





compassion

action

improvement

knowledge

relationships

leadership

success

vision

character

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ACKNOWLEDGEMENTS



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FOUNDING PARTNERS:



SUPPORTING PARTNER:



The FFA Mission: FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

The Agricultural Education Mission: Agricultural education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.



action



Successful leaders function productively to get the job done. They take responsibility for their own lives and decisions they make. They approach life proactively taking the initiative, utilizing available resources, and are continually learning and growing from their mistakes and setbacks.

activity

1



Note to teacher

Collect these surveys and use them again before selecting your chapter's officer team. These surveys will remind students about the qualities they value in a leader.

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Lessons to use:

AHS.28, HS.101 and HS.71

Write down what you value as the most important quality of a leader, and then take a survey of your class to gain their opinions. Create a chart that looks something like what you see below to record their ideas. Be sure to include all of their ideas in the title bar and place a checkmark in the box if there are repeats. How does the quality you chose rank against what others chose? Defend your reasons for selecting the quality that you did.

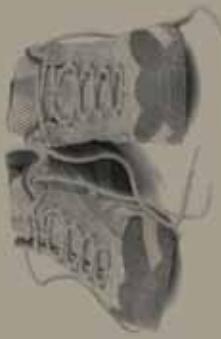
Name	Makes good decisions	Listens to others	Helps others

activity

2



Lessons to use:
AHS.13, HS.108, MS.11 and
MS.12



Pretend that your actions as a leader could wear a pair of shoes.

Choose the kind of shoes your actions would most often wear:
Dress shoes, running shoes or work boots.

Explain what those shoes represent to you and why your actions would wear those shoes.

activity

3





Lessons to use: MS.13



World-renowned artist Pablo Picasso once said,
“I am always doing a thing I can’t, that’s how I get to do them.”
What do you think he meant by that?

Identify something you would love to do but are told you can't.

Do you believe them? Why or why not?



Note to teacher

Use these questions to supplement discussion: How careful are you about the message you communicate? Think of a time when someone was critical of your ideas. Identify your non-verbal expressions. Describe the other person's reaction to these. Do you think the outcome could have been different?



Lessons to use:

HS.55, MS.40 and MS.19

Much of what and how we communicate is through non-verbal communication. Many leaders carefully consider the message they send through their body language. Look at the pictures below. What message is each person sending? Write a caption below each picture that expresses the message you think is being sent.









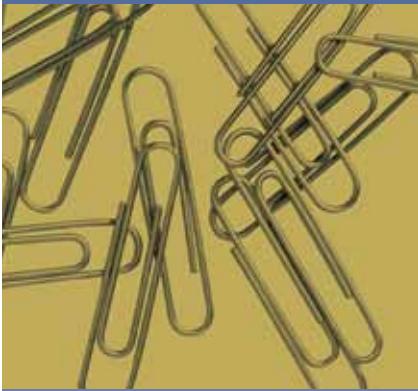
character

Character not only consists of virtues, but virtues in action. It is knowing the good, desiring the good and doing the good. While credentials may get us to a leadership position, it is our character that keeps us in leadership roles and contributes to continued success. It is the legacy we build for the future.

activity

1

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Life Knowledge® **Lessons to use:**

HS.09, HS.10 and HS.14

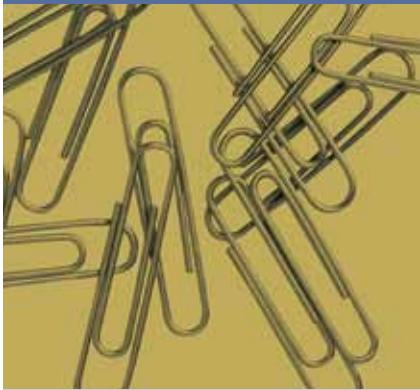
What is the highest compliment you would like to receive from someone?

Consider something that you are really good at. Would you want to hear people credit you for being knowledgeable? Hard working? Honest? A good role model?

Once you have identified the compliment you would most like to hear, describe what you have done and should do to earn this compliment. Explain why this compliment is important to you.

activity

2



Note to teacher

All words in this puzzle define integrity. Have students predict

the types of decisions that a leader would make if he or she lived by these traits.

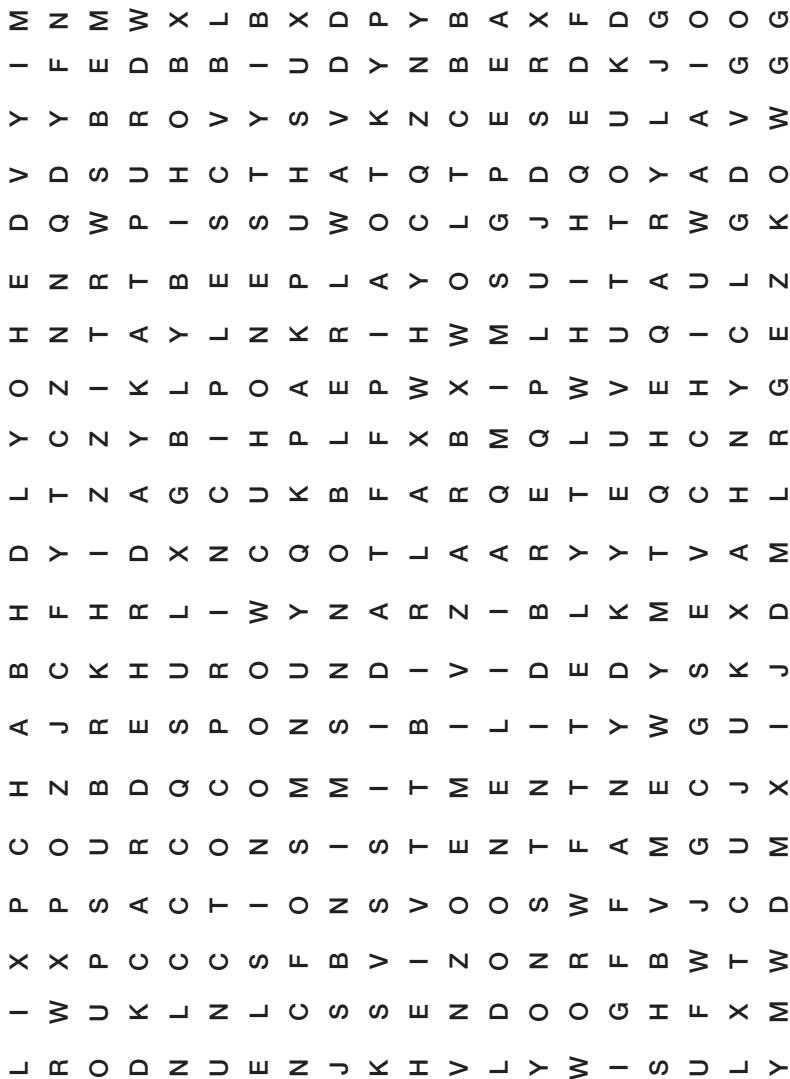
Then have students determine the antonyms of these words and make predictions about the type of decisions a leader would make if he or she lived by these opposite of traits.



Lessons to use:

HS.09 and MS.06

Word Search: Find the words inside the jumbled of letters. Remember: words can appear right to left, left to right...even upside down!



ACCOUNTABILITY
ACTIONS
CHARACTER
COMMITMENT
COMPLETE
CONSISTENT
GOODNESS
HONESTY
NOBLE
PRINCIPLES
PURITY
RESPONSIBILITY
UNDIVIDED
VALUES
VIRTUE

What are the words in
the box describing?

activity

3



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Lessons to use:

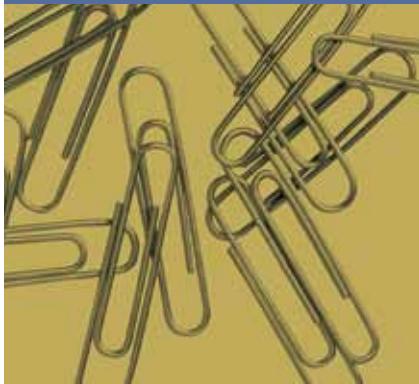
HS.103 and MS.58

How is service to others a demonstration of your character?

What does serving others say about you?

Consider your opinion about someone who complains about the amount of time or work spent serving others.
Does this person's complaining change your opinion of his or her character even though the service is completed?

activity 4



Note to teacher

You can expound on the lesson taught in the scenario by relating it to smoking cigarettes, using drugs or anything that has a potential negative effect.



Lessons to use:

HS.14 and HS.42

In your own words, explain the lesson that Mom was teaching her son. Would you choose to see that movie knowing how your mom feels about it and the example she made? Does self-discipline have a place in your life? List some areas in your life that you practice restraint, or self-discipline. How has this practice been beneficial for you?

A fifteen-year old boy asked his mom for permission to see a PG-13 movie with friends. When she inquired about the movie, he told her that it contained “a little profanity and violence.” After pleading with his mom, he said, “C’mon, Mom. A little won’t hurt me!”

Finally, he heard the magic answer but it came with conditions.

“OK, you can go,” Mom said, “but I want you to help me make brownies. Before we start, I need you to take this bag, fill it with the kitty litter that’s in Chester’s box and bring it back to me.”

It was an odd request but simple enough that he gladly agreed to do it. As Mom was stirring together the ingredients, she opened the bag filled with kitty litter and poured a little into the brownie batter. Appalled by what he had just witnessed, he asked her why she poured that in there.

Mom replied, “A little won’t hurt you.”



relationships

The best leaders are team players. They listen, show compassion, empathy and a sincere caring for others. They are unselfish and often sacrifice their own desires and needs for the benefit of others. Servant leaders help others succeed by giving of their time and energy.

activity

1



Note to teacher

Have students imagine they are leaders of their own business.

Then have them draw a map of islands and bridges—showing the connections they would make in order to build their business.



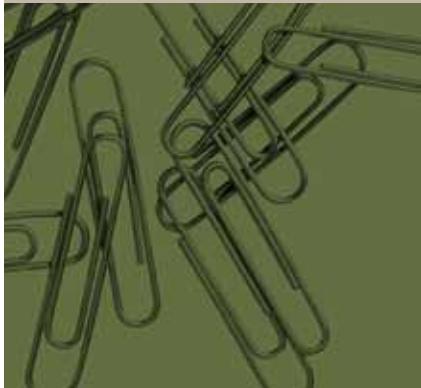
Lessons to use:

AHS.38, AHS.48, HS.119, HS.51,
HS.60 and MS.32

In many ways, leaders are like islands: some islands are isolated while others are connected by a land bridge, or causeway. Which leadership style do you think is most effective: one that leads in isolation or one that leads by building connections with others? Examine the benefits and the challenges of each leadership style. Which style is the one you would most likely adopt?

activity

2



Note to teacher

Explain to students that our expressed curiosity about others can be motivated by selfish intentions to confirm or deny our perceptions of them.

Discuss what authentic interest looks and sounds like; perhaps role playing with your class will best illustrate this point.



Lessons to use:

HS.53

printable activity

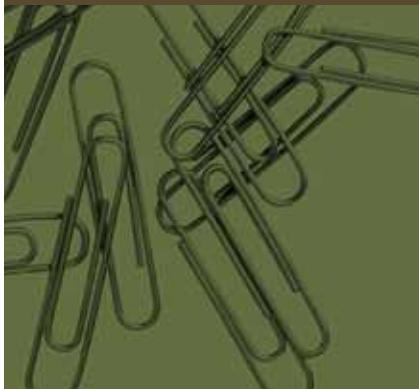
2

Think of a person you're curious about, or intrigued by, but haven't taken the chance to get to know. Without naming the person, generate 5-10 questions you would really want that person to answer.

1)	<input type="text"/>
2)	<input type="text"/>
3)	<input type="text"/>
4)	<input type="text"/>
5)	<input type="text"/>
6)	<input type="text"/>
7)	<input type="text"/>
8)	<input type="text"/>
9)	<input type="text"/>
10)	<input type="text"/>

activity

3



Note to teacher

Before class begins, print the information located at
[http://web.cortland.edu/
andersmd/learning/Gregorc.htm](http://web.cortland.edu/andersmd/learning/Gregorc.htm)
and distribute to each student.

Students might also be interested
in taking personality tests.

Don't hesitate to use the results
of these tests when forming
collaborative groups or teams.



Lessons to use:

AHS.07, HS.75, HS.68 and
HS.69

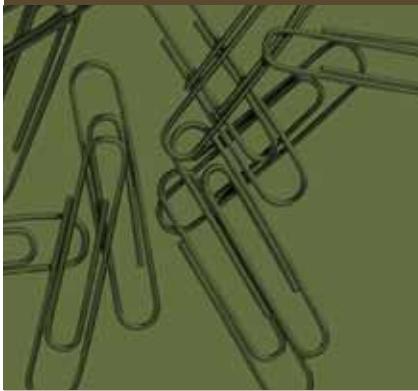
Review the handout that explains Anthony Gregorc's theory behind mind styles.
Do you consider yourself concrete sequential, abstract sequential, concrete random or abstract random?

Describe how you work on a team and the effect it has on the team.

Does the role you described above match your mind style?

activity

4



Note to teacher

The answer: A mentor.

Try having students create a *Who am I* about a coach and give them the opportunity to share their riddles with the class. Or allow students to choose their own leadership characteristic and write a riddle about it. Let the class guess what was described.



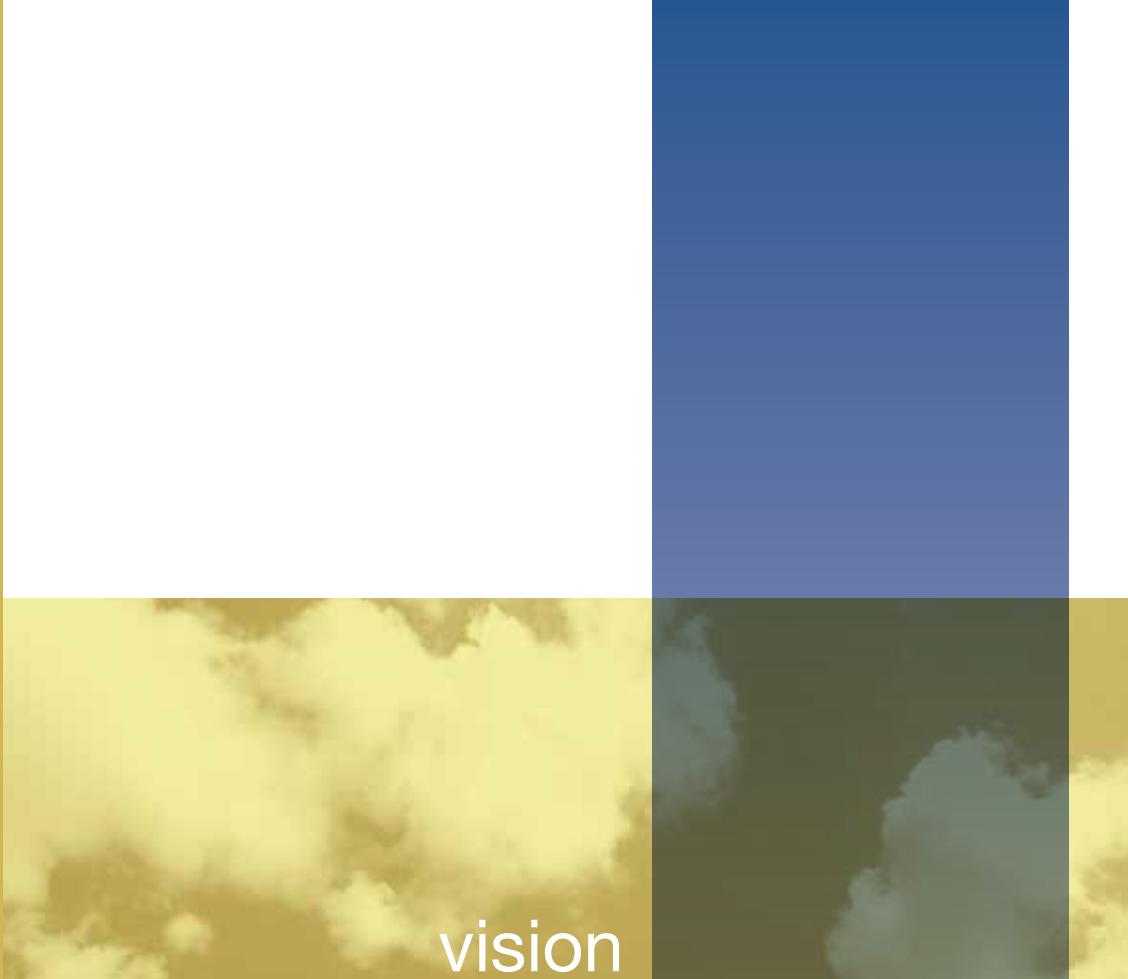
Lessons to use:

AHS.38, AHS.39 and HS.43

Who am I?

Most often my title is used interchangeably; however, I do have a specific role. I tend to focus on the individual rather than the outcomes. I believe that learning about a person, especially by asking many directed questions, is the most important function I serve. Sometimes I am appointed to this role for a certain time period and sometimes this role naturally emerges. I am often perceived as being wise because my advice can be applied to most areas of life. I am not a coach. Who am I?

Explain the reasons for making this choice.



vision

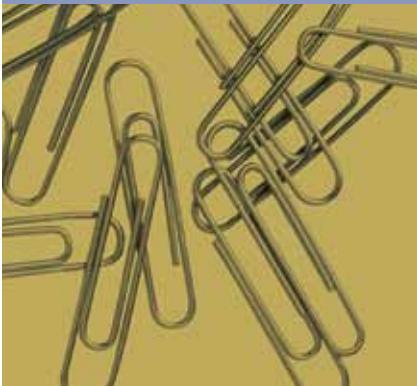
Leaders with vision are able to see things the way they can be. It becomes the focus of the work of the group. While the journey toward the vision may require adapting to overcome obstacles, it is the vision itself that provides the focus and guides the ultimate accomplishment.

activity

1

Discussion

Have students use their own words to define a visionary. Discuss how the agriculturalists listed in the word scramble are visionaries.



Note to teacher

Answers

George Harrison Shull

Thomas Jefferson

John Deere

Eli Whitney

Cyrus McCormick

George Washington Carver

Jethro Tull



Lessons to use:

HS.21 and HS.23

Word Scramble

Visionaries

ereGgo rorioHns Suhll

ryCsu cCrmkiocM

Clue: The father of hybrid seed corn

oahTms ersJeonff

geroeG sonntgaWhi rCarev

Clue: Designed the moldboard plow

hnoJ Deeer

Jethro lITu

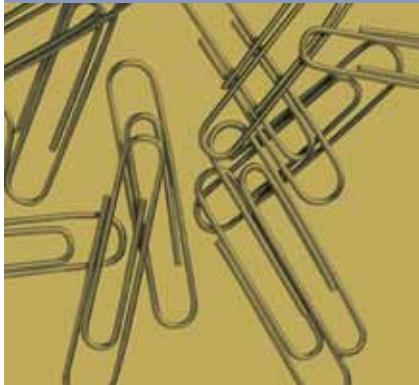
Clue: Namesake of quality equipment manufacturer

iEl teinWhy

Clue: Inventor of seed drills*Clue:* Inventor of the cotton gin

activity

2



Note to teacher

Ask students which techniques they used to conceptualize, or form their ideas. Did they brainstorm, research, gather opinions, use a mental image and/or personalize the situation?

Explain to students that these techniques are used when we envision a better way for ourselves and others.



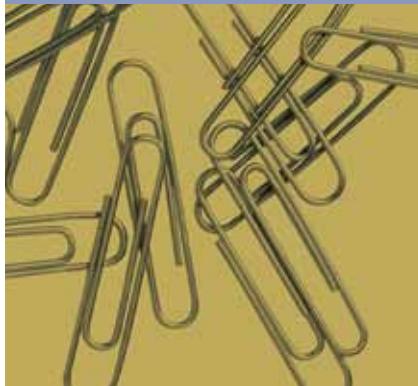
Lessons to use:

AHS.12

Imagine a teacher has given you complete control of designing or restructuring the class he or she teaches. You're given an outline of topics that must be taught, but you get to choose how it's taught. Describe the activities you would incorporate, or explain how the content would be taught differently. There are no restrictions on what you can do, but you must be able to explain how it can improve your learning.

activity

3



Note to teacher

The scenario presents various obstacles and calls for students to make a sound decision based on input from multiple perspectives.

Discuss why it is important to seek input from others and which circumstances warrant seeking input.



Lessons to use:

AHS.01 and HS.19

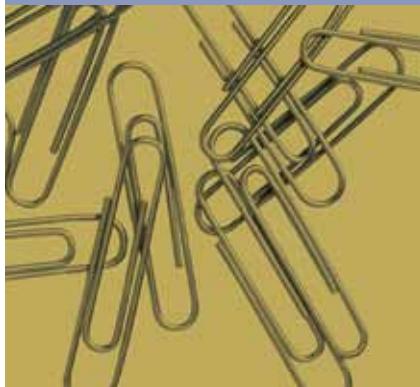
Your teacher has put you in charge of raising school-wide awareness for an upcoming donation drive. You've asked your very artistic friend to create a flyer because you'll be too busy organizing the campaign. In fact, you agreed to pay her for her time. You explained to her that the flyer will be hung around the school and the following should appear on the flyer: It should be colorful, state the time span that items will be collected and where the items will be donated.

It's the day before the flyers will be hung and she hands you the flyer as you pass each other in the hallway. When you get to your class and look at the flyer, it is nothing like you expected. You panic a little because you need to print copies tonight and it must be ready tomorrow. What should you do? How do you get what you want without hurting your friend's feelings at the same time?

Gather input from multiple perspectives by asking your classmates how they would approach the situation. Consider their viewpoints then briefly explain what you would choose to do about the flyer and what you would say to your friend.

activity

4



Note to teacher

Allow students to share their predictions about the future of farming. Have them explore the effects on transportation, biotechnology, the ecosystem, etc. What will the next big invention be?



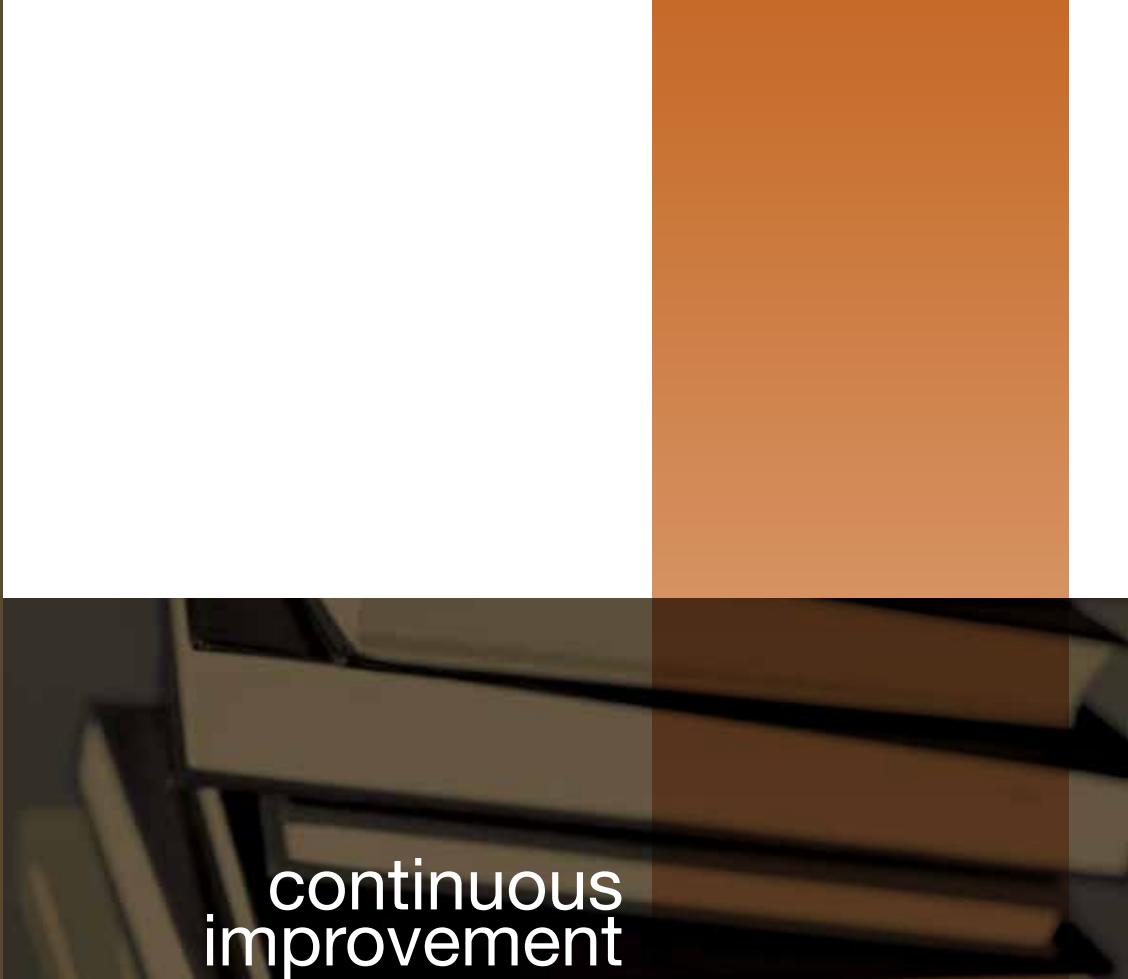
life Knowledge®

Lessons to use:

HS.19

How will we feed the world?

In 2010 the world population reached a total of 6,853,019,414. It is projected that by 2050 the total population will reach 9,284,107,424. This growth means that more land will be used for housing and it will leave less land for farming. Today, one farmer feeds 155 people annually. How will these growth rates impact the future of agriculture?

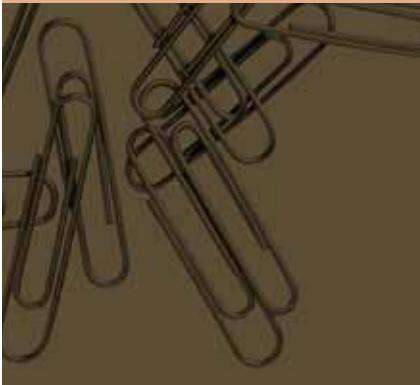


continuous improvement

The continuous need for improvement provides a practical response to challenging life experiences. It provides the impetus for an individual to recognize the problems and develop methods for understanding them. Success comes to those individuals who understand the importance of continued learning.

activity

1



Note to teacher

As an extension activity, have students develop a plan that includes specific leadership and personal growth goals.

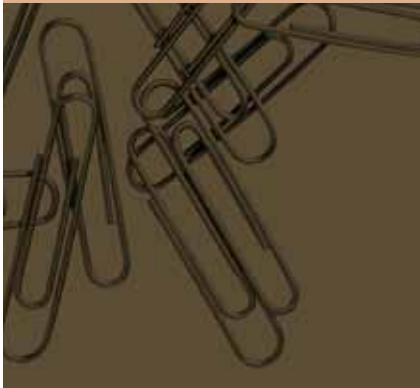


Lessons to use:

AHS.04, AHS.09, HS.46 and
HS.47

Why is it important to talk about or make others aware of the plans you have for your future? Take a few moments to brainstorm. Write as many reasons that you can think of.

activity 2



Note to teacher

Discuss how emerging technology is helping the agriculturalist. If possible, have students sign up to teach you something new about technology!



Lessons to use:

AHS.14 and AHS.16

You're walking down the hallway and overhear Mr. Bobb say to Ms. Williams ...

"I'm just having a lot of trouble getting students to stay engaged in class."

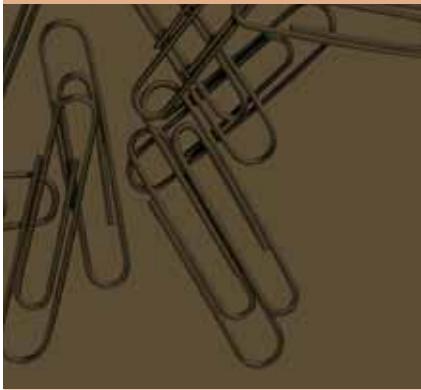
Ms. Williams replies, *"I had the same trouble until I started using more technology with my classes."*

"Technology!" Mr. Bobb scoffs, *"You sound like the rest of those young teachers!"*

In your opinion, what is Mr. Bobb implying about technology? If you had the opportunity to explain to Mr. Bobb the advantages of using technology, what would you say? Feel free to use examples that do not relate to the classroom setting.

activity

3



Note to teacher

After students share their responses, discuss the difference between criticism and constructive criticism. Don't forget the power of sharing some of your personal experiences, too!



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Lessons to use:

HS.22

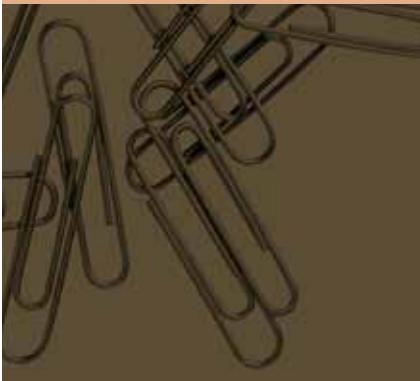
Your friend returns to her seat after delivering a speech about a current agricultural issue. She turns to you and says, “How bad was it?”

“It wasn’t bad. You’re just being too hard on yourself,” However, you do believe it was a bad speech because she included some incorrect information, forgot her place several times and was fidgety.

What does your reply say about you? If the roles were reversed, what would you want her to say to you? Why is giving and receiving constructive criticism important for anyone’s improvement?

activity

4



Note to teacher

The word that belongs in each blank is “learning.” Let students share their answers with the class before revealing the answer to them, then discuss how these quotes can be interpreted. A second option is to give students the answer shortly after they complete this activity, and then have students create an acrostic poem using the word learning. Students should write the word vertically and use each letter to start a line of their poem.



Lessons to use:

HS.22

“I don’t think much of a man who is not wiser today than he was yesterday.”

— Abraham Lincoln

Fill in the blanks. Choose a word that you think belongs in the blank.

“_____ is like rowing upstream: not to advance is to drop back.”

— Chinese Proverb

“The _____ and knowledge that we have, is, at the most, but little compared with that of which we are ignorant.”

— Plato

“Life is a _____ experience, only if you learn.”

— Yogi Berra

“_____ is not compulsory... neither is survival.”

— W. Edwards Deming

“_____ is a treasure that will follow its owner everywhere.”

— Chinese Proverb



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