

Sustainability in the Southern High Plains

Identification

Unit Topic: Sustainable Agriculture in the Southern High Plains

Lesson Title: Identifying Youth Responsibilities in a Community

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

- List 5-6 responsibilities of youth in a community, given other types of contributions given to a community.
- List 2-3 unique and exclusive benefits that youth can bring to a community, given a list of benefits that youth bring to a community.
- Describe how leadership development allows youth to more efficiently contribute to a community, using specify examples and given benefits of leadership development.
- Given involvement in FFA, 4-H, and other youth development organizations, give 2-3 specific activities that the chapter or group could do to contribute to the community.
- Given involvement in FFA, 4-H, and other youth development organizations, give 2-3 specific activities that individuals can do to contribute to the community.
- Given mission statements and goals of community youth programs, list key points of each mission statement and compare and contrast similarities and differences.

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

- Posterboard
- Markers
- Mission statements and goals of unique community youth organizations

Teaching Procedures– Preparation, Presentation, Application, Evaluation

Preparation (Interest Approach/Motivator)

Key Points – Have students think of what components would be included on the perfect car.	Methods – Teacher-led activity.
– Have students come up to the front of the room and draw the perfect car. Have each student build upon the drawing	– Student participation.

<p>of previous students adding other parts of the perfect car.</p> <ul style="list-style-type: none"> – Encourage that students be creative in drawing the perfect car and have them really strive to make the car invincible. – When the car is complete with all student components added, explain what a great car they have developed, always referring to the great components and additions to the car. Expand on how specific components of the car really add value to the car. Explain how this car could go anywhere and do anything because of its components. – Then take the posterboard, fold it up, put it in the back of a file cabinet or desk. Tell the students that even though this is the perfect car we won't be using it; rather, we will just file it away. – Encourage students to realize that even the perfect car is useless if it is never used. 	<ul style="list-style-type: none"> – Reflection on activity.
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Presentation (The Content)

<p>Key Points</p> <ul style="list-style-type: none"> – Begin by discussing the responsibilities of youth in communities, stating as many responsibilities as possible. – Discuss which responsibilities can <i>only</i> be provided by youth. – Refer back to previous day's activity on colored candies and explain the unique contributions of youth in a community. 	<p>Methods</p> <ul style="list-style-type: none"> – What are responsibilities of youth? Have students fill in answers in workbook while writing responses on the board. – Which responsibilities are those that can only be provided by youth? Circle those unique to youth in workbook and on board. – Each person possesses unique characteristics which are all important.
<ul style="list-style-type: none"> – Discuss how leadership development prepares youth for contributing to a community. 	<ul style="list-style-type: none"> – What have you learned from your participation in youth organizations? Discuss skills learned in an open discussion.

<ul style="list-style-type: none"> – List all community organizations and briefly describe each organization’s goals and missions. – List all youth organizations that are present in your community and school and briefly describe each organizations goals and missions. 	<ul style="list-style-type: none"> – Fill in blanks in student workbook. – Fill in blanks 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 list in their student workbook the future effects that youth organization’s can have upon a community. – Ask students to fill in their goal sheet including 2-3 specific activities that the chapter or group could do to contribute to the community. – Ask students to fill in the goal sheet in the student workbook including 2-3 specific examples of what they as individuals can do in the future to contribute to the community through their involvement in youth organizations. – Remind students that even the perfect car is useless if it is not used, so these goals developed are also useless if they are not used. Have students tear out their goal sheets and put them somewhere that will remind them of the goals they formulated. 	<p>Methods</p> <ul style="list-style-type: none"> – Teacher-led questioning. – Student idea formulation. – Student idea formulation. – Teacher discussion.
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Evaluation (How do you know they learned it?)

<p>Key Points</p> <ul style="list-style-type: none"> – What are the community contributions of youth? – What are some specific group and individual future contributions of youth? – How does leadership development allow youth to more effectively contribute? 	<p>Methods</p> <ul style="list-style-type: none"> – Teacher-led oral questioning.
<ul style="list-style-type: none"> – How are goals and mission of community youth organizations similar? 	

– Tomorrow we will look more into agriculture systems involved in a community. We will define farming systems and what they contribute to a community.

– Summary and lead-in for tomorrow.