



Simple Outline

Overall Goal: *Students will be prepared to assemble and teach Agriculture the Classroom lessons to elementary students.*

OBJECTIVES:

1. Students will experiment with Agriculture in the Classroom lessons.
2. Students will demonstrate teaching Agriculture in the Classroom lessons to peers.

EDUCATIONAL STANDARDS:

Common Core English Language Standards: LITERACY RST.9-10. 2; RST.11-12.2, SLS.9-10.4; SLS.11-12.4

Common Career Technical Core: AG1.4, AG1.6, AG1.7; AG2.2, AG2.3, AG2.4

Common Career Technical Core Career Ready Practices: 01.I.A.04; 01.I.A.05; 01.I.A.06; 01.I.A.12

CONNECTION:

We Teach in Everything We Do

1. Start classroom conversation off by discussing education and if anyone in the room aspires to become an agriscience educator, or any kind of teacher.
2. Instruct students to spend about 5 minutes brainstorming ways that FFA members/students can help educate people (about agriculture). Students with the most unique words will be rewarded!
3. Have students across the room share their lists; if a word is on a student's list that was listed by another student, they must cross it off.
 - a. The student with the most unique words remaining will be rewarded!

Processing Questions:

1. What items on our lists did we never consider teaching before?
2. Who are we educating?
3. Why should we look at these opportunities as educational opportunities?

OBJECTIVE 1:


Students will experiment with Agriculture in the Classroom lessons

Support: Explore Lessons – students will individually explore different Agriculture in the Classroom lesson plans, answering questions about each in their handout materials.

Point: Common Structure – many lessons have a common structure and format to teach different topics, making these easy to learn both the presenter and the student

Application: Share Examples – volunteers will share what they found, a summary of what the lesson teachers and how they completed the questions asked by the handout. Other participants will need to copy down answers for at least two other lessons in the handout.

SUPPORT:

1. Have students obtain an agriculture in the Classroom lesson plan from the front/back of the room
2. Instruct them to read through the lessons and resources then to answers the questions on page .
 - a. Remind students to write down only the highlights and to keep things brief! Provide time checks as needed.
3. Ask for 2-4 volunteers to individually come to the front of the room at share their answers.

POINT:

Discuss with students how these lesson plans are all different from each other, but have a common structure. Be sure to show students where they can find more Agriculture in the classroom lessons; www.miagclassroom.org or www.agclassroom.org.

APPLICATION:

1. Ask students to get out of their seats and to find someone else to share their findings with.
2. Have students share with enough people to fill the remaining time.

Processing Questions:

1. What lessons or activities caught our eye?
2. What lessons would you have liked in elementary school?
3. What did all the lessons have in common?

OBJECTIVE 2:

Students will demonstrate teaching Agriculture in the Classroom lessons to peers.

Support: Sticky Note Race – get on your mark, get set, unscramble the order of planning an Agriculture in the Classroom lesson! Each table will be given a set of crumpled up, mixed up sticky notes spelling out each of the step for teaching an Ag in the Classroom lesson.

Point: The ABC's of Ag in the Classroom – when working with other teachers in your school to visit their classroom, be as prepared as possible and very knowledgeable about your topics to demonstrate how you'll prepare when teaching their students.

Application: Let's Teach – skipping ahead a few steps, let's try some lessons on for size. It's important to keep all the steps in mind when we are working with other groups of people, but today is just an opportunity to demo the lessons!

SUPPORT:

1. Provide each group of students with a set of crumpled sticky notes that spell out one of the steps listed for running a successful Ag in the Classroom activity.
2. Explain to students what to do next with the sticky notes:

When the music starts and not before, we'll:

1. Unwrap post-it notes
 2. Read the steps they describe and
 3. Put them in order
3. Turn on music and reward the first team who completes the task as necessary.

POINT:

Review the steps that students just discovered through the sticker note activity. Have them follow along and fill in the corresponding spaces in their handout materials.

- **Ask the Teacher—**
 - o Who should we ask? [teachers you know, grades you're comfortable with, etc.]
 - o How should we ask? [by phone/in person and follow-up with an email]
 - o What should we ask? [include amount of time, location, dates available, etc.]
- **Bring the Standards—**
 - o Why would teacher's care about that? [you can help teachers meet the objectives they already have to according to the state, shows credibility of lesson]
- **Content Connections—**
 - o What subject area does this lesson pair with? [math, science, language arts, social studies, etc.]
- **Digest Activities—**
 - o What are you going to do? What will students do? [experiments, books, demonstrations, etc.]
 - o What facilitation techniques will we have to utilize? [directions, classroom management, audience involvement, etc.]
- **Examine supplies list—**
 - o What do you need to pull off the activities? [book, fruit, veggies, construction paper, etc.]
 - o What supplies can the teacher provide? [Audience response – typical classroom supplies, science lab equipment, AV equipment, etc.]
- **Finalize Plans –**
 - o What does this include? [confirm with the teacher, confirm with your advisor, double check supplies, arrange for transportation, etc.]
 - o What makes perfect? [practice! Use your leadership class as your guinea pig.]

Processing Questions:

1. Why is it important to cover these steps in order?
2. What are some potential road blocks?

APPLICATION:

1. Mix students up! Have them form new groups with an equal number of students in each group.
2. When students are settled have them turn to page [REDACTED].
3. Explain that the goal is to have everything ready in the next 10 minutes to actually present that lesson to students. Inform students that when the music starts they should do the following:
 - a. Power skim our lesson
 - b. Organize the pieces including a rough script
 - c. Make any props or gather supplies
 - d. Practice so you're ready to present
4. Turn on music and begin to monitor the classroom.
 - a. Provide time checks as needed.
5. When time is up, have student groups take turns to present to the rest of the classroom.
 - a. As students are demonstrating, be their assistants to help lesson go more quickly, pass out supplies, etc.
 - b. **Remind students that they would normally present these lessons to elementary students and should treat the rest of the classroom as such.**
6. Have students take notes and capture ideas on page [REDACTED] as others are presenting.

Processing Questions:

1. What was the hardest part about preparing the lesson plan?
2. If we had more time, what would we do differently

REVIEW AND CLOSE:

So we've explored the lessons. We've tried it on. Which only leaves one last step – making it real by taking a look at our programs of activities.

1. Ask students to turn to page of their handout materials and 3-5 minutes brainstorming ways to incorporate Ag in the Classroom into our chapter's Program of Activities.
 - a. These can be completely new ideas or even ways to improve an existing program.
2. Wrap up with any further concluding remarks.

Thank you for being such great "teachers" today! Remember all these great resources as you go back to chapters!

- *Think about all the ways we are educating people every day, through contests, interaction with peers and teachers not involved in agriculture, volunteer activities and especially at Ag Awareness or Project RED events.*

- *Remember the ABCs to planning to visit a classroom to teach Ag in the Classroom lessons and utilize the connections you have with teachers you know to volunteer at your own elementary school.*

- *Plan how you're going to teach the lesson, think about the objectives for the students, the supplies you'll need and how you'll facilitate the activities.*

Thanks for your creativity and stepping out of your box to demonstrate the lessons with each other today!