



Growing Our Future Podcast – Episode 13

Lesson Plan

<p>Lesson Title: “Prepare and Capitalize on Opportunities ... You Never Know Where it May Take You”</p>	
<p>TEKs: (c) Knowledge and skills.</p> <p>(1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify career development, education, and entrepreneurship opportunities in the field of agriculture, food, and natural resources; (B) apply competencies related to resources, information, interpersonal skills, problem solving, critical thinking, and systems of operation in agriculture, food, and natural resources; (D) analyze employers' expectations such as appropriate work habits, ethical conduct, legal responsibilities, and good citizenship skills; and (E) identify careers in agriculture, food, and natural resources with required aptitudes in science, technology, engineering, mathematics, language arts, and social studies. <p>(6) The student demonstrates appropriate personal and communication skills. The student is expected to:</p> <ul style="list-style-type: none"> (A) demonstrate written and oral communication skills appropriate for formal and informal situations such as prepared and extemporaneous presentations; and (B) demonstrate effective listening skills appropriate for formal and informal situations. <p><i>Note. TEKs taken from the Principles of Agriculture, Food, and Natural Resources Course. However, similar TEKs can be found within any of the AFNR courses.</i></p>	
<p>Terminal Performance Objective:</p> <p>Through class instruction and the evaluation of the Growing Our Future podcast episode, students will analyze five personal characteristics they can improve in order to develop professional employee soft skills.</p>	<p>Enabling Objectives:</p> <ol style="list-style-type: none"> 1. Identify “soft skills.” 2. Discover items with a connection to agriculture. 3. Distinguish categories which agriculture (hotdog style)products are characterized. 4. Analyze five personal characters, which correlate to soft skill development.
<p>Vocabulary:</p> <ul style="list-style-type: none"> • Adaptable – able to adjust to new conditions. • By-product - A by-product is something that is produced as a result of making something else, or something unexpected that happens as a result of something. For example, buttermilk is a by-product of making butter or ice cream is the by-product from milk. • Competitive Edge - it is that special “something” .. the “it” ... that gives an advantage to a person or business over their peers. Many times, we don’t know what “it” is, 	<p>Bell Work:</p> <p><i>Answer the following series of questions to the best of your ability:</i></p> <ol style="list-style-type: none"> 1. What are soft skills? Answer: Employers seek candidates with a strong set of "soft skills." Soft skills are known as personal skills, non-technical skills and interpersonal skills. 2. List three soft skills you believe are necessary as both a leader and a professional Answers may vary, but may include: <ul style="list-style-type: none"> • Good handshake

but we know they have it. Students involved in the agricultural education and FFA generally have a competitive edge over their peers who do not participate in the program. Their edge is evident in soft skills, work ethic, teamwork, problem solving, and communication.

- **Decision Making** - The act or process of deciding something especially with a group of people.
- **Empathy** - The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner.
- **Goal** - the object of a person's ambition or effort; an aim or desired result.
- **Integrity** - Firm adherence to a code of especially moral or artistic values.
- **Initiative** – An introductory step.
- **Livestock** - is identified as domesticated animals raised in an agricultural setting to provide labor and produce diversified products for consumption such as meat, eggs, milk, fur, leather, and wool.
- **MBA** - stands for Master of Business Administration. It's a graduate-level degree geared toward current and aspiring business professionals.
- **Measurable Goals** - identify exactly what it is you will see, hear, and feel when you reach your goal. It means breaking your goal down into measurable elements.
- **Networking** – the action or process of interacting with others to exchange information and develop professional or social contacts.
- **Plan** - a detailed proposal for doing or achieving something. An intention or decision about what one is going to do.
- **Problem Solving** - The process or act of finding a solution to a problem.
- **Professional Networks** – is when you build relationships with other professionals both in your career field and in other related fields. Networking allows you to foster relationships

- Creativity
- Teamwork
- Dependability
- Assertiveness
- Problem-Solver
- Written and Oral Communication
- Flexibility
- Time Management
- Accountability
- Leadership

3. How many careers are available in agriculture every year?

Answer: There are approximately 59,400 annual job openings in the field of food, agriculture, renewable natural resources, and the environment.

4. Write down three personal characteristics you like about yourself.

Answers will vary.

5. Write down three personal characteristics you would like to improve.

Answers will vary.

Give them a few minutes to answer the questions and then pass out the “Careers in Agriculture” and “Top 10 In-demand Soft Skills” handouts to the class.

Open the class up for discussion over the two handouts. You can ask questions such as:

- *Did you know there were this many career opportunities in agriculture?*
- *Is there a particular career field in agriculture that interest you?*
- *What soft skills on the handout surprise you?*
- *What are some examples of Assertiveness? Dependability? Accountability? Time Management? Flexibility?*

Tell the class, “We will utilize these two handouts later in another class activity.”

<p>with others that are mutually beneficial to the careers of you and those in your network.</p> <ul style="list-style-type: none"> • Risk - the possibility that something <u>unpleasant</u> or <u>unwelcome</u> will happen. • Soft Skills - Employers seek candidates with a strong set of "soft skills." Soft skills are known as personal skills, non-technical skills and interpersonal skills. • Strategy - a plan of action or policy designed to achieve a major or overall aim. • 80/20 Rule - The 80-20 rule is a principle that states 80% of all outcomes are derived from 20% of causes. Put another way, 80% of your outcomes result from just 20% of your inputs. Also known as the Pareto principle, the 80-20 rule is a timeless maxim that's all about focus. 	
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Preparation

Instructor Notes	Activity Notes
<p>Part 1 – Tell the class, <i>“Now, let’s talk about why there are so many grocery store items around the room ... Today, we are going to test your knowledge of agricultural products.”</i></p> <p>Break the class up into groups of two students per group. Give each group a grocery store bag.</p> <p>Tell the class, <i>“Each group will go around the room and pick two items; one item that they think relates to agriculture, and one they think does not relate to agriculture.”</i></p> <p>Give students two to five minutes to pick out their items.</p> <p>Once students return to their seats, as a class, discuss the items the students chose. Ask the class, <i>“What made you choose the two items you did? How do you know if it is an agricultural item or not?”</i></p> <p>Discuss the student’s agriculture related items first. Have the class volunteer items they chose for the class discussion. Use the “Agricultural Clues” teacher handout to guide your discussion.</p> <p>Example: <i>Can of Corn – Corn is one of agriculture’s oldest crops dating back at least 3,000 years, and it</i></p>	<p>Part 1 – Bring various items from home that fit under each of the following categories. Bring at least 5 items for each category. If you don’t want to bring the whole item, you can bring product packaging for an item or an empty container the item used to be in. The more authentic (real) items you have, the better. You will probably have over two large Rubbermaid totes full of items.</p> <ul style="list-style-type: none"> • Home Goods, Bed, and Bath • Clothing, Bags, and Shoes • Sports Equipment – Ex. Tennis racket, baseball, football • Outdoor Equipment – Ex. Bug spray, matches • Arts and Crafts – Ex. Paint brushes, clay, paint • Games – Ex. Board games, etc. • Gardening – Ex. Potting soil, garden spade, plant seeds • Cleaning Supplies • Paper Towels, Kitchen Utensils, and Kitchen Supplies – Ex. Wooden spoons, glass bowls, pots • Magazines and Reading Materials • Personal Hygiene and Medicines – Ex. Deodorant, perfume, toothpaste, shampoo, conditioner • Pet Food, Pet Supplies, and Treats • Make-up and Cosmetics

is the only crop that is grown in all 50 of the United States, even Alaska.

After discussing the agriculture items, ask the class, “Why do you think your other item does not relate to agriculture?”

After hearing their responses, tell the class how their other item relates to agriculture. Use the “Agricultural Clues” teacher handout to guide your discussion.

Examples: *Tennis Racket – Tennis rackets used to be made of wood for the frames and the racket lace/strings used to be made out of the internal organs of sheep and goats. Today the rackets frames are made from aluminum, which is a natural resource element found in the ground, and the strings are made from synthetic polyester. Polyester is made using a chemical reaction involving coal, petroleum, air, and water, which are all natural resources gathered through the agriculture industry.*

Other Examples: Baseballs – *Baseballs, back in the time of Babe Ruth or Mickey Mantle, the baseballs were made out of sheep intestines and the laces were threaded together by stretched out organs or sheep muscle tendons. Today, baseballs are made of leather from either hogs or cattle.*

Tell the students, “Select one more item from around the room, and quiz me on how that item relates to agriculture.”

Make sure you are able to make the agriculture connection for every item in the room. Use the “Agricultural Clues” teacher handout to guide your discussion.

Part 2 – Tell the class, “Now let’s see how much you have learned.”

Explain to the class, “In the next activity you are going to identify the products and by-products that come from livestock animals. Livestock is identified as domesticated animals raised in an agricultural setting to provide labor and produce diversified

- Canned Goods (Fruit & Vegetables), Soups, and Condiments
- Fresh Produce
- Dairy
- Nuts, Spices, and Flavorings
- Snacks (Chips, popcorn, pretzels), Tea, Coffee, and Juice
- Dry Goods – Ex. Rice, Pasta, and Beans
- Baking Goods – Ex. Flour, sugar, cooking oil, Jell-O
- Bread Goods
- Cereal Goods

Set up your classroom to look like a grocery store. Try to organize the items in the same way as they would be organized within a grocery store.

Have all the students return the items they gathered back to the item’s original location around the classroom.

Part 2 – Pass out the “Everything but the ...” worksheets. Give one worksheet packet to each group.

products for consumption such as meat, eggs, milk, fur, leather, and wool.”

Ask the class, *“What do I mean by by-product? What is a by-product?”*

Allow time for answers, and then explain, *“A by-product is something that is produced as a result of making something else, or something unexpected that happens as a result of something. For example, buttermilk is a by-product of making butter or ice cream is the by-product from milk.”*

Tell the class, *“The group with the most correct answers will receive a treat or prize.”*

Give the class ten minutes to complete the worksheet packet, and then review the answers with the class.

After you have reviewed the answers with the class, ask, *“Are there any items in this room that do NOT relate to agriculture?”*

The answer is NO! All items relate to agriculture because everything in our world can be traced back to the earth, the soil, and animals that occupy it.”

Part 3 - Tell the class, *“You will remain in your groups for the next activity.”*

Purpose: The purpose of this activity is to identify and recognize as many agriculture products as possible.

Instructions:

1. Your group will need to take two minutes to become familiar with Class Grocery Store, and then return to your seats.
2. Each member in your group will be actively participating in today’s activity.
3. Working as a team, your group will try to find at least TWO grocery store products that represent each of the following areas of agriculture:
 - a. Marketing, Education, and Business
 - b. Fruit and Vegetable Industry
 - c. Grain Industry
 - d. Fiber and Textiles Industry

Part 3 – Pass out the “What is Agriculture?” worksheet to each group.

Read the “Purpose and Instructions” of the worksheet aloud to the class.

- e. Dairy Products
- f. Beef Industry
- g. Poultry (chicken, turkey, duck) Industry
- h. Pork Industry
- i. Sheep and Goat Industry
- j. Fish and Seafood Industry
- k. Natural Resources

4. Only ONE person from your group is allowed to shop, and they can ONLY bring back ONE item to your group's shopping bag at a time.
5. Each person in your group will have to shop for at least one item.
6. On the table on the back on this worksheet, you will record which grocery store product you selected for each of the agricultural industries. You must have your grocery store shopping bag approved by [Teacher's Name] before you are finished with the day's assignment.

Tell the class, *"The group who completes this assignment the fastest will win ONE FREE bellwork pass."*

Monitor students' progress as they complete the worksheet. Ask students critical thinking questions as they go through the activity. Make connections for them between the items they chose and the agriculture category they fit into.

Tell the class, *"Some items may fit under more than one category."*

Give the class 30 to 40 minutes to complete the activity and worksheet.

Presentation

Instructor Notes

Tell the class, *"How does the activity we just completed relate to careers in agriculture?"*

Allow time for class discussion, and then explain, *"Today, we are going to hear from Lora Gonzalez Eckerle the Business Development Manager for Central Market and HEB. Lora is responsible for driving business growth within the following grocery store areas of Central Market: Healthy Living, Hispanic Grocery, Kosher Grocery, Baby, Housewares, and Charcoal and Firewood. Lora*

Activity Notes

<p><i>develops networks of contacts to attract new clients, researches new market opportunities, focuses on private label development, and oversee growth projects, making sales projections and forecasting revenue.</i></p> <p><i>Part of what you did in our previous activity is a small portion of what Lora gets to do every day.</i></p> <p><i>Let's learn more about Lora's career path and how she got to where she is today."</i></p> <p>Tell the class, <i>"As you listen to the podcast video, I want you to complete the following handout. We will review the answers to the worksheet following the podcast episode."</i></p>	<p>Have students watch the Episode 13 of the Growing Our Future Podcast.</p> <ul style="list-style-type: none"> • https://youtu.be/43mAM-xhJeg <p>Pass out the "Prepare and Capitalize on Opportunities" worksheet.</p>
<p>Application</p>	
<p>Instructor Notes</p>	<p>Activity Notes</p>
<p>Following the podcast video, tell the class, <i>"Employers are not only looking for good technical understanding and subject knowledge, but they are also often looking for the development of an expertise, knowledge base or mindset that makes you more attractive as an employee. They are seeking your 'competitive edge.'</i></p> <p><i>Soft skills often improve your performance, minimize errors, and promote collaboration with your coworkers, enabling you to perform your role more effectively. Soft skill help you develop your competitive edge."</i></p> <p>Ask the class, <i>"Why are soft skills beneficial to have?"</i></p> <p><i>(Allow time for class discussion)</i></p> <p>Explain to the class, <i>"If another job candidate has the same qualifications and experience as you, soft skills give you an advantage over other candidates."</i></p> <p>Tell the class, <i>"In the next series of activities, we will identify five personal characteristics you will need in order to fine tune your professional soft skills.</i></p>	<p>Pass out one sheet of computer paper to each student.</p> <p>Step 1 – Have students fold the sheet of paper down the middle (hotdog style) to create two columns.</p> <p>Step 2 - On the left-hand side have students write:</p> <ul style="list-style-type: none"> • Integrity, • Initiative, • Adaptability, • Empathy, • Problem solving, and • Decision making <p>Students should leave 5-7 spaces between each vocabulary word depending on their handwriting.</p> <p>Step 3 - Have students to take 3-5 minutes to brainstorm and write on the right-hand side of their paper their own definition and/or example for each word.</p> <p>Step 4 – Once students have completed their own definitions, have 2-3 students share what they wrote.</p> <p>Step 5 - Use the "Character Development" PowerPoint to go through each definition. These vocabulary words can be used throughout the lesson as a guide and extra resource.</p>

<p><i>The characteristics we are going to focus on are Integrity, Taking Initiative, Adaptability, Empathy, and Problem Solving/Decision Making. Many of you may already possess these skills; however, there is always room for all of us to improve ourselves.</i></p> <p><i>Throughout the next set of activities, you will learn more about these five personal skills and how to apply them in a work setting. While these skills are targeted for the workplace, you can relate them to several areas of your life.”</i></p> <p>Tell the class, <i>“Before we start the next series of activities, let’s see what we currently know about Integrity, Taking Initiative, Adaptability, Empathy, and Problem Solving/Decision Making.”</i></p>	<p>Step 6 – Have students write the correct definitions on the left-hand side of their folded paper.</p>
<p>Evaluation / Summary</p>	
<p>Instructor Notes</p>	<p>Activity Notes</p>
<p>See the “Character Development – Teacher Activity Packet” for further instructions.</p>	<p>Utilize the “Character Development – Teacher Activity Packet” to introduce each of the five personal skill activities to the class.</p> <p>The individual activities can take anywhere from 10 to 30 minutes to complete. Students should be given one week to complete all the activities.</p>

CAREERS IN AGRICULTURE



There are approximately 59,400 annual job openings in the field of food, agriculture, renewable natural resources, and the environment. It is expected that employment opportunities will remain strong between 2020-2025.

24,700

18,400

8,400

7,900

**# OF ANNUAL
JOB OPENINGS**

Management &
Business

Science &
Engineering

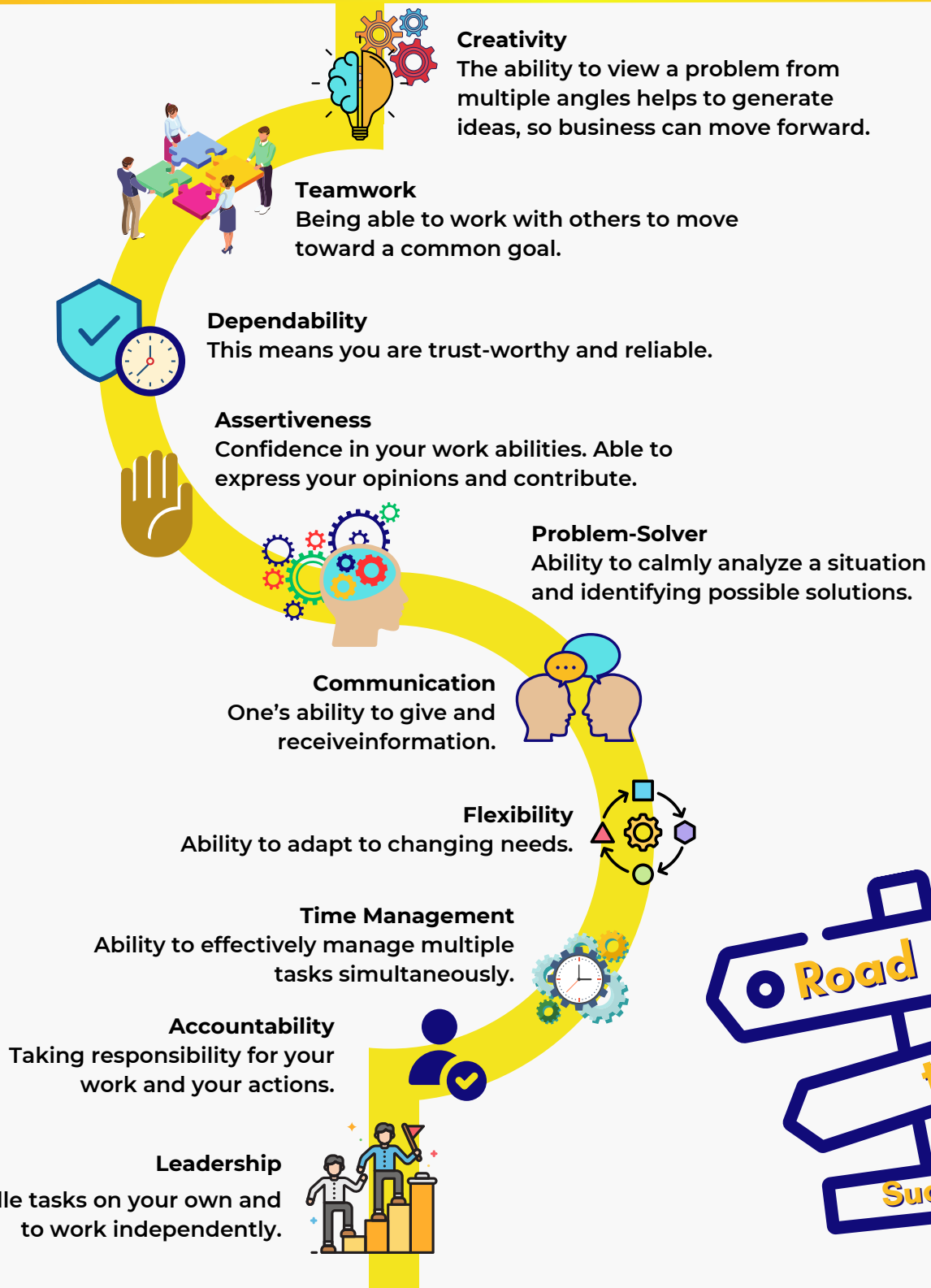
Education,
Communications,
& Government

Food &
Biomaterial
Production

Expected number of annual job openings in the field of food, agriculture, renewable resources and the environment.



TOP 10 ... IN-DEMAND SOFT SKILLS



Employers seek candidates with a strong set of "soft skills." Soft skills are also known as personal skills, non-technical skills and interpersonal skills.

EVERYTHING BUT THE...

By-product

Clues

1. Fertilizer (All)
 - This by-product comes from all five animals.
2. Weed killers (Pig)
 - This can come from the fatty acids and glycerin in pigs and is used to get rid of stubborn weeds
3. Cosmetics (Pig/cattle/sheep)
 - This can come from pigs, cattle and sheep. These are used by definition to improve appearance
4. Crayons (Pig)
 - This can come from the fatty acids and glycerin of pigs and the fat of cattle and can be used to color a picture. There is a debate on how this product is pronounced. (cray-on, crown)
5. Chalk (Pig/cattle)
 - This can come from the fatty acids and glycerin of pigs and fat of cattle. It is used to write on a specific type of board.
6. Insulin (Pig)
 - This can come from the internal organs of pigs. It is often used by diabetics.
7. Footballs (Pig)
 - This can come from the skin of a pig. It is often used in high school home towns on Friday nights in the fall.
8. Pet food (cattle/pigs)
 - This can come from cattle and pigs. Your family pet often enjoys this for breakfast, lunch and dinner.
9. Shampoo and Conditioner (cattle/sheep)
 - This can come from cattle and sheep. It is used in the shower on your hair.
10. Wallpaper (cattle)
 - This can come from cattle's hooves, horns and skin. It is used to change the wall of a room.
11. Instrument Strings (cattle/sheep/chicken)
 - This can come from the internal organs from cattle, sheep and chickens. You can find these on guitars, violins and harps.
12. Tennis racquet strings (cattle/sheep)
 - This can come from the internal organs of sheep and cattle. The tennis team would use these.
13. Chewing gum (cattle/sheep)
 - This can come from cattle and sheep. It can be used to blow bubbles or freshen breath.
14. Candles (cattle/goats)
 - This can come from cattle and goats. It is often given as a gift and changes the smell of an area.
15. Deodorant (cattle)
 - This can come from cattle. It is often used daily and applied to your armpits.
16. Shaving cream (cattle)
 - This can come from cattle. It is used to remove hair.

EVERYTHING BUT THE...

By-product

17. Paint (cattle)
 - This can come from the fat of cattle and can be used to change the color of something.
18. Fireworks (cattle)
 - This can be made from the fat of cattle. It is often used on the fourth of July.
19. Luggage (sheep)
 - This can be made from the hide of sheep. It is used when you are going on a trip.
20. Baseballs (sheep)
 - This can be made from the hide of sheep. It is usually being throw, caught or hit with a bat.
21. Tennis balls (sheep)
 - This can be made from the hide of a sheep. It is used by the tennis team or possibly, your family dog.
22. Footwear (sheep)
 - This can be made from the hide of sheep. It is worn on your feet.
23. Cheese (sheep/goats)
 - This can be made from the milk of sheep and goats. It is often put on pizzas and sandwiches
24. Yogurt (sheep/goats)
 - This can be made from the milk of sheep and goats. People often pair this with granola or fruit.
25. Butter (sheep/goats)
 - This can be made from the milk of sheep and goats. It is often used on toast and in baking recipes.
26. Ice cream (sheep/goats)
 - This can be made from the milk of sheep and goats. It can also be made into a milkshake.
27. Socks (sheep)
 - This can be made from the wool of sheep. It is often worn with a pair of tennis shoes.
28. Artists Brushes (sheep/pigs)
 - These can be made from the hair of pigs and wool of sheep. These are used to paint a picture.
29. Lipstick (sheep)
 - This can come from the raw wool lanolin of sheep. It changes the color of lips.
30. Cashmere (goats)
 - This product comes from the hair of goats and is six times finer than human hair.
31. Pillow stuffing (chicken)
 - This can be made from the feathers of chickens and helps you sleep at night.
32. Soap (goats)
 - This can come from the milk of goats. It is used to wash your hands.
33. Mascara (sheep)
 - This can be made from raw wool lanolin. It can be used to make eyelashes longer.
34. Matches (pig)
 - This can be made for the fatty acids and glycerin of pigs. It can be used to light candles
35. Glass (cattle)
 - This can be made from the bones of cattle. It is breakable.

EVERYTHING BUT THE *Cluck*

Poultry by-products worksheet

Name: _____



True or False?

Do the products listed below come from poultry? Write true next to the products you think come from poultry and false after the ones that you don't think come from poultry.

- | | |
|-------------------------------------|---------------------------|
| _____ 1. Leather | _____ 7. Wood fence posts |
| _____ 2. Musical instrument strings | _____ 8. Livestock feed |
| _____ 3. Butter | _____ 9. Plastic |
| _____ 4. Cleaning applications | _____ 10. Fertilizer |
| _____ 5. Book binding | _____ 11. Paper |
| _____ 6. Absorbent | _____ 12. Rubber |

Matching

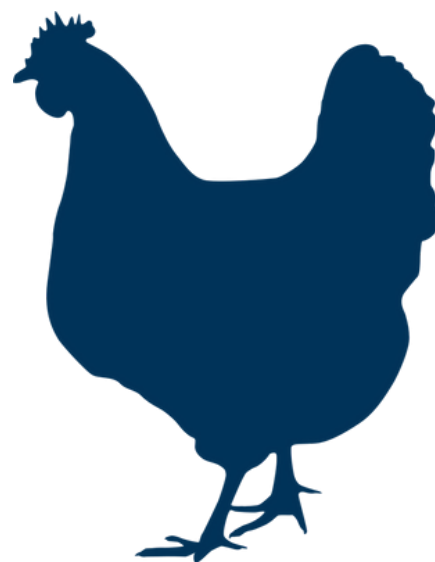
Match the product on the left to the part of poultry you think it came from on the right. You may use the parts of poultry more than once.

Products

- _____ 1. Absorbent
- _____ 2. Pillow stuffing
- _____ 3. Gelatin
- _____ 4. Soil amendment
- _____ 5. Livestock feed
- _____ 6. Hyaluronic acid
- _____ 7. Musical instrument strings
- _____ 8. Stabilizers
- _____ 9. Fertilizer

Part of Poultry

- a. Egg shells
- b. Shell membrane
- c. Feet & skin
- d. Comb
- e. Fat
- f. Excreta
- g. Blood
- h. Feathers
- i. Intestines



So many products come from poultry that we really do use everything but the cluck!

EVERYTHING BUT THE

Baa

Sheep by-products worksheet

Name: _____



True or False?

Do the products listed below come from sheep? Write true next to the products you think come from sheep and false after the ones that you don't think come from sheep.

- | | |
|------------------------|------------------------------|
| _____ 1. Lanolin | _____ 8. Lumber |
| _____ 2. Ricotta | _____ 9. Concrete |
| _____ 3. Peanut butter | _____ 10. Tennis balls |
| _____ 4. Yarn | _____ 11. Instrument strings |
| _____ 5. Baseballs | _____ 12. Sheetrock |
| _____ 6. Paper | _____ 13. Art brushes |
| _____ 7. Paints | _____ 14. Drum heads |

Matching

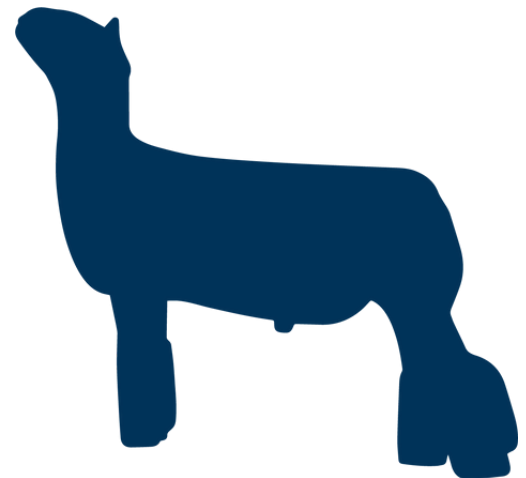
Match the product on the left to the part of the sheep that you think it came from on the right. You may use the part of the sheep more than once.

Products

- _____ 1. Surgical sutures
- _____ 2. Fabrics
- _____ 3. Lipstick
- _____ 4. Nitrogen fertilizer
- _____ 5. Chewing gum
- _____ 6. Clothing
- _____ 7. Solvents

Part of the Sheep

- a. Intestines
- b. Hide and wool
- c. Raw wool lanolin
- d. Manure
- e. Fats and Fatty Acids



So many products come from sheep that we really do use everything but the baa!

EVERYTHING BUT THE

Bleat

Goat by-products worksheet

Name: _____



True or False?

Do the products listed below come from goats? Write true next to the products you think come from goats and false after the ones that you don't think come from goats.

_____ 1. Leather

_____ 2. Anti-aging cream

_____ 3. Short loin

_____ 4. Butter

_____ 5. Drums

_____ 6. Book binding

_____ 7. Gloves

_____ 8. Wood fence posts

_____ 9. Sausage casings

_____ 10. Tenderloin

_____ 11. Plastic

_____ 12. Fish pond fertilizer

_____ 13. Coarse woven cloth

_____ 14. Rubber

Matching

Match the product on the left to the part of a goat you think it came from on the right. You may use the parts of the goat more than once.

Products

_____ 1. Drums

_____ 2. Candles

_____ 3. Binding reagent

_____ 4. Gloves

_____ 5. Coarse woven cloth

_____ 6. Catgut cord

_____ 7. Sausage casing

_____ 8. Book binding

_____ 9. Shoes

Part of the Goat

a. Intestines

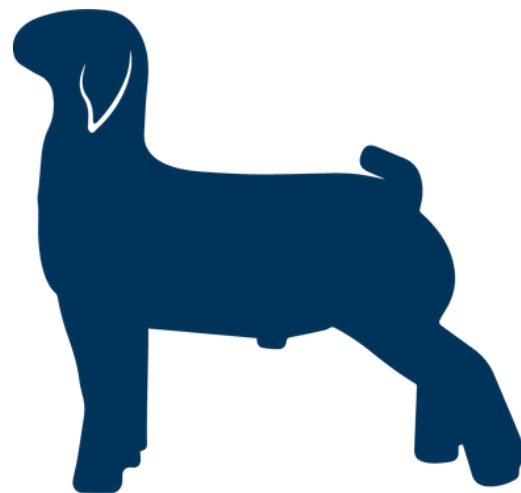
b. Skin

c. Blood

d. Fat

e. Manure

f. Hair



So many products come from goats that we really do use everything but the bleat!

EVERYTHING BUT THE *Oink*

Pigs by-products worksheet

Name: _____



True or False?

Do the products listed below come from pigs? Write true next to the products you think come from pigs and false after the ones that you don't think come from pigs.

- | | |
|-----------------------|---------------------------|
| _____ 1. Footballs | _____ 8. Lumber |
| _____ 2. Carrots | _____ 9. Yarn |
| _____ 3. Insecticides | _____ 10. Bone China |
| _____ 4. Heart Valves | _____ 11. Insulin |
| _____ 5. Paper | _____ 12. Pillow Stuffing |
| _____ 6. Crayons | _____ 13. Art brushes |
| _____ 7. Putty | _____ 14. Buttons |

Matching

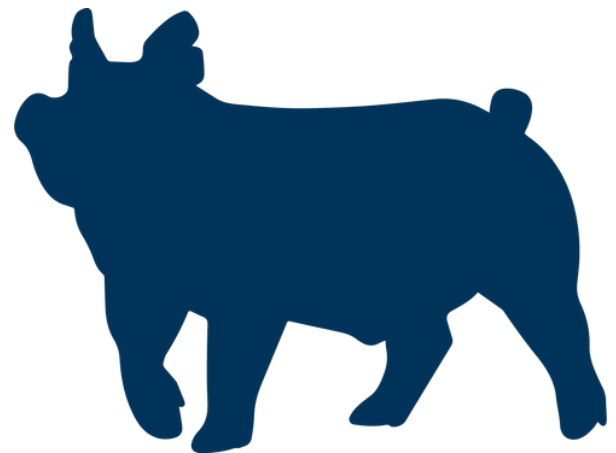
Match the product on the left to the part of a pig you think it came from on the right. You may use the parts of the pig more than once.

Products

- _____ 1. Surgical sutures
- _____ 2. Glass
- _____ 3. Glue
- _____ 4. Antifreeze
- _____ 5. Pet food
- _____ 6. Plywood adhesives
- _____ 7. Floor waxes
- _____ 8. Cholesterol
- _____ 9. Luggage
- _____ 10. Art brushes

Part of the Pig

- a. Fatty acids & glycerin
- b. Internal organs
- c. Blood
- d. Internal Organs
- e. Fat
- f. Milk
- g. Manure
- h. Skin
- i. Hair
- j. Bones



So many products come from pigs that we really do use everything but the oink!

EVERYTHING BUT THE Moo

Cattle by-products worksheet

Name: _____



True or False?

Do the products listed below come from cattle? Write true next to the products you think come from cattle and false after the ones that you don't think come from cattle.

- | | |
|---------------------------|----------------------------------|
| _____ 1. Medicine | _____ 8. Solid wood fence boards |
| _____ 2. Anti-aging cream | _____ 9. Salt |
| _____ 3. Mashed potatoes | _____ 10. Deodorant |
| _____ 4. Felt | _____ 11. Instrument strings |
| _____ 5. Chewing gum | _____ 12. Fertilizer |
| _____ 6. Paper | _____ 13. Plastics |
| _____ 7. Cosmetics | _____ 14. Rubber |

Matching

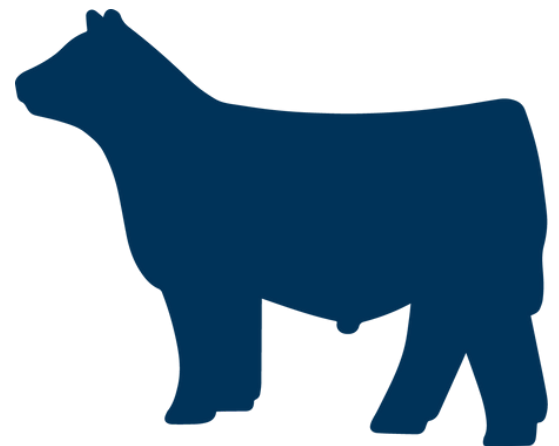
Match the product on the left to the part of cattle that you think it came from on the right. You may use the parts of cattle more than once.

Products

- _____ 1. Pasta
- _____ 2. Candles
- _____ 3. Sheet rock
- _____ 4. Phosphorus
- _____ 5. Chewing gum
- _____ 6. Refined sugar
- _____ 7. Shampoo
- _____ 8. Dyes & inks
- _____ 9. Air filter
- _____ 10. Hormones

Part of the Cattle

- a. Brain
- b. Blood
- c. Hooves/Horns
- d. Internal Organs
- e. Fat
- f. Milk
- g. Manure
- h. Skin
- i. Hair
- j. Bones



So many products come from cattle that we really do use everything but the moo!

EVERYTHING BUT THE *Cluck*

Poultry by-products answer key

Name: _____



True or False?

Do the products listed below come from poultry? Write true next to the products you think come from poultry and false after the ones that you don't think come from poultry.

- | | | | |
|--------------|-------------------------------|--------------|---------------------|
| <u>False</u> | 1. Leather | <u>False</u> | 7. Wood fence posts |
| <u>True</u> | 2. Musical instrument strings | <u>True</u> | 8. Livestock feed |
| <u>False</u> | 3. Butter | <u>False</u> | 9. Plastic |
| <u>True</u> | 4. Cleaning applications | <u>True</u> | 10. Fertilizer |
| <u>False</u> | 5. Book binding | <u>True</u> | 11. Paper |
| <u>True</u> | 6. Absorbent | <u>False</u> | 12. Rubber |

Matching

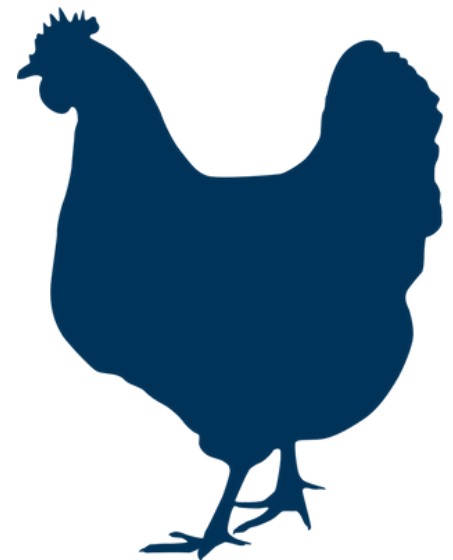
Match the product on the left to the part of poultry you think it came from on the right. You may use the parts of poultry more than once.

Products

- b 1. Absorbent
- h 2. Pillow stuffing
- c 3. Gelatin
- a 4. Soil amendment
- e 5. Livestock feed
- b,d 6. Hyaluronic acid
- i 7. Musical instrument strings
- g 8. Stabilizers
- f 9. Fertilizer

Part of Poultry

- a. Egg shells
- b. Shell membrane
- c. Feet & skin
- d. Comb
- e. Fat
- f. Excreta
- g. Blood
- h. Feathers
- i. Intestines



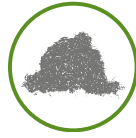
So many products come from poultry that we really do use everything but the cluck!

EVERYTHING BUT THE

Baa

Sheep by-products answer key

Name: _____



True or False?

Do the products listed below come from sheep? Write true next to the products you think come from sheep and false after the ones that you don't think come from sheep.

- | | | | |
|--------------|------------------|--------------|------------------------|
| <u>True</u> | 1. Lanolin | <u>False</u> | 8. Lumber |
| <u>True</u> | 2. Ricotta | <u>False</u> | 9. Concrete |
| <u>False</u> | 3. Peanut butter | <u>True</u> | 10. Tennis balls |
| <u>True</u> | 4. Yarn | <u>True</u> | 11. Instrument strings |
| <u>True</u> | 5. Baseballs | <u>False</u> | 12. Sheetrock |
| <u>False</u> | 6. Paper | <u>True</u> | 13. Art brushes |
| <u>True</u> | 7. Paints | <u>True</u> | 14. Drum heads |

Matching

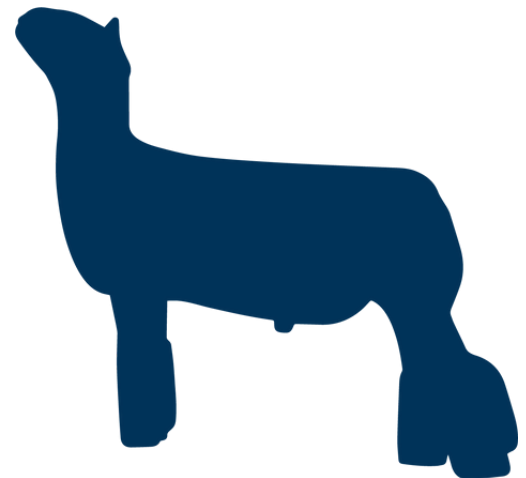
Match the product on the left to the part of the sheep that you think it came from on the right. You may use the part of the sheep more than once.

Products

- c 1. Lipstick
- a 2. Surgical sutures
- b 3. Fabrics
- e 4. Chewing gum
- b 5. Clothing
- e 6. Solvents
- d 7. Nitrogen fertilizer

Part of the Sheep

- a. Intestines
- b. Hide and wool
- c. Raw wool lanolin
- d. Manure
- e. Fats and Fatty Acids



So many products come from sheep that we really do use everything but the baa!

EVERYTHING BUT THE

Bleat

Goat by-products answer key

Name: _____



True or False?

Do the products listed below come from goats? Write true next to the products you think come from goats and false after the ones that you don't think come from goats.

- | | | | |
|--------------|---------------------|--------------|--------------------------|
| <u>True</u> | 1. Leather | <u>False</u> | 8. Wood fence posts |
| <u>False</u> | 2. Anti-aging cream | <u>True</u> | 9. Sausage casings |
| <u>True</u> | 3. Short loin | <u>True</u> | 10. Tenderloin |
| <u>True</u> | 4. Butter | <u>False</u> | 11. Plastic |
| <u>True</u> | 5. Drums | <u>True</u> | 12. Fish pond fertilizer |
| <u>True</u> | 6. Book binding | <u>True</u> | 13. Coarse woven cloth |
| <u>True</u> | 7. Gloves | <u>False</u> | 14. Rubber |

Matching

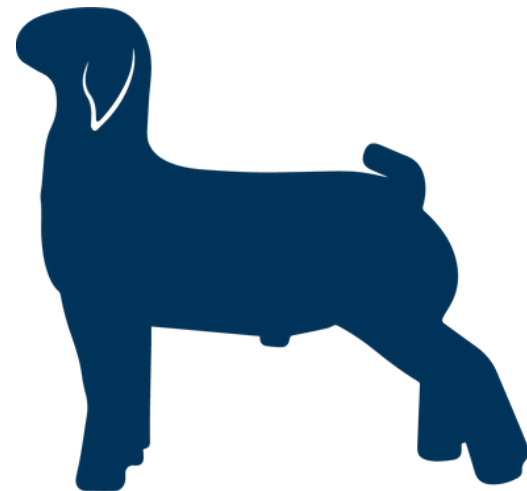
Match the product on the left to the part of a goat you think it came from on the right. You may use the parts of the goat more than once.

Products

- b 1. Drums
- d 2. Candles
- c 3. Binding reagent
- b 4. Gloves
- f 5. Coarse woven cloth
- a 6. Catgut cord
- a 7. Sausage casing
- b 8. Book binding
- b 9. Shoes

Part of the Goat

- a. Intestines
- b. Skin
- c. Blood
- d. Fat
- e. Manure
- f. Hair



So many products come from goats that we really do use everything but the bleat!

EVERYTHING BUT THE *Oink*

Pigs by-products answer key

Name: _____



True or False?

Do the products listed below come from pigs? Write true next to the products you think come from pigs and false after the ones that you don't think come from pigs.

- | | | | |
|--------------|-----------------|--------------|---------------------|
| <u>True</u> | 1. Footballs | <u>False</u> | 8. Lumber |
| <u>False</u> | 2. Carrots | <u>False</u> | 9. Yarn |
| <u>True</u> | 3. Insecticides | <u>True</u> | 10. Bone China |
| <u>True</u> | 4. Heart Valves | <u>True</u> | 11. Insulin |
| <u>False</u> | 5. Paper | <u>False</u> | 12. Pillow Stuffing |
| <u>True</u> | 6. Crayons | <u>True</u> | 13. Art brushes |
| <u>True</u> | 7. Putty | <u>True</u> | 14. Buttons |

Matching

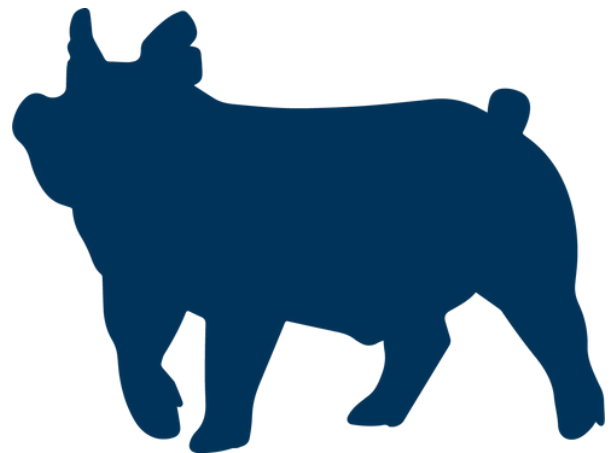
Match the product on the left to the part of the pig that you think it came from on the right. You may use the parts of the pig more than once.

Products

- b 1. Surgical sutures
- d 2. Glass
- d 3. Glue
- a 4. Antifreeze
- g 5. Pet food
- c 6. Plywood adhesives
- a 7. Floor waxes
- h 8. Cholesterol
- e 9. Luggage
- f 10. Art brushes

Part of the Pig

- a. Fatty acids & glycerin
- b. Internal organs
- c. Blood
- d. Bones
- e. Skin
- f. Hair
- g. Meat scraps
- h. Brain



So many products come from pigs that we really do use everything but the oink!

EVERYTHING BUT THE Moo

Cattle by-products answer key

Name: _____



True or False?

Do the products listed below come from cattle? Write true next to the products you think come from cattle and false after the ones that you don't think come from cattle.

- | | | | |
|--------------|---------------------|--------------|----------------------------|
| <u>True</u> | 1. Medicine | <u>False</u> | 8. Solid wood fence boards |
| <u>True</u> | 2. Anti-aging cream | <u>False</u> | 9. Salt |
| <u>False</u> | 3. Mashed potatoes | <u>True</u> | 10. Deodorant |
| <u>True</u> | 4. Felt | <u>True</u> | 11. Instrument strings |
| <u>True</u> | 5. Chewing gum | <u>True</u> | 12. Fertilizer |
| <u>False</u> | 6. Paper | <u>True</u> | 13. Plastics |
| <u>True</u> | 7. Cosmetics | <u>True</u> | 14. Rubber |

Matching

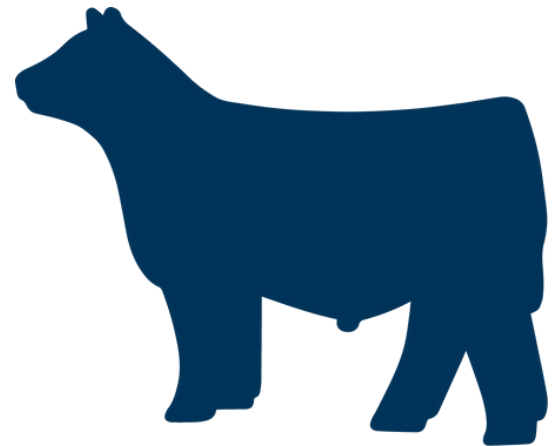
Match the product on the left to the part of cattle that you think it came from on the right. You may use the parts of cattle more than once.

Products

- b 1. Pasta
- e 2. Candles
- h 3. Sheet rock
- g 4. Phosphorus
- e 5. Chewing gum
- j 6. Refined sugar
- c 7. Shampoo
- b 8. Dyes & inks
- i 9. Air filter
- d 10. Hormones

Part of Cattle

- a. Brain
- b. Blood
- c. Hooves/Horns
- d. Internal Organs
- e. Fat
- f. Milk
- g. Manure
- h. Skin
- i. Hair
- j. Bones

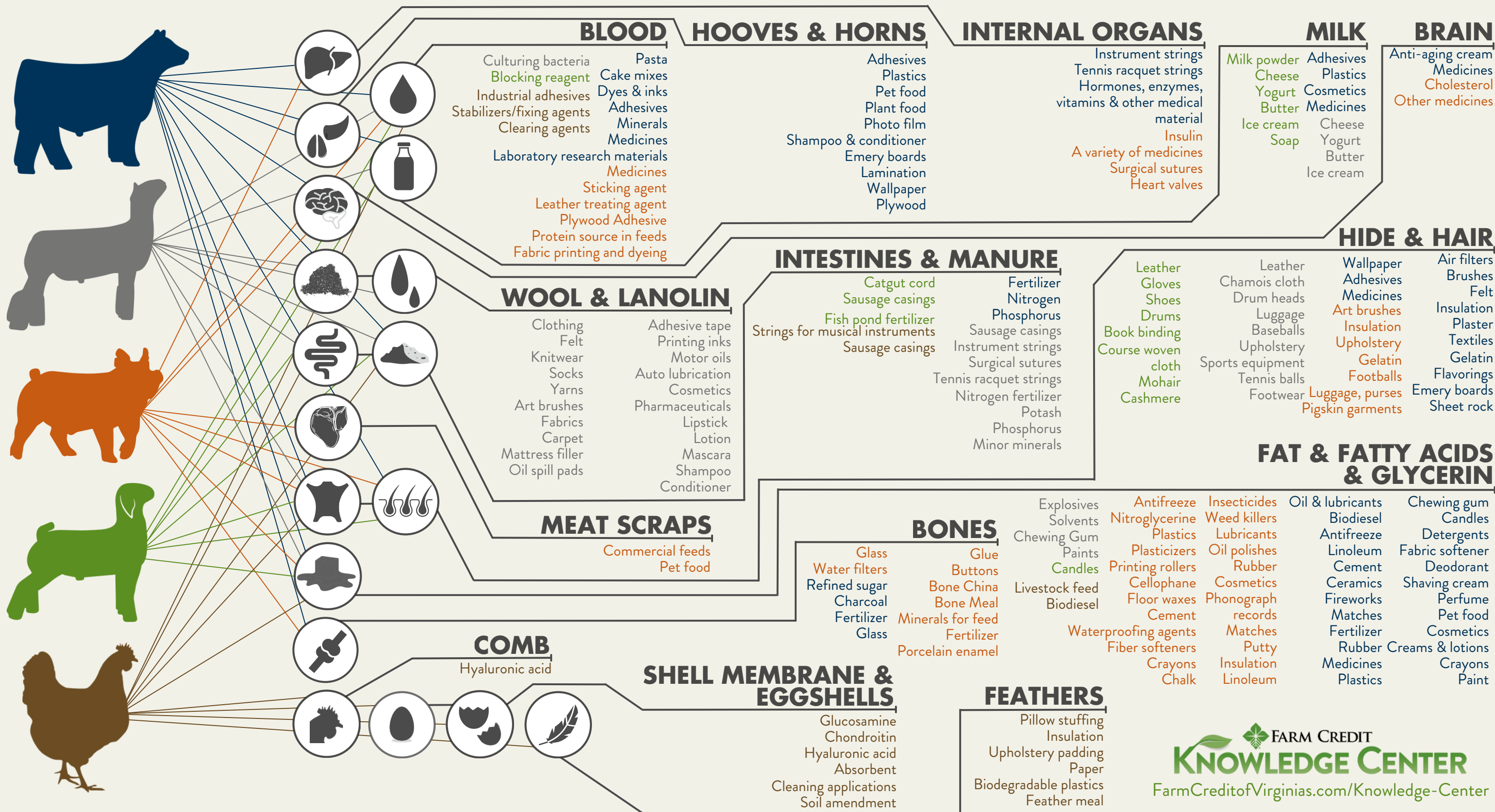


So many products come from cattle that we really do use everything but the moo!

EVERYTHING BUT THE...

Moo *Baa* *Oink* *Bleat* *Cluck*

Agriculture is a part of our daily lives! Learn what products are made from the by-products of cattle, sheep, pigs, goats and poultry.





Growing Our Future Podcast – Episode 13 What is Agriculture?

Purpose: The purpose of this activity is to identify and recognize as many agriculture products as possible.

Instructions:

1. All the members in your group need to take two minutes to become familiar with the Class Grocery Store, and then return to your seats.
2. Each member in your group will be actively participating in today's activity.
3. Working as a team, your group will try to find at least **TWO** grocery store products that represent each of the following areas of agriculture:
 - a. **Marketing, Education, and Business**
 - b. **Fruit and Vegetable Industry**
 - c. **Grain Industry**
 - d. **Fiber and Textiles Industry**
 - e. **Dairy Products**
 - f. **Beef Industry**
 - g. **Poultry (chicken, turkey, duck) Industry**
 - h. **Pork Industry**
 - i. **Sheep and Goat Industry**
 - j. **Fish and Seafood Industry**
 - k. **Natural Resources**
4. Only ONE person from your group is allowed to shop, and they can ONLY bring back ONE item to your group's shopping bag at a time.
5. Each person in your group will have to shop for at least one item.
6. On the table on the back on this worksheet, you will record which grocery store product you selected for each of the agricultural industries. You must have your grocery store bag approved by your teacher before you are completed with the day's assignment.

The group who completes this assignment the fastest will win ONE FREE bellwork pass.

What is Agriculture? - Table

Agriculture Industry:	Items Selected (two items per industry):	Reason it is connected to this industry:
Marketing, Education, and Business		
Fruit and Vegetable Industry		
Grain Industry		
Fiber and Textiles Industry		
Dairy Products		
Beef Industry		
Poultry (chicken, turkey, duck) Industry		
Pork Industry		
Sheep and Goat Industry		
Fish and Seafood Industry		
Natural Resources		



Growing Our Future Podcast – Episode 13 Prepare and Capitalize on Opportunities

Instructions: While listening the episode 13 of the Growing Our Future Podcast, answer the following questions over the podcast content.

- 1. What did Lora first want to be when she graduated high school?**
- 2. How many years did Lora try to get into her desired career field?**
- 3. What school did Lora attend outside of the United States? What was her major at the time?**
- 4. What is the biggest thing Lora gained out of attending a university outside of the United States?**
- 5. How did Lora obtain her first career?**
- 6. Who did Lora first work for when she started her career? Where did they say she had to move to?**
- 7. What specific duties did Lora have in her first position?**
- 8. What was Lora's second position within the Purina Company? Where did she have to move?**

9. Where was the last location Lora moved while working for Purina?

10. What is an MBA and where did Lora get her MBA from?

11. Why is learning how to give a presentation and speaking in public important?

12. What were the leadership characteristics Lora has learned through her journey?

13. What is the 80/20 Rule?

14. According to the podcast episode, what is “legacy” built on?

15. How important were “soft skills” in Lora’s career journey? Explain how Lora used soft skills in order to get to where she is today. (Reference your “Top 10 In-demand Soft Skills” handout for more information.)



Growing Our Future Podcast – Episode 13 Prepare and Capitalize on Opportunities KEY

Instructions: While listening the episode 13 of the Growing Our Future Podcast, answer the following questions over the podcast content.

1. **What did Lora first want to be when she graduated high school?**
 - **A Veterinarian**
2. **How many years did Lora try to get into her desired career field?**
 - **Four years and 6 months**
3. **What school did Lora attend outside of the United States? What was her major at the time?**
 - **St. George's University in Caribbean (West Indies, Grenada).**
4. **What is the biggest thing Lora gained out of attending a university outside of the United States?**
 - **Relationship and Professional Networks**
5. **How did Lora obtain her first career?**
 - **She reached out to a contact she met at the Texas A&M Career Fair.**
6. **Who did Lora first work for when she started her career? Where did they say she had to move to?**
 - **Purina**
 - **Los Angeles or Southern California**
7. **What specific duties did Lora have in her first position?**
 - **She helped sell and promote livestock nutrition and other livestock products to local feed store within Southern California.**
8. **What was Lora's second position within the Purina Company? Where did she have to move?**
 - **National Account Manager for Purina**
 - **New York City or Queens, New York**
9. **Where was the last location Lora moved while working for Purina?**
 - **Billings, Montana**
10. **What is an MBA and where did Lora get her MBA from?**
 - **An MBA stands for Master of Business Administration. It's a graduate-level degree geared toward current and aspiring business professionals.**
 - **Colorado State University**

11. Why is learning how to give a presentation and speaking in public important?
- It gives you a competitive edge above your peers and gives you confidence in what you are presenting and in how you carry yourself.
12. What were the leadership characteristics Lora has learned through her journey?
1. Be a great planner and stick to the 80/20 Rule; determine what it takes for you to reach the next step.
 2. Have a clear vision of your values and what you want to do on a bigger level.
 3. Be able to communicate effectively and clearly.
 4. Be a risk taker and see the value in new opportunities.
13. What is the 80/20 Rule?
- The 80/20 rule is a principle that states 80% of all outcomes are derived from 20% of causes.
14. According to the podcast episode, what is “legacy” built on?
- Legacy is built on action, innovation, and vision.
15. How important were “soft skills” in Lora’s career journey? Explain how Lora used soft skills in order to get to where she is today. (Reference your “Top 10 In-demand Soft Skills” handout for more information.)
- Answers will vary.

CHARACTER DEVELOPMENT



VOCABULARY



- **Integrity** - Firm adherence to a code of especially moral or artistic values
- **Initiative** - An introductory step
- **Adaptability** - Capable of being or becoming adapted
- **Empathy** - The action of understanding, being aware of, being sensitive to, and vicariously experiencing the feelings, thoughts, and experience of another of either the past or present without having the feelings, thoughts, and experience fully communicated in an objectively explicit manner
- **Problem Solving** - The process or act of finding a solution to a problem
- **Decision Making** - The act or process of deciding something especially with a group of people



Growing Our Future Podcast – Episode 13 Character Development – Teacher Activity Packet

Personal Skill: Integrity

Materials

- [Integrity in the Workplace: Definition and Examples](#) article (Indeed.com)
- Writing utensil
- Paper
- Four scenarios provided in the lesson.

Procedure

Step 1 - Begin by splitting students into 3 groups (could do six if you have a bigger class). Each group will be tasked with reading a portion of the article and then sharing specific details with the entire class. You could highlight the section students are supposed to read to limit confusion. The three sections are:

- Character traits related to integrity.
- Examples of everyday integrity/What does integrity mean in the workplace.
- How to display integrity in the workplace.

Step 2 - Group one - Character traits related to integrity - Students should read the eight traits and each group member should put a mark beside the three they think are most important. Once students finish reading, they should work together to create an overall top three-character traits related to having integrity. Once they have determined the top three, they should come up with ways to demonstrate those characteristics in the workplace and be able to explain how they relate to integrity. They will then share with the class.

Group two - Examples of everyday integrity/what does integrity mean in the workplace? - Students will read these sections individually and each person will come up with 2 more examples of everyday integrity and one for behaviors in the workplace that show integrity. Work together to create a top five list for both. Only 2 can be from the *indeed* article. They will then share with the class

Group three - How to display integrity in the workplace - Students will read this section individually and mark their top three. Then as a group students will decide an overall top three. They will then come up with a reason as to why their top three are important and what might happen if employees don't display these traits. They will then share with the class.

Step 3 - Read aloud the following four scenarios or print them out for students to read (printable available below). Have students individually write down how they would respond to the situation in a way that represents integrity. Students can turn these in or share with the class.

Scenarios

- **Samantha, a farm manager needs to fill an open farm hand position. She interviews two individuals, Tori and Katie. Tori happens to be Samantha's best friend. Katie has previous farm hand experience and is more qualified for the position than Tori. How should Samantha proceed in choosing who should get the position?**
- Jenny and Bridget are spending their summer helping on a dairy farm. Jenny has previous experience working on a dairy operation. Today, Bridget oversees cleaning the milking area. Jenny notices that Bridget is missing key steps and gives her some tips and tricks. Afterwards the owner of the Dairy comes in and praises Bridget's work. How should Bridget respond?
- **Rick, a feed salesman overhears his colleges gossiping about co-worker George and how he isn't meeting sales quota. How should Rick react?**
- A customer asks Joseph, a new vet tech, if a specific medicine is intramuscular, subcutaneous, or intravenous. Joseph can't remember, but sees that his boss his busy. What should Joseph do?

Individual Work - Have the students individually read the article. While students read the article, they can do the following:

- Circle things they find important - most important character traits, how to display these character traits, etc.
- Put a star by things they want to learn more about
- Put a question mark by things they are confused or have questions about
- Underline new words - students can then define the new words.

When students finish reading the article, they can ask the questions they came up with while reading.

Students who prefer individual work can use the printout of scenarios below.

Additional Resources

- [How to Maintain Professional Integrity in the Workplace \(Indeed.com\)](#)



**Growing Our Future Podcast – Episode 13
Character Development – Printable Integrity Scenarios**

- **Samantha, a farm manager needs to fill an open farm hand position. She interviews two individuals, Tori and Katie. Tori happens to be Samantha's best friend. Katie has previous farm hand experience and is more qualified for the position than Tori. How should Samantha proceed in choosing who should get the position?**

- **Jenny and Bridget are spending their summer helping on a dairy farm. Jenny has previous experience working on a dairy operation. Today, Bridget oversees cleaning the milking area. Jenny notices that Bridget is missing key steps and gives her some tips and tricks. Afterwards the owner of the Dairy comes in and praises Bridget's work. How should Bridget respond?**

- **Rick, a feed salesman overhears his colleagues gossiping about co-worker George and how he isn't meeting sales quota. How should Rick react?**

- **A customer asks Joseph, a new vet tech, if a specific medicine is intramuscular, subcutaneous, or intravenous. Joseph can't remember, but sees that his boss is busy. What should Joseph do?**



Growing Our Future Podcast – Episode 13 Character Development – Teacher Activity Packet

Personal Skill: Taking Initiative

Materials

- [9 Ways To Take Initiative at Work](#) article (Indeed.com)
- Writing Utensil
- Paper

Procedure

Step 1 - Have students split into nine separate groups. Assign each group a "way to take initiative at work" (*Be proactive, find opportunities for improvement, voice your ideas, be decisive, improve systems, address and prevent problems, be prepared for meetings, anticipate questions and prepare answers, set realistic standards*)

Step 2 - Have each student read their assigned section. While reading they should write down key factors and find a way to apply it to their life right now. They can apply it to sports, extracurricular, work or something that is meaningful to them. Once students finish, they should share within their group. Once all students finish, they can share with the class. When students share with the class, they should explain their "way to take initiative at work" and then how they applied it to their life.

- **Example for being proactive:** I have a test and livestock show on Friday. I can be proactive by making a schedule and setting aside time every day to accomplish the tasks that need done to be successful with both.

Individual Work - Let the student pick one of the nine sections to focus on. They should read through it then make their own description. The student should also compare it to something in their life that they are passionate about. This student should turn in their sheet.



Growing Our Future Podcast – Episode 13 Character Development – Teacher Activity Packet

Personal Skill: Adaptability

Materials

- [FAQ: What Is Adaptability?](#) article.
- Writing utensil
- Paper

Procedure

Step 1 - Begin reviewing what adaptability means and looking at the students definitions and examples. Then use the indeed article *FAQ: What is adaptability*. Give each student a section from *what are adaptability skills?* (*Critical thinking, observation, memorization, persistence, resilience, motivation, problem-solving, creativity, curiosity, communication.*) Students can be put into groups if it is a larger class.

Step 2 - Ask students not to share what their section says. Students will then be given five minutes to prepare. Students will then act out what was on their section for the entire class and they will guess what their classmate is acting out. After the students correctly guess what their classmate is acting out, or give up, the student can read their section aloud.

Step 3 - Afterwards ask students to pull out a sheet of paper. Read them the following scenario or print it out. Students should be creative with their solutions and adaptability skills.

- **Bill is a ten-year employee as sales manager at the local feed co-op. This past week Bill has had to raise prices, hire a new employee, and submit a quarterly financial report. In your opinion, what 3 adaptability skills has Bill had to use this week? Include how Bill has used these skills. Be creative.**

Individual work - Let the student pick one of the topics. The student should read the description, make it their own and relate it to their life. Ask them to think of a scenario where they had to be adaptable and how they handled it. Also, ask them to think of a scenario where they could have been adaptive, but they weren't and how they would change the situation.

Additional Resources

[Adaptability in the Workplace: Benefits and Importance](#) (Indeed.com)

[6 Important Workplace Adaptability Skills](#) (Indeed.com)



Growing Our Future Podcast – Episode 13
Character Development – Printable Adaptability Scenario

- **Bill is a ten-year employee as sales manager at the local feed co-op. This past week Bill has had to raise prices, hire a new employee, and submit a quarterly financial report. In your opinion, what 3 adaptability skills has Bill had to use this week? Include how Bill has used these skills. Be creative.**



Growing Our Future Podcast – Episode 13 Character Development – Teacher Activity Packet

Personal Skill: Empathy

Materials

- [How To Be Empathetic in the Workplace](#) (Indeed.com)
- Scenario worksheet
- Writing utensil

Procedure

Step 1 - Start out by reviewing the definition of empathy. Ask students to write down one time they felt like they were empathetic and one time someone was empathetic to them. Students can share if they would like.

Step 2 - Ask students to individually read the section "How to be empathetic in the workplace"

Step 3 - Once they are finished reading, have them use the scenarios below. They should use the seven ways to be empathetic in the workplace and explain how they would empathetically respond if they were in this situation.

Additional Materials

- [Why Empathy in the Workplace Is Important](#) (Indeed.com)



Growing Our Future Podcast – Episode 13
Character Development – Printable Empathy Scenarios

Instructions: Use the section "How to Be Empathetic at Work" to answer the following scenarios.

<p>A classmate is confused about the difference between monogastric and ruminant digestive systems.</p> <p>Skill used:</p> <p>Your Response:</p>	<p>A fellow classmate is visibly upset about her performance at the county-level soil judging competition.</p> <p>Skill used:</p> <p>Your Response:</p>
<p>Your fellow peer received a low grade on her most recent exam.</p> <p>Skill used:</p> <p>Your Response:</p>	<p>Your sister has two tests, a project, and a show this week and is extremely stressed and overwhelmed.</p> <p>Skill used:</p> <p>Your Response:</p>

<p>A classmate tried to start a garden, but it failed.</p> <p>Skill used:</p> <p>Your Response:</p>	<p>Your best friend must cancel plans to hang out because they have to do chores.</p> <p>Skill used:</p> <p>Your Response:</p>
<p>Your brother broke his ankle.</p> <p>Skill used:</p> <p>Your Response:</p>	<p>Your Grandpa's tractor broke.</p> <p>Skill used:</p> <p>Your Response:</p>

Activity Reflection Questions:

- 1. How can being empathetic improve your social skills?**

- 2. How will you try to be more empathetic in the future?**



Growing Our Future Podcast – Episode 13 Character Development – Teacher Activity Packet

Personal Skill: Problem Solving / Decision Making

Materials

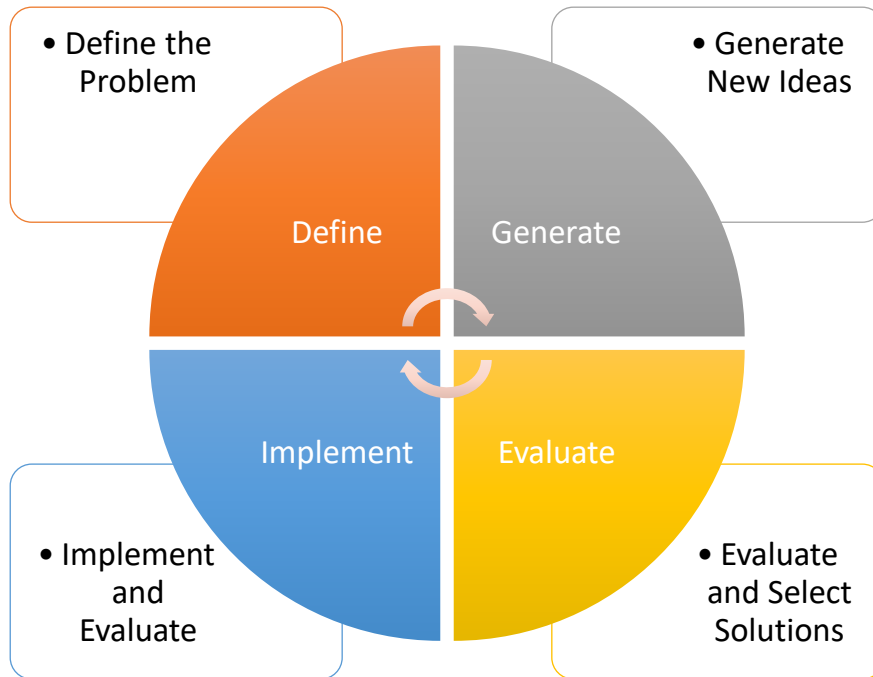
- [What is problem-solving?](#) Article (ASQ.org)
- [Decision-Making Skills: Definition and Examples](#) Article (Indeed.com)

Procedure

Step 1 – Begin by showing students the problem-solving chart and letting them review the *What is problem solving? Article*. They will be used as a reference. They should use the scenario and worksheet to work through the chart. Once they reach the "evaluate and select an alternative" section they should use the *decision-making skills: Definitions and Examples*. Within the article are ways to improve decision-making skills. This could be individual or group work. Students could also present their solution and talk about the problem-solving and decision-making process.



Growing Our Future Podcast – Episode 13
Character Development – Printable Problem Solving / Decision Making Scenario



Scenario: A classmate’s house has recently burnt down and their family lost everything. You and your fellow classmates would like to find a way to help. Work through the problem solving and decision making process to find a way to help your classmate.

Use: [What is Problem Solving?](#) and [Decision-Making Skills: Definitions and Examples](#)

Scenario Questions:

- 1. What is the problem?**

2. What are the alternative solutions?

3. Evaluate the solutions and pick an alternative solution.

- List the advantages and disadvantages of each solution.

4. Implement and follow up on the solution.