

## Kickin' it Elementary School

*Overall Goal: Students will be prepared to assemble and teach Agriculture in the Classroom lessons to elementary students.*

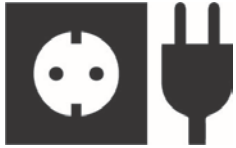
**OBJECTIVES:**

1. *Students will experiment with Agriculture in the Classroom lessons.*
2. *Students will demonstrate teaching Agriculture in the Classroom lessons to peers.*



*Action:*

<b>Session Time: 1 hour 15 minutes</b>	<p>Connection: 10 minutes          Objective 1: 15 minutes          Objective 2: 40 minutes          Objective 3: 5 minutes          Review: 5 minutes</p>
<b>Materials Needed:</b>	<p>Connection: Laptop, projector &amp; house sound, one song, at least one 8.5x11" scrap paper for every table, Learn book          Obj. 1:</p> <ul style="list-style-type: none"> <li>• 25-30 Ag in the Classroom lesson plan samples</li> <li>• 2 songs</li> <li>• Learn Book</li> </ul> <p>Obj. 2:</p> <ul style="list-style-type: none"> <li>• 1 set of 6 crumpled sticky notes for the Ag in the Classroom ABCs for each table</li> <li>• 1 fast paced song, a few more relaxed songs</li> <li>• Learn Book</li> <li>• Supplies for lesson plans demonstrations (copies, props, etc.) and copies of mini-lessons copied for each table (4 pre-selected mini lessons)</li> </ul> <p>Obj. 3:</p> <ul style="list-style-type: none"> <li>• Learn Book</li> <li>• 1 song</li> </ul> <p>Review: No supplies needed</p>
<b>Flipcharts to Create:</b>	<p>Preview</p>
<b>Special Notes:</b>	<p>A/V Needs: laptop, projector &amp; house sound          Other Special Needs: Groups of no more than 8, preferably at round conference tables</p>



## Connection:

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### **We teach in everything we do**

Welcome to Kickin' it Elementary School! I'm \_\_\_\_\_ and I'm \_\_\_\_\_, and the next hour or so will give you the tools to knock it out of the park when teaching Agriculture in the Classroom lessons!

Anyone in this room considering a career in agriscience education? Anyone want to be an ag teacher in the future? Great! Then pay close attention. This can be your trial run.

Even if you're not considering a career in education, we teach people every day without even realizing it. So, let's brainstorm all the ways we as FFA members help educate people.

Working as table groups, we'll have one song to:

1. Grab the piece of paper in the center of the table
2. Brainstorm as many FFA activities you can think of where members teach others about agriculture – it could be through contests, FFA events and activities. Be as specific as you can be!
3. And remember it's a competition. Don't let other groups swipe your ideas!

Questions? Go! [Play one song. Time checks with one minute, 30 seconds and 15 seconds left.]

Pens down! Now for the moment of truth... Who will be our winner and earn some tasty candy treats?!

In just a second, we'll go around the room, and share one idea from our list. Other groups, if we have this idea as well, cross it off. The last group with ideas left on their sheet will be our education experts!

[Start with one table, ask them to say one thing, then move to the next table. Keep going in the same pattern until all unique answers are shared. Give the table with the most unique answers candy.]

Processing Questions:

- What items on our lists did we never consider teaching before?
- Who are we educating?
- Why should we look at all these opportunities as educational opportunities?

Whenever we're talking or presenting, we should consider our audience and what goals or objectives we want them to get out of the presentation. Whether that's in \_\_\_\_\_ or \_\_\_\_\_ [Insert examples from brainstorming activity above] we're educating our audience. Today, we'll add some teaching resources to our toolkit as we dive into lessons to teach elementary school students about agriculture. These lessons are part of Ag in the Classroom – a program that seeks to improve student achievement by applying authentic, agricultural-based content as the context to teach core curriculum concepts in science, social studies, language arts and nutrition.



## Preview:

To help us get started with Agriculture in the Classroom lessons we will:

- Explore the Lessons – looking at their structure, format and audience
- Plan and Try It On – selecting one lesson to map out and practice right in this room
- Add it to the POA—brainstorm ways we can incorporate these lessons into our FFA chapter and our POA

### *Transition into first objective*

Now that we have our game plan, let's jump into exploring the lessons.

### *Objective #1: Students will experiment with Agriculture in the Classroom lessons.*

	<b>Support:</b>	<b>Explore lessons</b> —Students will individually explore different Agriculture in the Classroom lesson plans, answering questions about each in their Learn Book.
	<b>Point:</b>	<b>Common structure</b> —many lessons have a common structure and format to teach different topics, making these easy to learn for both the presenter and the student.
	<b>Application:</b>	<b>Share examples</b> —Volunteers will share what they found, a brief summary of what the lesson teaches and how they completed Learn Book questions. Other participants will need to copy down answers for at least two other lessons in the Learn Book pages.

### **SUPPORT:**

*When the music starts, we'll:*

1. Race to the back of the room
2. Snag ONE lesson from the back table
3. Run back to our seats and start tapping our pens on the tables

*[Start music]*

*Hands on our heads [model.] On the pages in front of us are some of the most fun, hands-on, agriculture activities this side of the Mississippi. Our challenge, should we choose to accept it (and we will), is to, when the music starts:*

1. Read through the lessons and resources.
2. Answer the questions on page 45.

*Remember: We want just the highlights, but enough information to give the people around us the 411 on our lesson. Questions? [Start music. Give students two songs to complete. Mingle around the room to answer questions and ensure students are including enough detail. Give time checks with two minutes, one minute and 30 seconds left.]*

*Who will share what they captured? [Take two to four volunteers to individually come to the front of the room to share their answers. Reward with candy.]*

### **POINT:**

*Each of these lesson plans is a little different, but they have a common structure. When it comes to teaching Ag in the Classroom lessons, we don't have to create something from scratch! Many of these*

lessons are available either for download or for purchase on [www.miagclassroom.org](http://www.miagclassroom.org) or [www.agclassroom.org](http://www.agclassroom.org).

**APPLICATION:**

So now we have a pretty solid understanding of our lesson. But that's just one of the many options reviewed around the room. To get a better handle on the resources that are out there, let's make like a Barney episode and share.

When the music starts, we will:

1. Jump out of our chairs
2. Fill in pages 46 through 47 using other people's lesson summaries
3. Head back to our seats when we're finished

The hitch? We cannot share our lesson summary with anyone from our table AND crab walk is the only mode of transportation. We must crab walk, and only crab walk, to find other lessons around the room.

Questions? Take three songs! [Time checks when they should have two lessons copied, three, four and 30 seconds left. Facilitators should monitor the room to ensure everyone is on task – but they should crab walk as well.]




Processing Questions:

- What lessons or activities really caught our eye?
- What lessons would you have liked in elementary school?
- What did all the lessons have in common?

*Transition into the next objective:*

Now that we have explored the types of Ag in the Classroom lessons available and the structure of each, let's plan and try it on!

*Objective #2: Students will demonstrate teaching Agriculture in the Classroom lessons to peers.*

	<b>Support:</b>	<b>Sticky note race</b> —get on your mark, get set, unscramble the order of planning an Agriculture in the Classroom lesson! Each table will be given a set of crumpled up, mixed up sticky notes of the steps for teaching an Ag in the Classroom lesson.
	<b>Point:</b>	<b>The ABC's of Ag in the Classroom</b> —when working with other teachers in your school to visit their classroom, be as prepared as possible and very knowledgeable about your topics to demonstrate how you'll prepare when teaching their students.
	<b>Application:</b>	<b>Let's teach</b> —skipping ahead a few steps, let's try some lessons on for size. It's important to keep all the steps in mind when working back in our own chapters, but for today, let's demo these lessons!

**SUPPORT:**

It doesn't matter how great of lessons we prepare if we can't actually get into a classroom to present them! Whether it's an Ag Awareness Day, reading to third graders or a joint school garden project, demonstrating a polished, organized plan for teaching our Agriculture in the Classroom lessons is the key to our success.

*If we do this correctly, we can impress our old third grade teacher and really show off the professional development skills our FFA chapter has been teaching us all these years.*

*When the music starts, our table will embark on a brutal battle of wits and endurance. Look to the table to your left. [Model.] Look to the table to your right. [Model.] And tell them, "You're going down!" [Model.]*

*Inspector Gadget style, break out the binoculars to focus in. [Model making hand binoculars and hold them there throughout instructions.]*

*When the music starts and not before, we'll:*

- 1. Unwrap post-it notes*
- 2. Read the steps they describe and*
- 3. Put them in order*

*When our team is done, we'll circle our table, clucking like chickens. A facilitator will stop by to see if you're correct. The first team finished gets, you guessed it, CANDY!*

*What questions are there? The sticky notes are under our tables! [Start music, check answers, reward winner.]*

**POINT:**

*Let's review these steps together. As we go through these steps, fill in page 48 as we go. Winning team, you do the honors, what's step one? [Call on volunteers to help explain each of the next steps.]*

- **Ask the Teacher—**
  - Who should we ask? [Audience response – teachers you know, grades you're comfortable with, etc.]
  - How should we ask? [Audience response – by phone/in person and follow-up with an email]
  - What should we ask? [Audience response – include the amount of time, location, dates available, etc.]
- **Bring the Standards—**
  - Why would teacher's care about that? [Audience response – you can help teachers meet the objectives they already have to according to the state, shows credibility of lesson]
- **Content Connections—**
  - What subject area does this lesson pair with? [Audience response – math, science, language arts, social studies, etc.]
- **Digest activities—**
  - What are you actually going to do? What will students do? [Audience response – experiments, books, demonstrations, etc.]
  - What facilitation techniques will we have to utilize? [Audience response – directions, classroom management, audience involvement, etc.]
- **Examine supplies list—**
  - What do you need to pull off the activities? [Audience response – book, fruit, veggies, construction paper, etc.]
  - What supplies can the teacher provide? [Audience response – typical classroom supplies, science lab equipment, AV equipment, etc.]
- **Finalize plans –**
  - What does this include? [Audience response – confirm with the teacher, confirm with your advisor, double check supplies, arrange for transportation, etc.]
  - What makes perfect? [Audience response – practice! Use your leadership class as your guinea pig.]

*Processing Questions:*

- *Why is it important to cover all of these steps in order?*
- *What are some potential road blocks?*

While all of these steps are very important, today we're going to focus on the last few as we get to try out the lessons. When we're working in our own schools, we'll go through steps A through F. But let's start with "D" today for the sake of time.

### **APPLICATION:**

First, let's mix things up. When the music starts, grab your learn book and find a new table. No one from our chapter can be at our new table. [Start music. Police to make sure group mixes up.]

New tables, now for new groups. Split up into four semi-equal groups at each table. Link arms with people in your group. Go! [Police to make sure groups are equal.] Great! Take a seat next to your new group.

We'll work together in these new groups to actually try these lessons on! In the interest of time, we've pre-selected four mini-lessons, so that each of our groups can prepare and present a different lesson. [Review/reinforce the concept that each of our tables will have four groups and each of our groups will receive a different mini-lesson to prepare and present to their respective table.]

Turn to page 50. Our goal is to have everything ready in the next 10 minutes to actually present this lesson to students. So when the music starts, we'll:

- Grab the folder in the center of our table and split up the lessons by group
- Power skim our lesson
- Organize the pieces including a rough script
- Make any props or gather supplies (supplies you may need are in the back of the room, including copies or other demonstration props.)
- Practice so you're ready to present
- To recap: split up the lessons by group, skim, write a rough script, make props and practice!

Use the notes pages for any reminders or information we'll need to present the lesson. Be ready to present! What questions are there? [Start music. Walk around the room and offer help or suggestions as needed. Time checks with five minutes left, three minutes left, 1:30 left, 30 seconds left.]

Alright, let's see the results of our hard work! Each group will present to our table as if they are elementary students. We'll take turns, and hopefully have time for everyone to present.

As others are presenting, take notes and capture ideas. We want to hear thunderous applause when a group finishes! What questions are there? [One facilitator should be with each table to help mediate the process. As students are demonstrating, be their assistants to help lesson go more quickly, pass out supplies, etc. Continue to take volunteers until you have 10 minutes left in your session. Keep things moving quickly.]

Great work to all of our presenters! Let's give everyone a hand! [Lead applause.]

Processing Questions:

- What was the hardest part about preparing the lesson plan?
- If we had more time, what would we do differently?
- What lessons or activities really caught our eye?

### **Transition into the next objective:**

So we've explored the lessons. We've tried it on. Which only leaves one last step – making it real by taking a look at our programs of activities.



## *Review and Close:*

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*At the beginning of the session, we asked if anyone was planning to become an ag teacher. For those of you that said yes, we hope these lessons continue to develop your interest in teaching. For those who are considering other careers, we brainstormed many other ways we are educating people, formally or informally, in our daily lives.*

*Your chapters are already involved in educational activities like Ag in the Classroom, so let's think about how these new activities we learned today can be applied. Let's fill in page 69 of our Learn Books to brainstorm ways to incorporate Ag in the Classroom into our chapter's Program of Activities. Maybe it's a totally new idea, something we've never done before or maybe it's improving an existing program. Let's take one song to write down our ideas. [Play one song and monitor the group. Help as needed.]*

*Thank you for being such great "teachers" today! Remember all these great resources as you go back to chapters!*

- Think about all the ways we are educating people every day, through contests, interaction with peers and teachers not involved in agriculture, volunteer activities and especially at Ag Awareness or Project RED events.*
- Remember the ABCs to planning to visit a classroom to teach Ag in the Classroom lessons and utilize the connections you have with teachers you know to volunteer at your own elementary school.*
- Plan out how you're going to teach the lesson, think about the objectives for the students, the supplies you'll need and how you'll facilitate the activities.*

*Thanks for your creativity and stepping out of your box to demonstrate the lessons with each other today! Next we're headed outside for a five minute break before our next session!*





## Ag Tabloids: What's on the Cover?

### Simple Outline

**Overall Goal:** Students will be prepared to assemble and teach Agriculture the Classroom lessons to elementary students.

#### OBJECTIVES:

1. Students will experiment with Agriculture in the Classroom lessons.
2. Students will demonstrate teaching Agriculture in the Classroom lessons to peers.

#### EDUCATIONAL STANDARDS:

Common Core English Language Standards: LITERACY RST.9-10. 2; RST.11-12.2, SLS.9-10.4; SLS.11-12.4

Common Career Technical Core: AG1.4, AG1.6, AG1.7; AG2.2, AG2.3, AG2.4

Common Career Technical Core Career Ready Practices: 01.I.A.04; 01.I.A.05; 01.I.A.06; 01.I.A.12

#### CONNECTION:

We Teach in Everything We Do

1. Start classroom conversation off by discussing education and if anyone in the room aspires to become an agriscience educator, or any kind of teacher.
2. Instruct students to spend about 5 minutes brainstorming ways that FFA members/students can help educate people (about agriculture). Students with the most unique words will be rewarded!
3. Have students across the room share their lists; if a word is on a student's list that was listed by another student, they must cross it off.
  - a. The student with the most unique words remaining will be rewarded!

#### Processing Questions:

1. What items on our lists did we never consider teaching before?
2. Who are we educating?
3. Why should we look at these opportunities as educational opportunities?

#### OBJECTIVE 1:

Students will experiment with Agriculture in the Classroom lessons

**Support:** Explore Lessons – students will individually explore different Agriculture in the Classroom lesson plans, answering questions about each in their handout materials.

**Point:** Common Structure – many lessons have a common structure and format to teach different topics, making these easy to learn both the presenter and the student

**Application:** Share Examples – volunteers will share what they found, a summary of what the lesson teachers and how they completed the questions asked by the handout. Other participants will need to copy down answers for at least two other lessons in the handout.

#### SUPPORT:



1. Have students obtain an agriculture in the Classroom lesson plan from the front/back of the room
2. Instruct them to read through the lessons and resources then to answers the questions on page [REDACTED].
  - a. Remind students to write down only the highlights and to keep things brief! Provide time checks as needed.
3. Ask for 2-4 volunteers to individually come to the front of the room at share their answers.

**POINT:**

Discuss with students how these lesson plans are all different from each other, but have a common structure. Be sure to show students where they can find more Agriculture in the classroom lessons; [www.miagclassroom.org](http://www.miagclassroom.org) or [www.agclassroom.org](http://www.agclassroom.org).

**APPLICATION:**

1. Ask students to get out of their seats and to find someone else to share their findings with.
2. Have students share with enough people to fill the remaining time.

**Processing Questions:**

1. What lessons or activities caught our eye?
2. What lessons would you have liked in elementary school?
3. What did all the lessons have in common?

**OBJECTIVE 2:**

Students will demonstrate teaching Agriculture in the Classroom lessons to peers.

**Support:** Sticky Note Race – get on your mark, get set, unscramble the order of planning an Agriculture in the Classroom lesson! Each table will be given a set of crumpled up, mixed up sticky notes spelling out each of the step for teaching an Ag in the Classroom lesson.

**Point:** The ABC's of Ag in the Classroom – when working with other teachers in your school to visit their classroom, be as prepared as possible and very knowledgeable about your topics to demonstrate how you'll prepare when teaching their students.

**Application:** Let's Teach – skipping ahead a few steps, let's try some lessons on for size. It's important to keep all the steps in mind when we are working with other groups of people, but today is just an opportunity to demo the lessons!

**SUPPORT:**

1. Provide each group of students with a set of crumpled sticky notes that spell out one of the steps listed for running a successful Ag in the Classroom activity.
2. Explain to students what to do next with the sticky notes:

*When the music starts and not before, we'll:*

1. Unwrap post-it notes
  2. Read the steps they describe and
  3. Put them in order
3. Turn on music and reward the first team who completes the task as necessary.

## **POINT:**

Review the steps that students just discovered through the sticker note activity. Have them follow along and fill in the corresponding spaces in their handout materials.

- **Ask the Teacher—**
  - o Who should we ask? [teachers you know, grades you're comfortable with, etc.]
  - o How should we ask? [by phone/in person and follow-up with an email]
  - o What should we ask? [include amount of time, location, dates available, etc.]
- **Bring the Standards—**
  - o Why would teacher's care about that? [you can help teachers meet the objectives they already have to according to the state, shows credibility of lesson]
- **Content Connections—**
  - o What subject area does this lesson pair with? [math, science, language arts, social studies, etc.]
- **Digest Activities—**
  - o What are you going to do? What will students do? [experiments, books, demonstrations, etc.]
  - o What facilitation techniques will we have to utilize? [directions, classroom management, audience involvement, etc.]
- **Examine supplies list—**
  - o What do you need to pull off the activities? [book, fruit, veggies, construction paper, etc.]
  - o What supplies can the teacher provide? [Audience response – typical classroom supplies, science lab equipment, AV equipment, etc.]
- **Finalize Plans –**
  - o What does this include? [confirm with the teacher, confirm with your advisor, double check supplies, arrange for transportation, etc.]
  - o What makes perfect? [practice! Use your leadership class as your guinea pig.]

## **Processing Questions:**

1. Why is it important to cover these steps in order?
2. What are some potential road blocks?

## **APPLICATION:**

1. Mix students up! Have them form new groups with an equal number of students in each group.
2. When students are settled have them turn to page  .
3. Explain that the goal is to have everything ready in the next 10 minutes to actually present that lesson to students. Inform students that when the music starts they should do the following:
  - a. Power skim our lesson

- b. Organize the pieces including a rough script
  - c. Make any props or gather supplies
  - d. Practice so you're ready to present
4. Turn on music and begin to monitor the classroom.
  - a. Provide time checks as needed.
5. When time is up, have student groups take turns to present to the rest of the classroom.
  - a. As students are demonstrating, be their assistants to help lesson go more quickly, pass out supplies, etc.
  - b. **Remind students that they would normally present these lessons to elementary students and should treat the rest of the classroom as such.**
6. Have students take notes and capture ideas on page [REDACTED] as others are presenting.

### Processing Questions:

1. What was the hardest part about preparing the lesson plan?
2. If we had more time, what would we do differently

### REVIEW AND CLOSE:

*So we've explored the lessons. We've tried it on. Which only leaves one last step – making it real by taking a look at our programs of activities.*

1. Ask students to turn to page [REDACTED] of their handout materials and 3-5 minutes brainstorming ways to incorporate Ag in the Classroom into our chapter's Program of Activities.
  - a. These can be completely new ideas or even ways to improve an existing program.
2. Wrap up with any further concluding remarks.

*Thank you for being such great "teachers" today! Remember all these great resources as you go back to chapters!*

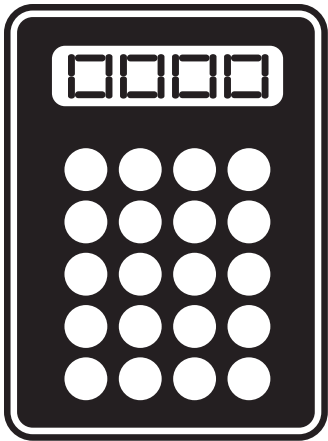
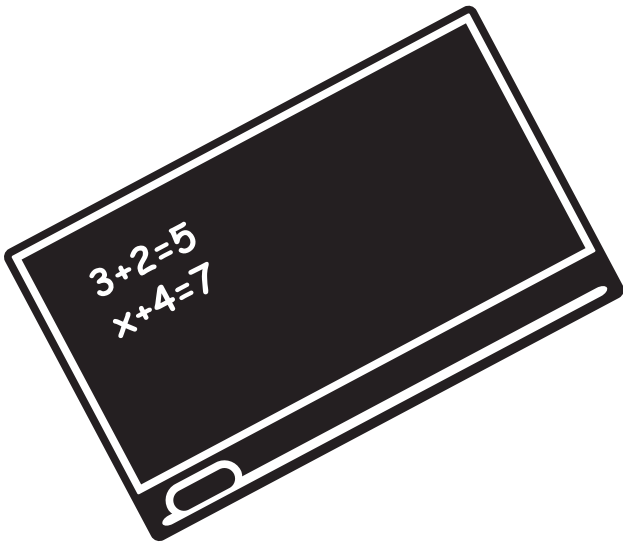
*• Think about all the ways we are educating people every day, through contests, interaction with peers and teachers not involved in agriculture, volunteer activities and especially at Ag Awareness or Project RED events.*

*• Remember the ABCs to planning to visit a classroom to teach Ag in the Classroom lessons and utilize the connections you have with teachers you know to volunteer at your own elementary school.*

*• Plan how you're going to teach the lesson, think about the objectives for the students, the supplies you'll need and how you'll facilitate the activities.*

*Thanks for your creativity and stepping out of your box to demonstrate the lessons with each other today!*

# Kicking it Elementary School



# Lesson Plan Investigation



Name of Lesson Plan: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Educational Standards: \_\_\_\_\_

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Objectives/Goals: \_\_\_\_\_

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Activity: \_\_\_\_\_

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Source: \_\_\_\_\_

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# Lesson Plan Investigation

Name of Lesson: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Educational Standards: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Objectives: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Activity: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Source: \_\_\_\_\_  
\_\_\_\_\_

Name of Lesson: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Educational Standards: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Objectives: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Activity: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Source: \_\_\_\_\_  
\_\_\_\_\_

# Lesson Plan Investigation

Name of Lesson: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Educational Standards: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Objectives: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Activity: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Source: \_\_\_\_\_  
\_\_\_\_\_

Name of Lesson: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Educational Standards: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Objectives: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Activity: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Source: \_\_\_\_\_



# The **ABCs** of Ag in the Classroom

**A**



**B**



**C**



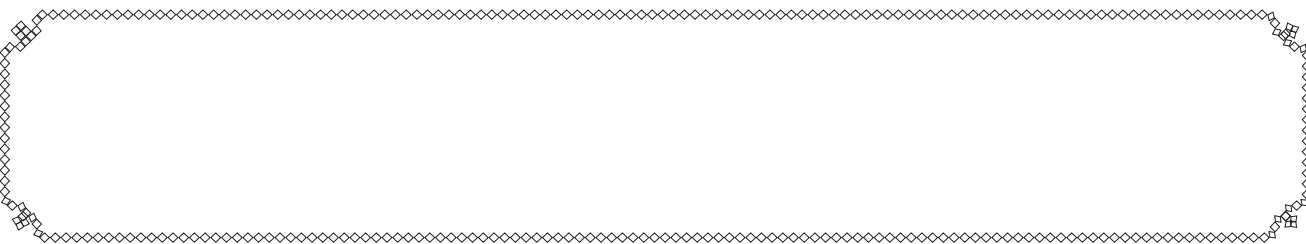
**D**



**E**



**F**



# Ag in the Classroom Lessons Online

Check out these great websites for additional lesson plans and activities.

## **Michigan Ag in the Classroom Lessons**

[www.miagclassroom.org/edu/lessons](http://www.miagclassroom.org/edu/lessons)

## **Michigan 4-H Children's Garden at MSU**

[www.4hgarden.cowplex.com/](http://www.4hgarden.cowplex.com/)

## **National Ag in the Classroom Lesson Database**

[www.agclassroom.org/teacher/matrix/](http://www.agclassroom.org/teacher/matrix/)

## **National Association of Conservation Districts**

[www.nacdnet.org](http://www.nacdnet.org)

## **USDA Science Projects**

[www.ars.usda.gov/is/kids/AgSciProjects/agscitoc.htm](http://www.ars.usda.gov/is/kids/AgSciProjects/agscitoc.htm)

## **USDA Agriculture Research Service Science for Kids**

[www.ars.usda.gov/is/kids/](http://www.ars.usda.gov/is/kids/)

## **Incredible Edible Egg Lessons**

[www.educationstation.discoveryeducation.com/](http://www.educationstation.discoveryeducation.com/)

## **National 4-H Lessons**

[www.4-h.org/resource-library/curriculum/science-curriculum/](http://www.4-h.org/resource-library/curriculum/science-curriculum/)

## **Agrium Lessons**

[www.growingthenextgeneration.com/](http://www.growingthenextgeneration.com/)

## **Nutrients for Life**

[www.nutrientsforlife.org/](http://www.nutrientsforlife.org/)

## **Ag Literacy Database**

[www.agfoundation.org/projects/ag-literacy-database](http://www.agfoundation.org/projects/ag-literacy-database)

## **My American Farm**

[www.myamericanfarm.org](http://www.myamericanfarm.org)





# Reflection and Application

*Kicking it Elementary School*

What was my number one take away from this session?

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How can my chapter utilize this information to further develop our Program of Activities:

To help develop students' leadership skills, personal growth or career success?

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To help enhance our chapter events, activities or outreach?

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To help give back, educate and connect with our community?

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