



Educator Copy



(Snap)Chat About a Career in Ag Ed

Ms. Brammer

Here_By_The_Owl_Since_2017

Lesson Description:

- Students learn about the diverse duties of an agriculture education teacher by creating a Snapchat filters that show the real responsibilities of an agriculture teacher related to the three-circle model of agriculture education.

Target Audience:

- Ag I and Ag II classes (freshman and sophomores.)

Estimated Length:

- 45 minutes

One-to-One Technology used:

- Chromebook to access <https://www.bitmoji.com>
- Google Draw to create the project
- Snapchat app (optional) to discuss Snapchat

Snapchat Vocab:

For teachers not familiar with the social media platform Snapchat, refer to this vocabulary.

- Snapchat: a mobile app and service for sharing photos, videos, and messages with other people. If not saved, the messages and text disappear after a set time frame.
- Snapchat channel: Specific content that can be followed.
For example, most major news outlets have a Snapchat channel that provides content to users like the latest news stories.
- Snap streak: a constant amount of time that two users have responded back each day to text or stories they send one another.
- Bitmoji: A digital version of a person that can be customized by each user.
- Snapchat filter: A unique picture, slogan or image that appears on a Snapchat. These can be created for specific events, companies or themes.
- Snapchat handle: The unique user name each Snapchat user has.
Example: Here_By_The_Owl_Since_2017



Bitmoji

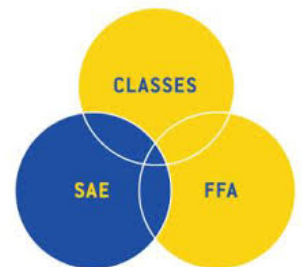


Lesson Directions:

1. Display the lesson objective: "Create a Snapchat filter that showcase the job duties of an agriculture education teacher in each area of the Three Circle Model"
2. Introduction: Ask students if they use Snapchat. (Expect most to say yes.) Ask them to share the following information with a peer: the (appropriate) channels they to subscribe to, what their longest snap streak is what their Bitmoji looks like.
3. Optional: if the school cell phone policies allow, have students take out their cell phones and bring up their Snapchat apps during this process.
4. Discuss with the whole class the results of the peer discussion: are we all addicted to Snapchat? What is the oddest handle someone has? Who has the longest streak? Whose Bitmoji is scarily accurate?
5. Feel free to share your own Bitmoji on a Smartboard with students at this time.
6. State that the goal for today's lesson is for students to incorporate technology, Snapchat, into the diverse duties of an agriculture education teacher.
7. Note: some students may not be tech savvy. Tell them this is an opportunity to try something new. Relate this to your own experience of first being on a social media platform or when you first tried something new that you now enjoy.
8. Ask students who feel comfortable with technology to be willing to assist those who are not as confident.
9. Tell students they will be in the role of an agriculture teacher today. Your hope is that by the end of this lesson they may have a better understanding about what an agriculture teacher does. Who knows, they may even want to be an agriculture teacher after they learn about all the places this career can take them.

Review:

- If the students have not yet learned about the Three Circle Model of Agriculture Education, please take this time to go over the three circles. If students are familiar with the Three Circle Model of Agriculture Education, simply review each circle.



3 Circle Model

Assignment Directions:

1. Using Chromebooks, direct each student to make a free Bitmoji on the following website.
<https://www.bitmoji.com>
2. Remind students that they are taking on the role of an agriculture teacher during this assignment. They should try to make a Bitmoji that looks like them and reflects their career of an educator.
3. Once students have made a Bitmoji it can be uploaded into a blank Google Draw.

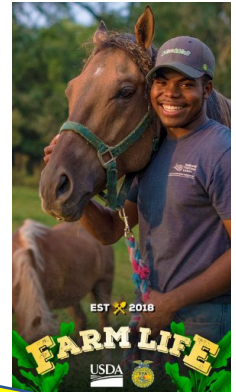
Tip: If you are having issues uploading a Bitmoji simply take a screenshot of the created Bitmoji and insert it into your Google Drawing.

- Mac Screenshot: Press and hold these three keys together: Shift, Command, and 4.
 - PC Screenshot: Hit the PrtScn button/ or Print Scrn button, to take a screenshot of the entire screen: When using Windows, pressing the Print Screen button (located in the top right of the keyboard) will take a screenshot of your entire screen. Hitting this button essentially copies an image of the screen to the clipboard.
4. Students will now review the Ag Teacher Duties Chart.



Tip: Feel free to customize this chart relating to specific duties the students have seen you do as an agriculture educator. Students may be surprised about the diverse (and sometimes wacky) tasks you have to do as an agriculture teacher.

5. Students need to pick one duty from each column of the chart. Each column represents an area of the Three Circle Model.
6. Students must create one Snapchat filter using Google Draw for each duty. They will select a total of three duties so there will be three filters in total on Google Draw.
7. Each filter must creatively relate to the agriculture education teacher duty they selected.
8. Students do have the option to create their own duty in the “create your own” box. This can only be used a maximum of twice and must be school appropriate and relevant to the category.
9. Ask students if you can clarify any part of the directions further.
10. Tell students that you are excited to see their creativity in action.



Sources

- Encourage student to obtain information for their filters from the following sources:

<https://www.naae.org/teachag/>

<http://www.moteachag.org>

<https://missouriffa.org>

<https://dese.mo.gov/educator-quality/certification/routes-certification>

<https://www.universities.com/find/missouri/best/agriculture>

Promoting Assignments:

- After students have completed their assignments, share them to your school district or FFA Chapter's Facebook page on National Teach Ag Day!
- Be sure to use the hashtag #TeachAgEd or #Tagged20.
- Optional: The FFA Chapter can vote on which filter best describes their agriculture education advisor(s).

Reflection:

- Reflection is key to student growth. Once all students have “Chatted” about teaching ag ed by making their filters ask them the following discussion questions.

1. What did you learn about the duties of an agriculture teacher that surprised you the most?
2. What are some of the challenges to being an agriculture educator?
3. How were you required to think ahead so that you could best serve your students in each role?
4. What duties of an agriculture teacher did you select from the chart and why?
5. Could you see yourself performing these duties as an agriculture education teacher?

Assignment Grading:

- Before allowing students to start “Chatting” about ag ed, review the assignment grading criteria. Students will be assessed on the following rubric:



Rubric:

- Each Snapchat Filter will be graded with the above rubric for a total of 84 points.

CATEGORY	4	3	2	1
Attractiveness	The Snapchat Filter is exceptionally attractive in terms of design, layout, and neatness.	The Snapchat Filter is attractive in terms of design, layout and neatness.	The Snapchat Filter is acceptably attractive though it may be a bit messy.	The Snapchat Filter is distractingly messy or very poorly designed. It is not attractive.
Content - Accuracy	Three portions of the 3 Circle Model Chart are shown.	Two portions of the 3 Circle Model Chart are shown.	One portion of the 3 Circle Model Chart is shown.	No information from the 3 Circle Model Chart is shown.
Graphics - Originality	Several of the graphics used on the Snapchat Filter reflect a exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the Snapchat Filter reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Graphics - Relevance	All graphics are related to the topic and make it easier to understand.	All graphics are related to the topic and most make it easier to understand.	All graphics relate to the topic.	Graphics do not relate to the topic.
Grammar	There are no grammatical mistakes .	There is one grammatical mistake.	There are two grammatical mistakes.	There are more than two grammatical mistakes.
Required Elements	The Snapchat Filter includes all required elements as well as additional information.	All required elements are included on the Snapchat Filter.	All but one of the required elements are included on the Snapchat Filter.	Several required elements were missing from the Snapchat Filter.
Use of Class Time	Used time well during each class period. Focused on getting the project done. Never distracted others.	Used time well during each class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.



Student Copy



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Directions:

1. Using a Chromebook, make a free Bitmoji on the following website: <https://www.bitmoji.com>.
2. Remember you are taking the role of an agriculture teacher during this assignment. Make sure the Bitmoji that looks like you and reflects your career of an educator.
3. Upload the Bitmoji to a blank Google Draw.
 - **Tip:** If you are having issues uploading a Bitmoji simply take a screenshot of the created Bitmoji and insert it into your Google Drawing.
4. Review the Ag Teacher Duties Chart.
5. Pick one duty from each column of the chart. Each column represents an area of the Three Circle Model.
6. You must create one Snapchat filter using Google Draw for each duty. You will select a total of three duties so there will be three filters in total on Google Draw.
7. Each filter must creatively relate to the agriculture education teacher duty you select.
8. You have the option to create a new duty in the “create your own” box. This can only be used a maximum of twice and must be school appropriate and relevant to the category.

Sources

- Information for filters can be used from the following sources:

<https://www.naae.org/teachag/>

<http://www.moteachag.org>

<https://missouriffa.org>

<https://dese.mo.gov/educator-quality/certification/routes-certification>

<https://www.universities.com/find/missouri/best/agriculture>



Supervised Agriculture Experience Program	Classroom or Laboratory	The National FFA Organization
Attend the county fair where your student exhibits goats.	Take students on a “bug hunt” to collect species for an entomology unit.	Chaperone students at the Washington Leadership Conference in Washington D.C.
Visit the owner of your local hardware store, to check in on your student worker.	Instruct students on how to be safe on Missouri waterways when teaching Boaters Educational in conservation class.	Attend an Agriculture Education Advisory Committee meeting with key community stakeholders.
Observe a student procure honey from her bee hives. (Don't forget your beekeeping suit.)	Create corsages and boutonnières for prom with your floral design class.	Plan an itinerary for National Convention to Indianapolis.
Stop in at your student's farm who raises alpacas.	Recite the FFA Creed to students (from memory) in Agricultural Science I class as you begin the FFA history unit.	Apply for an FCS Shaping Rural Missouri Grant to obtain funding to repair the chapter concession stand building.
Travel to the local farmer's market where your student is selling their pumpkin crop.	Help students create a plan for a custom table for Mother's Day in woodworking class.	Take National Rifle Association classes to become a certified NRA shotgun coach so you can coach the trapshooting team.
Ride along with a student who works as an assistant at a local veterinary clinic.	In the greenhouse, show students how to grow and identify common Missouri plants.	Participate in networking at the Missouri Vocational Agriculture Teachers Association summer conference in Springfield.
Spend a day at the local park where your student volunteers to upkeep the grounds and plant flower beds.	Dissect a ruminant and monogastric digestive system in animal science class to see the difference in digestive tracts.	Work with the chapter officer team to host the annual chapter banquet for 200 community members and FFA families.
Attend a small animal auction where your student is selling their home raised chinchillas.	Watch a student use a Oxy-Torch for the first time.	Hold a practice Career Development Event at your school for local chapters.



<p>Pack your waders to stand in a pond with your student as they collect samples for their agriscience project.</p>	<p>Sample dairy products in food science class to determine varieties of cheeses.</p>	<p>Take care of the livestock on your school farm.</p>
<p>Go to your student's fabrication shop where they create metal artwork (pack your Personal Protective Equipment.)</p>	<p>Study seed samples to distinguish types of seeds such as soy beans, corn and milo.</p>	<p>Meet with company representatives to determine what products to sell for the yearly chapter fundraiser.</p>
<p>Create your own!</p>	<p>Create your own!</p>	<p>Create your own!</p>

