

# Technology Tools!

- Kahoot
  - Make your own
  - Search for existing Kahoots
  - Great for CDE Practice
  
- Quizlet
  - Make your own
  - Search for existing sets
  - Great for CDE and LDE Practice
  
- Thinglink
  
- SMORE
  - Student Presentations
  - Newsletter
  
- POWTOON
  
- Wix
  
- <https://bouncyballs.org/>
  
- <http://wheeldecide.com/>

## Edible Activities

because let's face it, nothing will get their attention like food will.

- ★ Candy or Soil Profiles
- ★ Edible Candy Cell (animal or plant)
- ★ Cookie Color Wheel
- ★ Candy Bouquets
- ★ Cookie Bouquets
- ★ Edible Arrangements
- ★ Parliamentary Trail Mix
- ★ Cereal Feed Rations
- ★ Tortilla Brands
- ★ Candy Flower Model
- ★ Natural Selection with Teddy Grahams or Goldfish

# OTHER IDEAS

## Sidewalk Chalk Activities

- ★ **Body Systems**
  - After going over a body systems, or all of them, have students work in groups to draw life size sidewalk chalk drawings of the system then label
- ★ **Parts of the flower or plant**
  - Draw and label the parts of a flower, plant, leaf, etc...

## Song Writing...Yes, Song Writing!!

- ★ **Give students a topic and have them write a song to reinforce a topic**
  - To the tune of a song they know or it can be an original
  - Give them a number of facts they have to include in their song
  - Have students perform the song to the class

## Foldables

- ★ **Instead of having students take notes on lined paper, have them create a foldable**
  - They can use this to take notes while you present new information
  - You can have them use text or technology to take notes on their own
  - Something that works great is splitting the foldable sections up and assigning each section to a student then having them pass the foldables around or share the information they found about their section

# Agriculture, Food, and Natural Resources



# BARF Bags

## I. Materials

- A. 2 snack size baggies
- B. 1 package of yeast
- C. 1 cup of warm water (Important: make sure the water is warm)
- D.  $\frac{1}{2}$  cup of cereal

## II. Steps

- A. Have students put cereal into the first bag and crush
- B. Put cereal and the remaining ingredients into the 2nd baggie and discard the first baggie
- C. Remove all air from the bag before sealing
- D. Mix well
- E. Wait!

## III. Discussion

- A. What does the bag represent?
- B. What role does the yeast play?
- C. What is happening in the bag?
- D. What gas is produced?

\*\*\*Disclaimers: The warmer the water, the faster this activity will work.\*\*

\*\*This takes time so make sure you mix at the beginning of class!\*\*

\*\*They do burst open at the seam of the baggie so be prepared for a small mess\*\*

Courses: Principles of AFNR, Livestock Production, Small Animal, Vet Med, Advanced Animal Science

## **Crop Commercial**

### **Completed in groups of 3-4 MAXIMUM**

1. Choose an agricultural crop
2. Research information about that crop:
  - a. How is it grown?
  - b. How much is grown in Texas?
  - c. What do the seeds look like?
  - d. When is it planted?
  - e. When is it harvested?
  - f. How is it harvested?
  - g. What is the crops nutritional value?
  - h. What type of climate does the crop prefer?
  - i. What type of soil does the crop prefer?
3. Create a document with the information
4. Create a commercial advertising that product:
  - a. Must contain at least 70% of the information researched
  - b. Must be catchy enough to be believable as a commercial
  - c. All team members must be in the commercial
  - d. Must contain props (ex: something that looks like the actual crop)

# EGG-TIVITIES

- I. **Candling**
  - A. To discuss the interior quality
  - B. You can use an egg candler or you can create one with a light and a shoe box
  
- II. **Egg Dissection**
  - A. Give students a labeled handout of the interior parts of the egg
  - B. Have them crack an egg onto a paper plate and identify the various parts
  - C. Make sure they separate the two different shell membranes and the thin and thick albumen
  
- III. **Shell-less egg?**
  - A. Place an egg into a jar and cover with vinegar
  - B. The shell will completely dissolve within a few days
  
- IV. **Exterior Quality**
  - A. Bring in several dozen eggs and have students identify the various exterior qualities (leaker, check, dented check, thin spots, etc)
  
- V. **Shell Strength Test**
  - A. Have students attempt to break the shell in their hand
  - B. Stack books on the egg shells to determine the strength
  
- VI. **Hatch Live Birds**
  - A. If you have access to an incubator and fertilized chickens this can be a great activity!

# FFA Manual Scavenger Hunt

The official name of the organization was changed in 1988 to the \_\_\_\_\_.

Five essentials for a successful FFA chapter are

- 1.
- 2.
- 3.
- 4.
- 5.

The official colors of the FFA are \_\_\_\_\_ and \_\_\_\_\_.

The abbreviation CDE stands for \_\_\_\_\_.

African American agriculture students joined FFA in \_\_\_\_\_, followed by women who were allowed to join in \_\_\_\_\_.

The FFA is a dynamic \_\_\_\_\_ within agriculture education.

FFA \_\_\_\_\_ is the current name for the FFA magazine.

The degrees of the FFA are:

- 1.
- 2.
- 3.
- 4.
- 5.

FFA members must wear \_\_\_\_\_ shirts, \_\_\_\_\_ pants or skirts, and \_\_\_\_\_ shoes with the official FFA tie and jacket to be in official dress.

The abbreviation POA stands for \_\_\_\_\_.

FFA makes a positive difference in the lives of students by developing their potential for premier \_\_\_\_\_, personal \_\_\_\_\_ and \_\_\_\_\_ success through agricultural education.

I believe in the \_\_\_\_\_ of agriculture, with a faith, born not of \_\_\_\_\_, but of \_\_\_\_\_.

The FFA Motto: Learning to \_\_\_\_\_, \_\_\_\_\_ to learn, earning to \_\_\_\_\_, \_\_\_\_\_ to serve.

The current annual national FFA dues are \_\_\_\_\_.

The \_\_\_\_\_ National Vocational Act established agriculture courses in the classroom.



The \_\_\_\_\_ level is the heart of the organization.

The FFA emblem is composed of:

- 1.
- 2.
- 3.
- 4.
- 5.

Each \_\_\_\_\_ is charged with the responsibility of up holding the ideals and principles of the organization.

The seven traditional FFA offices are:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

The structure of the FFA is made up of three levels: \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

## YOUR TASK...Marketing America's Agricultural Products

### Goals:

- To promote the agriculture industry on all levels, from local to the state level.
- To educate the consumer and general public about the importance and value of the agriculture industry.
- To promote the principles of agriculture such as: biotechnology, soil stewardship, resource management, economic and environmental benefits as well as the humane principles of sound livestock production and management.

### What You Must Do:

- In groups of 3-4, you must design a 5-7 minute presentation over how American markets their agricultural products, and how they can improve their marketing.
- Some questions you may cover:
  - Why is marketing the products so important?
  - What is currently being done in regards to marketing?
  - What changes need to be made?
  - What is the current public perception of the agriculture industry?
  - How has the agriculture industry adapted to meet the needs of the consumer?
  - How does America compare, in terms of marketing and production, to the rest of the world?
  - How does America do in regards to food safety?
- You should have a theme for the presentation – a marketing type slogan for your presentation, for example, "American Agriculture – Are You Sold?" (cannot use that one)
- The presentation can be your group members talking or it can be interactive.
- You will be graded on the following:
  - Depth of knowledge (25)
  - Accuracy of information presented (25)
  - Time frame met (5 minutes is minimum, but do you really want to shoot for the minimum) (25)
  - Creativity and theme throughout the presentation (25)

# Agriculture Promotion Poster

After going over the PowerPoint and turning in the notes page...

Assignment: You are going to create a poster to promote an agriculture product, crop or animal. The product can be anything discussed in class or written on the board. You can look at the examples on the cabinet doors if you need help coming up with an example. DO NOT COPY!

## What to include:

- A Slogan (come up with a clever title or illustration that is EYE CATCHING)
- At least 6 facts about the product
- At least 1 drawing to depict your product
- Be creative! Think outside the box!!

## Schedule:

### Day 1: Rough Draft

- Choose your topic
- Research your 5 facts
- Drawing or design (be creative...if you do corn put your information on the kernels or watermelon and put the information on the seeds etc...)
- Sketch this out in pencil (you don't have to color it it should still be detailed and quality work)
- Next class you will create your final copy

# Companion Animal Management



# Small Animal Management Ideas

- I. Bird Mobiles
  - A. Students pick a country in the world. They must select eight birds from that country to use in the project. Students must find a coloring page for each of the birds they select, they may have to draw some. The bird must be colored accurately. On the back, students will write information about that bird.
- II. Bird Beak Type Simulation-Animal Adaptations
  - A. Put several types of "food" in the middle of the group table
    1. Bird seed
    2. Marshmallows
    3. Pasta
    4. Sugar Water
    5. Gummi Worms
    6. Think outside the box
  - B. Give students several tools to use to see which ones work best with the different types of food
    1. Chopstix
    2. Forks
    3. Straw
    4. Spoon
    5. Pliers
    6. Nutcrackers
    7. Tweezers
  - C. Have students work to determine which tool is most appropriate for the various types of food
  - D. Explain that the type of beak they have is specialized to fit their needs. This can be true for several animals and their characteristics. Think about animals living in cold environments having a thick layer of flesh or herbivores having flat/wide teeth.

### III. Noodle Cats

- A. Use various type of pasta to create one dimensional model of the skeletal system
- B. Require students to include all bones of the animal
- C. Students should label the bones as well as the axial and appendicular division of the system
- D. This project can be used for several courses for any animal skeletal system

# Facebook/Dating Profile

- I. Facebook Page/Dating Profile
  - A. Have students create a digital or poster version of a social media profile page
    1. Provide a template in PowerPoint or Word
    2. Have students create on butcher paper or poster board
  - B. They can include a profile picture and status updates or “about me” section that includes facts obtained from the unit
  - C. This activity can be used for a variety of courses
    1. Rodents (we do one called Rodent Romance)
    2. Reptiles/Amphibians
    3. Breeds of Livestock
    4. Types of Flowers
    5. Types of Domesticated Pets
  - D. See assignment sheet in this booklet

# Facebook Profile



## Must include

- Name of rodent
- Breeds or variations of the rodent
- Colors available
- Habitat/Environment
- Characteristics
- At least 3 pictures: mature male, mature female, and young
- 5 posts that would relate to your rodent
- Ads that would meet the needs of your rodent (feed, exercise, etc.)
- Friends





Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

You will be creating a Facebook page for a rodent breed. A list of rodent species you may choose from is included on this page. You will need to write a three paragraph summary about your rodent species as well as listing your references. The template is saved in the shared folder, student work, then Companion Animal Management folder as Facebook Template.

**Provide content from multiple perspectives such as:**

- First person updates (what kinds of updates and comments would they make?)
- Second person (who do they interact with? who would post on their page? why?)
- Quotes (from, for, about the person)
- Groups (what groups would they join and why?)
- Links (what links would they share?)
- Friends (who are they?)

**Questions you need to answer:**

1. Give at least two examples of types or variations of the rodent species.
2. Where and when was that rodent domesticated?
3. What are the major areas of use for the rodent?
4. What are the names of the adult male, adult female, and newly born rodent?
5. What are some advantages of having a rodent as a pet? Disadvantages?

**Rodent Species:**

- Rat
- Mice
- Hamster
- Guinea Pig
- Gerbil



## My Dogs 101 Video

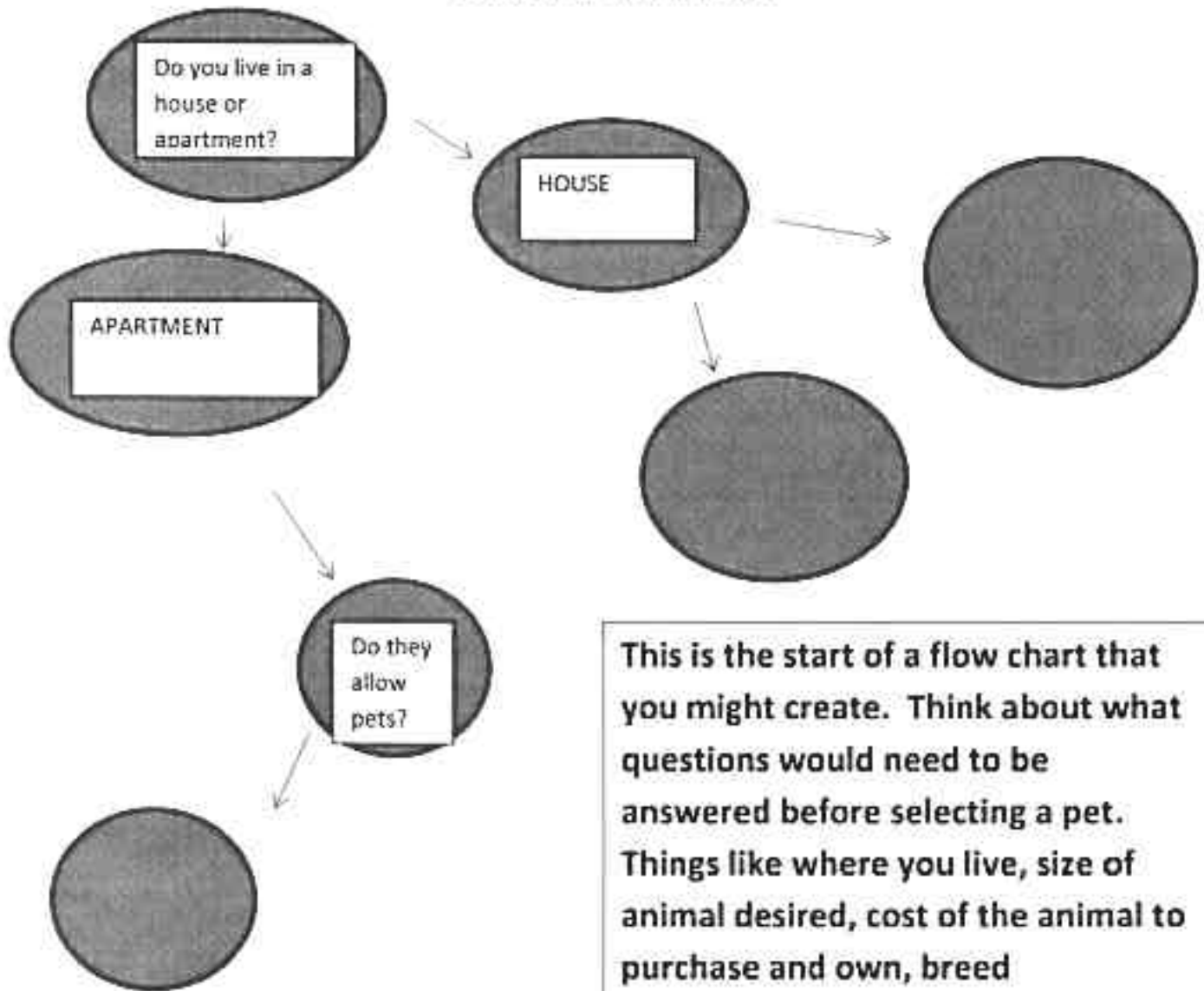
You will be creating a video similar to the Dog 101 videos we watched in class over various dog breeds. You will be using Windows Movie Maker (which is already installed on the computers) to complete this project. Below are the requirements.

1. Use Windows Movie Maker to create your video.
2. You must use a combination of pictures, video clips, and words to complete the video.
3. You must include video clips:
  - No more than three clips
  - Each clip can be no more than 30 seconds
4. Information that must be included:
  - I. Name of breed
  - II. Country of origin and region within that country
  - III. Originally purpose and use for the breed
  - IV. How the breed changed over time
  - V. Any breeds that were used to create your breed
  - VI. Colors that the breed is available in
  - VII. Size – weight, length, height, etc.
  - VIII. Health care and problems within the breed
  - IX. Grooming and maintenance
  - X. Training – how to do it, is it easy/hard, etc.
  - XI. Family – how does this pet do with family
  - XII. Special Circumstances – anything that is significant or unique to this breed
5. Video must be 3:45 – 4:00 minutes in length

## **Rights vs. Welfare Organization Brochure Companion Animal Management**

- I. You will be creating your own organization that is either an animal rights organization or an animal welfare organization.
- II. You will be creating a brochure in Microsoft Publisher over the organization. The brochure must include the following information:
  - a. Name of the organization
  - b. Slogan for the organization
  - c. Emblem for the organization
  - d. Location (address)
  - e. Phone number
  - f. Website
  - g. How did the organization start?
  - h. What is the mission of the organization?
  - i. What does your organization do on a daily basis?
  - j. Who works at your organization?
  - k. How can other people get involved? (where can they volunteer? How can they donate, join, etc?)
  - l. Where is your money spent? (break down of how any money donated is used)
  - m. Pictures of the work you do (because this is a made-up organization, you can use pictures of others doing the work you would do)
- III. All three panels on both sides of the brochure must be filled in.
- IV. If you have a lot of white space that will detract greatly from your grade.

### Which Pet Should I Get?



This is the start of a flow chart that you might create. Think about what questions would need to be answered before selecting a pet. Things like where you live, size of animal desired, cost of the animal to purchase and own, breed restrictions, etc. Incorporate as many pertinent questions as you can think of into the flow chart.

## AMPHIBIAN TERRARIUM

You will be creating a terrarium for an amphibian species of your choosing.

- I. Select an amphibian species
- II. Obtain a sheet of white computer paper
- III. One side one of the computer paper, write out neatly the following information (if it is in pencil, go over it in pen)
  - a. Species name
  - b. Physical characteristics – size, colors, lengths, tail size, description of feet, head, mouth and mouth parts, skin, etc.
  - c. Diet – specifically what they eat, how often, how much, etc. Write out differences between what they consume in the wild versus in captivity.
  - d. Habitat – where they live in the world (geographic location), what plant, water, and land requirements are there.
  - e. Terrarium requirements for that species – ALL requirements!! Don't forget lighting, filters, rocks, accessories, etc.
  - f. Process for setting up the terrarium
  - g. Care and maintenance of the terrarium
- IV. On side two, you must:
  - a. Draw out your terrarium
  - b. Include all elements that would be required in a terrarium
  - c. Draw your amphibian species in the terrarium

### Terrarium Assignment

Use the space below to create a terrarium that depicts an appropriate environment for your assigned animal.

Your terrarium must reflect **10** details discussed in class. The following must be explained:

Type of pet (Size of pet)

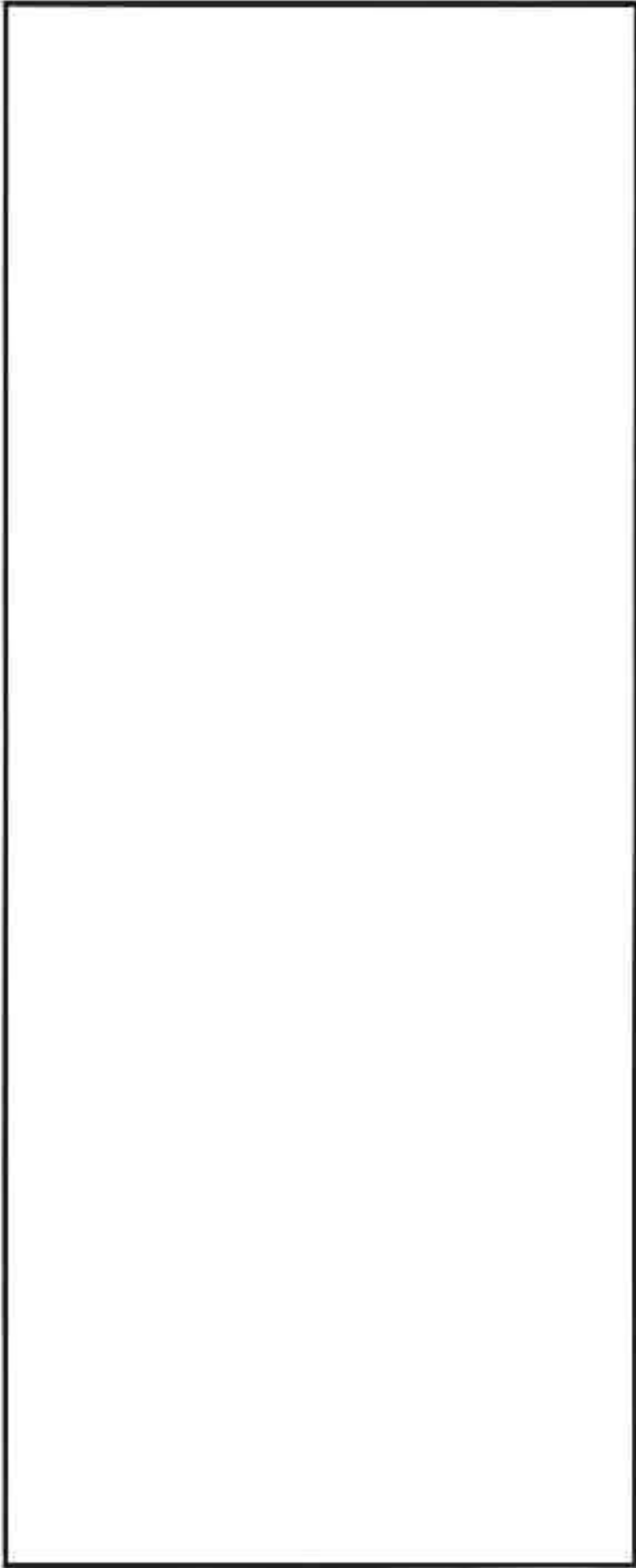
Size of terrarium

Temperature

Substrate

Humidity

Accessories



# Companion Animal Management

## Children's Storybook

Name: \_\_\_\_\_

Date: \_\_\_\_\_

---

Create a children's storybook detailing a small animal species that we have not yet covered in the course. These include: ferrets, snakes, gerbils, guinea pigs, sugar gliders, and other animals we have not yet covered. Must include the following: **Species name, Where they live, How they house themselves in the wild, How they are housed in captivity, What they eat in the wild, What they eat in captivity, How many offspring they have (do not go in depth on reproduction, just tell about offspring), Color, size, and any predators that hunt them, Requirements on care, Handling.**

### Definition

Children's Picture Storybook—A work written for children that uses both text and illustrations to present a simple plot.

### Format

Picture storybooks are very visual with limited text (max. 30 words per page). The picture that is on the page reinforces the text that is on the page.

### Text

- The text of a children's book should be organized into simple sentences and short paragraphs.
- The use of active verbs will keep the story vivid in the reader's mind.
- Children's book authors employ literary tools to help make the story more vivid in the reader's mind. Rhythm, alliteration, repetition, refrains, onomatopoeia, simile, personification, rhyme, and imagery are commonly used devices.
- Consider ending each page with a question or other method that sparks the reader's curiosity for what will happen next.
- Repeating a phrase throughout the story will help hold your reader's attention.
- Use a question at the end of the page to help move your reader to the next page.

### Illustrations

- All illustrations must be original (not copied or clip art) – Not stick figures or smiley faces
- Some picture books have an illustration on the front cover that presents the main conflict or point of the story.
- The illustrations are usually created after the text has been written.
- Illustrations serve as a partner to the text.

### Requirements

- Cover page with unique title and illustration
- Original (not copies or clip art) neat illustrations
- Fully developed plot, including setting, conflict, and theme
- Glossary of vocabulary words and their definitions – **MUST** be used in storybook
- Staple the book on the side, glue strip of ribbon or construction paper over staples for a more aesthetically pleasing look

Name:

Date:

Period:

## Oh My Dog!

You have been given a brand new \_\_\_\_\_ puppy. The dog is 8 weeks old and is up to date on shots and vaccinations. However, in order to keep the puppy your parents have asked that you come up with a care and maintenance plan for your dog. Work with your team to create a plan that meets your dog's needs for the next year of its life. Make sure to fully cover the categories listed.

Vaccination Schedule – include when (ex: 12 weeks- x, y, z), which vaccinations, and how many times within that year :

De-Worming Routine (when, what de-wormer, what does it kill):

Dental Care (how to do it, what supplies, how frequent):

Grooming – specific for your breed, materials, how they are specifically groomed according to breed standards:

Ear/Eye Care – must tell supplies used, and step by step how to do each procedure:



Name:

Date:

Period:

Feeding – what food, how much, how does it change over the course of the year, what protein content, fiber content, fat content, etc.:

Exercise Routine – not just walk daily; specifically what are the needs of your breed:

Training Methods – must list and explain actual methods and how to train utilizing that method:

Potty Training- must list an actual method and explain how to train utilizing that method:

Spaying/Neutering – when, why, cost:

Socialization – how to accomplish this, why, and methods to do so:

Training for Work (if Applicable):

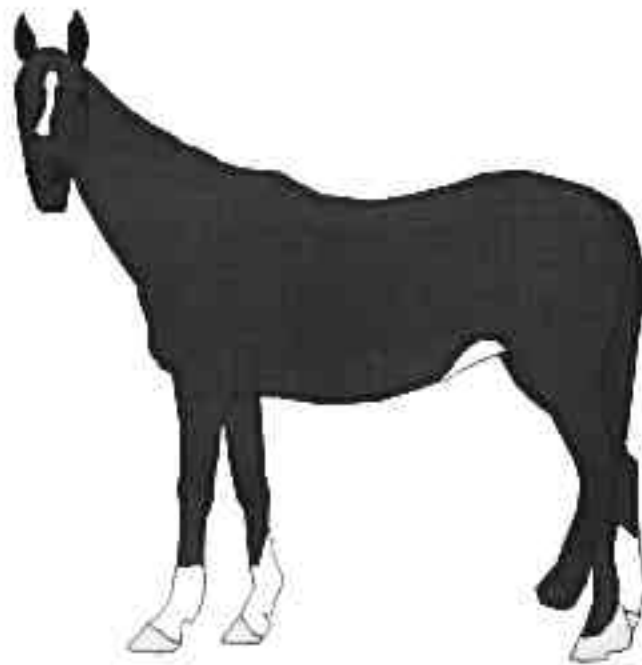
Specifics for the Breed – what needs to be addressed regarding this breed specifically:

## Rodent Board Game



- Title of Game
- Game board on a poster board
- Game pieces
- Official set of rules
- Way to move players along the board
- Must be for 2-4 players
- Must have enough questions to get ALL players to the end of the game
- Rodent species covered: Rats, mice, hamsters, gerbils, guinea pigs
- Information covered: breeds, colors, habitat, feeding, housing as a pet, reproduction

# Equine Science



# Equine Science

- I. Horse Color Posters
  - A. Students will draw the outline of a horse on a large piece of butcher paper.
  - B. Assign various groups the colors of horses. They must then mix paint colors to represent their assigned color of their horse. They must then paint their horse the assigned color.
  - C. They must also paint the horses legs to represent four of the six leg markings (one on each leg).
  - D. Assign each group a facial marking to be represented on their horse as well.
  - E. Label the poster with the markings, color of the horse, and all external anatomy.
- II. Clay Hooves
  - A. Covered in Play-Doh section
- III. Stable Creation
  - A. Students will create stables and all structures, pastures, etc. for an equine facility. (See attached assignment sheet)
  - B. Once complete you can have students actually build 3-D facilities based on the plan they created.
- IV. Equine Events Course
  - A. Assign students to partnerships and assign them an equine riding event. It can be English or Western.
  - B. Students must present a 2-3 minute presentation over the riding even. Must include rules, requirements, attire required, horse types used, and disqualifications.
  - C. The students must set up a mock course for their assigned event. (can do this outside or in depending on your desire)
  - D. They must then walk the class through the course. Make them jump...it's funny!

V. Movable Gait Model

- A. Assign students to groups and assign each group a gait of the horse. It is ok to repeat gaits.
- B. The group must create a working representation of the gait. The "legs" must move as they would on the actual horse moving to that gait.
- C. Kids get very creative with this, but it is challenging!

VI. Breed Smore and Gallery Walk

- A. Use SMORE to have students create a SMORE over a horse breed.
- B. When all students are done, have the class do a gallery walk to take notes over the various breeds.

## FEEDING VIDEO

- I. You will be creating a video covering the nutrition and feeding of horses.
- II. Working in groups of 3, you will cover what it takes to meet the nutrition needs of the horse and what you can feed them.
- III. You must cover:
  - a. Nutrient requirements
  - b. The classes of feeds you can feed a horse
  - c. How to keep the digestive system healthy
  - d. Pictures or examples of the nutrients and feeds
  - e. Should show and not just tell, cannot be all talking with no visuals
- IV. Scoring is based on the following
  - a. Nutrients Covered \_\_\_\_\_/20
  - b. Classes and Types of Feeds \_\_\_\_\_/20
  - c. Digestive System Health \_\_\_\_\_/20
  - d. Visuals Included in the Video \_\_\_\_\_/20
  - e. Effort, Creativity, and Quality \_\_\_\_\_/20

# WANTED

## Famous Horses Assignment

**Directions:** Create a **WANTED** Poster for the famous horse assigned to you.

Make sure you include the following Information:

- ✓ Name+ any Alias
- ✓ Biological Information (Birthdate, Age, Place of Birth, etc)
- ✓ Breed
- ✓ Description (height, weight, physical characteristics)
- ✓ Personality Traits
- ✓ Accolades
- ✓ Who is looking for this horse?
- ✓ Reward?
- ✓ Last Seen?
- ✓ Picture

# BIG Book of Equine Reproduction

- I. You will be creating a book over the aspects of equine reproduction.
- II. You will be covering the following topics, each on a different page:
  - a. Title Page with title and group member names
  - b. Male Anatomy & Functions (page 1)
  - c. Female Anatomy & Functions (page 2)
  - d. Female cycle, pasture mating, hand mating (page 3)
  - e. Artificial Insemination (page 4)
  - f. Embryo Transfer (page 5)
- III. Each page must have information covering the topic and diagrams illustrating the information.
- IV. This is a GROUP project and everyone MUST contribute

Page 1 Person Responsible: \_\_\_\_\_

Page 2 Person Responsible: \_\_\_\_\_

Page 3 Person Responsible: \_\_\_\_\_

Page 4 Person Responsible: \_\_\_\_\_

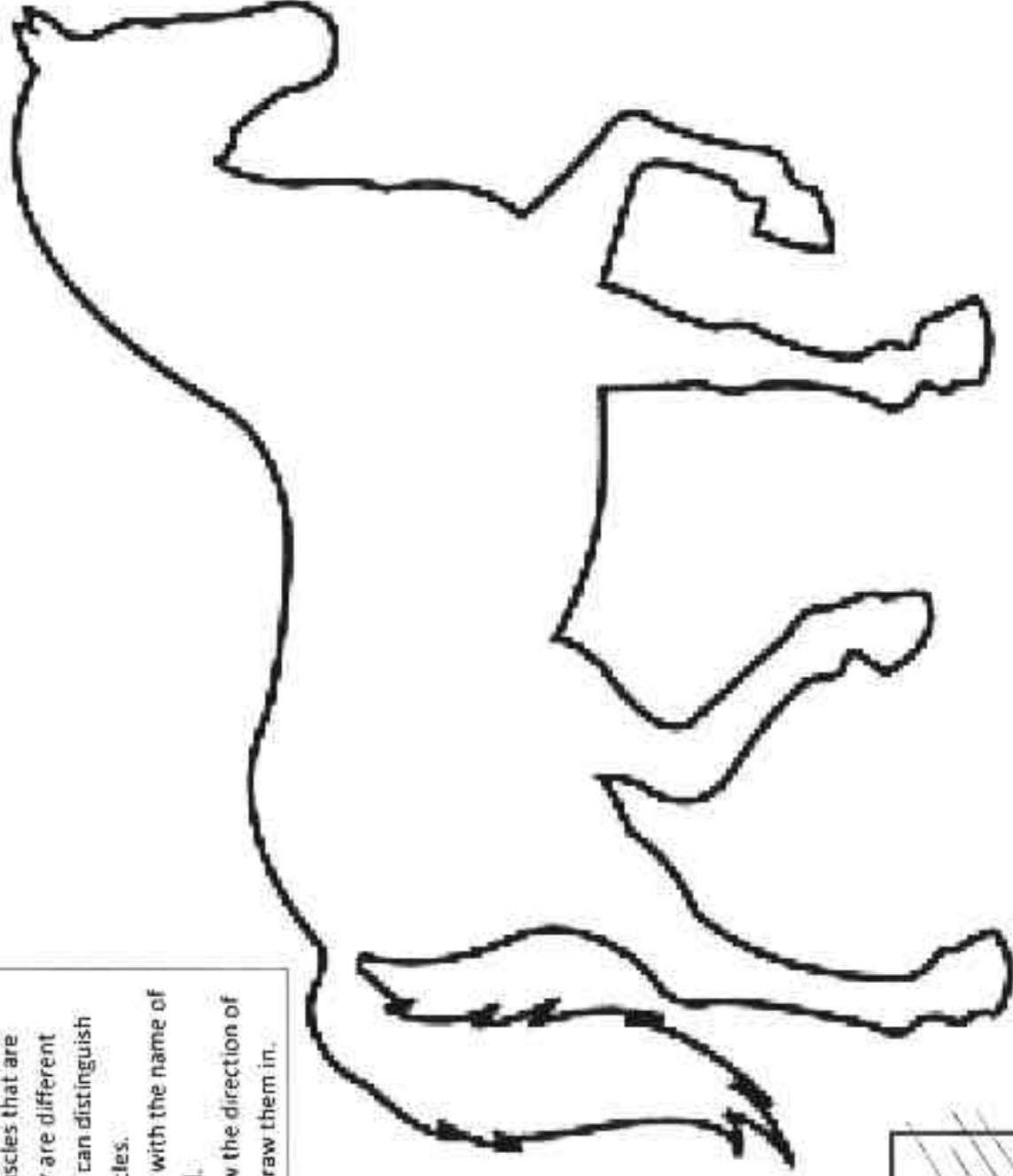
Page 5 Person Responsible: \_\_\_\_\_

**\*\*This does not mean you take care of your own page and stop. This is a group project so everyone must pull their weight, but you must also help to make sure it is completed.\*\***

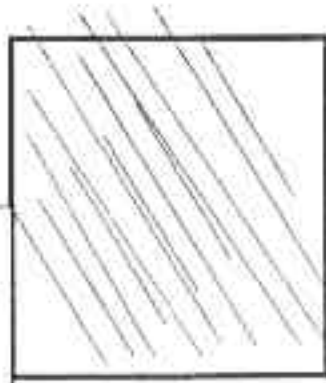


## Muscular System of the Horse

1. Use your device to identify the major muscles of the horse.
2. Color in the muscles onto the horse, using colored pencil.
3. Make sure the muscles that are next to each other are different colors so that one can distinguish between the muscles.
4. Label the diagram with the name of the muscle as well.
5. Make sure to show the direction of the striations and draw them in.



Example:

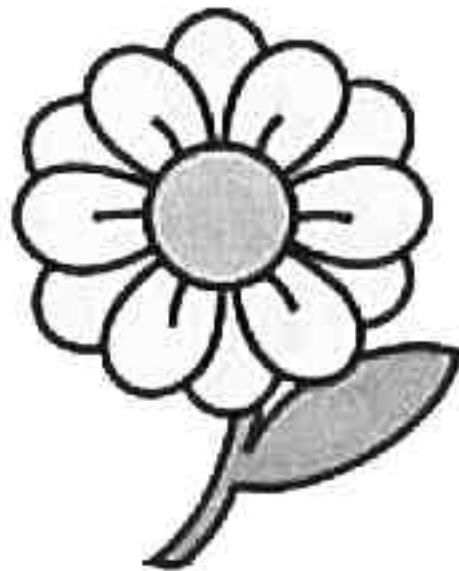


## **Equine Facilities**

### **Equine Science**

- I. You will be creating an equine facility. The project will include a detailed drawing of your facility with all aspects labeled and explanation of various aspects of your facility.
- II. Define your facility. What is it used for? What types of horses? What features will it have? How do those features meet the needs of the types of horses you keep there? For example, if you are keeping race horses, you would need to have a practice race track.
- III. Where is your facility located? What size is the facility? Overall size and sizes of specific pastures, paddocks, stall turn-outs, barns, etc. must be listed.
- IV. Your facility may be hand drawn or computer generated. If hand drawn it **MUST** be **NEAT** and **WELL** drawn. Rulers should be used and any items like a circle should not be "free-handed." It needs to be neat and professional in nature.
- V. Your facility must include:
  - a. Stalls
  - b. Storage
  - c. Tack rooms
  - d. Water
  - e. Feeders
  - f. Turn-outs
  - g. Corrals
  - h. Exercise arena
  - i. Flooring – make sure to explain what type you chose and why
  - j. Ventilation
  - k. Wash Racks
  - l. **ALL** other features relevant to your facility – do some research and make sure it is **COMPLETE!**
- VI. Each aspect should be labeled or a key created.
- VII. 2-3 paragraphs explaining your facility and why materials, locations, styles, etc. were chosen.

# Floral Design



# Floral Design

- I. **Flower Pot Personalities**
  - A. Have students color a flower pot and attach to a large rectangular piece of construction paper. This element should include their name and class period somewhere.
  - B. Using magazines, students should cut out items that they like such as: words that describe their personality, fashion, products or foods they love, celebs they like, etc.
  - C. Have students attach these magazine clippings above the flower pot-they can add stems or simply make a collage of "flowers" coming out of the pot!
  - D. This is a great "get to know you" activity. I make one too most years!
- II. **Pinterest Projects** (see assignment sheets included in this booklet)
  - A. Have students create a board and share it with your Professional Pinterest Board (Do not share your personal Pinterest information with students...or any social media for that matter!)
  - B. Assign specific items students should pin
    1. Things that represent the Principles of Design
    2. Types of Arrangements
      - a) Symmetrical
      - b) Asymmetrical
      - c) Round/Mound
      - d) Hogarth
      - e) Line
    3. Favorite Flowers for Identification
    4. Ideas for a Certain Holiday
    5. *The list goes on!*
  - C. This is a great project during application season or for a sub!
- III. **Candy Bouquets...So Much Fun!**
  - A. See the handout in this booklet for more information

#### **IV. Cookie Color Wheel**

A. After going over the color wheel in class, have students create their own color wheel using cookies and icing

##### **B. Materials**

###### **1. Cookies**

a) Lots of options: have students bring from home, use the culinary classroom to have students bake them, buy bakery cookies or boxed cookies such as vanilla wafers. (Check with your school before bringing in anything that is homemade)

###### **2. Icing**

a) Buy tubs of icing

b) Make Royal Icing with Milk and Powdered Sugar (CHEAP!!)

3. Food Coloring-You just need the primary colors

4. Plates, Bowls, Spoons, Toothpicks

##### **C. Steps**

1. Give each group 3 bowls and instruct them to make 3 different icings in the primary colors

2. Each individual should then take a portion of that icing to first make the Secondary then the Tertiary Colors on the Wheel

3. Once all 12 colors are mixed, students should ice the cookies and put them in the correct order

4. I always bring gallon ziplock bags so students can take the cookies home

#### **V. Tissue Paper Flowers**

#### **VI. Coffee Filter Roses**

# Candy Bouquets

## I. Halloween

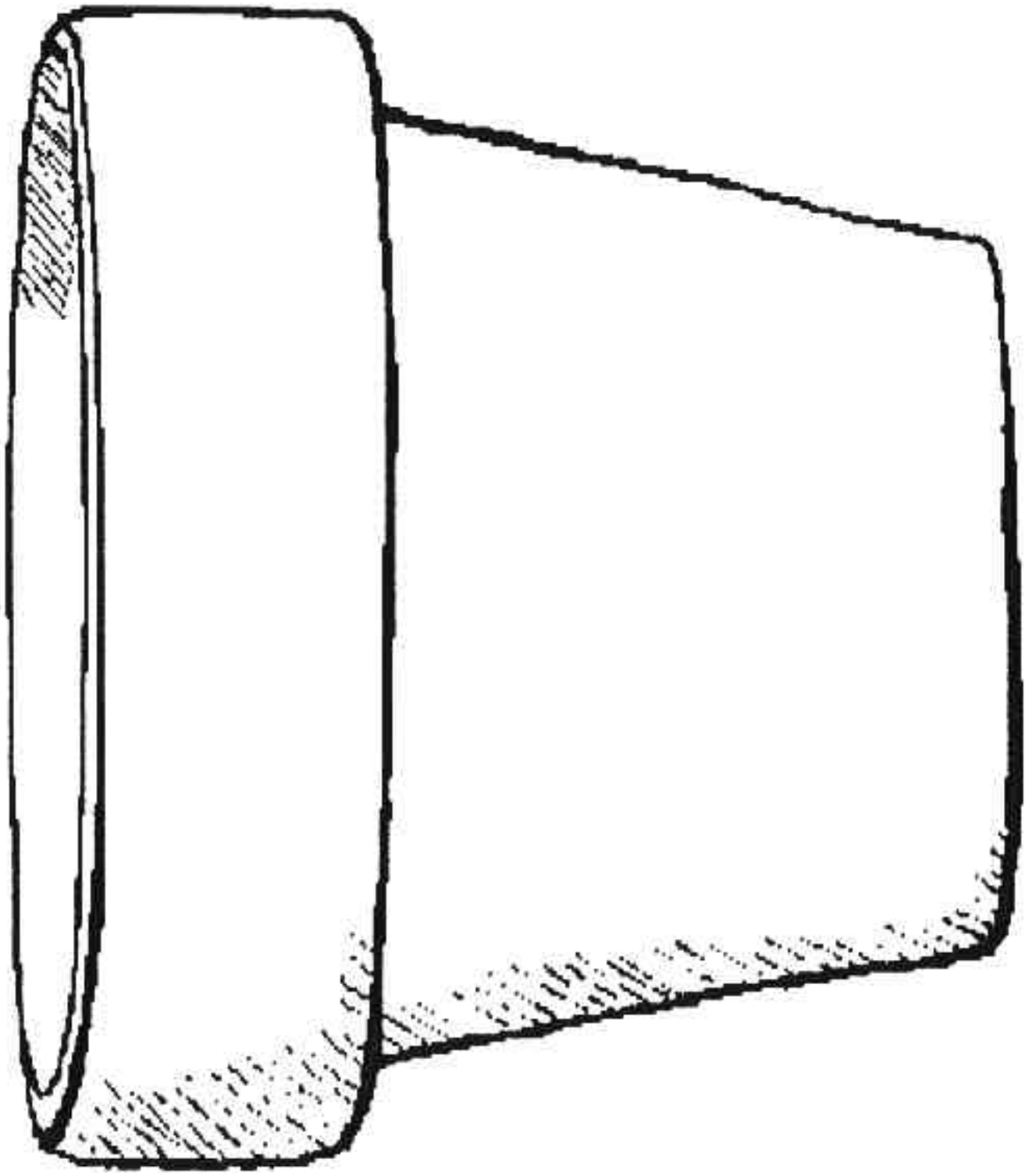
- A. Purchase terra cotta pots for each student (5" pots work best)
- B. Designate 1 day for painting the pot. Some ideas include:
  1. Candy Corn
  2. Pumpkin
  3. Monster (glue bolts on the side)
  4. Bat
  5. Scarecrow
  6. I also allow them to paint non Halloween themes since not everyone is fan
- C. Have students bring candy to share with their table
- D. Using a low temp glue gun and wood skewers have student attach candy to the sticks (one piece per stick or it's too heavy)
- E. Stuff the terra cotta pot with floral foam (we use floral foam because it's cheap-tell the students not to apply pressure to the foam or it won't hold the sticks)
- F. Insert the sticks at various heights in a circular or triangular pattern
- G. Cover the top of the foam with tulle or strips of curling ribbon





## II. Valentines

- A. Steps are very similar to the halloween project
- B. For the vase, use the small plastic cups from the dollar aisle
- C. Candy we use:
  - 1. 1 fun dip
  - 2. 2 nerds boxes
  - 3. 2 Kit Kats
  - 4. 2 Blow Pops
  - 5. 2 Pixie Stix
  - 6. 1 Reese Peanut Butter heart
- D. Add cellophane to cover the foam and sticks
- E. Add various foam hearts for added decor





# HOLIDAY FLORAL SCRAPBOOK

You will be creating a scrapbook covering the various holidays of significance in floral design. You will pick 6 significant "holidays" in the floral design industry. You will then create a digital scrapbook page for each of the holidays. This can be completed in word or on PowerPoint...you could even use something like SMORE, Prezi or Mixbook if you would like extra points.

Each page must include:

- I. The Holiday
- II. History of the holiday (how did it start, why did it start, when did it start, how is it celebrated, where did it start, is it celebrated in other countries – if so, is it celebrated the same or differently, explain)
- III. What types of arrangements are common for that holiday? Describe, don't just list!
- IV. What is the price range for the arrangements?
- V. What color schemes are typically used?
- VI. What types of flowers are commonly used in the arrangements for that holiday? Why are those flowers used?
- VII. What flowers are available during that time frame?
- VIII. Pictures of three arrangements from that holiday-at least 5.
- IX. The scrapbook must be neatly decorated with images and designs appropriate for the covered holiday. (white paper with black words does not make for a good grade)

## PINTEREST PROJECT PART I

This project will require you to create a Pinterest Account if you do not have one.

Each of the following tasks should be completed by this Friday:

- Create a board that explains you (at least 20 pins)
    - your style, stores you shop at, etc
    - favorite things: foods, music, cars, hobbies
  - Favorite flowers (at least 6)  
Floral ID (at least 25)
    - In the comments, you should include the flower type for each (line, mass, form, filler, foliage, houseplant)
  - Flower arrangements you like
    - 3 symmetrical –Identify the flowers used in the comments
    - 3 asymmetrical-Identify the flowers used in the comments
  - Holiday Board
    - Include at least 8 holiday specific arrangements and identify the flowers used in the comment section
  - Topiary Find at least 3 topiary pictures
    - Choose one that you could create in class using a non floral element (candy, buttons, tissue paper, etc)
  - Things that represent the principles of design
    - Pin pictures of things that represent the principles of design (balance, proportion, rhythm, harmony, focal point, unity)
    - Indicate which principle the picture represents
    - 2 pictures per design principle
    - These do not have to be floral
- Once you have completed all of these tasks, you may study all Floral ID units for the comprehensive test! 😊



## Pinterest Project Part II

### Description:

For this assignment you will choose a project off of Pinterest and incorporate at least one of the seven principals of design. You are welcome to use any materials we have in class or you can bring your own. Try and make the project as inexpensive as possible. If the cost is low enough, you can bring in enough supplies for each person in class to make. You will be graded on the completeness and craftsmanship of the project. Along with the project you will turn in a report outlining the bill of materials, steps taken to complete the project, and an explanation of the principals and elements used in your project. You must get your project approved before you begin.

### Rubric:

<b>Project</b>	<b>Points</b>
<b>Completion</b> -Was the project complete?	<b>20</b> _____
<b>Craftsmanship</b> -Was time taken to put the project together neatly and correctly?	<b>20</b> _____
<b>Report</b>	
<b>Bill of Materials</b> -Was a complete list of materials, along with cost of materials, included?	<b>20</b> _____
<b>Detailed Steps</b> -Are the steps detailed enough that someone else could make your project based on the steps you provided?	<b>20</b> _____
<b>Principals and Elements</b> -Were the principals and elements used in the project thoroughly explained?	<b>20</b> _____
<b>Total</b>	<b>100</b> _____

## Propagation Smores

You will be creating two "Smore" posters on methods of propagation. Propagation is taking a plant and using parts of that plant to create more of a plant or a new plant. The flower industry utilizes propagation a lot to create new varieties of flowers. You will explore the different methods of propagation and then create a poster for each that explains how to complete a specific method. The specifications are listed below.

1. Google search smore and go to their website (<https://www.smore.com/>). You should all create a login if you do not already have one. Make sure to write down your login and password so that you do not forget it!
2. Choose (2) from the propagation methods below:
  - a. Stem Cuttings
  - b. Leaf Cuttings
  - c. Root Division
  - d. Air Layering
  - e. Stooling
  - f. Grafting
  - g. Budding
3. You will create two smores. One for each of two different methods of propagation.
4. The smore must include the following:
  - a. Name of method
  - b. Materials you will need for that method
  - c. A how to guide through how to complete that method of propagation.
  - d. You will need to include pictures for each step of the process.
5. When done with both smores, you will click on the "Done Editing" button. It will show your completed smore. At the top, it will say "Share with Email"



6. You will need to email it to [andersonju@friscoisd.org](mailto:andersonju@friscoisd.org). Make sure that the email includes your name some way, shape, or form.

**NOTE: IF YOU COPY AND PASTE INFORMATION INTO THIS ASSIGNMENT, OTHER THAN IMAGES, YOUR GRADE WILL BE A ZERO!**

# Livestock Production



# Castration Lab

This lab will simulate the scalpel method of castration.

## I. Materials

- A. 1 large balloon
- B. 2 small water balloons (it's important to have two sizes of balloons)
- C. 2 items to represent testicals testicles (small bouncy balls or small styrofoam balls)
- D. 2 rubber bands
- E. Funnel
- F. Scalpel or surgical scissors
- G. Red Jello (may also use water with food coloring)

## II. Preparation (Have students assemble to scrotum)

- A. Give each group all necessary supplies
- B. Insert one testicle into each water balloon
- C. Cut the two rubber bands and tie one on each of the water balloons
- D. Put both stuffed water balloons into the larger balloon making sure that the tips of the rubber bands are sticking out of the top of the larger balloon.
- E. Use the funnel to fill the large balloon with the jello
- F. Tie the top. Make sure to tie the tops of the rubber bands in with the knot.

## III. Castration Steps

- A. Using a clean scalpel, cut a small incision into the bottom of the scrotal sac
- B. Remove each testicle through the incision
- C. Pull the testicle gently from the scrotum stretching the vas deferens (rubber band) and sever the vas deferens (Make sure none of the rubber band is hanging out of the scrotal sac)
- D. Repeat with the second testicle

**Courses:** Principles of AFNR, Livestock Production, Vet Med, Advanced Animal Science

# Dairy Unit Activities

- I. Dairy Fear Factor
  - A. Have students, voluntarily, sample dairy products while blindfolded and attempt to guess what they are
  - B. Use various items like ice cream, butter, margarine, creamer, sour cream, whipped cream, etc..
- II. Ice Cream in a Bag
- III. Butter
- IV. Mozzarella
- V. Goat vs. Cow
  - A. Have students taste goat and cow products and guess which one is which
  - B. This is a great opportunity to encourage students to research the various similarities and difference between the products
- VI. Fat Content
  - A. Observe the difference between whole, 2%, 1%, and skim milks by color and flavor
- VII. Dairy vs. Non Dairy
  - A. Use the product list from the CDE Contest to allow students to compare and contrast the color, texture, and flavor of various products
  - B. Have students research the nutritional quality of the products they taste
- VIII. Milking a Glove
  - A. Do it! The students love it! :)

# INJECTIONS LAB

## I. MATERIALS

- A. Oranges, Bananas, Raw Chicken (lots of cleaning and sanitation for this one but it is really neat!
- B. Several empty and sanitized medication vials
- C. Colored water to represent the various types of injections
  1. For example: red for IM, blue for Sub Q, Green for Intradermal

## II. STEPS

- A. Give students the lab sheet and have them collect necessary supplies. This gives them the opportunity to practice drawing medication into the syringes and selecting the right size syringe as well as the correct gauge needle
- B. Have students prepare the injection site and inject the corresponding color "medicine" into the object using the appropriate technique for the various injection types
- C. After all injections are complete, have students cut into the object to check the injections
- D. If using chicken or a banana now would be a great time to practice sutures

## III. INTRAVENOUS INJECTIONS

- A. This is an excellent resource for creating a hand to demonstrate intravenous injections
  1. <http://www.pedagogy-inc.com/Home/Resources/IV/Practice-I-V-Insertions.aspx>



# Meats Lab

## I. Grass Fed vs. Grain Fed

- A. Break students into groups and have them compare and contrast grass fed and grain fed meat
- B. After discussion/debate allow students to sample each and guess which is grass fed/grain fed

## II. Quality Grading

- A. Bring in several samples of the same cut of meat (ribeye is best)
- B. Have students compare and contrast the various levels of marbling and quality grade the steaks
- C. You could cook these as well so that students could taste the difference between the various quality grades

## III. Pin the Cut on the Cow

- A. Students should make index cards with one retail cut on each card
- B. Have students draw a large outline of a steer (or lamb, goat, or pig)
- C. Draw and label the primal cuts on the outline
- D. Students should practice in groups placing the retail cuts into the correct primal cut area of the animal
- E. Students can race individually or in groups to practice classifying the cuts of meat
- F. Variation-Outline the primal areas and list the name of the primal cuts on the cards then have student race to put the correct primal cut labels into the sections

# Cereal Feed Rations

- I. Using cereal or candy to represent several types of feed. For example:
  - A. Corn= Corn Pops
  - B. Wheat Straw= Chex
  - C. Soy Bean Meal= Cheerios
  - D. Cotton Seed Meal= Captain Crunch
  - E. Peanut Hulls= Trix
  - F. Wheat=Fruity Pebbles
  - G. Granular molasses= Coco Pebbles
- II. Assign each feed a crude protein % and a price per pound
- III. Use a scale to measure the weight of the feed and put into a baggie
- IV. Give students a specific requirement such as:
  - A. 19% Protein
  - B. 1100 lbs of feed
  - C. Name of Your Feed
- V. Students should use the Pearson Square to balance the feed they choose
- VI. We have included an example of a feed worksheet that you may alter to fit your lesson

Name: \_\_\_\_\_

### Balancing Ration Lab

1. Balance a ration using the Pearson Square.
  - a. Feed cheap
    1. You are looking for 23% Protein
    2. Mix a 1300 lb batch
    3. Your feed options include

Feed	Crude Protein	Cost
Corn	8.9%	.32
Wheat Straw	11.7%	.11
Soy Bean Meal	44.4%	1.02
Cotton Seed Meal	41.2%	.98
Granular Molasses	4.3%	.31
Wheat Grain	14.3%	.57

Show Pearson Square work Here:

Lbs of feed #1: \_\_\_\_\_

Lbs of feed #2: \_\_\_\_\_

Price per lb of feed: \_\_\_\_\_

2. After you have found your feed mixture, have Ms. Haslam check it off and Initial here \_\_\_\_\_
3. Get a blank piece of paper and make your feed "package"
  - a. Name your feed
  - b. Include on your packaging:
    1. Ingredients
    2. Feeding Directions
    3. % protein
    4. Cautions
  - c. Use Color!!
  - d. Fold and Staple
4. Once you have the initials, go to the shop and collect your feeds.
  - a. Take your pounds of each feed – divide by 100
  - b. Put that number here

1. Feed One: \_\_\_\_\_ (grams)
2. Feed Two: \_\_\_\_\_ (grams)
- c. Get a cup
- d. Place it on the scale and "zero it out"
- e. Using the Number from 1 add "feed" to your cup until you reach the correct amount of grams that you have in the "Feed One" spot.
- f. Pour that feed into your "Feed Package"
- g. Repeat steps **e** and **f** for feed 2.
- h. Shake your bag
- i. Close your eyes, reach in, take a handful and eat part of your ration. Answer the following questions.
  1. What is palatability?  
\_\_\_\_\_  
\_\_\_\_\_
  2. Describe how your feed tastes.  
\_\_\_\_\_  
\_\_\_\_\_
  3. Does your "Feed" taste good? \_\_\_\_\_
  4. What two feeds did you use?
    1. \_\_\_\_\_
    2. \_\_\_\_\_
  5. What could you do to improve the feed taste?  
\_\_\_\_\_  
\_\_\_\_\_
  6. Why is palatability important when feeding animals?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Farm Animal  
CHILDREN'S BOOK PROJECT

**OBJECTIVE:**

You are to create a children's book using any of the topics discussed in Animal Science (Dairy, Digestion, Swine, Branding, Beef Cattle, Poultry, etc...)

**CRITERIA:**

1. Front Cover
  - a. Must include title of your book, author name, class, teacher, year
2. Main Character: Your chosen Animal (ex: Daisy the Dairy Cow) ☺
  - a. Must include:
    - i. Type of Animal and type of industry
    - ii. Breed, size, diet, etc
    - iii. Life Cycle, daily activities
3. Minor Characters: Must be another breed of animal or owner/farmer/worker ect...
  - a. Must include:
    - i. Name: make it something clever to go along with the book
      1. Basic information about this person or animal's relationship to your main character
    - ii. Discuss the main character interacting with the minor character(s)
    - iii. Take time to think about this and make it clever and creative
    - iv. You may include people so that you might discuss them caring for their animal and taking to the vet, the types of products your animal produces.
    - v. You may include as many characters as you like
    - vi. You must include at least 6 facts you have learned in this class.
4. Story must include a plot and a conflict of some type
  - a. See "Tips for Writing a Children's Picture Storybook" handout
5. Must have a picture on EVERY page
  - a. Pictures must be drawn by hand....and colored think cartoon version.
  - b. You may type your story and draw your pictures later.

6. Include an index with at least 10 related vocabulary words seen throughout the book (use your parasite notes for this or ask me and I will be happy to help)
7. You may include chapters if you wish
  - a. The book should be at least 14 pages but can be more if you need more space to meet all criteria.
8. Acknowledgement page at the end of your book must include your resources
  - a. At least 4 sources
9. Book must be written on the level a 2<sup>nd</sup> grader would understand
  - a. The challenge will be how to simplify your information
10. You will be graded on the following:
  - a. Creativity
  - b. Completeness
  - c. Neatness-Pictures and writing. You may type your story and add pictures to those printed pages or write you story but both pictures and story **MUST BE NEATLY** completed.
  - d. Educational Content
  - e. **YOU** have **PLENTY** of time to complete this activity so take your time and do a great job!

#### GRADING:

Daily Grade 1 – Short brainstorming activity of character and story.

Daily Grade 2 – Turn in story plot and story line

Daily Grade 3 – In class

Minor Grade 1 – Turn in completed story with at least one drawing

Minor Grade 2 – Last day to work on story in class

**\*\*\***This sheet should be turned in with your name on it when you turn in your final draft of your book. Use this sheet as a checklist to make sure you have met all requirements.

# WANTED

## Organ Poster Assignment

Directions: Create a **WANTED** Poster for the body organ assigned to you.

Make sure you include the following Information:

- ✓ Description of the organ
  - Size
  - Weight
  - Color
  - Etc
- ✓ Main function
- ✓ Which body system(s) contains your organ?
- ✓ How does it work with other systems to complete its tasks?
- ✓ List and describe **at least two** diseases or disorders that affect this organ.
- ✓ Can an animal live without it?
- ✓ Picture of the organ

# Wildlife Management





## Wildlife Activity Ideas

### 1. Big Buck Contest:

a. Students construct their own set of antlers using newspaper, tape, and whatever materials they bring in. After antler completion, each set is scored according to the Boone and Crockett method. They then learn the components of scoring, but also what constitutes a "big buck."

### 2. 3-D Animals

a. Create near life size animals out of either butcher paper, stuffed butcher paper (to make them have dimension), or with paper mache (takes a lot of time and effort). I have mine make deer, hogs, dove, ducks, and whatever else they decide on.

b. Vital Shots: Students draw in the organs where vital shots would occur.

c. Skills Trail: The teacher places the animals around the campus to represent various ethical dilemmas when hunting. Everyone takes a trip on a skills trail to do a shoot/don't shoot exercise. Example: I put some ducks on the ground with fake food as an example of don't shoot and so on.

d. Field Dressing Demonstrations: Students have to choose a species and put together a how to presentation over field dressing that species. They can use their 3-D animals to do this if they were built with the intention of field dressing them. Otherwise, they must come up with another representation. Examples: I had one group bring a stuffed animal that they had filled with fake organs. Another group that had several t-shirts on one kid and they would cut the out one off to remove the skin, and then cut out organs and so on. Awesome.

### 3. Hunter Safety Videos:

a. Each group is assigned a chapter from the hunter safety education book. They must create a video that covers the information. Examples: I have had were a group that did it like Anchorman and filmed all the intros and everything. Another group did a crocodile hunter type video. They come up with some really great stuff. I recommend giving them a required time that it must run.

### 4. Fishing Files and Lures (spinners and jigs):

a. We got all the materials needed to tie a fly and all the materials to make a simple spinner lure and a jig. All the materials can be purchased from Barlow's. It is a bait and tackle supplier. You will also need several sets of pliers and some vices if you have them. The cost per student is only about 30 cents.

**5. Track Stamps:**

a. I know that you can purchase rubber track stamps, but instead we make our own. Take a potato and cut it in half. Each student gets half of a potato. Give them an image of the track they are to create (there are some in the hunter safety books). They need knives (I have used floral knives in the past) to carve out the track. It is tricky because they have to carve away everything but the track so that the track portion is raised instead of dug out. Let them dry out overnight. The next day we dip them in paint and then stamp them onto butcher paper or wherever you want.

**6. Casting contest:**

a. Set out hula hoops at various distances. Have students attempt to cast the jigs, lures, or flies they made into the various hula hoops.

**7. Fish Dissection**

**8. Fish Anatomy Tissue Paper Flip Book:**

a. Using white computer paper, have students trace the outline of a fish. Cut a piece of tissue paper large enough to cover the fish drawn on the white paper. On that piece of tissue paper, have students draw all of the organs inside a fish. When it overlaps the fish outline, the organs are within the lines of the fish. Take a second piece of tissue paper in the same size and have students draw all of the bones of a fish. On a third piece of tissue paper have them draw all of the external portions of a fish. Stack them white paper on bottom, then organs, then bones, then external. Staple at the top. It creates a flip book of sorts of the fish anatomy.



## **Survival/Safety Video Wildlife Management**

In groups of 4 you will be creating safety and survival videos based off of chapter 8 in the Hunter Education Manuals. You will create a script, props, and whatever else you might need for the video. The script will be a grade and the video itself will be a separate grade.

### **Script:**

- Must be written like a real script.
- Must contain all lines, staging (as to who stands where, when, etc.)
- What props are needed
- Locations you will be filming
- Each line for each person written out
- Must have an actual story, plot, etc. CANNOT be just someone talking about how to handle a situation.

### **Video:**

- Must contain the safety and survival information covered in Chapter 8.
- Must have all group members in the video
- Props must be included
- Do NOT bother other teachers!!!

### **Grade Will Be Based Upon:**

- Information Covered = 40%
- Storyline/Plot/Creativity of Video = 30%
- Overall Effectiveness/All Participation/Props/Etc. = 30%