



Prepping for a Career with Animals

Created: 08/2018 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Explain how to prepare for a career with animals.
2. Create a plan and action steps to prepare for a career with animals.

TIME REQUIRED: 45 minutes

RESOURCES:

1. AgExplorer, <https://agexplorer.ffa.org/>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Careers with Animals" worksheet for each student
2. Copies of the "Careers with Animals Cards," one set for each pair of students
3. A copy of the "My Interest in a Career with Animals" worksheet for each student
4. Internet access to play the video in real time or embed it in a PowerPoint ahead of time
5. Computer access, ideal for students to work in pairs or small groups

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. Part of a careers with animals unit.
2. A complement to any career preparation lesson or unit.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- AS.01: Analyze historic and current trends impacting the animal systems industry.
- CS.01: Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- CS.02: Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-C.Vision: Visualize the future and how to get there.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-J.Mental Growth: Embrace cognitive and intellectual development relative to reasoning, thinking and coping.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Career Technical Core

- AG1: Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.
- AG2: Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster and the role of agriculture, food and natural resources (AFNR) in society and the economy.

Common Career Technical Core

- AG-ANI1: Analyze historic and current trends impacting the animal systems industry.

Common Core—Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core—Writing

- CCSS.ELA-Literacy.W.9-10.9b: Apply grades 9-10 reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is

relevant and sufficient; identify false statements and fallacious reasoning").

Common Core–Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Common Core–Math Practices

- CCSS.MP1: Make sense of problems and persevere in solving them.
- CCSS.MP5: Use appropriate tools strategically.
- CCSS.MP6: Attend to precision.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.

Partnership for 21st Century Skills

- Communication
- Flexibility and Adaptability
- Initiative and Self-direction
- Leadership and Responsibility

LESSON PLAN:

1. *Bell Ringer:* On a blank piece of paper, have students brainstorm colleges, universities, training and certification programs and SAEs available to support careers with animals.
2. *Introduction:* Have students look up the definition of a land-grant university and answer these questions: What role do land-grant universities play in preparing for an animal science career? What schools in the U.S. are land-grant universities?
3. *Activity 1:* In pairs or small groups, have students review the "Careers with Animals Cards" and capture information on the "Careers with Animals" worksheet. The focus is on job requirements and necessary skills.
4. *Activity 2:* Each student should work individually to answer the questions on the "My Interest in a Career with Animals" worksheet. As students complete this worksheet, it's important to help students understand they will be identifying three career options that are all potential opportunities for them as future careers.
5. *Follow-up:* After students complete Activity 2, meet individually to review the worksheet and the options for each plan. Answer questions and offer guidance as needed.
6. *Leveling Up:*
 - a. Consider bringing in a guidance counselor to provide additional resources, counseling and feedback to each student.
 - b. Have students contact an advisor at a college or university for career and/or course advice.
 - c. Have students research scholarship opportunities that would support a career with animals. National FFA scholarships would be a great place to start!
7. *Exit Ticket:* Have students answer the following question on a blank piece of paper or index card: What skills do I have that align with an animal science career?

NAME: _____

Aligned to the following standards:

AS.01; CS.01; CS.02; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-J;
FFA.CS-M; FFA.CS-N; AG1; AG2; AG-ANI1; CCSS.ELA.RI.9-10.4;
CCSS.ELA.W.9-10.1b; CCSS.ELA.SL.9-10.1; MP1; MP5; MP6; CRP.02; CRP.04

Careers with Animals Cards

DIRECTIONS:

The teacher/instructor should cut these cards out and provide each group of students with a set of these cards. These career profiles are courtesy of AgCareers.com (www.agcareers.com/infographics/top-agricultural-careers-in-animal-science-infographic-29.cfm).

Animal Biotechnologist

JOB OVERVIEW

- Responsible for researching **how nutrients in feed and/or animal reproductive processes impact animal health**
- Create **methods for more efficient production** using their research findings
- Distribute technical information to veterinarians or related animal health personnel
- Analyze client needs & **develop nutritional plans for animals**

JOB OUTLOOK

POOR FAIR GOOD GREAT EXCELLENT

www.agcareers.com/infographics/top-agricultural-careers-in-animal-science-infographic-29.cfm



EDUCATION NEEDED

Master's degree in Animal Science

RECOMMENDED H.S. COURSES

Ag education, a focus on science (earth science, chemistry, biology), mathematics

TYPICAL EMPLOYERS

Food production companies, contract growers, animal pharmaceutical companies, university research farms. May be self-employed.

Feedlot Manager

JOB OVERVIEW

- Oversee daily operations** of feed yards
- Provide knowledge & support** for herd nutrition, marketing and environmental conditions for livestock in feedlots
- Ensure profitable operations** of the feedlot to optimize feeding guidelines
- Manage safety standards & relations** with employees, suppliers, and customers

JOB OUTLOOK

POOR FAIR GOOD GREAT EXCELLENT

www.agcareers.com/infographics/top-agricultural-careers-in-animal-science-infographic-29.cfm



EDUCATION NEEDED

Associate's in Animal Science or agricultural business

RECOMMENDED H.S. COURSES

Ag education, a focus on science (animal science, biology), mathematics

TYPICAL EMPLOYERS

Food production companies, contract growers with integrated production facilities, or you may be self-employed

NAME: _____

Animal Caretaker

JOB OVERVIEW

Responsible for **care of animal production facilities** for food consumption

Animal husbandry duties like bedding, feeding, watering, medicating, vaccinating, lighting, natural breeding, pregnancy-check

Maintain farm records such as wellness, flock/herd records, maintenance schedules, costs

Work with contract growers to **ensure consistency with goals**



EDUCATION NEEDED

Associate's/Bachelor's in Animal Science or related major

RECOMMENDED H.S. COURSES

Ag education, a focus on science (animal science, biology), mathematics

TYPICAL EMPLOYERS

Food production companies, contract growers, university research farms. Some opportunities to be self-employed.

JOB OUTLOOK



Food Animal Veterinarian

JOB OVERVIEW

Responsible for **care of animals raised for food production**

Provide medical care consisting of research, diagnoses, and prevention

Provide technical expertise in health management including biosecurity, disease identification, prevention, control and treatment, and food safety requirements

Test and vaccinate, prevent and control contagious animal diseases



EDUCATION NEEDED

Doctorate of Veterinary Medicine.

RECOMMENDED H.S. COURSES

Ag education, a focus on science (animal science, biology, chemistry, physical science), mathematics

TYPICAL EMPLOYERS

Food production companies, government agencies, and some university research farms

JOB OUTLOOK



NAME: _____

Meat Inspector

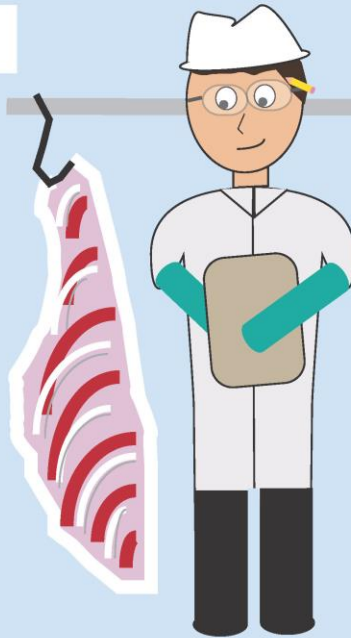
JOB OVERVIEW

Ensure that meat is safe from contamination and the process it goes through follows quality assurance regulations

Inspect and grade various types and cuts of meat

Inspect live animals, game or poultry for any signs of disease

Perform quality control analysis including tests and inspections of products and processes



JOB OUTLOOK



EDUCATION NEEDED

Bachelor's in Food Science, Microbiology or Meat Science

RECOMMENDED H.S. COURSES

Ag education, a focus on science (animal science, biology, chemistry, physical science), mathematics

TYPICAL EMPLOYERS

Food or meat processing companies, state and federal government agencies

Sales Representative

JOB OVERVIEW

Sell feed & animal health products

Distribute technical information to veterinarians or related animal health personnel

Analyze, develop and implement sales goals and plans

Maintain & grow market share within your sales territory

Participate in brand forecasting function & accuracy



JOB OUTLOOK



EDUCATION NEEDED

Bachelor's in Animal Science, agricultural business, or related major

RECOMMENDED H.S. COURSES

Ag education, a focus on science (animal science, biology), chemistry, mathematics

TYPICAL EMPLOYERS

Feed and animal nutrition companies

NAME: _____

Veterinary Technician

JOB OVERVIEW

Responsible for **well-being of animals** under the care of a veterinarian

Work hand-in-hand with veterinarians providing essential medical procedures to ensure animal health

Perform laboratory tests, X-rays, and radiographs

Treat injuries for farm animals

Assist veterinarian in treatment and surgeries

JOB OUTLOOK

POOR FAIR GOOD GREAT EXCELLENT



EDUCATION NEEDED

Associate's/Bachelor's Veterinary Technology or Animal Science

RECOMMENDED H.S. COURSES

Ag education, a focus on science (animal science, biology), mathematics

TYPICAL EMPLOYERS

Veterinary clinics, university research farms, diagnostic laboratories, zoos, animal control facilities, wildlife preserves

Livestock Buyer

JOB OVERVIEW

Sell, buy and select livestock for individuals and companies

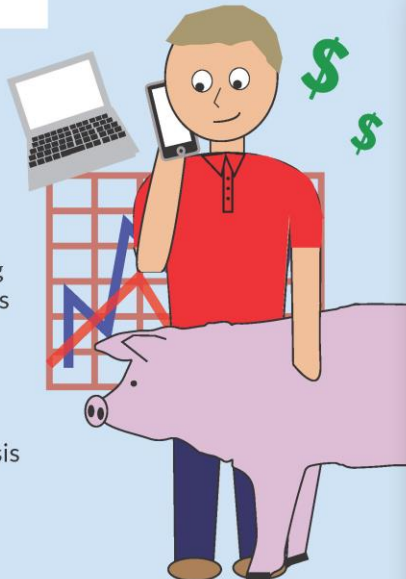
Identify livestock purchase opportunities on a daily basis by offering a range of pricing, hedging and service alternatives to growers in the designated region

Negotiate price with growers & suppliers

Prepare regular reports for analysis on competitor activity & trends

JOB OUTLOOK

POOR FAIR GOOD GREAT EXCELLENT



EDUCATION NEEDED

Associate's/Bachelor's in Animal Science or agricultural business

RECOMMENDED H.S. COURSES

Ag education, a focus on science (animal science, biology), mathematics

TYPICAL EMPLOYERS

Food production companies, contract growers, auctioneer companies, or you may be self-employed

NAME: _____

Careers with Animals

Aligned to the following standards:
AS.01; CS.01; CS.02; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-J;
FFA.CS-M; FFA.CS-N; AG1; AG2; AG-ANI1; CCSS.ELA.RI.9-10.4;
CCSS.ELA.W.9-10.1b; CCSS.ELA.SL.9-10.1; MP1; MP5; MP6; CRP.02; CRP.04

DIRECTIONS:

Complete this worksheet with information from the "Careers with Animals Cards."

Career	Description	Requirements	Potential Skills Needed

NAME: _____

My Interest in a Career with Animals

Aligned to the following standards:
AS.01; CS.01; CS.02; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-J; FFA.CS-M; FFA.CS-N; AG1; AG2; AG-ANI1; CCSS.ELA.RI.9-10.4; CCSS.ELA.W.9-10.1b; CCSS.ELA.SL.9-10.1; MP1; MP5; MP6; CRP.02; CRP.04

DIRECTIONS:

Follow the prompts on this page to help "map out" a potential career with animals plan.

List 3
Potential
careers with
animals in which
you are
interested.

What type of education is required for this career?

What type of skills are essential for this career?

What type of experiences can I have now that will help me with these skills and careers?

What might
impact your
level of
education?