

Sustainability in the Southern High Plains

Identification

Unit Topic: Sustainable Agriculture in the Southern High Plains

Lesson Title: Overview of the Community

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

- Given several definitions of community and community related discussion, formulate a personal definition of community.
- Given resources and capital that a community possesses, list two examples of human capital that the community (your community) possesses.
- Given resources and capital that a community possesses, list two examples of social capital that the community (your community) possesses
- Given resources and capital that a community possesses, list two examples of natural capital that the community (your community) possesses.
- Describe, using 2-3 specific examples, how each part of a community is dependent on other parts of the community.

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

- 1 ball of yarn
- Any type of multi-colored candy (Jellybeans, Skittles, Runts, etc.)
- 1 plate or bowl

Teaching Procedures– Preparation, Presentation, Application, Evaluation

Preparation (Interest Approach/Motivator)

Key Points	Methods
<p>– Begin by getting all students to stand up and form a circle.</p> <p>– The teacher gives one student the ball of yarn and asks the student to hold on to the end of the yarn and then toss the yarn to anyone else in the circle. The student that catches the yarn then holds on to a section of the yarn and throws the ball to another student. This continues until all students have hold of a section of yarn and a web is formed.</p>	

<ul style="list-style-type: none"> – Then the teacher tells everyone to hang on to their section of the yarn while the teacher chooses one individual and leads them out of the circle while they are still holding onto their section of the yarn. – In order for everyone to continue holding on to their section of the yarn the circle will need to change in order to balance the effects of the one student leaving the circle. 	<ul style="list-style-type: none"> – Emphasize that the entire circle changes with just one person leaving the circle.
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Presentation (The Content)

<p>Key Points</p> <ul style="list-style-type: none"> – We will begin by defining a community. Have students brainstorm and share words and phrases that come to mind when they think of a community. – Give definitions of a community that are listed in partial form in the student workbook and full form in the teacher manual. – Question students orally and rhetorically about what they think the different types of capital that are present in the community. – Give the three categories of community capital and a short example and description of each. – Formulate specific examples of human capital that is possessed by your community. – Formulate specific examples of natural capital that is possessed by your community. 	<p>Methods</p> <ul style="list-style-type: none"> – Teacher-led questioning and student brainstorming. Have students write community descriptor words and phrases in the spaces provided in the workbook. Also, write words on board. – Give definitions contained in the workbook. – What are the different types of capital in communities? What is the definition of community capital? What would the categories of community capital be? – Human, natural, and social capital. Examples are given in the teacher manual. – Have students brainstorm specific examples of each type of
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<ul style="list-style-type: none"> – Formulate specific examples of social capital that is possessed by your community. 	<p>capital and write responses on board as well as having students write responses in student workbook.</p>
<ul style="list-style-type: none"> – Describe how all of the different types of community capital are related and ask how each might change with the absence of another type of capital. 	<ul style="list-style-type: none"> – Ask students to relate to yarn activity to formulate ideas about how capitals are related.

Application (What will they do with what you taught?)

<p>Key Points</p> <ul style="list-style-type: none"> – Sort candies according to color and give each student 5-6 pieces of candy all of the same color(tell them not to eat it). – Ask each student to think of some sort of contribution to a community that each piece of their candy represents. – Walk around to each student with an empty plate or bowl asking students to place one of their candies into the bowl while describing what their piece of candy represents as a contribution to the community. – Explain how students each bring unique qualities to the table when in a community situation and show how they can all contribute uniquely to the community. Just as the candy bowl at the end of the activity has several colors, the community should have several aspects that make it colorful and productive. 	<p>Methods</p> <ul style="list-style-type: none"> – Teacher-led activity. – Student brainstorming. – Explanation of application.
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Evaluation (How do you know they learned it?)

<p>Key Points</p> <ul style="list-style-type: none"> – Think about your definition of community. – What are the sources of human, natural, and social capital present in our community? – How are community components related? – How can you contribute to your community? – Tomorrow we will describe the role of youth in the 	<p>Methods</p> <ul style="list-style-type: none"> – Teacher-led oral questioning.
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community system. We will also describe how youth organizations like FFA and 4-H serve to add contributions to a community.

– Summary and lead-in for tomorrow.