

Daily Plan		Instructor:
Course:		
Unit:	Handbook Lesson 2	
Subject Area:	What happens in the classroom?	
Materials, Supplies, Equipment, References, and Other Resources:		<p>Each student should have a device to research on and an agricultural education handbook provided by the NE FFA Foundation.</p> <p>Materials needed: activity, course list and descriptions, access to internet, crafting supplies, notebooks</p> <p>References: NE FFA Foundation, National FFA, Ag Career Explorer , Nebraska Career Connections</p>
Essential Question(s):	What happens in the classroom?	
<ol style="list-style-type: none"> 1. Categorize topics of learning by agricultural and natural resource pathway 2. Discuss different course topics as they pertain to future careers and student interests 3. Construct advertisement for an agricultural class of choice 		

Interest Approach/Set (Preflection)	Estimated Time:	2-5
<p>What is the first circle of the agricultural education model that we talked about in the previous lesson? Where is the technical knowledge of agriculture taught or learned?</p> <p>Discuss with student's the responses pointing towards the classroom and instruction given by the agricultural educator.</p>		

Learning Activity 1	Teaching Method(s):	Group activity	Estimated Time:	10-12
Instructor Directions / Materials		Brief Content Outline		
Career/Pathway cards-multiple copies for class (1 for each group)		<p>Group students. Give each group a packet of career-pathway matching cards.</p> <p>Have the students work in groups to complete the packet. They should categorize the careers (main goal) to what pathway the information would be in.</p> <p>Once students complete, check each groups for correct answers and justifications for incorrect or different answers. LEAVE the cards placed in correct order on desk for later reference.</p>		

Learning Activity 2	Teaching Method(s):	Lecture	Estimated Time:	15-20
Instructor Directions / Materials		Brief Content Outline		

Create lecture to fit the classes taught in your program.	<p>Give a lecture with students taking notes.</p> <p>The lecture should cover:</p> <ul style="list-style-type: none"> - Each pathway - Within each pathway course description of your classes (if you have an animal science course, put description under animal systems; if you do NOT teach a course in pathway give an example for students to hear) - Mention future career options within each pathway <p>Students notes should be as little or detailed as you instruct.</p>
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Learning Activity 3	Teaching Method(s):	Individual creation	Estimated Time:	8-12
Instructor Directions / Materials		Brief Content Outline		
<p>Materials:</p> <ul style="list-style-type: none"> - Old magazines/newspapers/catalogs for pictures - Paper - Markers - Course descriptions for current courses - Pathway descriptions - Glue/tape <p>Students should use notes from lecture. Allow students to choose what course they want but have an advertisement for every class.</p>	<p>Get students interested in the course you teach!!</p> <p>Have each student create a poster as an advertisement for one of your courses. These posters should be displayed for other students to see and ask questions about.</p> <p>The poster should include (more or less details and be added):</p> <ul style="list-style-type: none"> - Course title - Pathway it falls under - Course description - Pictures of activities completed in class - Careers related to course 			

Summary (Reflection)- What did we learn and where are we going?	Estimated Time:	2-3
<p>Answer the question of the day: What happens in the classroom?</p> <p>Discuss how courses are broken into pathways to be more descriptive and provide advancement in careers opportunities.</p>		

Evaluation Based on the Learning Outcome Expressed in the Objective(s)
<p>Were students able to answer the objective by the end of lesson? Did the groups correctly categorize the courses by pathways? Did student gain valuable and useful knowledge from lecture by taking notes? How creative and in depth were the posters about the courses?</p>

Cut apart each section to create a card. Follows page 3 of the handbook, titled Course options and programs of study.

Introduction to Agriculture,
Food & Natural Resources

Plant Science/Horticulture

Food Science

Natural Resources

Environmental Science

Welding

Power, Structure &
Technical Systems
Fundamentals

Economics & Agribusiness
Management

Agricultural Sales &
Entrepreneurship

Leadership & Ethics in
Agriculture

Companion Animals

Large Animal Management

Veterinary Science

Equine Science

Biotechnology

Agronomic Science

Plant Biology

Nursery & Landscape

Floriculture

Turf Management

Advanced Food Science

Advanced Natural
Resources

Wildlife Management

AP Environmental Science

Power & Technology

Structural Systems

Metals & Fabrication

Animal Systems Pathway

Natural Resources Systems
Pathway

Agribusiness Systems Pathway

Power, Structure & Technical Systems Pathway

Food Products & Processing Systems Pathway

Plant Systems Pathway

Environmental Service Systems Pathway