

Sustainability in the Southern High Plains

Identification

Unit Topic: Sustainable Agriculture in the Southern High Plains

Lesson Title: Defining Adopter Categories

Objectives (The student will be able to...)

- Given a classic adopter curve, label each category of the curve and the percentages that are contained in each category.
- Given characteristics of adopter categories, list two characteristics possessed by a person that is in each category.
- Given several movie and TV character personalities, correctly label them in appropriate adopter categories.
- Draw a potential adoption curve for the adoption of the Texas Tech research project for the Southern High Plains.

Teaching Materials and Resources (What do you need to bring?)

- Adoption characteristics paper slips
- Poster of students' integrated crop/livestock innovation

Teaching Procedures– Preparation, Presentation, Application, Evaluation

Preparation (Interest Approach/Motivator)

<p>Key Points</p> <ul style="list-style-type: none"> – Provide students with one paper characteristic sheet each. – Have students group themselves according to numbers in five single file lines against a wall. – The students should form a normal bell-shaped curve. – Draw a normal bell curve on the board. – Have students each read their characteristic that is printed on their slip. 	<p>Methods</p> <ul style="list-style-type: none"> – Each slip has a number. – Try to find an open space in the room. – Example of a curve is found in the teacher manual. – Student interaction.
<ul style="list-style-type: none"> – After each line finishes their descriptions, have students discuss the similarities that each category possesses. 	<ul style="list-style-type: none"> – Class discussion.

<ul style="list-style-type: none"> – Ask students if they think people in their community would fall into the same distribution? – Ask students to think back to the Texas Tech research project and ask what implications this adoption curve has on the adoption of the integrated crop/livestock system. 	<ul style="list-style-type: none"> – Teacher questioning. – Teacher questioning; students may not understand completely the implications, so treat this as more of a rhetorical question.
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Presentation (The Content)

<p>Key Points</p> <ul style="list-style-type: none"> – Begin lecture on the classic saucio diffusion model, explaining how the adoption curve was obtained. – Give the percentages that are associated with each category. – Ask why the percentages are the way that they are. – Give the characteristics for the innovator category. – Ask for other descriptive words for the innovator category. – Ask for an example of a person that possesses innovator characteristics. – Give the characteristics for the early adopter category. – Ask for other descriptive words for the early adopter category. – Ask for an example of a person that possesses early adopter characteristics. – Give the characteristics for the early majority category. – Ask for other descriptive words for the early majority category. – Ask for an example of a person that possesses early majority characteristics. 	<p>Methods</p> <ul style="list-style-type: none"> – Teacher lecture. – Give percentages. – Teacher-led questioning. – Give characteristics of each category that are found in the teacher manual.
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<ul style="list-style-type: none"> – Give the characteristics for the late majority category. – Ask for other descriptive words for the late majority category. – Ask for an example of a person who possesses late majority characteristics. – Give the characteristics for the laggard category. – Ask for other descriptive words for the laggard category. – Ask for an example of a person that possesses laggard characteristics. – Give the characteristics of the TV and Movie characters. – Ask students to place each character in the appropriate adopter category and complete the matching exercise in the student workbook. 	<ul style="list-style-type: none"> – Characteristics are found in teacher manual. – Have students complete matching exercise in student workbook.
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Application (What will they do with what you taught?)

<p>Key Points</p> <ul style="list-style-type: none"> – Ask students to use the empty space on the back of their integrated crop/livestock system poster board to draw a potential adopter curve for their innovation. – Ask each student to share why their curve is the way that it is. – If students have a lot of people in the innovator and early adopter categories, ask them what they did that made their innovation more appealing to adopters 	<p>Methods</p> <ul style="list-style-type: none"> – Student activity. – Student discussion. – Teacher-led questioning.
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Evaluation (How do you know they learned it?)

<p>Key Points</p> <ul style="list-style-type: none"> – Ask again the question that was asked in the interest approach. Why does knowing the adopter categories help a person to sell an innovation? 	<p>Methods</p> <ul style="list-style-type: none"> – Teacher questioning. (ask probing questions)
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- What are the categories in the adoption curve?
 - What are the percentages of each category?
 - What are two characteristics of people in each of the five categories.
- Lead into how all of the lessons in this unit are related and how all affect each other. Tomorrow we will discuss how all of the lessons fit together with each other.

– Teacher-led oral questioning.

– Summary, lead-in for tomorrow.