



Animal System Careers

Middle School Food and Agricultural Literacy Curriculum

Precepts

- C. Vision
 - C1. Contemplate the future

National Standards

- CS.02.03.01.a. Explore various career interests/options.
- NL-ENG.K-12.4 – Communication Skills
- NL-ENG.K-12.8 – Developing Research Skills
- NL-ENG.K-12.12 – Applying Language Skills
- NT.K-12.5 – Technology Research Tools

Student Learning Objectives

- As a result of this **unit** the students will...
- Explore the eight pathways of the Agriculture, Food and Natural Resources (AFNR) career cluster.
- As a result of this **lesson** the students will...
- Research animal systems careers.

Content Outline

- I. **Research animal systems careers.**
 - A. Each student will do their own research and report out to the class what they have found
 - 1. Veterinarian
 - 2. Dairy Producer
 - 3. Meat Scientist
 - 4. **Animal** Welfare Specialist
 - 5. **Animal** Care Specialist
 - 6. **Animal** Sales
 - 7. Artificial Insemination Technician
 - 8. Companion **Animal** Breeder
 - 9. Companion **Animal** Nutrition Specialist/Therapist
 - 10. Embryo Transfer Technician
 - 11. Meat Inspector
 - 12. Livestock Herdsman
 - 13. Zoo **Animal** Specialist
 - 14. USDA Scientist
 - 15. Equine Breeder

Time

Instruction time for this lesson: 45 minutes.

Resources

National FFA Organization. (2009). Career explorer. Retrieved from http://www.ffa.org/index.cfm?method=c_job_CareerSearch — National FFA Organization. (2009). LifeKnowledge Online. Retrieved July 9, 2009, from <http://agedlearning.org> — States' Clusters Initiative. (2009). Agriculture, Food and Natural Resources Model. — Retrieved July 22, 2009, from States' Clusters Initiative Web site: <http://www.clusters.org/resources/ClusterDocuments/agdocuments/1AGModel.pdf> — USDA (2002). USDA living science, food, agriculture and natural resources. Retrieved from <http://www.agriculture.purdue.edu/USDA/careers/>

Tools, Equipment, and Supplies

Computer access for each student
MS.CAS.1.2.AS.A – one per student
MS.CAS.1.2.ASSESS.A – one per student

Key Terms

The following terms are presented in this lesson and appear in **bold italics**:

Animal
Career

- 16. Poultry Producer
- 17. Meat Processor
- 18. and many, many more.

Interest Approach

Welcome back! I am glad you are here. As you well know we have been discussing the different systems in agriculture. Today we are going to focus in on one particular system. We have the opportunity to focus in on one ***career*** within this system, do a little research, and create a Wanted poster about the ***career*** we choose.

Use the Marcel Marceau e-Moment® to remind students of the diversity within the ***animal*** systems career pathway. The teacher may choose to act out the characters him or herself, or write the characters on paper and ask for volunteers to perform the charades. Allow students to guess the characters.

Before we jump into our research let's play a quick game of charades. The characters being acted out are all ***careers*** in the ***animal*** systems area. I (or the volunteers) will act out the career area and you can raise your hand and take your



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guess when called on. What questions are there?
OK, here we go!

These are just suggestions, be creative and use other ideas if there is something that works better in your local area. Go to either of the websites listed in the resources above for more ideas.

Veterinarian – act like you are drawing medicine into a syringe and then giving a shot to an **animal**.

Dairy Producer – act like you are milking a cow.

Meat Scientist – act like you are harvesting an **animal** and then grilling it.

Other **careers** could include:

Animal Welfare Specialist, **Animal** Care Specialist, **Animal** Sales, Artificial Insemination Technician, Companion **Animal** Breeder/Nutrition Specialist/Therapist, Embryo Transfer Technician, Meat Inspector, Livestock Herdsman, Zoo **Animal** Specialist, USDA Scientist, Equine Breeder, Poultry Producer, Meat Processor, and many, many more.

Great job!

Summary of Content and Teaching Strategies

Objective 1. Research animal systems careers.

Thank you for your high level of participation. As you can tell there are numerous and diverse **careers** in the **animal** systems pathway. Let's take a closer look at what the day has in store.

Who has seen one of these?

Hold up the WANTED poster, **MS.CAS.1.2.AS.A**.

That's right. It is a wanted poster. What kind of information does a Wanted poster usually contain?

Lead the discussion and draw answers out from the students. Examples: name, what they are wanted for, what is the prize if you find them, where they were last seen, etc.

Wow! You guys are smart; today we are going to create a Wanted poster that contains a little different information.

Pass out an **MS.CAS.1.2.AS.A** Wanted poster to each student.

Now, you may or may not know which **animal** systems **career** that you're interested in yet. Our goal today is to learn, so know that learning that we don't like a particular **career** is just as important as finding one that we do enjoy.

As you can see, the poster has some blanks that need to be filled in. When I say GO, we will take the next 15 minutes to select an **animal** systems career, fill in the posters using the websites provided to you, and then be prepared to share with the rest of the class. Feel free to choose one from one of the websites provided at the bottom of the wanted poster. This is an individual assignment.

The suggested websites are also listed in the Resources section of this lesson. The best one for all of the information is the USDA site. The teacher could provide information in printed form if computer access is not available.

What questions are there? GO!

Provide students with expected progress at five minutes, three minutes, and one minute remaining.

Review/Summary

Great job with searching for the necessary information to complete our posters. Now let's focus our attention back to the front of the room. We are going to share with the class our discoveries. When it is your turn, quickly stand up, summarize the information you found including **career** title, reward range, skills, education, and pros and cons. We will go around the room starting with _____.

Choose a student to begin.

There is a lot of variety in the **animal** systems area. It's important that each of us further understands just how many **careers** there are in just this one pathway of agriculture. In the coming days we will continue our discovery quest and find out how many ways you can be involved in agriculture in other pathways.

Collect Wanted posters to display on wall/bulletin board as a review when students return to class or make copies in Wanted Poster handout so the entire class has all the information.



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Application

Extended classroom activity:

Create another Wanted poster at home in an **animal** systems pathway of the student's choice.

FFA activity:

Pursue the livestock or equine CDE if your state allows it. If not, use the CDE format in class.

SAE activity:

Raise livestock or conduct a research project on an **animal** system.

Evaluation

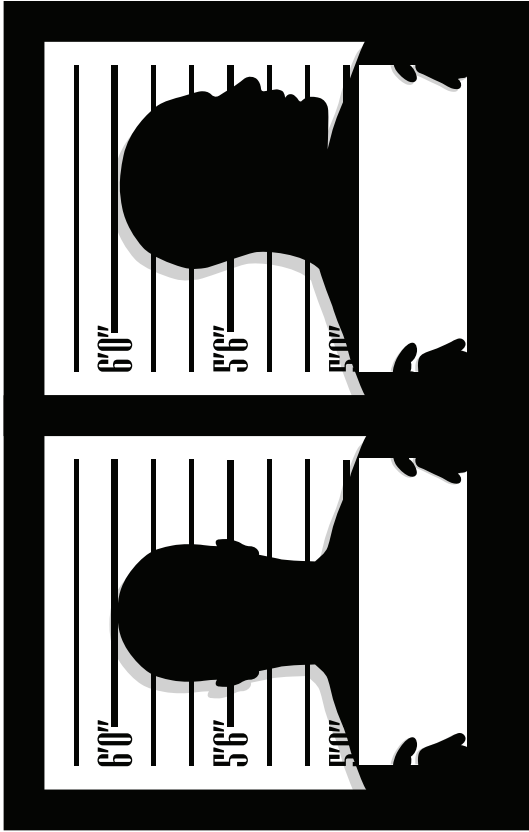
MS.CAS.ASSESS.A

Answers to Evaluation

1. F
2. F
3. T
4. Answers will vary.

WANTED

For an Animal Systems Career as a _____



Skills needed	Education
What do I do on an average day?	Reward/Salary Range
Pros	Cons

RESOURCES:
<http://www.clusters.org/resources/ClusterDocuments/agdocuments/1AGModel.pdf>
<http://www.agriculture.purdue.edu/USDA/careers/>
http://www.ffa.org/index.cfm?method=c_job.CareerSearch



Name _____

True and False

Directions: Carefully read each question and circle the correct answer.

1. True or False There are only 10 careers in the systems pathway.
2. True or False A veterinarian only needs a high school diploma.
3. True or False The animal systems pathway is just one of many ways to be employed in agriculture.

Short Answer

Directions: Answer the question below using complete sentences.

4. What is one thing you learned about animal systems careers that you didn't know before?
