



Career Goals and Priorities

Middle School Food and Agricultural Literacy Curriculum

Precepts

- I. Professional Growth
 11. Make clear decisions in my professional life.

National Standards

- CS.02.03.01.c. Implement a plan to achieve career goals and priorities.
- CS.03.02.04.c. Implement appropriate preparation plans for a career path based on passion, abilities, aptitude, opportunities.
- NL-ENG.K-12.3 – Evaluation Strategies
- NL-ENG.K-12.4 – Communication Skills
- NL-ENG.K-12.12 – Applying Language Skills

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 clusters.
- As a result of this **lesson** the students will...
- Implement a plan to achieve career goals and priorities.

Content Outline

- I. **Implement a plan to achieve career goals and priorities.**
 - A. Review seven **career** pathways and associated careers.
 - B. Define career, goal, and **priorities**.
 - C. Organize the steps to **career** planning.
 1. Identify **career goals** and **priorities**
 2. Define Agriculture Pathway Interest
 3. Identify high school classes that will help me reach my goal
 4. Identify and choose SAEs that will help me reach my **career** goal
 5. Identify possible resources to reach my **career** goal
 6. Celebrate and review

Time

Instruction time for this lesson: 45 minutes.

Resources

National FFA Organization. (2010). LifeKnowledge Precepts and Signs of Success — States' Career Clusters Initiative. (2010). Agriculture, Food and Natural Resources Model. — Retrieved July 22, 2010, from States' Career Clusters Initiative Web site: <http://www.careerclusters.org/resources/ClusterDocuments/agdocuments/1AGModel.pdf>

Tools, Equipment, and Supplies

- MS.CAS.1.10.AS.A – one per student
- MS.CAS.1.10.AS.B – one set per group, cut apart before class, preferably on card stock and paper clip them together
- Writing surface and markers/chalk
- MS.CAS.1.10.AS.C – one per student
- MS.CAS.1.10.AS.ESS.A – one per student

Key Terms

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

- Career***
- Goals***
- Priorities***

- D. Make it personal; allow students to devise their own plans based on **career goals** and **priorities**.

Interest Approach

Option 1 - Bring in high school or graduated FFA members who are now employed. Ask them to share how they got where they are now. Or pick a non-ag example like a principal. If this is not an option try Option 2.

Option 2 – Use the *Show What You Know e-Moment®* to review and start the day's conversation.

Welcome back. I am glad you are here. Today we are going to play a game called *Show What You Know!*

Use the *Choral Response e-Moment®* to reinforce the game.

We are going to play a game called what?

Class responds together, *Show What You Know*.



Lesson Number: MS.CAS.1.10

Middle School Food and Agricultural Literacy Curriculum

Career Goals and Priorities

We have been learning about the amazing opportunities available to us in the Agriculture Industry. When I say FEET, we will have one minute to locate the person with the same size shoes as you have and quietly sit down next to them with paper and a writing utensil. What questions are there? FEET!

Allow students to find their partners.

Great job finding your partner for this activity. Now it is time to Show What You Know! It's time to what?

Class responds, Show What You Know!

As we all remember, there are eight **career** pathways available to us in agriculture. When I say CHART IT, your task for the next two minutes is to write down as many of those eight as you can and at least two **careers** in each pathway. Please work with a partner. What questions are there? CHART IT!

Monitor the room and give subtle suggestions if needed. Count down the time as it expires.

Let's see how we did. As each group is called on please give me one pathway you came up with. Group 1...

Continue this process until all eight pathways are listed. As students list the pathways write them horizontally across the writing surface with room to write under each one. Choose a volunteer or two to record the careers under each pathway on the board or just continue to write the information. If any pathways are missing be sure to fill them in.

The class list should include: Agribusiness, Animal Systems, Biotechnology Systems, Environmental Service Systems, Food Products and Processing Systems, Natural Resources Systems, Plant Systems and Power Structural and Technical Systems.

Nice job. I knew we could do it. Next let's quickly go around the room and record the **careers** in each pathway that we came up with.

Depending on time, go around to each group two or three times and ask groups for different careers. A faster option would be to ask members from each group to come to the board and write the careers they remembered under the pathways.

Way to go! Great job showing what you know. We have obviously learned a lot!

It is time to narrow our focus and think about our own **career** ideas.

Summary of Content and Teaching Strategies

Objective 1. As a result of this unit the student will implement a plan to achieve **career goals** and **priorities**.

Distribute **MS.CAS.1.10.AS.A** and start a discussion with your students. The goal is to have them visualize the future. With this activity sheet each student will create a career plan.

We have spent a lot of time examining the different pathways available to us through Agriculture. I know some of us may feel that we are a long ways off from needing, wanting, or caring about our future life's work. However, it is never too early to start thinking about what we want to do.

Use the *Hole in One e-Moment®*.

Imagine with me for a moment: it is 10 years from now, we all have happy families, nice living arrangements, and we actually look forward to going to work every day because the **careers** we have chosen are fulfilling, and, more importantly, a great match to each of us and our talents.

Pause for effect.

How likely is it that this can happen?

Start a discussion on how to make this happen guiding them to careful planning.

What would make this possible? How many people do you think make their **careers** happen versus their **careers** happening to them?

Elicit responses and share how you achieved your career goal or the story of someone else. Lead the conversation to the idea of making clear decisions.

We are going to focus in on creating a plan to achieve **career goals** and set **priorities** and through this process become people who make our **careers** happen. Who can remind the class of the definition of career?



Lesson Number: MS.CAS.1.10

Middle School Food and Agricultural Literacy Curriculum

Career Goals and Priorities

Career: an occupation or profession, esp. one requiring special training, followed as one's lifework:

Great! Now what is a goal?

Allow students to give their own definitions, wrapping up with the definition of a goal to be the end point toward which effort is directed.

One last word we need to define before we can move on, and that is **priorities**. Who will be the first to tell me their definition of a **priority**?

Guide the discussion to the following definition – **Priority:** precedence, especially established by order of importance or urgency.

Great! Now that we have these three words in mind – **career**, **goal** and **priority** – let's take a look at the activity sheet. What do we notice?

Students should respond, "A person is looking for the path to choose."

That is exactly right: the person, representing each of us in this case, has a difficult but exciting decision to make because there are so many **career** opportunities available in agriculture. Let's fill out the activity sheet together as we work our way through this plan.

Distribute one set of cards made from **MS.CAS.1.10.AS.B** per group (or individual as you choose).

When I say SHUFFLE, our task is to quickly sort the cards into the order that you feel would make the most sense for a **career** plan. Lay out the cards in front of you so that we can read all of them at once. Don't stack them. What questions are there? SHUFFLE!

Count down the time as students finish. Debrief the activity; guide the students to placing the cards in the correct order using the following questions.

Be brave when giving your responses because many of the choices could be justifiable. Our goal is to come up with a step-by-step **career** plan we can agree on. What do you think step one should be?

The teacher should not point out wrong answers, but guide those willing to give answers to the correct response. Continue the discussion until all of the cards are in the correct order as listed below.

Six steps used to develop a career plan:

1. Identify **Career Goals** and **Priorities**
2. Define Agriculture Pathway Interest
3. Identify high school classes that will help me reach my goal
4. Identify and choose SAEs that will help me reach my **career** goal
5. Identify possible resources to reach my **career goal**
6. CELEBRATE and REVIEW

Thank you for guiding us to the right order in our steps. Take the next few minutes to jot down the information from the cards into the right step on our worksheet, **MS.CAS.1.10.AS.A**. List the steps in the correct place and use the notes section to write down examples or definitions from the cards.

Great job identifying steps in a **career** plan. Let's finish up the day by making it personal.

Distribute **MS.CAS.1.10.AS.C** to each student.

We can now see the path has narrowed from seven to one. Please take the information we just learned and label the signs with the information on the single pathway. For example, on the lines provided by Step 1 I may choose to write that my three goals/priorities are happiness, outdoor work environment, and money. Then move on to Step 2 and write what pathway best suits your priorities right now and then continue through Step 6.

Review/Summary

Great job on the **career** plans. When I say PROCLAIM, let's share part of our plans with the people at your table (or in groups of four). One by one, each person will stand, announce their agricultural **career** choice, and share at least three steps of their **career** plan. What questions are there? Proclaim!



Lesson Number: MS.CAS.1.10

Middle School Food and Agricultural Literacy Curriculum

Career Goals and Priorities

Application

Extended classroom activity:

Provide a second copy of **MS.CAS.1.10.AS.A** that students can spend more time on and return for homework.

FFA activity:

Interview someone from the community asking them what their path was to career success. Invite a guest speaker or high school career counselor to speak at an FFA meeting.

SAE activity:

Gain employment or job shadow someone in their area of interest, record the information, and report back to the class.

Evaluation

MS.CAS.1.10.ASSESS.A.

Answers to Evaluation

STEP 1. B

STEP 2. F

STEP 3. D

STEP 4. A

STEP 5. E

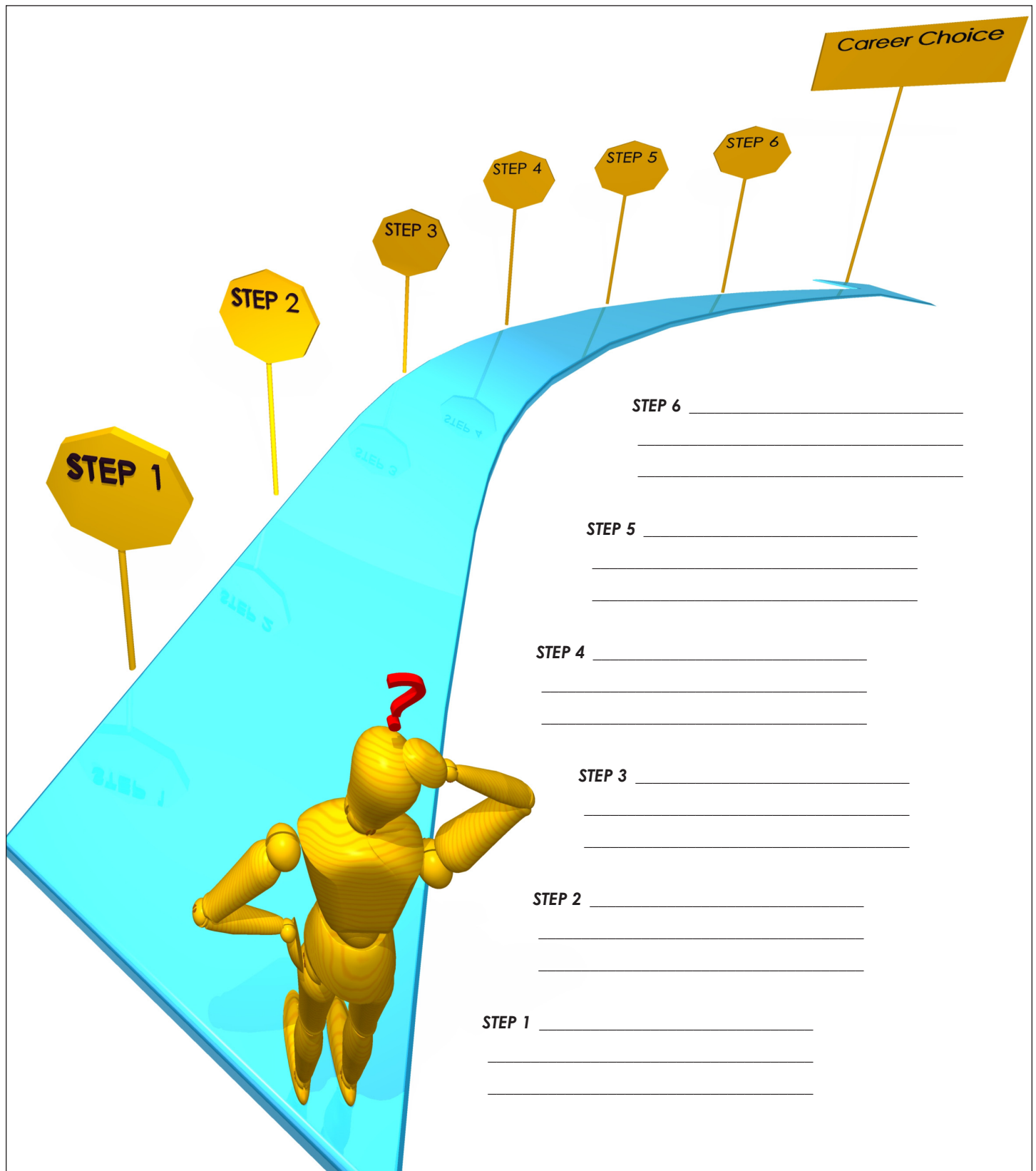
STEP 6. C

Step 1	
Step 1 notes	
Step 2	
Step 2 notes	
Step 3	
Step 3 notes	
Step 4	
Step 4 notes	
Step 5	
Step 5 notes	
Step 6	
Step 6 notes	





Career Plan Cards Define Agriculture Pathway Interest (What pathway is best suited to me right now?)	Career Plan Cards Identify career goals and priorities (What is most important to me?) Ex.: money, family, happiness, doing what I like, feeling challenged, work environment, chances for advancement etc.
Career Plan Cards Identify high school classes that will help me reach my goal (Talk to teacher, counselor and parents about what classes I need to be in.)	Career Plan Cards Identify and Choose SAEs that will help me reach my career goal (Discuss with Agriculture Instructor what SAE is best suited for gaining experience for my career choice. Find out now if it is really for me.)
Career Plan Cards Identify possible resources to reach my career goal (Visit with those with mentors around me to find the necessary resources to meet my career goals) Ex.: parents, family, teachers, counselors, pastor etc.	Career Plan Cards CELEBRATE and REVIEW (Celebrate that you are one step closer to making your career happen) (Review your plan on a monthly or annual basis to stay on track)



Career Choice

STEP 6 _____

STEP 5 _____

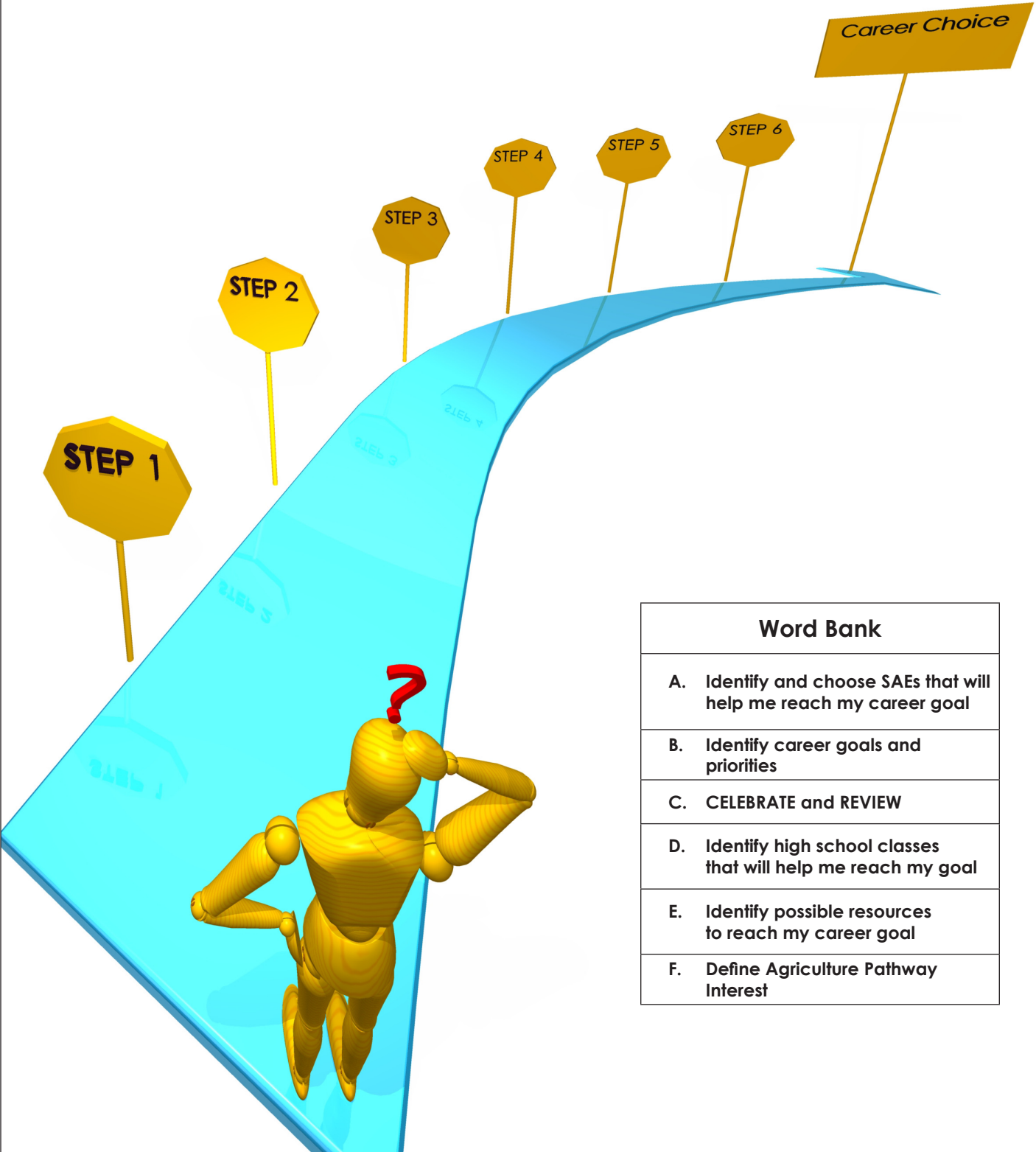
STEP 4 _____

STEP 3 _____

STEP 2 _____

STEP 1 _____

Directions: Label the steps on the path the correct letter choice from the word bank.



Word Bank	
A.	Identify and choose SAEs that will help me reach my career goal
B.	Identify career goals and priorities
C.	CELEBRATE and REVIEW
D.	Identify high school classes that will help me reach my goal
E.	Identify possible resources to reach my career goal
F.	Define Agriculture Pathway Interest