



February 2009

**LifeKnowledge®
At Work**

To advance the integration of LifeKnowledge through local teachers.

Our Founding Partners



JOHN DEERE



Supporting Partner



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Posed Question

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Archived Feature

Best Practices – Integrating LK Precepts into Technical Content

Ryan Foor is currently a graduate student at The Ohio State University, but he was a fifth-year agriculture teacher in Glenwood, Iowa, when he wrote about integrating LK precepts into technical content. [Take a look.](#)

Sponsor Remarks

[Discover](#) how Monsanto, one of the LifeKnowledge Founding Partners, continues to strive toward their three main goals.

LK News

Free Webinar about LifeKnowledge Online. [Get the details!](#)

LifeKnowledge Produces Professional Development Podcast

The LifeKnowledge Center for Agricultural Education is proud to debut LifeKnowledge in Action, a podcast developed and designed with the active teacher in mind. LifeKnowledge in Action will bring the latest from the LifeKnowledge Center for Agricultural Education directly to you. Learn how others are facilitating premier leadership, personal growth and career success as we work together in advancing the integration of LifeKnowledge in local agricultural education classrooms.

The first episode of LifeKnowledge in Action features Doug Loudenslager, chief operating officer of the National FFA Organization, as he discusses the LifeKnowledge factor in achieving 10,000 quality agricultural education programs by 2015.

[BACK TO TOP](#)

The LifeKnowledge Center is looking for your feedback!

The LifeKnowledge Center is looking for your feedback! Share your thoughts and experiences with your peers by responding to the LK question:

How do you coach students for a lifetime of success?

How is it different and/or the same as coaching them for FFA events?

[BACK TO TOP](#)



Featured Technical Lesson: Best Practices – Integrating LK Precepts into Technical Content

By Ryan Foor

Ryan is currently a graduate student at The Ohio State University. He was a fifth-year agriculture teacher in Glenwood, Iowa, when this article was first published in LifeKnowledge At Work in September 2006. It has been pulled out of the archives for the benefit of all of our readers. We hope this brings a refreshing light to the idea of integrating LK precepts.

"I start the lesson with a statement or question related to the precept, continue with the LifeKnowledge content and then segue into the technical content. When concluding the lesson, I revisit the connection made between the precept and the technical objective."

Last year was the first year I used LifeKnowledge and what a difference. My lessons are more fluid and sequential, and the connections between real-life application and content are visible. My students are retaining the technical content at a much higher rate and their engagement in the classroom has significantly improved. I also noticed that some of my student class scores have been higher on average than in previous years.

An important part of my implementation of LifeKnowledge has been the integration of LK precepts into content. To make the use of the precepts obvious, I use the precept at the beginning and end of my lessons. The delivery is the first way I let students know that what they are learning includes a specific precept. I start the lesson with a statement or question related to the precept, continue with the LifeKnowledge content and then segue into the technical content. When concluding the lesson, I revisit the connection made between the precept and the technical objective. I find this practice helps students make emotional connections with technical content, which has led to improved performance on assignments. It has also reduced classroom management issues because of students' high engagement level.

Integrating specific precepts is easier than you might think. I've listed three specific examples to give you an idea of how simple integration can be and how well the precepts tie into the technical content.

Example #1

Technical area:

Plant Science

Precept:

M. Communications – M2. Demonstrate professional job-seeking skills.

Technical area objectives:

– Describe the factors that affect plant growth and development

Sample scripted statement of integration (after teaching LK Lesson HS.38 – Interviewing Techniques):

"Overall, this wasn't a great interview, was it? One part of successfully finding a job is having good interview skills, isn't it? What are some other parts to successfully finding and keeping a job? (List these on the board.) There are a number of integral components to finding a job and keeping it. Today we are going to continue learning about plant science, specifically looking at plant growth factors. Just as the list of things on the board is important to job finding and keeping, there are a number of important environmental requirements that a plant needs to have a productive and successful life cycle."

Example #2

Technical area:

Environmental Science

Precept:

E. Awareness – E1. Address issues important to the community

Technical area objectives:

– Define biome.
– Compare and contrast the world's forest biomes.

Sample scripted statement of integration:

"We discussed the organization of living things in the last chapter and realized the importance of each organism or individual within the community, population, etc. Each organism plays a different yet important role within its ecosystem."

Solicit answers to the following questions:

- "How do we as individuals help to make up the ecosystem or biosphere of our community?"
- "Why is it important that we serve others to make our community stronger?"
- "In what ways can we serve others to make our community better?"
- "As we begin to look at the different kinds of ecosystems, think about your role within our ecosystem."

Example #3

Technical area:

Animal Science

Precept:

J. Mental Growth – J2. Think creatively

Technical area objectives:

- Identify the parts of the male reproductive system.
- Describe the functions of the parts of the male reproductive system.

Sample scripted statement of integration:

"One of the things that might happen as we improve our creativity skills is that our beliefs and perceptions about things in life may change. What happens to an animal's body as it matures? Right, it changes. In order for us to continue our vet tech training, we must understand that, but first we need a solid foundation in knowing the different parts, and that is our adventure today. So remember as we move through today's activities that as you improve your skills – whether they are creative skills, leadership skills or skills necessary to be a vet tech – your beliefs and perceptions about things may change as you improve."

Advice on successful integration:

1. Print a copy of the precepts and post them somewhere where you will see them regularly (especially near where you do lesson planning).
2. Load LK onto all computers you use so that it is always accessible.
3. In all instances, make the connection between the precept that should be taught and the lesson/objective. Use the "Integration Ideas" tool in the LK program to get ideas that will work. Use the "Show Connection" tool to help create statements that bridge the lesson from the interest approach (where LifeKnowledge content can be introduced) to the first objective (where technical content is first introduced).

Good luck!

[Back to the top](#)

Sponsor Remarks



Brenda Cockrell of Monsanto, a LifeKnowledge Founding Partner, shares some insight on their recent accomplishments.

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

Monsanto – A: Our greatest accomplishment in the past six months is the establishment of Monsanto's Sustainable Yield Initiative. When we looked at how we could best contribute to sustainability, we looked to what we do best – help farmers improve yield. As we focus on producing more, we also wanted to conserve more and improve the lives of farmers. This leads us to our three goals of:

- **PRODUCE MORE** – We will work to double yield in our three core crops of corn, soybeans and cotton by 2030. We are also working on a \$10 million grant designed to accelerate breakthrough public sector research in wheat and rice yield.
- **CONSERVE MORE** – We will develop seeds that will reduce by one-third the amount of key resources required to grow crops by the year 2030. We will also join with others to address habitat loss and water quality in agriculturally important areas.
- **IMPROVE FARMERS' LIVES** – We are committed to help improve the lives of farmers, including an additional 5 million people in resource-poor farm families, by 2030.

[BACK TO TOP](#)

What's New?

Free Webinar about LifeKnowledge Online

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. 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.

[BACK TO TOP](#)

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