

Sustainability in the Southern High Plains

Identification

Unit Topic: Sustainable Agriculture in the Southern High Plains

Lesson Title: Tying it all Together

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

- Describe in essay form how the community, the farming system, the livelihood system, and the adoption/diffusion model are all related to each other.
- List 3-4 major constraints that will be placed on agriculture that will be dominating forces in the year 2013.
- List 3-4 major constraints that will be placed on the community systems that will be dominating forces in the year 2013.
- Develop a plan of action for the community that centers on sustainability for the community that will help the community survive in the year 2013

Teaching Procedures– Preparation, Presentation, Application, Evaluation

Preparation (Interest Approach/Motivator)

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| <p>Key Points</p> <ul style="list-style-type: none"> – Have students close their eyes and think about the year 2013. – Ask them what constraints will be placed on agriculture. – Ask what constraints will be placed on the community and the livelihood systems of the community. – Ask if they think sustainability will be important in the future. – Ask who will be the leaders of the community in the year 2013. | <p>Methods</p> <ul style="list-style-type: none"> – Student reflection. – Teacher rhetorical questioning. |
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Presentation (The Content)

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| Key Points | Methods |
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| <ul style="list-style-type: none"> – Begin by telling the students that they will be the leaders that will face all of the future constraints. They will be the decision makers in the future. – They will face water issues. – They will face community livelihood issues. – They will face government constraints – They will determine the fate of the community. – Begin a class discussion of how community factors, livelihood systems, farming systems, and adoption/diffusion systems are all related. – Ask these questions to keep the discussion going <ul style="list-style-type: none"> – Why does the livelihood system dictate farming decisions? – Why are farming systems so complex? – What are key benefits of the Texas Tech research project? - Could this project benefit the community in the future? – Why is knowing adoption models important in marketing an innovation? – Ask for constraints that agriculture could face in the year 2013. – Ask for constraints that the community will face in the year 2013. | <ul style="list-style-type: none"> – Teacher lecture. – Ask the reasons why they think they will be the ones facing these constraints. – Class discussion. – Teacher prompting. – Write each constraint on the board. – Write each constraint on the board. |
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Application (What will they do with what you taught?)

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| <p>Key Points</p> <ul style="list-style-type: none"> – Have students develop a long-term strategic action plan for the community. – Have them fill in goals for each year in the spaces provided in the student workbook. – Next to each goal have students list steps for achieving each goal. | <p>Methods</p> <ul style="list-style-type: none"> – Outline format is contained in the student workbook. – Student activity. – Student activity. |
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Evaluation (How do you know they learned it?)

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| <p>Key Points</p> <ul style="list-style-type: none">– Ask students what they have derived as the main point of the sustainable lessons.– Ask if they are ready for the challenge of the future. | <p>Methods</p> <ul style="list-style-type: none">– Teacher-led oral questioning. |
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