom Activity:

Show students HS.114.TM.B. Challenge them to interpret the chart and prepare an explanation they could give to parents and other community members about how the agricultural education classroom, FFA, and SAE interact.

FFA Activity:

Have students list FFA activities in which they are currently involved. Have students identify how each FFA activity could be considered intercurricular; in other words, how does it relate to the classroom and to the SAE.

SAE Activity:

Have students compile a list of skills they have mastered in the agriculture education classroom

and can apply to their SAE.

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✓ Evaluation

HS.114.Test.A is provided to measure students' performance on the learning objectives.

Answers to Test:

1. Classroom, SAE, and FFA

2. FFA

3. SAE

4. Classroom

5. Intercurricular. Explanations will vary, but may include one of the following: because knowledge learned in the classroom is applied in competitive events in FFA; students have an opportunity to use attitudes they develop in FFA in both the classroom and in their SAE

6. Answers will vary, but can include any traditional class or discipline in school, FFA, or SAE.

7. Answers will vary, but need to be a recognizable skill that could be applied in a realistic SAE.

HS.114.Test.A Name: _____

HOW ORGANIZATIONS ARE STRUCTURED—COMPONENTS OF A LOCAL PROGRAM

1. The three components of Ag Ed are…

2. Attitudes are developed in the _____ component.

3. Skills are developed in the _____ component.

4. Knowledge is acquired in the _____ component.

5. Is FFA an intercurricular or extracurricular activity? Why or why not?

6. What are two examples of an intercurricular activity?

7. What are two examples of skills that one might develop in their SAE?

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HS.114.TM.A

GUIDELINES TO SUCCESSFULLY COMPLETING PART ONE OF THE ASK CHALLENGE

1. In groups of three, assign one of three letters to each person: A, S, or K.

2. S's go to the back of the room; A's to the middle of the room; K's to the front of the room. Once there, bring your attention back to the teacher.

3. The object of the challenge is to recreate a figure that will only be shown to the K's at the front of the room. The group who recreates the diagram closest to the original in the fastest time will win the first part of the challenge.

4. When you hear the words, "DRAW IT," the challenge will begin.

5. Teacher will show K's the master figure and give them instructions.

6. K's will recreate the figure they just saw on a blank sheet of paper.

7. K's will walk over to the A of their group in the middle of the room and show them their figure.

8. The A's will study the figure, then walk over to the S of their group and explain

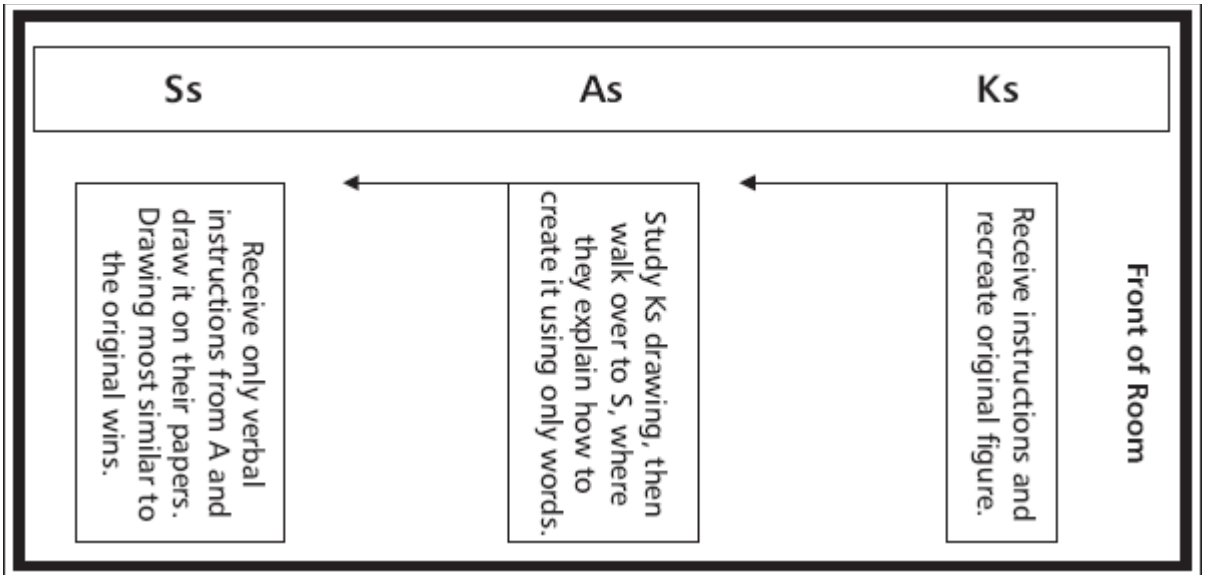
how to draw it.

9. Only the A's can speak during this challenge. K's and S's cannot speak. If you do, you will disqualified.

10. A's cannot touch the S's pencil, paper, nor the S. They can only talk.

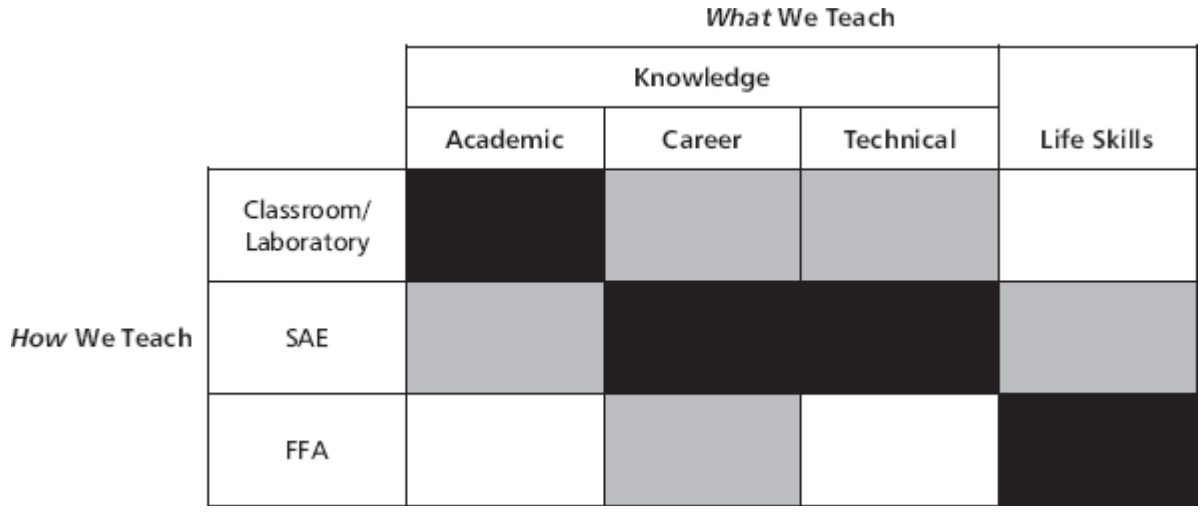
11. A's are allowed to go back and refer to K's drawing as many times as they need to, but cannot show K's drawing to S.

Receive only verbal instructions from A and draw it on their papers. Drawing most similar to the original wins.



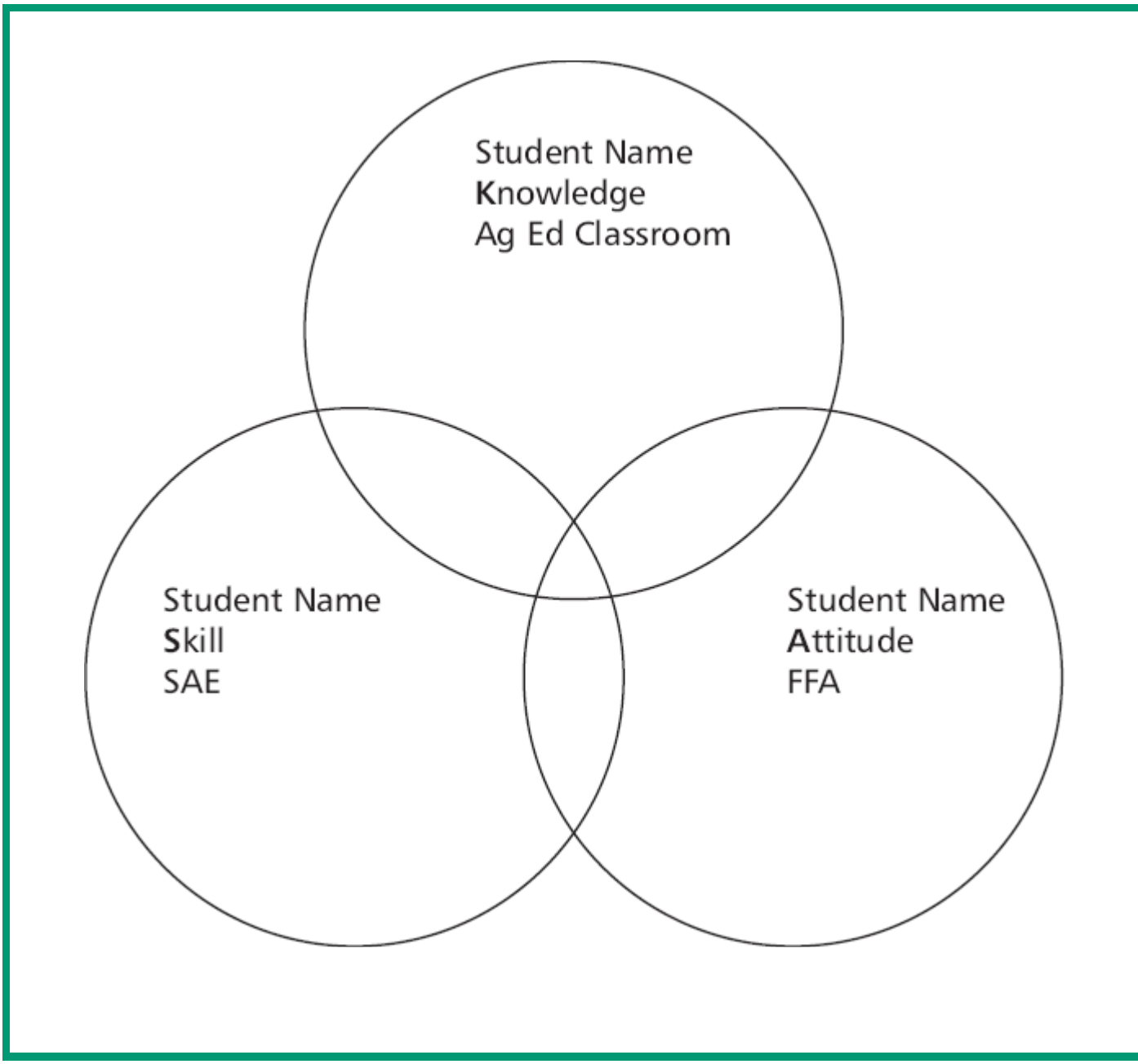
HS.114.TM.B

A MODEL OF AGRICULTURAL EDUCATION



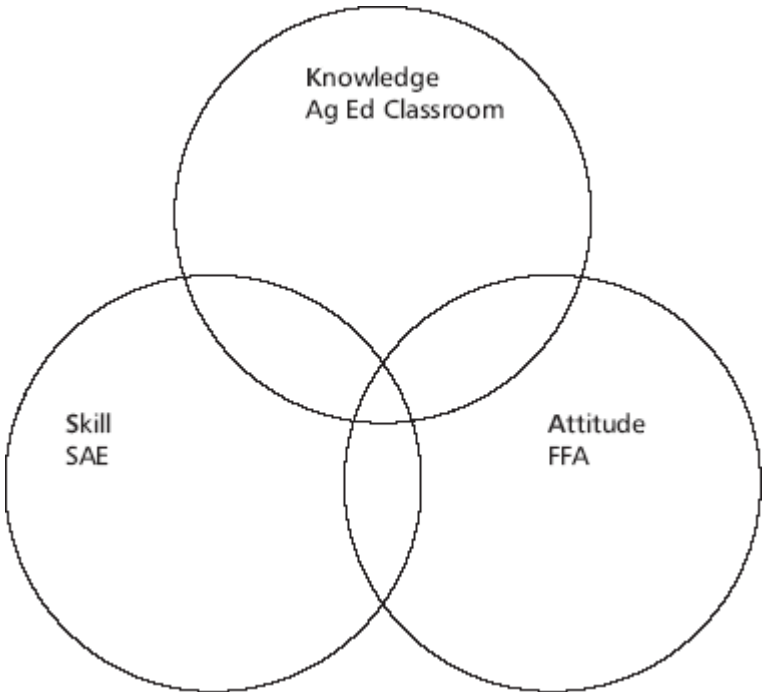
Note: The darker the shading, the more intense the strength of learning the "what" via the "how."

HS.114.AS.A Name: _____


Student Name
Knowledge
Ag Ed Classroom
Student Name
Skill
SAE
Student Name
Attitude
FFA

HS.114.AS.B Name: _____

AGRICULTURE EDUCATION MODEL



Part II of the A.S.K. Challenge

ASK your group these questions, and write your solutions below.

K's represented knowledge. What knowledge did they represent in the challenge?

S's represented skill. What skills were they using in the challenge?

As represented attitude. How did they represent attitude in the challenge?

What is an example of knowledge gained in agriculture class?

What is an example of a skill gained through a Supervised Agriculture Experience Program?

What is an example of an attitude that is developed through FFA?

HS.114.AS.C Name: _____

Extracurricular means…

Examples:

Intercurricular means…

Examples…

Why are FFA and a Supervised Agriculture Experience program intercurricular?

Summary Question:

How will each component of the Agriculture Education model help me be the person I want to be?