



VOLUNTEER HANDBOOK

January 2022

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History of Agriculture in the Classroom

Agriculture in the Classroom is a grassroots program coordinated by the United States Department of Agriculture (USDA). Its mission is to “increase agricultural literacy through K-12 education.” An agriculturally literate person is defined as “one who understands and can communicate the source and value of agriculture as it affects quality of life.” Agriculture in the Classroom (AITC) programs focus on improving student achievement by applying authentic, agriculture-based content and learning to teach core concepts of science, social studies, language arts and nutrition. The program is carried out in each state, according to state needs and interests, by individuals representing farm organizations, agribusiness, education and government.

The USDA established a task force 1981 concentrating on agriculture literacy. Representation from agriculture, business, education and governmental agencies came together to recommend and encourage the USDA to orchestrate a national agricultural classroom literacy coordinator and assist states to organize their own programs.

Indiana Farm Bureau Agriculture in the Classroom (INAITC)

In Indiana, the Agriculture in the Classroom program is coordinated by Indiana Farm Bureau. Members of the organization who are interested in becoming AITC volunteers are provided program materials and standards-based lessons and activity plans for use in their counties. There are more than 130 active volunteers across the state. Annually, volunteers report reaching nearly 50,000 students, teachers and adult chaperones through classroom presentations, activities, field trips and on-farm experiences about a variety of agriculture topics.

The Indiana Agriculture in the Classroom program offers lessons and materials free of charge to schools, community groups, and other non-profit organizations. For additional information on the Ag in the Classroom program please visit the National AITC website at www.agclassroom.org or contact Indiana Farm Bureau.

Agricultural Literacy

Agricultural literacy was defined in 1988 as the National Research Council formed the Agricultural Education in Secondary Schools Committee. The committee findings can be found in the report “Understanding Agriculture: New Directions for Education (1988).”

An agriculturally literate person would understand the food and fiber system and this would include its history and its current economic, social and environmental significance to all Americans (p.8).

Further research led to the development of the National Agricultural Literacy Logic Model. This model provided a framework for all Agricultural Literacy Programming and a definition of an agriculturally literate person:

A person who understands and can communicate the source and value of agriculture as it affects our quality of life.

This definition helped shape the framework and development of the National Agricultural Literacy Outcomes (NALOs). The outcomes have been organized into the following themes:

- Agriculture and the Environment
- Plants and Animals for Food, Fiber & Energy
- Food, Health, and Lifestyle
- Science, Technology, Engineering & Math
- Culture, Society, Economy & Geography

Learn more about Agricultural Literacy:

- National Agriculture in the Classroom:
 - <https://agclassroom.org/get/literacy/>
- American Farm Bureau Foundation for Agriculture:
 - <https://www.agfoundation.org/what-is-ag-literacy>

Volunteer Orientation Objectives

Agriculture in the Classroom volunteer orientation is an essential step in ensuring that professional and knowledgeable volunteers are representing Indiana Farm Bureau and the agriculture industry.

Not only do they need to understand the basic “paper-work” aspects of the AITC program but should also have a basic understanding of the Indiana educational system since that is the primary audience for the AITC presentations.

Quality orientation programs allow for better recruitment, retention and output by those involved. Orientation programs are only successful if: there is buy-in from top leadership; the program meets audience needs; a variety of delivery options are used; and follow-up is conducted.

Trainees will be able to:

- Explain what the AITC program is and why it is important.
- Explain basic volunteer responsibilities and expectations
- Describe at least three ways a volunteer can contact schools informing them about the AITC program.
- List at least five non-Indiana Farm Bureau resources a volunteer can use when creating/implementing a presentation.
- Identify the characteristics of a high quality, effective presentation.
- Provide tools and resources that can be used in developing a presentation.
- Demonstrate a realistic and relevant activity.

Indiana Farm Bureau Agriculture in the Classroom

Volunteer Code of Conduct

The Indiana Agriculture in the Classroom program prides itself on providing schools, organizations and communities with quality presentations that educates about agriculture. The primary purpose of this code of conduct is to provide quality volunteers, to ensure the safety and well-being of all youth and adults, and to promote and maintain the goals and objectives of Indiana Farm Bureau.

As a volunteer I agree to:

1. Promote and support the goals, mission and vision of Indiana Farm Bureau.
2. Accept direction and support from Indiana Farm Bureau staff and/or designated county or district Farm Bureau leadership.
3. Attend an AITC workshop (county, district, state or national) once every three years.
4. Act in a professional, positive, truthful, respectful, lawful and ethical manner.
5. Maintain an activity log which is submitted to Indiana Farm Bureau on a monthly, quarterly, or yearly basis, or as instructed by the education coordinator.
6. Make all reasonable efforts to ensure that AITC programs do not discriminate on the basis of age, race/ancestry, color, disability or handicap, religion, gender, etc.
7. Follow industry-accepted standards for safety, health and wellness, animal care, food safety and equipment use.
8. Keep student information confidential. This includes information a teacher or other volunteer has chosen to share or information gleaned from your own observation(s).
9. Not exchange telephone numbers, home addresses, email addresses or any other home directory information with minors unless it is required as part of my role as volunteer. I will exchange home directory information only with parental approval.
10. Observe school or organization policies and procedures. (e.g. food preparation, including animals in presentation, photographs and video, social media posts, etc.)
11. Obtain proper credentials (e.g. background check, drug screening) when requested by organizations for whom I may be conducting Ag in the Classroom programming, including but not limited to: county or Indiana Farm Bureau, public or private schools, 4-H, FFA or other youth organizations.

Code Agreement:

I have read the Indiana Farm Bureau Ag in the Classroom volunteer code of conduct. I am aware that my actions and decisions affect others as well as myself. I understand and agree that any action on my part that contradicts any portion of this code of conduct is grounds for termination of my volunteer status with Indiana Farm Bureau Ag in the Classroom program. I understand that I am not an employee and cannot act as an agent for Indiana Farm Bureau. Indiana Farm Bureau recognizes that I am a volunteer and that I may decide to cease being a volunteer at any time and for any reason.

Signature of Agriculture in the Classroom Volunteer: _____

Print Name: _____

Date: _____ **County of Membership:** _____

AITC Volunteer Responsibilities

An individual interested in being an Ag in the Classroom volunteer in Indiana should be:

- Knowledgeable about modern Indiana agriculture
- Experienced in preparing and presenting information and conducting demonstrations and/or experiments
- Comfortable speaking in front of audiences of all ages and education levels
- Willing to take initiative to contact schools, teachers, youth and community organizations about the type of presentations and activities the volunteer is able to offer
- Able to follow-through with planned presentations and communications
- Willing to follow basic policies and procedures of the Indiana Ag in the Classroom program; including signing the code of conduct, completing registration sheet, and completing and submitting presentation record sheets in a timely fashion.

Arranging Classroom Presentations

1. Volunteers may contact schools and initiate a classroom visit on their own. This will most likely be the means by which the majority of your classroom visits are secured.
2. Through the infb.org website, educators can request visits for their classroom. In the event a visit is requested, Indiana Farm Bureau home office will notify a volunteer from the specific county that a teacher is interested in having an Ag in the Classroom volunteer come to their classroom. The county Farm Bureau office may also filter inquiries for classroom visits.
3. The volunteer will contact the teacher and make the detailed arrangements (Date, time, length and theme of program, etc.)
4. If the volunteer is unable to make this presentation, it is important that he/she contact the AITC program assistant or Education Coordinator at the Indiana Farm Bureau home office so another volunteer can be arranged. This should be done within five days of receiving the information.
5. Volunteers may use the SAMPLE letter on the following page to assist you in drafting a personalized letter or email that may be used to contact teachers and principals at area schools. Volunteers are encouraged to coordinate with other Ag in the Classroom volunteers in their county so communications are not conflicting or overlapping.
6. If possible, use county Farm Bureau letterhead for a more professional look.

Most counties have highly reputable organizations that are well known for their philanthropic programs and donations to schools and community organizations.

7. The volunteer is encouraged to have a qualified individual proofread and edit any formal communications that will be sent to avoid errors and ensure the message is clear and concise.
8. Volunteers are encouraged to make contact with their local schools several times per school year. Once prior to the beginning of school, mid-year, and at the end of the school year
9. Keep in mind, that many teachers will plan an entire grading period or the whole semester prior to the first day of school and may not be willing or able to accommodate a guest speaker.
10. It may be helpful for a volunteer to make his/her initial contact with a teacher with whom they have a prior relationship. (i.e. child's teacher, a member of your church, a fellow Farm Bureau member and farmer, etc.)
11. The volunteer may want to consider requesting to speak at a staff meeting to provide some samples of materials.

Communication Follow-Up: If no teacher contacted the volunteer inviting them to the classroom, the volunteer is encouraged to speak to their county Farm Bureau board about conducting some public relations/outreach effort to encourage participation.

Examples: make a donation of accurate agriculture books to the school library with the coordinating educator's guide; sponsor a field trip to a local farm or ag business and offer to conduct a pre/post-trip presentation for students; sponsor a teacher to attend the National Agriculture in the Classroom Conference or offer to pay for substitute teachers so teachers can attend a local AITC workshop.

Month Date, 20--

Principal and/or Teacher's Name Title
School's Name Street Address
City, State, Zip Code

Dear *recipient's name goes here:*

I wanted to take a moment to share information with you about the Agriculture in the Classroom program available to you and your students through the *Your County Name Here* County Farm Bureau.

Agriculture in the Classroom is a grassroots program coordinated by the United States Department of Agriculture. Its goal is to help students gain a greater awareness of the role of agriculture in the economy and society, so that they may become citizens who support wise agricultural policies. The program is carried out in each state, according to state needs and interests, by individuals representing farm organizations, agribusiness, education and government.

In Indiana, the Agriculture in the Classroom program is coordinated by Indiana Farm Bureau. There are more than 130 active volunteers across the state of Indiana. Annually, volunteers report educating more than 50,000 students, teachers and adult chaperones through classroom presentations, field trips, on-farm experiences and other events. The program offers a wide variety of agricultural topics and meets standards in Language Arts, STEM, Social Studies and Health & Wellness, with hundreds of lesson and activity plans and companion resources available to teachers for free on the national Curriculum Matrix, which can be found online at agclassroom.org.

As an AITC volunteer, I am willing to come to your school and present a lesson or activity that will teach your students about a variety of agricultural-related topics such as identify example lesson you would be willing to present, identify example lesson you would be willing to present, and identify example lesson you would be willing to present. I also can assist you in identifying guest speakers, field trip/tour sites and to serve as a contact for questions you may have about agriculture and farming.

Please contact me if you have any questions about the program and to establish a time for me to come and talk with you. I look forward to working with your classroom this school year.

Thank You,

Your name here
Your County Name Here County Agriculture in the Classroom Volunteer
E-mail & Phone

Reporting Ag in the Classroom Activities

AITC activities should be reported on a regular basis to the INFB Education Coordinator. Record sheets are available online or hardcopies may be requested at inaitc@infb.org. The information and data collected from the reports serves multiple functions:

- Volunteers are eligible for the AITC recognition program and awards.
- It keeps the volunteer active in our database so they receive information about the AITC Update workshop as well as newsletters.
- The information is necessary for us to accurately complete the National Ag in the Classroom USDA report due at the beginning of each year which aides in securing funding in the USDA budget.
- It serves as a verification checkpoint for your county's County Recognition Program
- It also allows us to capture classroom teacher email addresses to share information about AITC professional development workshops, trainings and resources
- It assists Indiana AITC in applying for grants that help to further our efforts to educate children about agriculture by providing resources to schools, teachers and volunteers for no or reduced cost.

Online Report Form

1. Go to: www.infb.org
2. Log-in to Indiana Farm Bureau website.
 - a. Note: You may have previously opted for the INFB website to remember your username and password or to keep you logged-in.
 - b. Each volunteer will need to have his/her unique log-in to the INFB website. If you do not have a log-in, or share with a spouse, you will need to create one BEFORE you are able to access the web form. You will need to have your membership number available to do so.
3. Now that you are logged-in, click on **Our Programs**, and then select **Ag in the Classroom** from the drop-down menu.
4. Once on the Ag in the Classroom portion of the website, click on **Volunteer Center**. Look of the **Submit Volunteer Report** in a red box located on the bottom right side of the screen.
5. You can now enter in the information about the AITC presentation or event you participated in.
6. Some of the information is required and is denoted with an *
7. As you enter information to the form and answer questions, drop down menus and additional questions may appear.
8. Please complete as much of the form as possible. We will use this information to help develop training and workshop agendas, lesson/activity plans, etc. so we can better serve volunteers and young learners.

AGRICULTURE IN THE CLASSROOM PRESENTATION REPORT



Indiana Farm Bureau
Agriculture in the Classroom

Volunteer Submitting

Membership Number

Volunteer Type

Volunteer Type

Additional Volunteers

Check box if FB member

Volunteer Type Key:

- A. Elementary Educator (K-6)
- B. Grade 6 Only Educator
- C. Middle School Educator (6-8)
- D. High School Educator (9-12)
- E. Extension Educator
- F. FFA Chapter
- G. INFB AITC Volunteer

Presentation Information – select all topics covered in your presentation

- | | | | |
|-------------------------------------|--|-----------------------------------|--|
| <input type="checkbox"/> Ag Careers | <input type="checkbox"/> Cotton/Fibers | <input type="checkbox"/> Pumpkins | <input type="checkbox"/> Specialty Crops |
| <input type="checkbox"/> Ag Day | <input type="checkbox"/> Dairy | <input type="checkbox"/> Pork | <input type="checkbox"/> STEM |
| <input type="checkbox"/> Apples | <input type="checkbox"/> Farm to School | <input type="checkbox"/> Poultry | <input type="checkbox"/> Tomatoes |
| <input type="checkbox"/> Beef | <input type="checkbox"/> Gardening | <input type="checkbox"/> Sheep | <input type="checkbox"/> Virtual |
| <input type="checkbox"/> Bees/Honey | <input type="checkbox"/> Natural Resources | <input type="checkbox"/> Soybeans | <input type="checkbox"/> Wheat |
| <input type="checkbox"/> Corn | <input type="checkbox"/> Pizza | | |

Date of presentation

Approximate length

Location (name of school)

Audience Information

Number of schools present

Teachers present:

Name	Email Address

Age groups present:

	No. of students		No. of students
Pre-K		Grade 3	
Kindergarten		Grade 4	
Grade 1		Grade 5	
Grade 2		Grade 6	
		Grade 7-8	
		Grade 9-12	
		Adult	
		Total	

Other Information (optional)

Accurate Ag book used? Book of the Year Other

Title

Please check all that apply:

- Students completed a hands-on activity.
- Other ag organizations or agribusiness were involved in staffing the event.
- Other ag organizations or agribusinesses sponsored the event with a monetary or in-kind donation.

Please return to: AITC, P.O. Box 1290, Indianapolis IN 46206 OR inaitc@infb.org

FOR OFFICE USE: DATE ENTERED

Requesting Reimbursement

Volunteers should contact the County President and/or County Education & Outreach Coordinator, to verify how your county handles these requests and what, if any, annual budget exists for AITC programming.

Other Program Funding

- Ag Education and Promotion Development Grant
 - The Women's Leadership Committee sponsors mini grants of \$250, two times per year. The purpose of this program is to provide assistance to county Farm Bureaus, Farm Bureau members and educators that do not have adequate funds for a new program activity or to attend an event that would enhance the promotion of agriculture and education.
 - For more information about this opportunity see the application online at www.infb.org > Our Programs > Agriculture in the Classroom > Scholarships and Grants
 - Grant Deadlines are in April 15 and October 15.

- Grant Opportunity: White-Reinhardt Mini Grants available from American Farm Bureau Foundation for Agriculture
 - The White-Reinhardt Grant Program funds projects that will increase agricultural literacy. County and state Farm Bureaus may apply for grants of up to \$1,000 for classroom education programs for grades K-12 in order to initiate new ag literacy programs or expand existing programs. Grants are available on a competitive basis.
 - For program details, application and deadlines visit www.agfoundation.org/projects/White-Reinhardt Grant

AG IN THE CLASSROOM PRESENTATION PLANNING TEMPLATE

Use this optional template as a guide to help plan your classroom visit.

Volunteer Name: _____ Date: _____

Classroom Teacher: _____ Time: ____ School: _____ Room #: ____

Teacher Email: _____ Phone: _____

Lesson Title: _____ Length of Lesson: _____

Questions to ask Teacher:	<ul style="list-style-type: none"> ○ School policy on food being served to students. <ul style="list-style-type: none"> ○ <i>Are there any food allergies that I should know about?</i> ○ School policy on animals being brought into the building. ○ Do I need a criminal history background check prior to the visit? ○ Other: _____ ○ Other: _____
Objective(s) of Presentation	<i>What do you want the students to be able to TELL others about agriculture when you are done with your lesson?</i>
Educational Standards <i>Optional</i>	<i>It is helpful to identify the educational standards the lesson you are preparing will achieve. Most teachers are required to document the state educational standards that their lessons meet daily. Identify those standards for them and providing them in advance—will help build the relationship between the teacher, school and the AITC Volunteer.</i>

Lesson Outline Sample

	Quantity	Description of Item
Materials Needed for Presentation		
<p align="center">My Introduction 60 second "Who I am"</p>		
<p>Presentation Purpose 60 seconds or less</p>	Today we are going to learn about....	
<p>Topic Background Two minutes or less i.e. Basic vocabulary</p>		
<p>Lesson Presentation 10-15 minutes</p>		

<p>Activity Directions <i>3 minutes or less</i></p> <p><i>Step by Step directions</i></p>	
<p>Activity <i>10-15 minutes</i></p>	<p><i>Perform activity. Include clean-up time.</i></p>
<p>Wrap –Up and Reflection <i>2-3 minutes</i></p> <p><i>Questions to check for understanding</i></p>	
<p>Assignment <i>Optional</i></p> <p><i>Materials being left with teacher.</i></p>	
<p>Teacher / School Follow-Up</p>	<ul style="list-style-type: none"> ○ <i>Send a thank you note or email to the teacher and/or the building principal for letting you come and share.</i> ○ <i>Collect Evaluation from teacher and submit to Indianapolis office</i>

AITC Volunteer Recognition Program

To be eligible for the Ag in the Classroom volunteer recognition program, the volunteer must abide by the following:

- Be a current dues-paying Indiana Farm Bureau member
- Be an active AITC volunteer (See next section for definition of active volunteer)
- Submit a signed code of conduct to the Indiana Farm Bureau education coordinator
- Participate in an AITC orientation that has been documented by Indiana Farm Bureau home office staff (anniversary date recorded)
- Receive updated training/orientation a minimum of once every three years. Training/orientation can be achieved if the volunteer participates in the AITC SummerWorkshop, participates in a local AITC continuing education program facilitated by the District Education & Outreach Coordinator, or an AITC session at an Indiana Farm Bureau convention or conference
- Submit volunteer record online or paper copy by the deadline specified for that year's program.
- Present age-appropriate material based on education standard, to audience in a professional manner.

An ACTIVE AITC volunteer is defined as:

- An individual who has received continuing education a minimum of once every three years.
- An individual presents at least one AITC presentation during the calendar year (January – December).
- The presentation can be to a classroom of students or group of children in grades pre-K (ages 4 and 5 only) through grade 12 who are participating in a club or organization such as 4-H or Boy Scouts; OR participate in a county Farm Bureau affiliated event where the target audience is children and teens in grades pre-K (ages 4 and 5 only) through grade 12. (i.e. Ag Day, 4-H fair activity)
- An individual who submits an appropriate record form (online or paper copy) documenting that he/she presented to a group of students or children.
- Someone who has a signed code of conduct on file with the Indiana Farm Bureau education coordinator.

A volunteer will be deemed INACTIVE if he/she:

- Fails to submit a signed *code of conduct*.
- Fails to submit volunteer record(s) for classroom or event presentation(s) conducted during the calendar year.
- Has not participated in any continuing education for AITC a minimum of once every three years.
- Violates the *code of conduct*.

Ag in the Classroom Recognition Program Levels

The AITC recognition program is designed to encourage volunteerism and to recognize those who make the commitment to educate students in grades pre-K through grade 12 about the important role that agriculture plays in everyday life.

Years of Service:

We appreciate each year our volunteers remain active as AITC volunteers. Years of service are cumulative.

5-year: certificate

20-year: certificate

10-year: certificate

25-year: certificate

15-year: certificate

Levels of Recognition

There are three levels of recognition in the volunteer recognition program. Levels of recognition are based on the number of visits to classrooms in pre-K through grade 12, the target audience of the national Agriculture in the Classroom program and the number of “points of contact” (number of students impacted through programming).

Levels are calculated using a traditional school calendar (July 1 – June 30).

Participation Awards:

Level 1: Bronze

Present to a minimum of five classrooms at a public or private school **OR** 100* students in grades K-12, licensed preschool classes for children ages 4 and 5, or a Head Start program.

Level 2: Silver

Present to a minimum of 10 classrooms at public or private schools **OR** 200* students in grades K-12, licensed preschool classes for children ages 4 and 5 or a Head Start program.

Level 3: Gold

Present to a minimum of 20 classrooms at public or private schools **OR** 400* students in grades K-12 licensed preschool classes for children ages 4 and 5 or a Head Start program.

Volunteer of the Year

The *Volunteer of the Year* award is a nomination award. Nominations for this award are open January 1 each year. Nominations are due March 1. The winner of this award will be selected by a non-biased evaluation committee and will be awarded at the Indiana Farm Bureau State Convention in December or other Indiana Farm Bureau event.

A volunteer can only receive the *Volunteer of the Year* award once every 10 years.

Appendix

Support documents and resources

Resources

Websites:

1. Indiana Farm Bureau Agriculture in the Classroom
 - <https://www.infarmbureau.org/INFBAgEd>
2. National Agriculture in the Classroom
 - <https://agclassroom.org/>
3. American Farm Bureau Foundation for Agriculture
 - <https://www.agfoundation.org/>
4. Journey 2050
 - <https://www.journey2050.com/>
5. Nutrients for Life Foundation
 - <https://nutrientsforlife.org/>
6. Growing a Nation
 - <https://growinganation.org/>

Publicity & Photographing Children & Youth

It's always a great idea to document donations and outreach programs conducted by the County Farm Bureau to raise public awareness of the great work the county Farm Bureau is doing in the community. Unfortunately, many times there are reasons why it is unsafe to photograph a child and publish it in the newspaper or on social media. While photograph consent forms can be distributed in advance the custodial parent or guardian must complete them. This may be difficult to achieve in advance of the donation visit. Instead, use the photography strategies below (or come up with your own) so you can still get the publicity but respect student privacy.

- Place book in the center of a table and ask several students to place their hands around the book, touching just the edges.
- The photographer should position themselves so they are focused on the volunteer reader and have only the back of the children's heads in the photograph.
- Photograph with just the teacher or librarian near a bookshelf or other literacy friendly setting. (Photos do not need to be posed against a blank wall)
- Have a student hold the book, open to their favorite illustration. Stand behind the student and to the side. Look over their shoulder to only capture the back of their head, hands and open pages. (example shown on right)
- Ask 1 to 3 students to sit at a table or desk with the book position vertically. Photograph from behind, focused on book cover or open pages.

Talent Release

I, the undersigned, hereby grant to Indiana Farm Bureau, Inc. the right, without limitation to use, reproduce, lease, or sell my likeness and voice, or that of my property, through photographs, motion pictures, audiovisual works, visual works digital works, and/or recordings for the purpose of illustration, advertising, publication, or incorporation into publications, slides, films, presentations, on-line uses, motion pictures, radio, theatrical, or television productions and in all other media and formats, now known and invented later. I understand that I will receive no compensation, nor will I gain any rights in any work in which my likeness and/or voice or that of my property is used.

Signature of person (or parent or guardian if under 18): _____

Printed name: _____ Date: _____

Address: _____

Quality Over Quantity

An event does not have to take up an hour of someone's time. Studies have shown that individuals have varying length of attention spans, depending on the activity, existing distractions, etc. It is generally accepted that a two-year-old child can keep their attention for five minutes and older children and adult have a maximum of around 20 minutes before they need a break or change in presentation format. Keep that in mind when planning lessons and events.

Age	Mental	Emotional	Social
Ages 2-3	<ul style="list-style-type: none"> -attention span 3-4 minutes longer when he enjoys -short memory -Actions & objects much easier to understand than words -Confuse real & imaginary -Believes all you say -Able to choose between two possibilities Can follow two different directions 	<ul style="list-style-type: none"> -Extremely curious -Ritualistic: needs order in daily routines Repetition -Doesn't understand teasing -Meets frustration with crying, kicking, biting -Meets correction with temper outbursts 	<ul style="list-style-type: none"> -Completely self-centered -Willing to conform -With guidance, recognizes others' rights and waits briefly for own turn -Imitates parents in worship -Attitudes toward others, authority, parents, & God is formed in these years -Wants to help & please -Nervous system sensitive to over-stimulation by noise and confusion
Ages 4-5	<ul style="list-style-type: none"> -Have attention span of between 5-10 minutes -Reasoning is based on appearance, observation powers not accurate -No understanding of cause and effect -Unable to consider the motivation behind action -Fantasy is at its height Has a great imagination 	<ul style="list-style-type: none"> -Learns to develop attitudes concerning right and wrong -Tries to sort out real from what is pretend -Aware of what people think and say about him Fears people laughing at him -Enjoys obedience and thrives on praise 	<ul style="list-style-type: none"> -Imitates adults -Leadership is beginning to show and tends to be bossy -Can learn to share with one or two others -Learning to understand fairness
Ages 6-8	<ul style="list-style-type: none"> -Have attention span of 15-20 minutes -Are concrete and literal minded -Have little realization of chronological sequence 	<ul style="list-style-type: none"> -Tells you exactly how he feels: sick, happy, or miserable -Thrives on praise and acceptance -He exercises his feelings rather than self-control -Self-confidence in his ability to know what and how things are done 	<ul style="list-style-type: none"> -Are concerned about group acceptance -Likes to assert himself. Wants to be first, best, biggest and to win -Can begin to give of self. Starts to demonstrate generosity and kindness -Protective attitude toward younger children
Ages 9-12	<ul style="list-style-type: none"> -Have attention span of 30-45 minutes -Likes to be challenged -Can learn abstract concepts like sin 	<ul style="list-style-type: none"> -Growing understanding of principles behind rules -Self-righteously & rigidly applies his code of rules -Sensitive to his own failures and shortcomings -Able to see own actions & motives objectively -Able to analyze failures & makes plans to act change 	<ul style="list-style-type: none"> -They want to join, to become affiliated with the beliefs and values of the important adults in their lives -Can begin to sacrifice self-interest for others -Can learn not to compare himself with others

Source: <http://bensencheng.wordpress.com/2010/04/16/children-attention-span-by-age/>

Bloom's Taxonomy Question Stems

Bloom's Taxonomy provides a structured presentation of human cognition from low-level thought processes like simple recall to higher-order thinking skills like synthesis and evaluation. Bloom offers a "stair step" description of the levels of human understanding, with each new level building on previous levels. Bloom's taxonomy divides human cognition into five levels. The reading instructor can use these five levels to devise questions about reading selections that target higher-order thinking skills.

Sources: [HTTP://WWW.READINGEDUCATOR.COM/STRATEGIES/BLOOM.HTM](http://WWW.READINGEDUCATOR.COM/STRATEGIES/BLOOM.HTM)
<http://www.meade.k12.sd.us/PASS/Pass%20Adobe%20Files/March%202007/BloomsTaxonomyQuestionStems.pdf>

Knowledge

- What happened after . . . ?
- How many . . . ?
- Who was it that . . . ?
- Can you name the . . . ?
- Described what happened at . . . ?
- Who spoke to . . . ?
- Can you tell why . . . ?
- Find the meaning of . . . ?
- What is . . . ?
- Which is true or false . . . ?

Comprehension

- Can you write in your own words . . . ?
- Can you write a brief outline . . . ?
- What do you think might happen next . . . ?
- Who do you think . . . ?
- What was the main idea . . . ?
- Who was the key character . . . ?
- Can you distinguish between . . . ?
- What differences exist between . . . ?
- Can you provide an example of what you mean . . . ?
- Can you provide a definition for . . . ?

Application

- Do you know another instance where . . . ?
- Could this have happened in . . . ?
- Can you group by characteristics such as . . . ?
- What factors would you change if . . . ?
- Can you apply the method used to some experience of your own . . . ?
- What questions would you ask of . . . ?
- From the information given, can you develop a set of instructions about . . . ?
- Would this information be useful if you had a . . . ?

Analysis

- Which events could have happened . . . ?
- If . . . happened, what might the ending have been?
- How was this similar to . . . ?
- What was the underlying theme of . . . ?
- What do you see as other possible outcomes?
- Why did . . . changes occur?
- Can you compare your . . . with that presented in . . . ?
- Can you explain what must have happened when . . . ?
- How is . . . similar to . . . ?
- What are some of the problems of . . . ?
- Can you distinguish between . . . ?
- What were some of the motives behind . . . ?
- What was the turning point in the game . . . ?
- What was the problem with . . . ?

Synthesis

- Can you design a . . . to . . . ?
- Why not compose a song about . . . ?
- Can you see a possible solution to . . . ?
- Why don't you devise your own way to deal with . . . ?
- What would happen if . . . ?
- How many ways can you . . . ?
- Can you create new and unusual uses for . . . ?
- Can you write a new recipe for a tasty dish?
- Can you develop a proposal which would . . . ?

Evaluation

- Is there a better solution to . . . ?
- Judge the value of . . . ?
- Can you defend your position about . . . ?
- Do you think . . . is a good or a bad thing?
- How would you have handled . . . ?
- What changes to . . . would you recommend?
- Are you a . . . person?
- How would you feel if . . . ?
- How effective are . . . ?
- What do you think about . . . ?

Indiana Academic Standards

What are academic standards?

What are these statements? What do they mean? Standards describe the goals of schooling, the destinations at which students should arrive at the end of the unit or term. For example, most standards expect students graduating from high school to be able to write for different audiences in different formats: things such as reports, instructions, and persuasive and reflective essays and to demonstrate a command of standard written English.

Academic standards do not dictate how to get the students to the destination; that is determined by the curriculum. Standards do not prescribe any particular curriculum. National standards don't mean that local ability to choose teaching materials and methods are compromised. Standards indicate what students should know and should be able to do at any given grade level and in each individual subject. The School Corporation and teacher can choose whatever curriculum they find appropriate to help the students meet the standards.

Standards are the *WHAT* of education, while curriculum and instruction are the *HOW*.

Two kinds of standards are referred to: content standards and performance standards.

- Content standards indicate what students should know and should be able to do. For example, students should be able to write and speak for a variety of purposes and for diverse audiences, using conventional grammar, usage, sentence structure, punctuation, and spelling.
- A performance standard measures how well a student's work meets the content standard. A performance standard has levels (4, 3, 2, and 1; or advanced, proficient, novice, and basic) and frequently examples of student work are provided for each level. (Adapted from: www.thirteen.org/edonline/concept2class/standards/index.html)

Educational standards for other subjects are reviewed by committee annually and updated as needed to measure student achievement. Indiana educational standards exist in the following academic subjects:

Agriculture	Guidance
Arts, AV Communications Cluster	Health and Wellness
Business, Marketing, Information Technology	Health Science
College Entrance Preparation	Mathematics
CTSO Leadership	Physical Education
Engineering	Science
Engineering & Tech Ed	Social Studies
English/Language Arts	Special Populations of Students
Family and Consumer Sciences	Trade and Industry
Financial Literacy	Work Based Learning
Fine Arts: Dance, Music, Theatre, Visual	World Languages

Academic standards are NOT one-size-fits-all. Each individual grade and subject has unique and different academic standards.

Indiana Academic Standards can be found online at: www.doe.in.gov/standards

Agriculture Dictionary

*AITC Volunteer: The following terms a partial list of basic vocabulary used throughout the agriculture industry. A 20-page dictionary is available online
<http://www4.agr.gc.ca/resources/prod/doc/pfra-arap/PDF/abcsofAgriculture-e.pdf>*

acre: a measure of land that equals 4,840 square yards or 4,425.7 square meters

agronomy: the science and economics of crop production and farmland management

biodiversity: the sum of the organisms of plant and animal life in an ecosystem. Both the number of species and the number of individuals within each species are important in considering the extent of biological diversity in an area.

bioenergy: energy from renewable sources, like ethanol from grain

biotechnology: the scientific manipulation of living organisms, especially at the molecular or genetic level, to produce useful products

cross-contamination: the transfer of harmful bacteria from one food to another. Harmful bacteria can be transferred from food to food and from hands to food.

ecosystem: an interrelated community of plants, animals, organisms and bacteria

erosion: a loss of soil quantity and quality caused by the forces of wind and water, often related to the slope of a field

farm: a piece of land with a house, barn and other such buildings on which crops or animals are raised

fertilizer: any material, manure or chemicals put on soil to improve the quality and quantity of plant growth

foodborne illness: an illness caused by bacteria that is transmitted by food

genetics: the branch of biology that deals with heredity and variation in similar or related animals

GMO: genetically modified organism

hydroponics: the science of growing plants in solutions, usually water, or material containing necessary minerals replacing soil

inputs: the amount of material put into crop production, i.e., fertilizer, pesticides, fuel and seed

pesticide: a compound used to destroy pests; fungicides, which destroy fungus, herbicides, which destroy plants, and insecticides, which destroy insects, are all pesticides

sustainable: refers to a farming system that can be maintained or that can endure over many generations.

MEASUREMENTS

8 quarts = 1 peck
4 pecks = 1 bushel
1 acre = 43,560 square feet

1 hectare = 2.47 acres
1 acre = .4047 hectares
640 acres = 1 square mile

INFB AITC - Who to Contact

Question	Contact person
Volunteer records	AITC Education Coordinator
Volunteer Recognition Program and Awards	Your District Education & Outreach Coordinator OR Education and Engagement Program Assistant
National AITC Conference Scholarships	Your District Education & Outreach Coordinator OR Education Coordinator
Register for AITC teacher workshops Register for AITC summer workshop	Indiana Farm Bureau Staff
To request hardcopies of AITC volunteer record sheets or other materials.	Email: inaitc@infb.org Record sheets available online at www.inaitc.org > volunteers
INFB Promotion & Education Grant Funding	Your District Education & Outreach Coordinator OR WLC Program Coordinator
Education related questions (ex. Education standards, strategies for implementing curriculum, etc.)	Education Coordinator
Suggestions for education materials	Education Coordinator
To purchase AgMags, My American Farm activity books, limited book titles	www.fb.org > Shop
Lesson Plans & Curriculum ideas	National AITC www.agclassroom.org
	AFBF Foundation for Agriculture www.agfoundation.org
Indiana Education Standards	Indiana Dept. of Education www.doe.in.gov/standards

* Indiana Farm Bureau AITC program does not provide free materials (AgMags, books, stickers, printed lesson plans and curriculum, etc.) to counties or district Farm Bureaus. Limited and select materials may available for classroom teachers and youth not-for-profits and for training/orientation purposes only.

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