

#TeachAg Agents Lesson Plan

Lesson Title: #TeachAg Agents

Time: 80 minutes with 20 minutes of optional extension activities

Target Audience: Middle & High School Students

Lesson Objectives:

- Students will determine the diverse characteristics of an agriculture teacher
- Students will explain what traits agriculture teachers possess.
- Students will articulate their findings to the class.
- Students will compare qualities they possess to those of an agriculture teacher.
- Students will identify the measures and avenues they can take to become an agricultural teacher.

Materials/Equipment Needed:

- (8) Mystery Teacher Kits
- (30) Handout A - *Teacher Profile Worksheet* printed front and back.
- Handout A - Answer Key (Teacher Only)
- Spy Video #1-www.naae.org/teachag-agents
- Spy Video #2-www.naae.org/teachag-agents
- (30) Handout B - *Student Video Rubric*
- Video Recording Materials- phones, laptops, etc.
- Computer, Speaker, Projector/Video Projection Capabilities
- (32) Grouping Cards Titled “Credentialing Agencies” (4 grouping cards of each of the 8 agencies)
- (12) Debriefing/Reflection Question Stem Cards Titled “Debriefing Topics” (2 cards of each of the 6 questions)

Key Terms:

- **Inference-** a conclusion or opinion that is formed because of known facts or evidence (Merriam-Webster, n.d.).
- **Agricultural Educator-** an instructor of agriculture, food, and natural resources. This person teaches students a wide variety of skills, including science, math, communications, leadership, management, and technology (National Association of Agricultural Educators, NAAE, n.d.).
- **Career Exploration-** the process of researching, evaluating, and learning about modern work opportunities and how students can pursue the careers of their choice (Krimmel & ICEV, n.d.).

- **Agricultural Education-** uses three interconnected components of classroom/laboratory instruction, experiential learning, and leadership to educate students about agriculture, food, and natural resources (National Association of Agricultural Educators, NAAE, n.d.).
- **Intracurricular-** Content taught within educational curriculum that can be applied to extracurricular activities (National Association of Agricultural Educators, NAAE, n.d.).
- **Characteristics-** A distinguishing trait, quality, or property (Merriam-Webster, n.d.).
- **Career Development Event (CDE)-** Career and Leadership development events challenge FFA members to develop critical thinking skills and effective decision-making skills, foster teamwork and promote communication while recognizing the value of ethical competition and individual achievement. CDE and LDE events occur at the local, state, and national level (National FFA Organization, 2023).
- **Leadership Development Event (LDE)-** Career and Leadership development events challenge FFA members to develop critical thinking skills and effective decision-making skills, foster teamwork and promote communication while recognizing the value of ethical competition and individual achievement. CDE and LDE events occur at the local, state, and national level (National FFA Organization, 2023).
- **Classroom Instruction-** Utilizes various modalities of learning to create a safe and inclusive learning environment for students to gain skills and knowledge on topics within a related field (National Association of Agricultural Educators, NAAE, n.d.).

Materials to Prepare:

- Make copies of Handout A (1 copy per/team).
Note: If you want each student to have a copy then increase your copies to 1 copy per/student.
- Make copies of the Student Video Rubric (1copy per/student).
- Pull up both spy videos on computer, and test for audio.
- Decide in advance on how many students will be in each group.
Note: This box includes 8 mystery kits and can accommodate 8 groups of 3-4 students. The grouping cards include 4 cards of each of the following CIA, FBI, SWAT, NCIS, Special Forces, Secret Service, Homeland Security, and MI6. The teacher may need to adjust the number of students in each team depending on class. Remove cards to create the number of groups you need for your class.
- Shuffle the “Debriefing Cards” (This will be for the later part of the lesson but will need to be done prior to the lesson).

Lesson Plan Teacher Notes	Logistics
Anticipatory Set	Time: 5 minutes
Purpose/Objective: Students will determine the diverse characteristics of agriculture teachers.	
<p>Video Synopsis: <i>Students are top intelligence officers for #TeachAg. Their job is to provide operations support to various #TeachAg agents in the field. An agent is a secret source of information. Unfortunately, the database that stores each agent's alias, also known as a false identity, was breached and all that remains is their files which are filled with mystery information.</i></p> <p><i>Your challenge is to 1) work with your team of intelligence officers, 2) investigate an asset's file, and 3) create an accurate profile of the asset to present to the head of #TeachAg.</i></p> <ul style="list-style-type: none"> - After information has been provided to students, the teacher will then play the video. Videos can be found on the NAAE Website via this link: www.naae.org/teachag-agents 	Materials Needed: Computer, Speakers, Spy Video #1
Section Title: Mystery Teach Ag Kit Activity & Profile Creation	Time: 20 minutes
Purpose/Objective: Students will explain what traits agriculture teachers possess.	
<p>Divide student intelligence officers into teams of 3-4 students. Use the credentialing cards included in the kit to place students into groups. Once students have a credentialing agency, they will find their other agency members.</p> <p>Each intelligence team will be given a Mystery Teacher Kit (each group will have a different mystery teacher) and 1 copy of Handout A.</p> <p>Note: <i>This box includes 8 mystery kits and can accommodate 8 groups of 3-4 students. The teacher may need to adjust the number of students in each team depending on class size.</i></p>	Materials Needed: Grouping Cards, 1 Mystery Teacher Kit/Team, and 1 copy of Handout A/Team.

<p>Students will work together to analyze the information found in the Mystery Teacher Kit. Together, they will draw conclusions about their mystery teacher from the evidence they are given in the kit. As a team, they will work to create a complete and accurate profile of their Mystery Asset using their handout.</p> <p>Once they have completed their handout, students will analyze their findings to create a profile presentation about their mystery asset. The handout will serve as a guide for their presentation. The goal is to use the items from the mystery teacher kit and your team's analysis to share everything you think you know about your mystery teacher. Students can make a poster, PowerPoint, or any presentation that the teacher deems acceptable.</p>	
<p>Section Title: Presentation of Asset Profile</p>	<p>Time: 20 minutes</p>
<p>Purpose/Objective: Students will articulate their findings to the class.</p>	
<p>Once the intelligence teams have successfully completed their asset profiles and prepared their presentation, they will present their findings to the class. Each student in the group should participate in the presentation.</p> <p>Teams should stand at the front of the room to present and can utilize cards from their mystery teacher kit to enhance their presentation.</p>	<p>Materials Needed: Groups Completed Teacher Profile Worksheets, Mystery Teacher Kits</p>
<p>Section Title: Asset Handler Video Creation</p>	<p>Time: 30 minutes</p>
<p>Purpose/Objective: Students will compare qualities that they possess to those of an agriculture teacher.</p>	
<p>After listening to all of the intelligence teams presentations on their mystery teachers, each student must choose a mystery teacher. Each student should choose the teacher that they feel they connect with the most. For example, if the mystery teacher has similar hobbies as the student, the student should choose that teacher.</p> <p>Students will create a video/presentation about why the student should be promoted to being that asset's (the mystery teacher they chose) handler. They should include how they relate to that agriculture teacher and what traits they possess that would also make them a great agriculture teacher.</p> <p>Main Points include:</p>	<p>Materials Needed: Student Video Rubric</p>

<ul style="list-style-type: none"> • How they relate to that agriculture teacher and why? • What traits the student possesses that would also make them a great agriculture teacher? • What are the characteristics of their mystery teacher’s profile that they feel make them a great agriculture teacher? • Why they feel they would make the best handler for their mystery teacher? <p>Provide each student a video rubric. Students will use the video rubric as a guide to create their video presentations.</p>	
Conclusion/Lesson Closure	Time: 5 minutes
Purpose/Objective: Students will identify the measures and avenues they can take to become an agriculture teacher.	
<p>Video Synopsis: Students are thanked by the head of #TeachAg for their successful asset profiles they created. The video will also include an encouragement to become #TeachAg assets in the field.</p> <ul style="list-style-type: none"> - Teacher should play the Spy Video #2. Video 2 can be found at: www.naae.org/teachag-agents <p>After students have viewed Spy Video #2, each group will draw a debriefing topic card. Students should write their name and answers to the reflection question on a sticky note. As they leave the classroom, have them place the sticky notes on the door or hand in to teacher as their exit ticket.</p>	<p>Materials Needed: Computer, Speakers, Spy Video #2, Reflection Question Stem Cards</p>

Extension Activities:
1. Mystery Profile on your own agriculture teacher or agriculture teachers in your state:

- Students will use the teacher profile worksheet and fill it in by interviewing you or another agriculture teacher in your state.

2. Teacher creature activity

- After completing the activity, have students decide which characteristics are most important for an agriculture teacher to possess.
- Students will use these characteristics to make their own “agriculture teacher creature” using play dough or drawing it on paper.

Handout A-Mystery Teacher Card Set Answer Key (TEACHER ONLY)**Mystery Teacher #1**

Favorite CDE - Conduct of Chapter Meetings

Favorite Hobby Outside of Work - Photography

Favorite Teaching Supply - Sticky Notes

Unique SAE in your program - Succulent business

What do you love about teaching ag - Influencing the next generation of consumers

Why did you choose to become an ag teacher - To influence others to reach their potential

Favorite piece of equipment you use in your program - Bacterial Incubator

Top characteristic of an Ag Teacher you admire is - Flexibility

Favorite FFA memory from high school - Attending Washington Leadership Conference

Mystery Teacher #2

Favorite CDE - Soils

Favorite Hobby Outside of Work - Golf

Favorite Teaching Supply - Community member involvement

Unique SAE in your program - Dried Flower Arrangement - Student dries flowers to create dried flower arrangements.

What do you love about teaching ag - Helping students find a purpose

Why did you choose to become an ag teacher - Positively influence students like my ag instructor did

Favorite piece of equipment you use in your program - Plasma Cutting Table

Top characteristic of an Ag Teacher you admire is - Resourcefulness

Favorite FFA memory from high school - Attending National FFA Convention

Mystery Teacher #3

Favorite CDE - Poultry Evaluation

Favorite Hobby Outside of Work - Scrapbooking

Favorite Teaching Supply - Ziploc Bags

Unique SAE in your program - Worm farming

What do you love about teaching ag - Everyday is different

Why did you choose to become an ag teacher - Combine my love of working with kids and agriculture

Favorite piece of equipment you use in your program - Glowforge

Top characteristic of an Ag Teacher you admire is - Creativity

Favorite FFA memory from high school - FFA roadtrips

Mystery Teacher #4

Favorite CDE - Horse Evaluation

Favorite Hobby Outside of Work- Smoking Meat

Favorite Teaching Supply- Play Doh

Unique SAE in your program - Apiary

What do you love about teaching ag - Building connections with students

Why did you choose to become an ag teacher - Growing up in a production Ag background and my FFA involvement

Favorite piece of equipment you use in your program - Ag Program Truck

Top characteristic of an Ag Teacher you admire is - Passion

Favorite FFA memory from high school - Attending FFA Camp

Mystery Teacher #5

Favorite CDE - Creed Speaking

Favorite Hobby Outside of Work - Reading

Favorite Teaching Supply - Mr. Sketch Markers

Unique SAE in your program - Raise Snakes and educate community about the benefits of snakes to our ecosystem

What do you love about teaching ag - To see the positive growth and change in students

Why did you choose to become an ag teacher - To help students develop leadership skills and find their passion for ag

Favorite piece of equipment you use in your program - Walk in cooler

Top characteristic of an Ag Teacher you admire is - Selfless

Favorite FFA memory from high school - Serving as a Chapter FFA Officer

Mystery Teacher #6

Favorite CDE - Agriculture Mechanics

Favorite Hobby Outside of Work - Going to the Movies

Favorite Teaching Supply - Stickers or Stamps

Unique SAE in your program - Herb Business

What do you love about teaching ag - When a student is inspired to pursue a career in Ag

Why did you choose to become an ag teacher - I have a passion for agriculture and leadership. Teaching allowed me to combine my passions.

Favorite piece of equipment you use in your program - Hydroponic Container Farm

Top characteristic of an Ag Teacher you admire is - Open-minded

Favorite FFA memory from high school - Hosting community service activities in my community

Mystery Teacher #7

Favorite CDE - Agriscience Fair

Favorite Hobby Outside of Work - Building Furniture and home improvements

Favorite Teaching Supply - Soil

Unique SAE in your program - A student makes and sells homemade fly spray

What do you love about teaching ag - Seeing growth of students over the course of their high school career

Why did you choose to become an ag teacher - Because the influence my ag teacher had on me

Favorite piece of equipment you use in your program - 3 process Welder

Top characteristic of an Ag Teacher you admire is - Patience

Favorite FFA memory from high school - Beginning of the year chapter cookout

Mystery Teacher #8

Favorite CDE - Citrus Evaluation

Favorite Hobby Outside of Work - Hunting and Fishing

Favorite Teaching Supply - Mini Marker Boards

Unique SAE in your program - Soap Making from ag products

What do you love about teaching ag - Getting to teach true life skills

Why did you choose to become an ag teacher - To help students find success in and out of the classroom

Favorite piece of equipment you use in your program - Egg incubator

Top characteristic of an Ag Teacher you admire is - Adaptability

Favorite FFA memory from high school - Participating in CDE's and LDE's

Handout Examples

Handout A: Teacher Profile Worksheet


Front

TOP SECRET

TEACHER PROFILE

Work together to analyze the information you found in the Mystery Teacher Kit, make inferences, and complete an accurate profile of your mystery agent. An inference is drawing a conclusion from evidence. You can think of inferring as making educated guesses based on what you know and what a source tells you.

AGENCY NAME	AGENTS	DATE
FAVORITE COACH TO COACH	FAVORITE HOBBY OUTSIDE OF SCHOOL	FAVORITE TEACHING SUPPLY
Item given:	Item given:	Item given:
our guess:	our guess:	our guess:
UNIQUE SAE IN THEIR PROGRAM	WHAT DO THEY LOVE ABOUT TEACHING AS?	
draw a picture:	Write quote here:	
	WHAT INFERENCE CAN YOU MAKE?	
FAVORITE PIECE OF EQUIPMENT		
draw a picture:		



Back

ADVICE THEY WOULD GIVE TO SOMEONE INTERESTED IN BECOMING AN AG TEACHER

Write quote here:

WHAT INFERENCE CAN YOU MAKE?

ADVICE THEY WOULD GIVE TO SOMEONE INTERESTED IN BECOMING AN AG TEACHER

Write quote here:

WHAT INFERENCE CAN YOU MAKE?

TOP CHARACTERISTIC OF AN AG TEACHER THEY ADMIRE	FAVORITE FFA MEMORY IN HIGH SCHOOL
Their answer:	Their answer:
WHAT INFERENCE CAN YOU MAKE?	WHAT INFERENCE CAN YOU MAKE?

Handout B: Student Video Rubric

Front



#TeachAg Agents Promotional Video Project Directions

Your fellow agents have articulated their findings. It is time for you to choose the teacher that you feel you connected with. For example, if the mystery teacher has similar hobbies as you, that could be one reason you choose them.

Once you have chosen your mystery teacher, you will create a video/presentation about why you should be promoted to being that agent's handler of that teacher.

Main Points include:

- How you relate to that agriculture teacher and why?
- What traits you possess that would also make you a great agriculture teacher?
- Characteristics of your mystery teachers profile you feel make them a great agriculture teacher.
- Why you feel you would make the best handler for their mystery teacher?


Video Length:

- 2-4 minute video

Elements of a Good Video:

- Grabs audience attention
- Covers all main topics
- Well organized with a clear message (A script helps with this, but is not required)
- High quality audio
- Video length does not exceed 4 minutes
- Conclusion

Back



Student Name:		Group Members:		
Total Score: /20		Comments:		
Topics	5 points	4 points	3 points	2 points
Information Presented	Video states the 4 required main points and includes all required information.	Video adequately states the main points and includes all of the required information.	Video states most of the main points but leaves out some of the required information or includes some off topic information.	Video states a few main points but is missing required information.
Project Organization	Video is organized well with an introduction and conclusion and utilizes all 6 elements of a good video included in the project directions.	Video is organized well with an introduction and conclusion and utilizes at least 4 elements of a good video shown included in the project directions.	Video clearly could be improved and utilizes 3 elements of a good video included in the project directions.	Video is unclear and confusing and it utilizes 0-1 elements of a good video included in the project directions.
Creativity	Video goes above and beyond the requirements. It impresses the viewer from the beginning. It contains 4 props, sound effects, costumes, video transitions, etc.	The video is pleasing to watch but does not immediately impress the viewer. It contains 3 props, sound effects, costumes, video transitions, etc.	The video is adequate but does little to impress the viewer. It contains 2 props, sound effects, costumes, video transitions, etc.	Video contains 0-1 creative elements. It doesn't contain sound effects, costumes, video transitions, etc.
General Appearance	Final product looks professional, and the concepts were visibly demonstrated.	Final product looks cohesive, and the concepts were somewhat demonstrated.	Final product required more revisions, and the concepts were not clearly demonstrated.	Final product looks unprofessional, and 0-1 required components were included.

Digital Resources

Access all NAAE #TeachAg Agent digital resources here:

www.naae.org/teachag-agents

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