



High School

National FFA Organization

Lesson HS.97

IDENTIFYING AND UTILIZING RESOURCES AVAILABLE

Unit. Stage Three of Development—DO

Problem Area. How Does the Vision Get Accomplished?

Precepts. A4 Identify and use resources.

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 Assess what resources are available for a given task.
- 2 Determine if resources are credible for a given project or task.
- 3 Given a project or task, compile appropriate resources.



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Time. Instruction time for this lesson: 50 minutes.



Tools, Equipment, and Supplies

- ✓ HS.97.AS.A—one per student
- ✓ Internet access capable of printing an article for every student
- ✓ An article on Biotechnology found and copied before class (optional)
- ✓ HS.97.AS.B—four copies per student
- ✓ Writing surface
- ✓ HS.97.Assess—one per student



Interest Approach

Have handout HS.97.AS.A copied for every student, and pass them out, face down. The suggested responses are listed at the bottom of the handout; do not copy those on the student sheets. The suggested responses are: dictionary, Internet, newspaper, school menu, different books, magazines, encyclopedia, and interviews of different people.



In a moment, you will be given a challenge on a sheet of paper. You are going to be asked to dig down deep and brainstorm some ideas for the tasks provided. Do not flip the sheet of paper over until you hear, “Go.” On the other side of the paper there are 10 questions in column one. In column two there is a space for you to write down your response. Read each statement carefully. There may be more than one bit of information for each task, but there are at least seven resources you can use. You have five minutes to complete this. Go.

Give the students five minutes to brainstorm resources for the given tasks. The seven resources they could come up with include: Internet, dictionary, encyclopedia, books, newspaper, magazine, and an interview with an expert.



How well did you do? Who came up with an answer for each task? When you are called on, be prepared to share a resource.

Read through the 10 tasks, and call on students for resources. There may be more than one resource for each task. List the ideas brainstormed on the writing surface. Encourage ideas, give out praise for a job well done, and celebrate the sharing of ideas.



Depending on the task you are given, there are several resources that are available to find the information, and often more than one resource. Every goal we want to accomplish, every challenge we face, every task we are asked to complete requires the use of ideas and information. None of us has all the answers. Learning to utilize the resources around you will not only help you, but also help you help groups you work with. Let's explore the world of resources: what they are and how we get use them for our success.



SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Assess what resources are available for a given task.

This next section assists students in thinking outside the box. Instead of always resorting to the Internet to find information, this will help them expand their realm of researching ideas.



Let's say you're in Agriscience class. You have just been assigned a research topic that you know nothing about. Let's brainstorm a list of resources available for us to use to research this topic.

I. Resources Available

- A. Internet
- B. Dictionary
- C. Encyclopedia
- D. Books or other texts
- E. Newspapers
- F. Magazines of all different types
- G. Interviews—a range of great resources

Use the Hieroglyphics Moment to anchor the seven resources listed. Challenge the students to think about the particular use or advantage of each and incorporate that into the hieroglyphic. This will help the students remember and identify with each of the resources available to them. Have students share work.



What are advantages to using a variety of resources, instead of just one?

Elicit responses



How can seemingly unrelated resources contribute to the same issue? For example, how could a magazine story about how music impacts the habits of urban shoppers impact a group of potato farmers in Idaho?

Elicit responses.



Information is everywhere. Learning to pay attention to it and realize its power to help solve problems is critical to the success of an individual or group. Part of the challenge, however, is knowing what information is reliable. It's dangerous to make decisions on unreliable information. Let's dive into this idea.

Objective 2. Determine if resources are credible for a given project or task.

We'll use the scenario of the Agriscience class again. This subject is used because there are so many offshoot topics available to adapt to your students. Here they will be given a specific topic and asked to evaluate the credibility of the resources available.





Let's say the research topic you've been assigned in your Agriscience class is, "The Benefits and Drawbacks of Biotechnology." Biotechnology is a very controversial issue, and there are many resources available to you. The Internet is a very popular place to look, but you have to question whether the information is credible and reliable. Think about the following question: How do you know that the information you find on the Internet is reliable or credible?

Give the students a moment to think. Call on students and ask them to share their responses; make a list of the ideas students share.



The Internet isn't the only place where faulty information can be shared. Many times stories and articles are printed in magazines or newspapers with incomplete information, or worse, faulty information. Learning to review resources with a critical eye is an important skill. Let's practice.

Pass out HS.97.AS.B and give students time to find an article on biotechnology, print the article, read and evaluate it. Or pass out an article you'd like them to read and evaluate as a class. Time will vary depending on which method you use.

I. Tips to evaluating a resource

- A. Author: who authored the article, do they have any credentials, are they a reliable author, are they an expert in their field, is there information to contact them or verify their reliability?
- B. Date: when was this information published, is it still applicable, is it outdated?
- C. Background: who funded the research, did a specific organization sponsor this article?
- D. Type of Resource: is the resource educational, opinion, media-generated, a non-profit publication, from a scientific journal, from a fictional or non-fiction book, or a respected document like an encyclopedia or dictionary?
- E. Relation: does the information address or relate specifically to the topic you're researching?
- F. Repetition: has this information been repeated in other resources, or is this something you've never seen and can't find verified in another source?

Review completed evaluations and discuss students' opinions of each article. Follow with the following discussion questions.



What happens when a group makes a decision based on poor information?

What examples can you think of where this has happened?

Even within our school or FFA chapter, what decisions have groups made based on resources that turned out to be incorrect?

When you are a part of groups like this, how do you help them more closely review the resources they are relying upon?



Objective 3. Given a project or task, compile appropriate resources.

Using the information provided, the students compile resources on a specified topic. This will be a valuable skill for students to use when researching actions a group should take.



In the last activity, you evaluated one source of information for a research paper on the benefits and drawbacks of biotechnology. What other resources are available to research information on this topic?

Give students a moment to remember the list of resources that were covered earlier in the lesson. Call on students to review with the class.



Using the variety of resources available, and the sheets for evaluating sources, compile four different resources to research the benefits and drawbacks of biotechnology. You may use the Internet resource used earlier as one of your four resources.

I. Tips to using resources

- A. Brainstorm a list of resources available for the task or project.
- B. Evaluate the resources as credible or unreliable.
- C. Compile a sufficient number of credible resources to accomplish the task.

Challenge the students to take this skill to a personal level working with groups.



So, we've seen how to compile resources when approaching a topic you might be researching. Let's think about how this skill applies to the work we do in groups. Assume you were a part of the local firefighting department and you have been learning about the unique fire situations that arise when dealing with fires at crop fertilizer stores. Where would you go to find quality resources to help your group be prepared in the event of a fire at the local farm fertilizer store? Find a neighbor and use the next minute to brainstorm resources.

Provide a minute for groups to brainstorm. Then, ask groups to share. Challenge the groups to think about how they would check for the reliability of information.



Review/Summary

Use Bob the Weather Guy Moment to review the concept of groups needing quality and reliable information. In the examples have the students forecast the result of a groups goals based on the "weather" of information they receive.



 Application

►Extended Classroom Activity:

Give the students a task that relates specifically to the class content and have them compile a list of resources. Determine the appropriate resources to use by evaluating them, and seek out the information the resources provide. This could also be demonstrated in a scavenger hunt format, where the students have to look in different resources for clues to lead them to the end.

►FFA Activity:

Have students use the format outlined above to write a prepared speech for the FFA speaking contest. The evaluation sheets pose as a bibliographic source for the speech.

►SAE Activity:

Have students set a goal for their SAE project and compile a list of resources available to them or a list of resources to start a new SAE of their choice. Based on the resources available, they can better determine if their goal is feasible.

✓ Evaluation

Hand out HS.97.Assess.

Answers to Assessment:

1. Resources include the Internet, dictionary, encyclopedia, books, newspaper, magazine, and an interview.
2. Answers for tips in evaluating a resource include: who authored the article, do they have any credentials, when was this information published, is it still applicable, who funded the research, did a specific organization sponsor this article, is the resource educational, opinion, media-generated, a non-profit publication, from a scientific journal, from a fictional or non-fiction book, or a respected document like an encyclopedia or dictionary? Does the information relate specifically to the topic you're researching, and has this information been repeated in other resources, or is this something you've never seen and can't find?
3. Sources should be evaluated to determine if they are credible or unreliable. More than one source will provide repetition to solidify the information found. Each resource provides a different type of information.



IDENTIFYING AND UTILIZING RESOURCES AVAILABLE

1. List seven resources that are available to find information to help research a task like, “How close is the human race to finding a cure for cancer.”
2. What are seven criteria to examine in the seven resources above to assist you in evaluating credibility.
3. List one reason why resources should be evaluated, and why more than one resource should be used when researching a task like the one listed in question one.



Task	Brainstorm resources that could be used to accomplish the specific task.
1. Define the word “environment.”	
2. What information does the website “www.deluxe.com” provide?	
3. What is on the school lunch menu for tomorrow?	
4. What is the local extended forecast?	
5. Who wrote the book, Grapes of Wrath?	



6. Where is the magazine, Hoards Dairyman published?	
7. Where did your teacher graduate?	
8. How many biographical figures have last names starting with the letter X?	
9. Choose an icebreaker activity for a student meeting.	
10. Brainstorm a list of fundraisers for a student organization.	



HS.97.AS.B

Title of resource:

Date published:

Author(s):

Who or what is the source of this information.

Are any specific credentials listed.

Is there an organization that specifically funded this source.

Classification:

What type of resource is this: informational, educational, non-profit, opinion, media, scientific journal, encyclopedia, dictionary, or other.

Key points:

What key points are presented in this resource.

Have these been cited or repeated in other resources.

Evaluation:

Why do you not think this source is or isn't credible to use for the project.

