



Growing Our Future Podcast – Episode 1 Lesson Plan

<p>Lesson Title: “Do What You Can ... While You Can”</p>	
<p>TEKs: (c) Knowledge and skills. (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to: (A) identify career and entrepreneurship opportunities related to agribusiness; (B) apply competencies related to resources, information, interpersonal skills, and systems of operation in agriculture, food, and natural resources industries; (C) identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities; (D) demonstrate employers' expectations and appropriate work habits; and (E) demonstrate characteristics of good citizenship such as stewardship, advocacy, and community leadership</p>	
<p>Terminal Performance Objective:</p> <p>Through class discussion, students will be able to explain the importance of utilizing opportunities as they occur according to information shared within the Growing Our Future podcast episode.</p>	<p>Enabling Objectives:</p> <ol style="list-style-type: none"> 1. Identify how you got to where you are today. 2. Examine the meaning behind “Carpe diem”. 3. Explore leadership qualities found within Episode 1 of the Growing Our Future podcast. 4. Research an individual during 9/11 who represented qualities of leadership. 5. Create a vision board to represent the 9/11 individual you selected.
<p>Vocabulary:</p> <ul style="list-style-type: none"> • Commissioner of Agriculture • Carpe diem • Competitive Edge • Core Values • Duty Commissioner • Era • Independent • Lobbyist • Vision Board 	<p>Bell Work:</p> <p><i>Answer the following series of questions to the best of your ability:</i></p> <ul style="list-style-type: none"> • How many countries exist in the world? On how many continents? <ul style="list-style-type: none"> ○ Answer: 195 countries on seven continents • Can you pinpoint where your ancestors originated from? If so, where? • If you are the 10th generation in your family, how many people did it take for you to exist? <ul style="list-style-type: none"> ○ Answer: 1,022 over 200 years ○ Show your work: Each generation doubles in size. Start with yourself in the first generation. Then your parents, and so on:

2nd generation	2 ancestors	= 2 ancestors in total
3rd generation	4 ancestors	= 6 ancestors in total
4th generation	8 ancestors	= 14 ancestors in total
5th generation	16 ancestors	= 30 ancestors in total
6th generation	32 ancestors	= 62 ancestors in total
7th generation	64 ancestors	= 126 ancestors in total
8th generation	128 ancestors	= 254 ancestors in total
9th generation	256 ancestors	= 510 ancestors in total
10th generation	512 ancestors	= 1022 ancestors in total

Preparation

Instructor Notes

Lay old photos (black and white photos, if accessible) out on the desk in front of the students. Ancestral-type photos from all different cultures and backgrounds from around the world.

Ask the questions:

Have you ever wondered how you got here?

Have you ever looked at old photos, and wondered what it must have been like to live in a different era? A different point in time?

Show the following video clip from “Dead Poets Society” (3.05 min):

- <https://youtu.be/vi0Lbjs5ECI>

Ask the questions:

Why did the teacher want his students to look into the eyes of students from previous classes?

- **Answer:** *He wanted to show them “Opportunities are what you make of them”.*

Activity Notes

Have the student look over the photos as you ask them questions.

Have the student watch the video clip.

Presentation

Instructor Notes

Tell the class, *“Today we are going to hear from a man who made the most out of every opportunity.*

Dan Hunter is the Assistant Commissioner in the state of Texas’ Department of Agriculture. Hunter’s extensive experience in agriculture, trade, research, water, and policy development, at both the state and national levels, will help us understand the basics of agriculture and the importance of leadership.”

Activity Notes

Have students complete the Short Answer Handout provided with the lesson plan as they listen to Episode 1 of the Growing Our Future podcast.

Episode 1 - Growing Our Future Podcast Link:

- <https://youtu.be/UgHGC361x4Q>

Texas Department of Agriculture – Commissioner of Ag Website:

- <https://www.texasagriculture.gov/Home/AgencyInformation.aspx>

Application

Instructor Notes

Tell the class, *“As we reflect upon the events of 9/11... Let’s remember all the individuals in our past who ‘Did All They Could, While They Could’. Individuals who Seized the Day, regardless of the outcome.”*

Explain the purpose of a “Vision Board” – A Vision Board is a way for the designer to establish a theme for their line of designs, defining elements of color, color harmony, texture, and pattern.

Designers can be inspired by a season, a culture, a place, a person, or a variety of things from their research.

Activity Notes

Step 1 - Ask students to research an individual who experienced the tragic events of 9/11 firsthand. 9/11 losses include but are not limited to the Twin Towers and New York City, the Pentagon, and United Flight 93’. The individual may be living or deceased, human or service/rescue animal.

Step 2 – Using paper, poster board, or online media design source (PowerPoint, Canva, etc.), create a vision board representing the individual you selected. The vision board needs to depict the following information:

- Who is the individual you chose to research? Give a brief explanation of their life, family, career, etc.
- Give a brief explanation of the role your individual played during 9/11.
- Describe how your individual lived up to the motto “Do What You Can ... While You Can”?
- Provide a brief explanation of why you chose the individual.
- Demonstrate your attitude of gratitude by explaining why you are grateful for their service.
- Include three to five photos of the individual.

Step 3 – On the back of your vision board design, cite your sources for research for this project. Must have a minimum of three reliable cited sources.

**Wikipedia sources do not count because not all contributing resources can be verified.*

Evaluation / Summary

Instructor Notes

Review the answers to the Short Answer holdout with the class and open the class up for discussion over the various topics.

Hang student 9/11 vision boards up outside the classroom for other students, administrators, and guests to see.

Activity Notes

Have student briefly present their vision boards to the class by presenting a one to a two-minute presentation about their 9/11 individual to the class.



Episode 1 - Growing Our Future Podcast Short Answer Handout KEY

1. Who is Aaron Alejandro?
 - **Answer:** *The Executive Director of the Texas FFA Foundation.*
2. Where did Mr. Hunter grow up?
 - **Answer:** *West Texas*
3. What University did Mr. Hunter attend?
 - **Answer:** *Texas Tech University*
4. Who is the current Texas Department of Agriculture - Commissioner of Agriculture? When was he elected?
 - **Answer:** *The current commissioner, Sid Miller, was elected in 2014 and reelected in 2018.*
5. Using online resources outlined by your teacher, what are the duties of the Texas Department of Agriculture - Commissioner of Agriculture?
Possible Answers:
 - The agency's key objectives are to promote production agriculture, consumer protection, economic development, and healthy living. The agriculture commissioner oversees the agency and is elected every four years.
 - TDA is a diversified state agency that provides value-added services through our regulatory and marketing initiatives. TDA is headquartered in Austin and has five regional service offices, two sub-offices, three laboratories, and five livestock export facilities.
 - Mission: TDA's mission is to partner with all Texans to make Texas the nation's leader in agriculture, fortify our economy, empower rural communities, promote healthy lifestyles, and cultivate winning strategies for rural, suburban, and urban Texas through exceptional service and the common threads of agriculture in our daily lives.
6. What does it mean to be a "lobbyist"?
 - **Possible Answers/Explanation:** Professional lobbyists are people whose business is trying to influence legislation, regulation, or other government decisions, actions, or policies on behalf of a group or individual who hires them. Individuals and nonprofit organizations can also lobby as an act of volunteering or as a small part of their normal job.
7. What does Dan Hunter say about opportunities?
 - **Answer:** *Opportunities are what you make of them.*
8. How can you acquire and maintain a "competitive edge" through being active in the FFA?
 - **Answers may vary.**

9. What were the three leadership skills Mr. Hunter found to be successful in his life?
- **Answers may include:**
 - *Don't be afraid of failure ... if we're afraid to fail we'll we're afraid to try.*
 - *Lead by example ... if people see that you're not afraid to step out in front and take advantage and take chances on, not only issues, but people, they'll follow you.*
 - *Take advantage of your opportunities because they may not come ever again.*
10. What was the ONE secret to leadership success Mr. Hunter shared?
- **Answer:** *Don't worry about your own success. Find a way to make those around you successful and you'll never have to worry about your own success.*
11. In your own words, summarize Mr. Hunter's powerful story that took place around September 11, 2001.
- **Answer will vary.**
12. **Fill In the Blank:** Mr. Hunter tells us a good way to live is to "Do **all** you can ... **while** you can and do **all** you can for **those who** can't."
13. According to Mr. Hunter, are there any careers or opportunities in agriculture? If so, what did he mention?
- **Answer will vary.**
14. After listening to Mr. Hunter, how important is it for the United States to be able to produce its own food and fuel? How important is it for us to be independent?
- **Answer will vary.**
15. According to Mr. Alejandro, what separates the FFA from other youth-led leadership organizations?
- **Answer:** *In the world of agriculture, if we don't do our job, something dies.*
16. How would you describe a "Core Value"? List three core values you hold as a leader.
- **Answers may vary.**
17. In your own words, what does it mean to have "An Attitude of Gratitude"?
- **Answers may vary.**



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