

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

Sponsored by



LESSON 14

Did You Know – Exploring Agricultural Careers

Unit:
AGRICULTURAL AWARENESS

PRECEPTS

- A. Action
 - A5. Communicate effectively with others



Lesson Type:
Large Group

NATIONAL STANDARDS

NL-ENG.K-12.8 Developing Research Skills

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

1. Discover that many of our everyday activities require some form of agriculture.
2. Gain an understanding of careers involving the agricultural industry.





TIME

Instruction time for this lesson: **50 minutes.**



RESOURCES

Various agricultural careers' Web materials and magazines.



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ PALS.14.AS.A – 1 per person
- ✓ PALS.14.AS.B – 1 sheet to cut out each career
- ✓ poster board – 1 sheet for each PALS pair
- ✓ markers, crayons, colored pencils – enough for the entire class
- ✓ notebook paper
- ✓ writing utensil



KEY TERMS

The following term is presented in this lesson and appears in ***bold italics***:

None

INTEREST APPROACH

Today talk with your PALS about agricultural products. Each person will receive one copy of PALS.14.AS.A. On this sheet, each person will need to ask several of their fellow classmates to sign their name in a square that pertains to them. If the class is small, students may sign each paper more than once. The first person to receive five signatures in a row (vertical, horizontal, diagonal) is the declared winner. Provide a small prize if you would like.

Pass out PALS.14. AS.A as students and mentors enter the room.



Hello everyone! I am very excited about our activities for today, so let's get started. Everyone pull out sheet PALS.14.AS.A. It was handed to you as you entered the room. When I say MATCH, you will be challenged to be the first person to record a bingo of signatures. You must ask your classmates to sign their name in a box on your bingo board in which they meet the criteria. For example, if you ask Bobby to sign your bingo card, he may sign in the "has mowed the lawn" category because he mows his lawn every Saturday. The first person to receive five signatures in a row yells, "Bingo!" Your five signatures can be across, down or diagonally. What questions are there?

MATCH!

Allow mentees and mentors to continue until someone declares Bingo or until seven minutes are up.



Great job everyone! Looking at our sheet of paper what do these items have in common?

Allow mentees one minute to think about what all these items have in common.



What did you come up with? What do these items have in common? *Solicit responses from the group. If they do not identify that they are all part of agriculture then share that fact with them.* Those are all great answers. I know one more way that these items are all related; they are all part of agriculture. Did you ever think that all these items that are used during our lives could be related to agriculture? I know that I would have never thought so.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1.



*Discuss briefly agricultural careers; then using PALS.14.AS.B that has been cut to separate the different careers, have each mentee draw one career out of a hat. The mentee and mentor will research this career. Have resources about each of the careers available in the room. Magazines, printed web articles, Internet access, etc. would be items to have in the classroom for each of the careers you choose to use for this activity. *To modify this activity. have each mentee write down the career they would like to have when they grow up. Relate this career to agriculture and conduct research. (For example: teacher = agriculture teacher or doctor = veterinarian, etc.)*



So have you ever thought about how food gets to the grocery store? Where does the turf in a football stadium come from? Who created the ad for that new, delicious cereal? Did you know that the person who did each of those things has a career in agriculture?

When I say GO, you will have one minute to find your PALS partner, come to the front of the room and draw a piece of paper from the hat, and then return to your seat. Any questions?

GO!



Great. On your piece of paper is a career related to the agricultural industry. Each pair will work as a team to research the agricultural career listed on the slip of paper. When I say CREATE, we will have 20 minutes to research and design a poster and song (or jingle) about our agricultural career. At the end of the 20 minutes, we will share our posters and songs with the class. What questions are there? CREATE!

Allow each pair to work for 20 minutes to create their poster and song. At the end of 20 minutes be prepared to share the posters and songs with the class. Mentors should allow mentees to share the poster unless the mentee would like assistance and share the song together. Let the pairs know when they have two minutes left.

Two minutes remaining.



We will begin sharing our posters in five, four, three, two, one... and who would like to share their career poster and song first?



Allow all pairs to share their career posters and songs. Allow the mentees to take the posters home or hang them in the classroom for display.



Great work everyone. We were all very creative today with our posters and songs.



REVIEW / SUMMARY



How many of you learned something new about agriculture or agricultural careers today? Excellent! Let's see what you learned. Take two minutes to record in a notebook two items that you learned today.

Allow mentees two minutes to write down two items that they learned. Mentors can assist if a mentee is having trouble thinking of two things.

EVALUATION



Thank you for being thoughtful writers. My challenge to you is to take the two items that you just wrote down and share them with someone tonight at home. This will help someone else to understand that agricultural products and careers are all around us.

EVALUATION ANSWERS

Provide the mentees with an activity to take outside of the classroom to help spread the word about careers in agriculture.

APPLICATION



Small Group: *Obtain permission for a group of PALS to go outside, either right on the school grounds or for a walk around the neighborhood. Split into your PALS pairs and ask your PALS to point out everything he or she sees that is a part of agriculture. Stop and point out things that you notice but your PALS overlooks. (Remember that agriculture includes landscaping, horticulture, gardening, natural resources, lawn and garden stores and more.)*



One-on-One: *Using the knowledge gained from the agricultural careers research, ask mentees if this career would be something they would be interested in. If not, ask what careers they would be interested in and research those opportunities. Make connections to agriculture if they are fitting, but do be sure to encourage your mentee to reach for their desired career.*

PALS.14.AS.A

Agriculture Bingo

B**I****N****G****O**

Has previously or currently lived/ lives on a farm.	Has mowed the lawn.	Has owned a dog or cat.	Has eaten cereal.	Has picked fruit at an orchard.
Has attended a professional or college sporting event.	Has traveled outside of your home state.	Has helped plant flowers.	Has raked leaves.	Has visited a feed mill or feed store.
Has eaten a cheeseburger.	Has a relative who owns a farm.	Has started a savings account.	Has been to a grocery store.	Has owned livestock (cow, horse, pig, goat, sheep, chicken, etc.).
Has visited a farm.	Has ridden in a Semitrailer..	Has helped harvest crops.	Has worn clothes made of cotton.	Has seen an advertisement for food.
Has researched something agriculture related.	Has ever been fishing or boating.	Has visited a feedlot.	Has ever helped cook.	Has worked in a garden.



PALS.14.AS.B

Livestock Producer

Forest Ranger

Loan Officer (agricultural loans)

Truck Driver

Landscape Architect

Turf Grass Manager (golf course, football and baseball stadiums)

Marketing Agent (agricultural advertising agent or product development)

Public Relations (agricultural magazines, websites, etc.)

Technology Developer (For example: Developing a database for farm records, etc.)

Sales (seed, feed, equipment, pharmaceutical, etc.)