



# LifeKnowledge® At Work

To advance the integration of LifeKnowledge through local teachers.

## Our Founding Partners



JOHN DEERE



## Supporting Partner



## LifeKnowledge® Featured Articles

### Meaningful Planning and Purposeful Teaching

[Click here](#) to Learn how Mandy Kern of Hiawatha, Kan., plans purposeful teaching by incorporating the Me, We, Do, Serve model.

### Precept in Action

### Q & A with Kattlyn Wolf, Ph.D

[Click here](#) to discover how LK Helps in Planning for Purposeful Teaching

### Featured Technical Lesson Plan

### Coaching Guide Activities

[Click here](#)

### Sponsor Remarks

[Click here](#) to see what Merial has accomplished in the last six months.

### Comments & Success

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

### LifeKnowledge In Action

Subscribe today to have the latest from the LifeKnowledge Center for Agricultural Education come straight to you. [Click here](#)

### Life Knowledge Teaching Tips

### Personal Development Tips

An important part of any leader's repertoire is a well thought-out personal growth plan. [Check out](#) these tips from learningforces.org.

### LifeKnowledge News

LK Webinar and Summer Delta Conference Announcement [Get the details!](#)

## Meaningful Planning and Purposeful Teaching

By Mandy Kern, agriculture educator at Hiawatha High School, Hiawatha, Kansas



Agriculture teachers are anything but traditional in nature; however, agriculture teachers who implement LifeKnowledge concepts into the curriculum move into the realm of purposeful teaching. A traditional teacher uses a curriculum based on the needs and skills of the instructor, lecture-based instruction and selected-response assessments. A purposeful teacher puts the needs of the learner up front. Impactful teachers engage the learner in critical thinking and problem solving in applied methods that allow the instructor to check for understanding and show the learner the need for the lesson.

Using the Me, We, Do, Serve model, adapted from Arthur W. Chickering's research, can enable any teacher to take the jump into purposeful teaching. Our FFA chapter is in its first year of implementing a monthly "After School is Cool" agriculture presentation for K-fourth-graders at our public library. This project has really been twofold – not only do we get to teach elementary students about agriculture industry, but my students and FFA members are learning to grow and teach in this atmosphere.

**ME: Personal Development** – My goal for these monthly presentations is to truly step back and allow the students to take the lead and become the teacher. To do this, each student has to have an understanding of how they work and what is important to them.

Using the Precept Indicator will allow the student to discover his or her strengths and areas that need personal growth. Ideal

LK lessons to prepare students to become teachers include HS.20 - Taking Risks, HS.27 - Using Creativity and HS.14 - Being Responsible and Accountable.

**WE: Relationships** – The second step of this model is to focus on team building. Each month, a new set of FFA members steps up to lead these agriculture-based lessons. It takes a team approach to develop and implement the lesson. My students are so sold on the LK curriculum that they try to add a piece to each presentation. Our most recent outing was a look at how animals and wildlife are depicted in cartoons. We then modified the First Impressions lesson (HS.54) and asked participants to say the first thing that came to mind when looking at pictures of a snake, rabbit, spider, beaver and bat. Most students had very negative thoughts when thinking of the snake, spider and bat, but they came to realize that these three animals can be a very beneficial rodent and insect control. The favorable rabbit and beaver could have negative effects on agriculture through the grazing of gardens and flooding of fields. We then took it a step further to discuss whether we sometimes get first impressions of our classmates based on the clothes they wear, the way they talk or how they look, and if these first impressions hinder us from making a friend.

**DO: Practical Skills** – The high school students quickly learn that teaching can be difficult and managing a room of K-fourth-graders can be very challenging. This is the hardest part for me as I do not want my students to fall flat as teachers, but I don't want to always step in and save them. The LK lessons based on presentation skills have been useful in preparing the revolving group of library teachers.

**SERVE: Community Development** – While I know this project is twofold and beneficial to two groups, I really feel that it is the high school students who gain the largest benefit. They are providing a service to our community, spending an hour every month with a group of students who often do not get much one-on-one attention. Placing the elementary students in small groups with FFA members requires the high school students to step up and show a leadership attitude. Watching them read with and care for the youth is great to see. We are not just making ice cream, traveling through the water cycle, planting seed necklaces and learning about where our food comes from – we are developing relationships and serving our community. This project has really allowed us to Learn to Do and Live to Serve.

[BACK TO TOP](#)

---

## LK Helps in Planning for Purposeful Teaching

### Q & A with Kattlyn Wolf, Ph.D., assistant professor at the University of Idaho



**By Katy Wuthrick, education specialist for the LifeKnowledge Center for Agricultural Education**

**LK-Q:** What ensures really effective teaching and learning experiences?

**KW-A:** In short, the teacher! When I was a kid, I used to get so mad at my horse while I was riding. I would get so frustrated that he COULDN'T understand what I wanted! My mother's quip was always, "It's YOU, not the horse."

I feel that the same is true for the teacher/student relationship. The teacher is in control of the content, the environment and the student interaction. It is the teacher's responsibility to plan a lesson where students feel comfortable, can engage in the materials and ENJOY learning!

Discipline is REACTIVE; proper planning is PROACTIVE. Keeping students engaged and excited about learning will prevent behavior problems, making teaching an enjoyable endeavor for the teacher and learning FUN for students. The teacher is the gatekeeper for effective teaching and learning. Without programmatic and well-planned instruction, learning cannot occur at the optimal levels.

#### The four key areas upon which LK was founded:

1. Elements of effective instruction

**LK-Q:** What elements of effective instruction would you list under best practices?

**KW-A:** I would refer to the 16 Principles of Teaching and Learning presented in *Methods of Teaching Agriculture* (Newcomb, McCracken, Warmbrod & Whittington, 2004). There is no "magic bullet" when it comes to teaching; it is an extensive process requiring time, thought and dedication. If I was forced to list only one element of effective instruction, it would be reflection. It is only when we reflect and make a conscious decision to improve our teaching that we will improve and consequently become more effective.

**LK-Q:** How would you use LifeKnowledge lessons to help with effective instruction?

**KW-A:** LifeKnowledge lessons have been written by some of the most talented agriculture teachers in the country! It is a credit to our profession that so many individuals have shared their "trade secrets" with their fellows. The creative activities presented are, in my opinion, one of the best parts of using LifeKnowledge. As a teacher educator, I see LifeKnowledge lessons being an excellent tool to help beginning teachers hone their skills and increase their effectiveness.

2. Modalities

**LK-Q:** Is it important to engage all three modalities within a lesson? Why or why not?

**KW-A:** YES!! And it is so easy! If we think about the average lesson, teachers deliver some sort of information in an oral format, have some sort of written material for students, and in agricultural education, we are hands-on learners

and teachers! Everyone has some combination of the three modalities (visual, auditory and kinesthetic), but generally we can focus and learn easier with our dominant modality.

There are numerous free modality "testers" on the Web. Have your students take the tests and see where the breakdown is between the dominant modalities. Then you will be able to truly focus your lessons to your students' needs! If the majority of your class are visual learners, trim down the lectures and instead find applicable videos. If you have quite a few auditory students, make sure to reinforce main points orally. If your students tend to be kinesthetic learners (and many in agricultural education are), give them the chance to apply what they learn and get them working with their hands. Modalities are a wonderful tool to understand, but at the end of the day, you must address the needs of each student as an individual!

**LK-Q:** What challenges did you have as teacher or do you see preservice teachers have when it comes to incorporating modalities?

**KW-A:** One of the biggest challenges to incorporating multiple modalities is the lack of planning and subsequent reflection. I know that as a beginning teacher, I was just lucky to get through the day sometimes, much less worry about research-based best practices! Unfortunately, some of my students suffered because of this. It takes time and practice to become an effective teacher (see "magic bullet" comment above), and incorporating multiple modalities does not just happen; it needs to be thoughtfully planned out. I would suggest that a beginning teacher look over their lesson plan – take three colors of highlighter and highlight each of the modalities in a different color. If you have a radically disproportionate number, consider how many of your students you may be "losing" during the lesson. I also believe that reflection is key. Ask yourself, Did this demonstration work? Were all the students engaged? Were some confused with the oral directions but not the written directions? Reflecting is what allows us to improve; we just need to make the commitment to become reflective practitioners.

### 3. Multiple Intelligences

**LK-Q:** We have all heard of Gardner's Theory of Multiple Intelligences. How do you see that transferring into application in the classroom?

**KW-A:** Dr. Jack Elliott and I wrote an article on this topic, Multiple Intelligences within Agricultural Education, for The Agricultural Education Magazine (July-August 2006). Here is an excerpt from that article.

All teachers can identify with these statements: "I have a fantastic young man who can weld and build anything, but he has a hard time getting up in front of the class," or "My chapter president gets perfect grades, but some of the other students have a hard time working with her," or "He is such a hard worker on the farm, but not so hard in his math class." As educators, we all recognize that students learn differently, but sometimes we do not directly recognize the "how." Agricultural education has the premier educational delivery system to cater to all students' learning styles and multiple intelligences.

We brainstormed how to incorporate multiple intelligences into an agriculture class and came up with quite a list for each intelligence. Here are a few that were in the article:

- Musical-Rhythmic – The ability to recognize tonal patterns and sounds, as well as sensitivity to rhythms and beats. Students strong in this intelligence may be sensitive to environmental sounds (e.g., crickets, bells, dripping taps).
- Creed rap
- Mig welding – listen to the sound
- Finding studs in a wall
- Engine troubleshooting
- Interpretive dance to agricultural themes
- Public speaking – intonation
- Agricultural issues – singing part of the presentation to the tune of a popular song
- Citizenship – different inspiration songs
- Meiosis square dance
- FFA history – music of the decades

Visual-Spatial – The ability to visualize objects and spatial dimensions, and create internal images and pictures. Students strong in this intelligence tend to think in pictures and need to create vivid mental images to retain information. When you think of an apple, do you see the word or do you create a mental picture of an apple?

- Draw and label the parts of a flower
- Create an FFA/agricultural education program brochure
- Evaluate a soil map/topographical map/profile
- Landscape class – drawing/reading plans, or interpret landscape design
- Agricultural construction – reading blueprints
- Plant/tool/breed identification – compare classes
- Velcro diagram of wholesale/retail cuts
- Product displays in agricultural business

- Interactive computer software

#### 4. Cooperative learning

**LK-Q:** What does this term mean to you?

**KW-A:** Student-centered instruction! I think that as teachers, we sometimes forget that our students may at times be the best teachers. Cooperative learning is an excellent way to allow for fruitful interactions between students. Teachers do not always have to be the center of the classroom. The old adage "A guide on the side, not a sage on the stage" is appropriate when describing cooperative learning.

**LK-Q:** How do we bring cooperative learning to our classrooms?

**KW-A:** Plan for it!! Cooperative learning (like any form of teaching) must be well thought-out and planned into the lesson. However, the teacher does not become the DELIVERER of information; rather, they become the FACILITATOR of learning.

**Here are two of my favorite techniques:**

"Think-Pair-Share" or the e-Moment "Me-You-US"

Allow students to come up with their own answers and then share with their classmates. Students will learn from each other with minimal guidance (or interference) from the teacher.

Round Table Discussions

I love to use this technique with projects. Students rotate with their projects or assignments to all other students in the room (I usually have a printed rotation for this). Students get and receive feedback on their work – much more feedback than they would get from just me! I usually set up an automatic timer for five or 10 minutes, and students rotate when the buzzer sounds. Since I have a prepared rotation of where they go, there is usually very little lag time, and students police themselves.

I think that a good rule of thumb is to try to incorporate some sort of student-student interaction into EVERY lesson!

[BACK TO TOP](#)

---

## Banquet activities – what are you teaching your students as you prepare for the annual banquet?

Banquet activities – what are you teaching your students as you prepare for the annual banquet?

Coaching Guide Activities

The Coaching Guide is a great source for finding ways to purposefully integrate leadership, personal growth and career success into your everyday routine. Try these activities with your students as you prepare for this year's banquet. Get the most out of every learning experience.

Sample Coaching Guide Activities:

Activity	Precept
Banquet	<a href="#">Communication</a>
Banquet	<a href="#">Physical Growth</a>

[BACK TO TOP](#)

---

## Purposeful Leadership Development via the Annual Banquet

Listen in as Christine White, team leader of the LifeKnowledge Center for Agricultural Education, uses the Coaching Guide and ideas on chapter banquet planning to give helpful hints on purposeful planning.

Click [HERE](#) for Podcast

[BACK TO TOP](#)

---

## Personal Development Tips

**An important part of any leader's repertoire is a well thought-out personal growth plan.**

To help your students focus on their goals and objectives, have them start by listing their short-term goals, medium-term goals and long-term goals. Suggest they use a flowchart to symbolically represent the relationship between the short-, medium- and long-term goals.

Help students understand the process by doing it yourself and regularly updating your Personal Growth Plan or Personal Development Plan.

1. What is a Personal Development Plan (PDP)?

A PDP is just another name for a plan of action, only this one refers specifically to your aspirations regarding personal development. We make plans every day but we do not always write them down. A PDP allows you to set your own personal targets and find the best way to achieve them.

## 2. Why should I have a PDP?

An action plan will help you visualize what you are doing and keep track of your achievements. To be thoroughly effective, it must be a fluid document that is reviewed at regular intervals to ensure that it is always accurate, relevant and realistic.

Take a look at this [Personal Development Plan flow chart](#) (modified from learningforces.org) to get you on the track to success. This PDP chart will help you visually understand the cycle.

[BACK TO TOP](#)

---



## Sponsor Remarks

**Mike Eades of Merial, LK Supporting Partner, shares Merial's accomplishments and future goals.**

**LK- Q:** What is the greatest accomplishment of your organization in the past six months?

**Merial- A:** The uncertainties of today's business environment require that every business make its operations as efficient, productive and result-based as possible. We're proud of the steps that Merial has taken to improve our sales force effectiveness, our manufacturing efficiency and the continuous improvement of our organization structure and processes. This, combined with a constantly growing portfolio of product and service offerings for our customers, positions us for continued growth and success in the future.

[BACK TO TOP](#)

---

## What's New?

### Free Webinar for LifeKnowledge Online Subscribers

LifeKnowledge University: LifeKnowledge Online – Tools, Guides and Plans You Need to Build a Total Program

Tuesday, March 24, 2009, 6-7 p.m. EST – Free, live webinar open to all who want to learn more about LifeKnowledge Online. This is a great professional development opportunity.

With so much to discover in LifeKnowledge Online, it's hard to know where to begin. You have heard about LifeKnowledge Online and you know it is a great resource; however, you haven't had the time to learn about all the amazing tools located inside. Please join our live webinar where we will discover all the tools, guides and plans you need to build a total program.

Sign up to attend the live webinar by e-mailing your name, e-mail address and chapter ID to [lkonline@ffa.org](mailto:lkonline@ffa.org). Hurry – limited space is available.

Once you register, you will receive login information for the webinar via the e-mail address you provide. If you have questions, please e-mail them to [lkonline@ffa.org](mailto:lkonline@ffa.org).

### Delta Conference 2009

CEV Multimedia, Tarleton State University and the National FFA Organization are proud to announce Delta Conference 2009. This five-day national professional development conference focuses on the agriculture educator's ability to engage all students in the learning process; teaches the integration of leadership on a daily basis through the LifeKnowledge program; and develops teacher influence in the classroom, school, community and the discipline. This high-energy professional development event will be held June 21–26, 2009, at Tarleton State University in Stephenville, Texas. In its third year at Tarleton and receiving a second year of generous support from CEV Multimedia, this Delta Conference is poised to be one of the best ever!

Applications are due April 15, 2009, and space is limited, so visit [www.tarleton.edu/~deltaconference](http://www.tarleton.edu/~deltaconference) for more information and an application. If states are interested in sending delegations of teachers, state staff/state department representatives may contact Dr. Kyle McGregor concerning the Delta Conference's States Program, which offers benefits to states wishing to impact cohorts of teachers simultaneously. Kyle may be reached at [mcmgregor@tarleton.edu](mailto:mcmgregor@tarleton.edu) or 254-968-9601.

Since 2005, agriculture educators from across the nation have experienced Delta. Will 2009 be your year?

[BACK TO TOP](#)

---

© 2009, National FFA Organization

Join the [LifeKnowledge mailing list](#) and get the LifeKnowledge At Work newsletter delivered straight to your email inbox.

You can also sign up for other great FFA e-Publications.



---

#### CONTEXT

Annual FFA Banquet Lesson3

---

#### PRECEPT

M. Communications

---

#### SIGN OF SUCCESS

- M1. Demonstrate technical and business writing skills
- M2. Demonstrate professional job seeking skills
- M3. Makes effective business presentations
- M4. Communicates appropriately with co-workers and supervisors
- M5. Operates effectively in the workplace

---

#### LEVEL OF APPLICATION

Mastery

---

#### PROGRAM COMPONENT

FFA, Classroom

---

#### ACTIVITY

Develop and present end-of-year presentations

---

#### RESOURCES AND MATERIALS

Teach LK lesson HS.90  
LK lessons HS.91, MS.45, HS.92, MS.34, HS.55 and HS.42 (for reference)  
Computers for each student  
Review of PowerPoint

---

#### DESCRIPTION

Have students develop and present a PowerPoint presentation in groups of two or three on the year's achievements. Some guidelines for the presentations include:

- A title slide
- Grouping of slides and activities (i.e. student, chapter, and community)
- Each slide must include at least one brief description of the activity and three pictures of the activity
- A commentary/transcript for the presentation must be developed for one student to deliver during the presentation
- Include at least one hyperlink
- Choose the correct music to play in the background
- Include at least one animation in each grouping
- Include a final slide as a "Works Cited" slide

Students will present their PowerPoint presentations to the class. Students will evaluate each other as they present.

#### WRAP-UP QUESTIONS

---

- How well was the presentation organized?
- Was the information easy to understand?
- Did the information make sense?
- What was the point of the presentation?
- What were the non-verbal components?
- How were non-verbal components effective?

After the discussion, have the class vote on the best presentation or presentations. The winners can deliver their presentation at the banquet. (If more than one presentation is chosen, have those teams work together to develop one final presentation.)



---

**CONTEXT**

Annual Banquet Lesson1

---

**PRECEPT**

G. Physical Growth

---

**SIGN OF SUCCESS**

G1. Practice healthy eating habits

---

**LEVEL OF APPLICATION**

Awareness

---

**PROGRAM COMPONENT**

FFA, Classroom

---

**ACTIVITY**

Food I.D.

---

**REFERENCES AND MATERIALS**

Computer access  
Food Pyramid  
Colored paper or posters, markers  
<http://www.mypyramid.gov/>

---

**DESCRIPTION**

Have students identify and list at least two foods from the four basic food groups. Have them find pictures and recipes for these foods online. Then have students create posters with a picture of the food and a recipe that uses this particular food.

Have students present their posters to the class. Then discuss how these foods could be served at the banquet. Is it possible to serve these foods? Could the same foods be made better for you without losing taste?

Make a final list of healthy menu items suitable for a chapter banquet.



# SUMMARY FLOW CHART FOR WRITING YOUR PDP

