**Lesson Title: Evaluation Lab**

**Unit: 8**

TEKS: 130.7(C) 5 (a)(b)

OBJECTIVES

The student shall be able to:

1. Discuss the selection process
2. Identify pair switches

TEACHING MATERIALS, TOOLS, AND EQUIPMENT

HO: Judging paper (four boxes on each page)

WS: Scorecard

TEACHING PROCEDURE

|  |  |
| --- | --- |
| Interest Approach/Anticipatory Set | Teacher Notes |
| Place four candy bars at the front of the class, visible for everyone to see. | Teacher led discussion  props: candy bars   * Good choices would be Payday, Milky Way, Baby Ruth, and Almond Joy. |

|  |  |
| --- | --- |
| Teaching Plan and Strategy / Presentation of New Material | Teacher Notes |
| Objective 1-Selection is based on personal preference.  Display four different candy bars at the front of the class.   * Ask students to pick their favorite candy bar * Ask students why they picked their favorite candy bar * Then have students rank them. Example: Number the candy bars 1-4 from left to right (this is important because this is how they will judge livestock later in the unit) * Ask students after they have ranked them why they ranked them the way that they did.   Have four students to come up to the front of the class and stand on chairs.   * The rest of the class and the teacher will be evaluating their shoes and rank them, taking notes on the HO provided. * Labe the students 1-4 from left to right * After a few minutes ask the students why they ranked the shoes in that order (rankings will differ)   After they students hav e written down their ranking the teacher should ask if anyone had placed it (insert teacher ranking here) those that were close, where only a few numbers are switched should be used as an example to bring up the next objective.  Introduce the ideas of pairs  Objective 2- Pair switches  Top, middle, bottom  Identify, by teacher, then students  For example, should the teacher have ranked the shoes 1-2-3-4 and a student ranked the shows 2-1-3-4, that is classified as a top pair switch. If the teacher once again ranked the shoes 1-2-3-4 and a student ranked them 1-2-3-4, that is classified as a middle pair switch. If the teacher ranked the shoes 1-2-3-4 and a student ranked the shoes 1-2-4-3, that is classified as a bottom pair switch.   * The teacher should go over this idea a few times using different examples to make sure that students are grasping this topic * Students should come up to the front of the class and underline the pair switch (Ex. Teacher asks what is a top pair switch, student comes up and underlines the switch. Teacher can also put the official placing and an incorrect placing on the board and ask the student to locate and underline the switch). |  |

ENGAGEMENT

Display the candy bars again. This time it will simulate how the students will be judging the livestock. Give the students perimeters so their placing’s can closely match yours. The teacher can have some freedom here.

Ex. I would say we prefer candy bars based on the amount of peanuts they contain. Then I would rank the candy bars and keep that information to myself while I give the students a sufficient amount of time to judge the candy bars and take notes. Then I would write the way I placed the candy bars, and all the students would compare their placing’s to mine. I would also put cuts on the class and ask the students to figure out how many points they had dropped. The top four individuals I would offer the candy bars to.

EVALUATION

This will be done by the teacher during the class period. The teacher should repeat ideas several times because this is a very new idea of learning to most students.

ADDITIONAL MATERIALS

College & Career Readiness Standards: II.C.1; II.E.7

©Texas Education Agency, 2011