



Lesson Plan

AgCareers.com Food and Agriculture Career Guide Implementation Guide

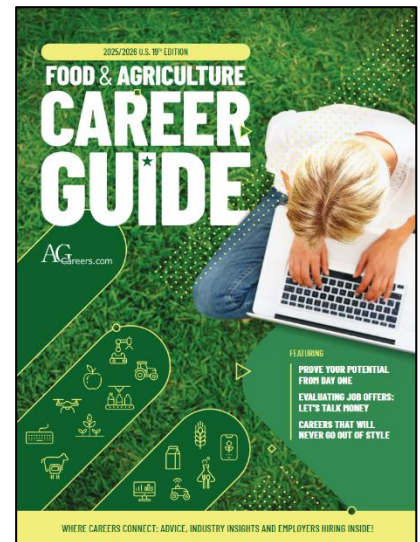
Created: 09/2025 by the National FFA Organization

Description of Lesson: Guide students to career success using the tools and resources in the 2025-26 AgCareers.com Food and Agriculture Career Guide.

Student Learning Objectives:

After completing these activities, students will ...

1. Discover the tools and resources available to be prepared for a future career.
2. Demonstrate the importance of being prepared for internships, mentorship and other career-related activities.
3. Research the endless opportunities of potential careers in agriculture.



Suggested Grade Level:

Grades 11 and 12 (This lesson is written so instructors can scale up or down based on class needs.)

Suggested Time: 240 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

1. Online Magazine: AgCareers.com, <https://www.agcareers.com/ag-and-food-career-guide/2025/US/>
 - a. Note: This source is used frequently, and each article is broken down for every activity on the choice board.
2. Websites: Several websites are used for the “Employer Pathway Connections” activity. They are listed here:
 - a. Ag Processing Inc, <https://www.agp.com/>
 - b. Agri-King, <https://agriking.com/>
 - c. Bayer, <https://www.bayer.com/en/us/bayer-united-states-of-america>
 - d. CLAAS of America, <https://www.claas.com/en-ie>
 - e. Germains Seed Technology, <https://germains.com/us/>
 - f. Hartung Brothers, <https://hartungbrothers.com/>
 - g. Lallemand, <https://www.lallemand.com/en/>
 - h. Richardson International, <https://www.richardson.ca/>
 - i. Seneca Foods, <https://www.senecafoods.com/>
 - j. Stine Seed, <https://www.stinseed.com/>
 - k. The Wenger Group, <https://www.thewengergroup.com/>
 - l. Wilbur-Ellis, <https://www.wilburellis.com/>
3. Website: AgCareers.com Profiles, <https://www.agcareers.com/career-profiles/>
4. Websites: Several websites are used for the “Career Road Map” activity. They are listed here:
 - a. South Dakota State University, <https://www.sdstate.edu/agriculture-food-environmental-sciences>
 - b. West Texas A&M University, <https://www.wtamu.edu/academics/college-agriculture-natural-sciences/index.html>
 - c. Colby Community College, <https://www.colbycc.edu/academics/index.html>
 - d. NC A&T State University, <https://www.ncat.edu/caes/index.php>
 - e. Virginia Tech, <https://www.cals.vt.edu/>
 - f. Kansas State University, <https://www.ag.k-state.edu/>

Name: _____

5. Website: AFA Website, <https://www.agfuture.org/>
 - a. Note: This website is broken down by each section of the website for the AFA activity.
6. Website: FoodGrads, <https://foodgrads.com/the-foodgrads-podcast/>
7. Website: AgExplorer, AgExplorer.FFA.org/focus/
8. Website: LinkedIn, <https://www.linkedin.com/>

Related Resources:

1. Battle of the Best: Agriculture Careers, <https://FFA.box.com/s/3m1le3ucvytr4zjilgkwtqffvvaloh7p>
2. AgCareers.com Food and Agriculture Career Guide Implementation Guide 2022-23, <https://FFA.box.com/s/iafxdl0u9zitmyzplbyqdarbodbiw96c>
3. AgCareers.com Food and Agriculture Career Guide Implementation Guide 2024-25, <https://FFA.box.com/v/2425AgCareersImplementation>
4. Employment Skills Classroom Lesson Series, <https://FFA.box.com/s/m8kzzy2wrmjtsis4x4uqosn1ws3wga7y>

Equipment and Supplies Needed:

1. A copy of the “[Careers Article Analysis](#)” worksheet for each student
2. A copy of the “[Choice Board](#)” and corresponding activity sheets for each student
3. A copy of the “AgCareers.com Food and Agriculture Career Guide”
 - a. Online: <https://www.agcareers.com/ag-and-food-career-guide/2025/US/>
 - b. PDF: <https://ffa.box.com/s/8eesfu804c4t2bo2qxk52amemetuqlp7>
 - c. Hardcopy
4. Internet access to view various websites

Vocabulary:

1. Adaptability
2. Artificial Intelligence
3. Benefits
4. Career Pathway
5. Compensation Package
6. Cover Letter
7. Digital Literacy
8. Elevator Pitch
9. Follow-up
10. Food Products and Processing
11. Internship
12. Job Outlook
13. Networking
14. Mentorship
15. Resume
16. Total Rewards
17. Transferable Skills
18. Work Environment

Cross-Curricular Connections:

English/Language Arts
❖ Develop goals for career preparation and readiness. ❖ Read and synthesize articles on career readiness.

SAE and FFA Connections

1. SAE for All – Foundational SAE, <https://saeforall.org/educator-resources/>
2. Employment Skills LDE, FFA.org/participate/ides/employment-skills/

Student Activity Sheets:

Direct access to student activity sheets without lesson plan or answer key for easy upload to a learning management system or printing for classwork.

Link (Word | PDF) <https://ffa.box.com/s/pla9xl9mom1szwvcdkxpuw74i2ekfwa>

Link (Google) https://drive.google.com/drive/folders/1DJqaldXbNGkkg7VDZxyAnw-MjoEpFqI?usp=drive_link

Name: _____

These Activities Are Aligned to the Following Standards:

AFNR Performance Element

- ❖ CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

FFA Precept

- ❖ FFA.PL-A.Action A1. Work independently and in groups to get things done.
- ❖ FFA.PL-A.Action A3. Plan effectively.
- ❖ FFA.PL-A.Action A5. Communicate effectively with others.
- ❖ FFA.PL-A.Action A8. Evaluate and reflect on actions taken and make appropriate modifications.
- ❖ FFA.PL-C.Vision C1. Contemplate the future.
- ❖ FFA.PL-D.Character D2. Accurately assess my values.
- ❖ FFA.PL-D.Character D3. Accept responsibility for personal actions.
- ❖ FFA.PL-E.Awareness E3. Participate in activities that promote appreciation of diversity.
- ❖ FFA.PL-F.Continuous Improvement F1. Implement a leadership and personal growth plan.
- ❖ FFA.PL-F.Continuous Improvement F2. Seek mentoring from others.
- ❖ FFA.PL-F.Continuous Improvement F3. Use innovative problem-solving strategies.
- ❖ FFA.PG-I.Professional Growth I1. Plan and implement professional goals and priorities.
- ❖ FFA.PG-I.Professional Growth I2. Make clear decisions in my professional life.
- ❖ FFA.PG-I.Professional Growth I5. Demonstrate exemplary employability skills.
- ❖ FFA.PG-J.Mental Growth J1. Think critically.
- ❖ FFA.PG-J.Mental Growth J2. Think creatively.
- ❖ FFA.PG-J.Mental Growth J3. Practice sound decision-making.
- ❖ FFA.PG-J.Mental Growth J4. Solve problems.
- ❖ FFA.PG-K.Emotional Growth K3. Develop self-assurance and confidence.
- ❖ FFA.CS-M.Communication M1. Demonstrate technical and business writing skills.
- ❖ FFA.CS-M.Communication M2. Demonstrate professional job-seeking skills.
- ❖ FFA.CS-N.Decision Making N4. Choose a career based on passion, abilities and aptitudes.
- ❖ FFA.CS-O.Flexibility and Adaptability O2. Manage change.
- ❖ FFA.CS-O.Flexibility and Adaptability O3. React with openness to feedback and professional growth opportunities.

Common Career Technical Core

- ❖ AG5 Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.

NASDCTEc

- ❖ AGC08.01 Demonstrate workplace ethics specific to AFNR occupations in order to reflect effective stewardship of resources.
- ❖ AGC09.01 Explain written organizational policies, rules and procedures common to AFNR workplaces to ensure employees perform job functions effectively.
- ❖ AGC09.02 Select, research and examine critical aspects of career opportunities in one or more AFNR career pathways in order to gain an understanding of the breadth of occupations within this cluster.

Common Core – Reading: Informational Text

- ❖ CCSS.ELA-LITERACY.RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- ❖ CCSS.ELA-LITERACY.RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the 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.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- ❖ CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.
- ❖ CCSS.ELA-LITERACY.W.9-10.4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Name: _____

- ❖ CCSS.ELA-LITERACY.W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- ❖ CCSS.ELA-LITERACY.W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- ❖ CCSS.ELA-LITERACY.W.9-12.9. Draw evidence from literary or informational texts to support analysis, reflection and research.

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 – Science & Technical Subjects

- ❖ CCSS.ELA-Literacy.RST.9.10.8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
- ❖ CCSS.ELA-Literacy.RST.9.10.9. By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.

Common Core – Literacy in Science & Technical Subjects: Writing

- ❖ CCSS.ELA-Literacy.WHST.9.10.1. Write arguments focused on discipline-specific content.
- ❖ CCSS.ELA-Literacy.WHST.9.10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments or technical processes.
- ❖ CCSS.ELA-Literacy.WHST.9.10.4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- ❖ CCSS.ELA-Literacy.WHST.9.10.6. Use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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.
- ❖ CRP.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- ❖ CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem and devise effective plans to solve the problem.
- ❖ CRP.10. Plan education and career path aligned to personal goals. Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals.
- ❖ CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

Partnership for 21st Century Skills

- ❖ Communication
- ❖ Critical Thinking and Problem Solving
- ❖ Flexibility and Adaptability
- ❖ Initiative and Self-Direction
- ❖ Leadership and Responsibility

Name: _____

Lesson Plan:

1. **Introduction:** What is the AgCareers.com Food and Agriculture Career Guide?

The purpose of the guide is career education and connecting people to the varied and numerous careers in the agriculture and food industries.

The Food and Agriculture Career Guide is a supplemental piece developed to be a resource guide for students and young professionals to compare businesses within the agriculture and food industry and their opportunities for internships and employment. The guide also contains a variety of beneficial articles to add shelf life to the guide and truly help the guide act as a resource for students as they go about their career search. Example articles from this year's guide include "Evaluating Job Offers: Let's Talk Money," "The Power of Networking" and "How to Follow Up After an Interview."

This lesson series is ideal for juniors and seniors but could be modified for younger students. It is geared toward preparing for career success and the steps to reach success. It is recommended that you download the Career Guide in PDF format and have it easily available for your students to access. They can access it online and flip through the guide.

2. **Activity:** [Careers Article Analysis](#): This is a generic worksheet to be used with any of the articles in the AgCareers.com Food and Agriculture Career Guide.
3. **Activity:** [Choice Board](#): This allows students to guide their learning through a personal choice of activities. This can be completed as a whole, or you can assign each activity at your own discretion. Each activity relates to the AgCareers.com Food and Agriculture Career Guide articles. The length of each activity on the choice board varies in time needed to complete it.
3. **Optional – Extended Learning Opportunities (Not factored into time requirement):**
 - a. Connect with a representative or student of a certification program, two-year degree program and four-year degree program. Invite them to join your class in person or through Zoom and talk about their pathways with your students.
 - b. Invite a guest speaker such as a human resources (HR) director to talk with your students about their future careers and how to be prepared for success.
 - c. Organize or attend a local career fair for students to be exposed to careers local to their community.

Name: _____

Careers Article Analysis

Aligned to the following standards:

CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFACS-M1, FFACS-M2, FFACS-N4, FFACS-O2, FFACS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Part 1

Directions:

Read one of the articles in the 2025-26 U.S. 19th Edition of the AgCareers.com Food and Agriculture Career Guide (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/>) to complete this worksheet.

Main Idea and Summary	
1. Article Title	
2. What is the main idea of the article?	
3. List three key points this article discusses related to career readiness.	❖ ❖ ❖

Skills and Strategies	
4. What skills or strategies does the article suggest for career preparedness?	
5. Which of these skills or strategies do you already use, and how?	
6. Which two skills or strategies would you like to improve or learn more about? Why?	❖ ❖

Name: _____

Challenges and Solutions	
7. What challenges or obstacles related to career preparedness are mentioned in the article?	
8. What solutions or advice does the article offer for overcoming these challenges?	

Personal Reflection	
9. How does this article apply to your own career goals or interests?	
10. What is one action you can take right now based on what you learned from this article?	

Future Planning	
11. What resources, tools or technologies does the article mention that can help with career preparation?	
12. How do you plan to use these resources in your own career preparation?	

Additional Thoughts	
13. What is one question you still have after reading this article?	
14. What are two other career topics you would like to explore based on this article?	

Name: _____

Choice Board

Aligned to the following standards:
 CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Part 2

Directions:

Complete each of the tasks under the direction of your teacher. The listed page numbers reference the page where the corresponding article from the AgCareers.com Food and Agriculture Career Guide can be found.

(<https://www.agcareers.com/ag-and-food-career-guide/2025/US/>)

Complete the Employer Pathway Connections activity. Explore the different agriculture companies that have advertisements included in the magazine.	Complete the Career Pathways for Me activity. Learn more about the 10 agriculture career pathways and choose two to investigate deeper.	Complete the Career Road Map activity. Hop in the college tour bus to explore your future options at the six agricultural colleges advertised in the magazine.	Complete the AFA WebQuest activity. Discover what the Agriculture Future of America (AFA) is and what types of opportunities they have available for students.
Complete the Rookie But Ready! activity. (p. 5) Discover how new graduates can highlight fresh perspectives and transferable experiences to shine in the job market.	Complete the Pivot Power activity. (p. 9) Explore how adaptability, resilience and continuous learning can help you succeed with changes in your future career.	Complete the Stepping Stones activity. (p. 13) Find out how treating your internship like a full-time role can open doors to long-term opportunities.	Complete the Beyond the Paycheck activity. (p. 15) Understand how salary, benefits and workplace culture all combine to form a complete job offer.
Complete the AI Red Flags activity. (p. 17) Uncover the potential pitfalls of using artificial intelligence in your career search and how to avoid them.	Complete the Building a Web activity. (p. 21) See how building meaningful relationships with mentors, alumni and professional groups can strengthen your career path.	Complete the Snackable Careers activity. (p. 25) Explore the wide variety of roles in the food and beverage industry that connect science, safety, sustainability and innovation.	Complete the From FFA to Future activity. (p. 27) Examine the many pathways agriculture offers, from business and biotech to skilled trades.
Complete the Turning No Into Next activity. (p. 28) Discover why professional, timely follow-ups make you memorable to employers.	Complete the Find Your Voice activity. (p. 31) Explore strategies to communicate confidently, contribute ideas and earn respect in the workplace.	Complete the #Hired or #Fired activity. (p. 35) Understand how your online presence affects your professional image and how to present yourself positively.	Complete the Dear Career Coach activity. Take on the role of a career coach while answering career questions based on the tips and tricks you can learn from the content in the magazine.

Name: _____

Employer Pathway Connections

Directions:

Complete this worksheet by utilizing each of the companies' websites and their advertisements in the AgCareers.com Food and Agriculture Career Guide (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/>). For each of the companies, fill in their chart to learn more about them.

Aligned to the following standards:

CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Company: Ag Processing Inc.		Draw the company's logo.	
Website: https://www.agp.com/			
Year Founded:			
Headquarters Location:			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Company: Agri-King		Draw the company's logo.	
Website: https://agriking.com/			
Year Founded:			
Headquarters Location:			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Company: Bayer		Draw the company's logo.	
Website: https://www.bayer.com/en/us/bayer-united-states-of-america			
Year Founded:			
Headquarters Location:			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Name: _____

Company: CLAAS of America		Draw the company's logo.	
Website: https://www.claas.com/en-ie			
Year Founded:			
Headquarters Location:			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Company: Germains Seeds Technology		Draw the company's logo.	
Website: https://germains.com/us/			
Year Founded:			
Headquarters Location:			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Company: Hartung Brothers		Draw the company's logo.	
Website: https://hartungbrothers.com/			
Year Founded:			
Headquarters Location:			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Name: _____

Company: Lallemand		Draw the company's logo.	
Website: https://www.lallemand.com/en/			
Year Founded:			
Headquarters Location:			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Company: Richardson International		Draw the company's logo.	
Website: https://www.richardson.ca/			
Year Founded:			
Headquarters Location:			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Company: Seneca Foods		Draw the company's logo below:	
Website: https://www.senecafoods.com/			
Year Founded:			
Headquarters Location:			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Name: _____

Company: Stine Seed		Draw the company's logo below:	
Website: https://www.stinseed.com/			
Year Founded:			
Headquarters Location:			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Company: The Wenger Group		Draw the company's logo below:	
Website: https://www.thewengergroup.com/			
Year Founded:			
Headquarters Location:			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Company: Wilbur-Ellis		Draw the company's logo below:	
Website: https://www.wilburellis.com/			
Year Founded:			
Headquarters Location:			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Which career focus area could be applicable to all the companies in the activity?

Name: _____

Which two companies interest you most and make you want to explore more? Explain why for each.

1.

2.

Using one of the companies selected in the previous question, create an Instagram profile plan highlighting current job positions that are available. Use the company's website to help complete this activity. Your profile should include the following:

- ❖ A profile picture representing the company (logo, employee example, etc.).
- ❖ Two posts drawn with a caption about two current job positions available with the company.

Name of company selected:	Draw a profile picture for the company.
Why did you choose this company?	
Which career focus area(s) does this company fall in?	

Post 1	Draw the post for this job position.
Job Position:	
Educational Requirements:	
Salary Range:	
Location of Job:	
Primary Responsibilities of Position:	
	Create a caption using the information collected in the left column.

Name: _____

Post 2 Job Position: Educational Requirements: Salary Range: Location of Job: Primary Responsibilities of Position:	Draw the post for this job position. Create a caption using the information collected in the left column.
---	--

- ❖ If you were actively seeking one of the above jobs with the company, what steps could you take during high school to start preparing for that career? How will that help you be successful in obtaining this job?

Name: _____

Career Pathways for Me

Aligned to the following standards:
CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the AgCareers.com Career Profiles website (<https://www.agcareers.com/career-profiles/>), view all 10 career pathways to learn more about potential careers in each of them. Select two pathways that you are most interested in and complete the questions below.

Career Pathway:		
Name two aspects of this career pathway that appeal to you and tell why.		
1.		
2.		
What is one challenge you think you might face working within this career pathway?		
List three potential careers that you find interesting in this career pathway.		
1.	2.	3.
Indicate the future job market/outlook for each of the careers by inserting or drawing a smiley face or a frowny face.		
1.	2.	3.
List the work environment someone with these careers would work in (Ex. office setting, farm, laboratory, manufacturing plant, etc.)		
Then, place a check mark next to the work environments you would enjoy.		
1.	2.	3.

Name: _____

Career Pathway:

Name two aspects of this career pathway that appeal to you and tell why.

1.

2.

What is one challenge you think you might face working within this career pathway?

List three potential careers that you find interesting in this career pathway.

1.

2.

3.

Indicate the future job market/outlook for each of the careers by inserting or drawing a smiley face or a frowny face.

1.

2.

3.

List the work environment someone with these careers would work in (Ex. office setting, farm, laboratory, manufacturing plant, etc.)

Then, place a check mark next to the work environments you would enjoy.

1.

2.

3.

❖ Which of the 10 career pathways are you **least** interested in for a potential career? Why?

❖ What are two other ways you could explore which pathways you would or would not enjoy?

Name: _____

Career Road Map

Aligned to the following standards:

CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AGS, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-10.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Hop in the college tour bus to explore your future options at one of the six agricultural colleges advertised in the AgCareers.com Food and Agriculture Career Guide (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/>). Choose one of the colleges, browse their agricultural majors and create a career road map poster for an agriculture career you're interested in.

Circle the college you're going to research:

South Dakota State University https://www.sdstate.edu/agriculture-food-environmental-sciences	West Texas A&M University https://www.wtamu.edu/academics/college-agriculture-natural-sciences/index.html	Colby Community College https://www.colbycc.edu/academics/index.html
NC A&T State University https://www.ncat.edu/caes/index.php	Virginia Tech https://www.cals.vt.edu/	Kansas State University https://www.ag.k-state.edu/

List three agricultural majors/programs that you are interested in at this college, then put a star next to the major/program you are going to create a career road map for.

1.	2.	3.
----	----	----

Using the major/program you have selected, research careers that graduates with that degree/certification can pursue. Choose one career to focus on for the career road map and write it below.

--

Use the space on the next page to create your career road map for your selected agricultural career. Be sure to include the following:

- College and Major: Where you'll study and what you'll focus on.
- Skills/Classes Needed: List important courses and skills unique to this career that will be developed in college.
- Clubs/Extracurricular Activities: Think of the clubs and other programs in college that you could be involved in that could assist in preparing for your selected career. (Some university websites have a club page.)
- Internships/Experiences: What are examples of hands-on opportunities that might be required or recommended for your career?
- Entry-Level Job: What is a realistic first job after graduation?
- Long-Term Career: Where could this degree take you in 10 to 15 years?
- Visuals: Pictures, icons, logos and/or drawings that represent the journey.
- Tagline: Create a slogan that captures your road map (Ex. "From Classroom to Combine!").

Use the AgCareers website to search for your career and find helpful information: <https://www.agcareers.com/career-profiles/>.

Rubric

Category	Score 1-5 (1 – incomplete, 5 – excellent)
Content Accuracy: Includes accurate details about college, major, skills, internships and careers	
Completeness of Road Map: All required elements are included.	
Creativity and Design: Poster is visually appealing, is organized and uses visuals.	
Connection to Agriculture: Clear and thoughtful link between major, career and agriculture industry	
	Total: ____/20

Name: _____

My Career Road Map



Reflection: Answer in three or four sentences.

How does this pathway connect to your own interests, FFA experiences and/or SAE program?

Name: _____

AFA WebQuest

Aligned to the following standards:

CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Use the Agriculture Future of America (AFA) website, found at <https://www.agfuture.org/>, to explore the opportunities available to young people wishing to pursue a career in the agriculture industry.

Check out the About section (<https://www.agfuture.org/about>) of the website and complete the following questions.

Why does AFA exist?	
What does AFA do?	
How does AFA do it?	
Who is AFA's work for?	

Learn about the board of directors (<https://www.agfuture.org/about/board-of-directors>) and answer the following questions.

Board members are recognized leaders from where?	
Name four companies that you see represented on the board of directors.	❖ ❖ ❖ ❖
Do you feel all branches of the agriculture and food industry are represented? How do you know?	

Name: _____

Look at the AFA competencies (<https://www.agfuture.org/about/afa-competencies>) to learn more about the organization's work of making transformational leaders. Match the competency with its correct description below.

1. Relationship Development	a. Working effectively with others toward a common goal
2. Systems Thinking	b. Using exploration, feedback and reflection to manage yourself and your teams
3. Collaboration	c. Building and fostering healthy relationships
4. Cultural EQ	d. Performing well in diverse environments, with an inclusive bias
5. Interpersonal IQ	e. Relating to others with sensitivity and influence; a built-in bias toward leading and learning
6. Career Management	f. Innovatively influencing systems through critical thinking and problem solving

Check out the Scholarships section (<https://www.agfuture.org/scholarships>) of the AFA website and answer the questions below.

Who is eligible for this scholarship?	
How much money could be granted?	
How could this scholarship benefit you?	

Browse the collegiate partners list (<https://www.agfuture.org/partners/college>) and name one college from your state. If there isn't one from your state, list one from a neighboring state.

--

Name: _____

AFA also creates partnerships with businesses and organizations in the industry through investments. Browse the Industry Partner page (<https://www.agfuture.org/partners/industry>) and list the investment value for each partner shown below.

Ducks Unlimited		Farm Credit	
Hill's		Butterball	
John Deere		Cargill	
American Soybean Association		Nutrien	
CHS Foundation		Coca-Cola	

- ❖ As a current high school student, what are two ways you feel AFA can benefit you right now? Explain.

Name: _____

Rookie But Ready!

Aligned to the following standards:

CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the article “Leveling the Playing Field: How Students Can Stand Out Among Experienced Candidates” (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/5/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article. Circle “myth” or “fact” for each statement.

1. **Myth or Fact:** All entry-level jobs require at least five years of work experience.
2. **Myth or Fact:** Employers see value in hiring recent graduates because of their fresh ideas and long-term potential.
3. **Myth or Fact:** Most agricultural and food employers are not interested in hiring new graduates.
4. **Myth or Fact:** Job postings always list qualifications that are absolutely required, and you should never apply unless you meet every single one of them.
5. **Myth or Fact:** Companies invest in student internships and recruitment programs to connect with emerging talent.

Post-Reading

Answer these questions after reading the article.

1. Many organizations have dedicated programs and departments for what?	2. What percentage of U.S. agricultural and food employers plan to hire new graduates?	3. What is the main reason employers recruit recent grads?
---	--	--

FRESH PERSPECTIVES AND OPEN MIND

- | | |
|---|---|
| 4. Write the definition or example for this advantage from the article. | 5. Give a personal example of how you can demonstrate this advantage (either currently or in the future). |
|---|---|

Name: _____

TECH SAVVINESS

6. Write the definition or example for this advantage from the article.

7. Give a personal example of how you can demonstrate this advantage (either currently or in the future).

GROWTH MINDSET FOR THE LONG-TERM

8. Write the definition or example for this advantage from the article.

9. Give a personal example of how you can demonstrate this advantage (either currently or in the future).

RELOCATION FLEXIBILITY

10. Write the definition or example for this advantage from the article.

11. Give a personal example of how you can demonstrate this advantage (either currently or in the future).

REASONABLE EXPECTATIONS

12. Write the definition or example for this advantage from the article.

13. Give a personal example of how you can demonstrate this advantage (either currently or in the future).

Name: _____

14. Define “transferable skills” in your own words.
15. List three transferable skills referenced in the article.
- a.
 - b.
 - c.
16. In the last section of the article, what advice is given to someone who does not meet all the qualifications and criteria for a job?

Dig Deeper

Let’s create a 30-second “Hire Me” elevator pitch about yourself that highlights your unique student advantages and transferable skills.

Step 1: Think about your experiences from part-time jobs, FFA, SAEs, sports, volunteering, other clubs or school projects. List eight transferable skills you already have and where you developed those skills. Examples could include teamwork, customer service, time management, problem solving, leadership, communication, etc.

Transferable Skill	Where did you develop this skill?
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Name: _____

Step 2: Connect those transferable skills to one of the advantages of hiring new graduates from the article. List each skill in the correct advantage category below.

FRESH PERSPECTIVE AND OPEN MIND	
TECH SAVVINESS	
GROWTH MINDSET FOR THE LONG-TERM	
RELOCATION FLEXIBILITY	
REASONABLE SALARY EXPECTATIONS	

Step 3: Using your lists above, create a 30-second “Hire Me” elevator pitch that highlights at least two transferable skills and one advantage (from the article) that you bring.

Examples:

“Through my FFA officer role, I learned strong communication and teamwork skills. As a Gen Z student, I also bring tech savviness to social media and digital outreach. I’m eager to grow long-term with an organization.”

“Working part-time at a feed store taught me dependability and customer service, and through my SAE program, I gained problem-solving skills. I bring a fresh perspective as a recent ag student, and I’m excited to learn and grow with a company for the long-term.”

“Playing on my school’s basketball team helped me develop teamwork and time management, while completing a research project in my agriculture class strengthened my problem-solving skills. As a student, I bring tech savviness and a growth mindset that will help me contribute new ideas and adapt quickly in the workplace.”

Your “Hire Me” Elevator Pitch:

Name: _____

Step 4: Pair up with a classmate and take turns giving your pitch. In the space below, provide each other with feedback on clarity, confidence and how well the skills are connected to the advantages.

Step 5: Reflect by answering the questions below.

1. What would you do if you saw a job that wanted “three years’ experience” but you met most of the qualifications?
2. Why is it still worth applying for this job?
3. In the hiring process, where/when do you think using your elevator pitch would be most beneficial and why? (Ex. application, resume, cover letter, interview)

Name: _____

Pivot Power

Aligned to the following standards:
CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the article “Embrace Adaptability in the Evolving Job Market” (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/9/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article.

1. Describe a time when something in your day didn't go as planned (at school, at work, on the farm, in FFA, etc.).
2. How did you respond to this situation?
3. On the scale of 1-5, mark how adaptable you think you were when plans changed. Tell why you gave that rating.

1 -----5

Post-Reading

Answer these questions after reading the article.

What Is Adaptability?

1. In your own words, define adaptability.
2. What is the difference between being adaptable and just “going with the flow”?
3. List two workplace changes that adaptability helps employees handle.

-
-

Problem-Solving and Innovation

4. According to the article, why are adaptable employees often better problem solvers?
5. Why are adaptable employees beneficial to their team?
6. The article says to be “solution-oriented, not reactive.” What does this mean in your own words?

Name: _____

Adaptability in Action

7. Look at the five examples of how adaptability shows up in everyday work. Think about a situation you have been in that closely matches one of these five examples. List the example you chose, describe your situation and explain how you adapted.

Continuous Learning

8. Describe how adaptability is related to continuous learning.
9. What are two ways employees can practice continuous learning?
- -
10. What can an employee do during a change to reduce stress and build stronger, more collaborative teams?

Strengthening Your Professional Relationships

11. How does being adaptable help build stronger professional relationships?
12. What benefits might adaptability bring to your career growth?

How to Be More Adaptable

13. List the four tips to being more adaptable from the article.
- -
 -
 -
14. Which of these tips do you feel is easiest for you? Why?
15. Which of these tips do you feel is hardest for you? Why?

Name: _____

Wrap-up

16. Write one sentence that sums up why adaptability is valuable for employees.

17. In your own words, how does adaptability connect to success in agriculture careers?

Dig Deeper

Read through the scenarios and describe how someone could be more adaptable.

Scenario 1: You are working on a farm crew when a piece of equipment breaks down in the middle of harvest. What adaptable actions could you take?

Scenario 2: Your FFA chapter had an outdoor event planned, but the weather forces it indoors. How could you adjust quickly to keep the event successful?

Scenario 3: You're asked to use a new digital record-keeping system for your SAE, but you've never used the program before. How can you show adaptability?

Name: _____

Scenario 4: A team project shifts leadership when your advisor assigns a new team captain. How could you adapt your communication and role?

Scenario 5: Your FFA team has been preparing for a specific career development event (CDE), but a rule change is announced a week before competition. How could your team adapt?

Scenario 6: You've been raising an SAE project animal with the plan to sell at the fair, but the buyer you counted on backs out at the last minute. What adaptable steps could you take to still succeed?

Scenario 7: During a presentation at your chapter meeting, the projector stops working. How could you adapt your presentation style to keep engaging your audience.

Name: _____

Scenario 8: You're scheduled to work at a local agribusiness after school, but when you arrive, you learn two employees are out sick and you're asked to cover tasks you've never done before. How could you show adaptability in this situation?

1. How do you usually react when plans change suddenly? Explain your reaction.

2. What skills or habits help you stay adaptable in stressful or unexpected situations?

3. How might practicing adaptability in FFA, school or your SAE prepare you for future careers?

4. Why do you think employers value adaptability so highly?

5. How can being adaptable now make you a better student or leader?

Name: _____

Stepping Stones

Aligned to the following standards:
CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the article “Unlocking the Door: Transforming Your Internship Into a Full-Time Career” (<https://www.aqcareers.com/aq-and-food-career-guide/2025/US/13/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article.

- 1. What do you think an internship is?

- 2. Why do you think internships might be important for high school and college students?

Post-Reading

Answer these questions after reading the article.

For each key idea from the article, write in your own words why they are important when preparing for a career.

Key Idea	Why is this important when preparing for a career?
1. Treat It Like a Real Job	
2. Say Yes to New Opportunities	
3. Build Genuine Relationships	
4. Show How You Add Value	
5. Stay in Touch and Follow Up	

Name: _____

6. Which piece of advice do you think is most important? Why?
7. The author mentions “adding value.” What do you think that means in your own words?
8. On the chart you completed, circle any advice you think would also apply to FFA, sports or a school group project. Explain why.
9. Draw a symbol, doodle or icon that will help you remember each of the five key ideas.

Treat It Like a Real Job	Say Yes to New Opportunities	Build Genuine Relationships	Show How You Add Value	Stay in Touch and Follow Up

10. Which of the five key ideas do you think would be the hardest for you to practice right now? Why?
11. What could you start doing in school, FFA or your SAE to get better at it?

Name: _____

Dig Deeper

Step into the role of an intern and write a professional thank you note to your supervisor. Choose ONE internship scenario to draft a professional thank you letter or email to a supervisor, highlighting what you learned, how you added value and how you plan to stay connected.

<i>Scenario Option 1 – Agricultural Communications Intern</i>	<i>Scenario Option 2 – Veterinary Clinic Intern</i>
This summer you worked as an agricultural communications intern with your state FFA association. Your responsibilities: • Assisting with social media posts during state convention • Writing short articles for the newsletter • Helping photograph student award winners • Shadowing the communications director to learn about media relations As an intern, you: • Showed up early and stayed late during convention week to help set up and tear down. • Said “yes” to extra projects, including interviewing alumni for a feature story. • Built positive relationships with the staff team and other interns. • Learned how to use Canva and improved your photography skills.	This summer you worked as an intern at P. Sherman Veterinary Clinic, which serves both large and small animals. Your responsibilities: • Assisting with patient intake by weighing animals and recording information • Cleaning kennels, stalls and equipment to maintain a safe environment • Helping prepare supplies for exams and surgeries • Observing veterinarians during procedures and client consultations As an intern, you: • Showed initiative by asking questions and learning how to handle animals safely. • Said “yes” to helping with weekend farm calls, gaining experience with cattle and horses. • Built positive relationships with veterinary technicians and office staff. • Learned how to maintain detailed medical records and communicate with clients.

Now that your internship is over, write a professional thank you email or letter to your supervisor. Use the five key ideas from the article to guide your writing:

- Thank them for the opportunity (Stay in Touch and Follow Up)
- Mention specific tasks you enjoyed or learned from (Say Yes, Treat It Like a Real Job)
- Point out how you contributed value (Show How You Add Value)
- Express appreciation for relationships built (Build Genuine Relationships)
- Share your interest in future opportunities or staying connected (Follow Up)

Use this Sample Template to help you write your letter:

Subject Line (for email): Thank You for the Internship Experience

Greeting: Dear [Supervisor's Name],

Paragraph 1: Thank them for the opportunity and mention what internship you completed.

Paragraph 2: Share one or two responsibilities or projects you enjoyed and how you contributed.

Paragraph 3: Express gratitude for the mentorship/team and share your desire to stay in touch.

Closing: Sincerely, [Your Name]

Name: _____

My Professional Thank You Letter/Email

1. Why is it important to thank a supervisor or mentor after an internship or work experience?
2. How could writing a thank you letter help you stand out from other interns or mentees?
3. How can you apply the idea of “staying in touch and following up” in your life right now?

Beyond the Paycheck

CS.05, FFA.PL-A1, FFA.P1-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG.5, ACC08.01, ACC09.01, ACC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Answer these questions before reading the article.

- | | | | |
|-------------------------------|-------------------------------|--|--------------------------|
| High Base Salary | Annual Bonuses | Performance Commissions or Increases | Overtime Pay |
| Health Insurance | Life and Disability Insurance | Employer Contributed Retirement Plans | Paid Time Off |
| Sick Leave | Tuition Assistance | Family Medical Leave (Maternity/Paternity Leave) | Stock Options |
| Fitness Incentives/Membership | Childcare Assistance | Transportation or House Allowances | Professional Development |

-

<u>TOTAL COMPENSATION PACKAGE</u>	<u>TOTAL REWARDS</u>

Name: _____

3. Explain the difference between a “total compensation package” and “total rewards” in your own words.

4. Name the three common types of paid leave that companies can offer.
 -
 -
 -

5. Next to each benefit category below, write a question you would want to ask related to that benefit.
 - Health, dental and vision insurance:
 - Retirement plans:
 - Disability and life insurance:
 - Other perks:

6. Explain how mentorship or network exposure could be a stepping stone to a specific role.

7. What are two opportunities that you can use to advocate for a raise or promotion?
 -
 -

8. The author of the article says to assess the full value of an offer. List five elements she says to consider.
 -
 -
 -
 -
 -

9. Now, circle one of the elements listed in the previous question that would most affect your well-being and write why below.

Name: _____

Dig Deeper

Read through the two horticulture-related job offers carefully. Use the comparison chart to understand each offer by filling in the details. Then, answer the reflection questions. Be honest about your priorities; there are no right or wrong answers when choosing a job position.

Job Offer 1: Green Thumb Horticulture Specialist Green Thumb Horticulture is a small greenhouse company with just fifteen employees. They are offering you a full-time position as a horticulture specialist with a starting salary of \$39,500 per year. In addition to salary, you are eligible for an annual performance bonus of up to \$3,000. The company provides eight vacation days, five sick days and seven paid holidays each year. Health insurance is offered, though employees must pay \$150 per month, and there are no dental, vision or retirement benefits included. Green Thumb is known for its friendly, close-knit work environment and offers flexible scheduling during the off-season. Employees also enjoy the perk of taking home greenhouse plants at reduced cost. Advancement is possible, with the opportunity to become a lead grower after about two years with the company.	Job Offer 2: True Bloom Greenhouse Technician True Bloom is a large greenhouse operation with about 120 employees. They are hiring a greenhouse technician at a starting salary of \$37,000 per year. This position includes the possibility of earning an annual performance bonus of up to \$1,500. Employees receive 10 vacation days, five sick days and seven paid holidays each year. True Bloom provides health, dental and vision insurance, covering about 50% of the cost for employees. They also offer a 401(k) retirement plan with a 3% employer match. True Bloom is a structured company with a strong training program, and each year employees attend a state horticulture conference at the company's expense. Growth opportunities are clear, with the chance to move into a greenhouse operations manager role within three years.
---	---

Complete the comparison chart.

Category	Green Thumb Horticulture Specialist	True Bloom Greenhouse Technician	Which appeals more to you?
Salary and Bonuses			
Paid Leave			
Benefits (health, dental and vision insurances)			
Retirement			
Intangibles (other perks)			
Growth Potential			

Name: _____

1. Which position would you accept and why?

2. Which factor had the biggest influence on your decision? Explain why.

3. What is one part of the position you didn't choose that was a deal breaker? Explain why.

4. What is one question you would ask the employer before making a final choice?

5. Which benefits or perks would you value most in your first job after high school or college? Why?

6. Describe how your priorities in a position might change over time.

7. If you could design your perfect job offer, what are three things it would include?
 -
 -
 -

Name: _____

AI Red Flags

Aligned to the following standards:
CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the article “AI Red Flags to Avoid” (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/17/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article.

Circle all situations where you believe it's okay for someone to use artificial intelligence (AI). Then choose two that you circled and explain your reasons.

Writing an essay for English class	Using Grammarly or spellcheck to fix grammar in a paper	Getting ideas for an agriscience fair project	Generating captions for a TikTok or Instagram post	Writing an entire scholarship essay with AI
Asking ChatGPT to explain a math problem step-by-step	Using AI to generate an excuse for being absent from class	Getting resume wording suggestions when applying for a part-time job	Creating artwork for a club T-shirt design	Having AI take an online quiz for you
Practicing interview questions with an AI chatbot	Using AI to predict when crops are ready for harvest	Asking Alexa or Siri for homework help	Letting AI choose what you watch on Netflix or Hulu	Writing your cover letter completely with AI and not reading it before submitting it

1. First choice and explanation:

2. Second choice and explanation:

Post-Reading

Answer these questions after reading the article.

AI in Resumes and Cover Letters

1. Complete this “red flag” chart based on what you read.

RED FLAG	WHAT DOES AI DO?	HOW CAN IT BE HARMFUL?
Overuse of Buzzwords and Keywords		
Lack of Personalization		

Name: _____

Over-optimization for ATS		
Unrealistic Claims		
Ignoring Specific Requirements		

2. Complete this “best practice” chart based on what you read.

BEST PRACTICE	WHY SHOULD YOU DO THIS WHEN USING AI?
Tailor Your Application	
Review It Yourself	
Balance ATS and Human Appeal	

3. Explain what Sam did wrong in the example provided.

Name: _____

AI Automation in the Workforce

4. Complete this “red flag” chart based on what you read.

RED FLAG	WHAT DOES AI DO?	HOW CAN IT BE HARMFUL?
Bias in AI Algorithms		
Over-Reliance on Automation		
Loss of Critical Thinking and Creativity		
Lack of Transparency		

5. Complete this “best practice” chart based on what you read.

BEST PRACTICE	WHY SHOULD YOU DO THIS WHEN USING AI?
Human-AI Collaboration	
Regular Auditing	
Upskilling and Reskilling	
Ethical AI Use	

Name: _____

Preserve Human Decision-Making	
--------------------------------	--

6. The article says AI brings both opportunities and challenges. Which do you think is more important to focus on for the future of agriculture careers: opportunities or challenges? Explain why.

7. What does “responsible use of AI” mean to you, and how can you apply that in your life now?

Dig Deeper

Using an AI platform of your choice, you are going to create a resume and a cover letter to search for red flags and then correct it based on the best practices in the article. Follow the steps below and answer the questions along the way.

AI Resumes

Step 1: Choose an AI platform to use. Here are some suggestions: ChatGPT, Gemini, Snap AI, AI at Meta, Canva, Indeed Resume AI, etc.

Step 2: Select one of the job descriptions below to use.

<u>Equipment Maintenance Assistant</u> A local agriculture equipment dealership is hiring a high school student to help with equipment maintenance. Responsibilities include cleaning and organizing the shop, assisting technicians with oil changes, replacing filters, checking tire pressure and performing routine inspections on tractors and small engines. Applicants should be dependable, willing to learn and comfortable working with tools in a fast-paced work environment.	<u>Welding and Fabrication Helper</u> A metal fabrication shop is seeking a student to assist with basic welding and shop projects. Duties include measuring and cutting materials, preparing surfaces, operating hand tools and assisting welders with assembly. Safety training will be provided. Applicants should be detail oriented, follow instructions carefully and have an interest in welding or mechanical systems.
--	---

Step 3: Read the student profile of the person applying for your selected job.

Alex Ramirez is a high school junior who enjoys working with tools and machinery. Through FFA, Alex has gained experience in the agricultural mechanics shop by helping repair small engines, changing oil and organizing tools. Alex has also completed several welding projects for class, including making a trailer jack stand and small metal art pieces. Known for being dependable and hardworking, Alex is always willing to lend a hand and learns quickly when given new tasks. Safety is important to Alex, who takes care to follow shop rules and wears proper protective equipment. After graduation, Alex wants to have a career in agricultural mechanics or welding.

Step 4: Copy and paste or type the job description and the student profile into the AI platform. Ask it for a resume tailored for this student and job position. Answer the questions below.

1. On a scale of 1-5, one being least and five being most, mark how generic or “robotic” the resume sounds?

1 ----- 5

2. Why did you give it that score?

Name: _____

- 3. List two or three red flags you spot in the AI-generated resume.
- 4. Rewrite those parts in your own words to better reflect the student's authentic profile.
- 5. What is one best practice you think would help with generating this resume? Explain.

AI Cover Letters

Step 1: Choose an AI platform to use. Here are some suggestions: ChatGPT, Gemini, Snap AI, AI at Meta, Canva, Indeed Resume AI, etc.

Step 2: Select one of the job descriptions below to use.

<u>Conservation Field Assistant</u> A local soil and water conservation district is hiring a high school summer intern to assist with outdoor fieldwork. Responsibilities include planting trees and grass, helping install erosion control measures, collecting soil samples and maintaining equipment. Applicants should enjoy working outdoors, be physically active and follow safety instructions in the field.	<u>Parks and Recreation Ground Crew Member</u> The county parks and recreation department is seeking a student intern to support grounds and trail maintenance. Duties include mowing, trimming, removing debris, planting flowers or shrubs and assisting with habitat improvement projects. Applicants should have a positive attitude, enjoy teamwork and be willing to work in various weather conditions.
---	---

Name: _____

Step 3: Read the student profile of the person applying for your selected job.

Morgan Lee is a high school senior who has always enjoyed being outdoors and working with natural resources. As part of her FFA supervised agricultural experience, Morgan has helped maintain trails and wildlife areas at a local park and volunteered with stream cleanup projects. Morgan is dependable, hardworking and willing to take on physically demanding tasks. Through agriculture classes, Morgan has gained experience in plant identification, soil testing and basic equipment operation such as lawn mowers and weed trimmers. Passionate about conservation, Morgan plans to pursue a career in natural resources or environmental science after graduation.

Step 4: Copy and paste or type the job description and the student profile into the AI platform. Ask it for a cover letter tailored for this student and job position. Answer the questions below.

6. On a scale of 1-5, one being least and five being most, mark how generic or “robotic” this cover letter sounds.

1 ----- 5

7. Why did you give it that score?

8. List two or three red flags you spot in the AI-generated cover letter.

9. Rewrite those parts in your own words to better reflect the student’s authentic profile.

10. What is one best practice you think would help with generating this cover letter? Explain.

11. Thinking about your potential future career, do you think that AI will be more of a helpful tool or a problem? Why?

Name: _____

Building a Web

Aligned to the following standards:

CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the article "The Power of Networking: How to Build Meaningful Connections" (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/21/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article.

1. Do you believe networking is more about *who* you know or *what* you know? Why?
2. Think of someone in agriculture (a farmer, extension agent, feed store owner, agriculture teacher, etc.). How might networking be important to that person's work?

Post-Reading

Answer these questions after reading the article.

1. What is true networking?
2. Describe the negative reputation associated with networking. Why do you think this exists?
3. What is the truth about networking?
4. Give your own personal example for each of the following:
 - a. Connection:
 - b. Collaboration:
 - c. Community:
5. How is networking more than a task?

Name: _____

6. List four communities that thrive because of networking connections, and explain how you can use this community to build connections for your future career.

<i>Community</i>	<i>How can you use this community to build connections for your future career?</i>

7. Based on the list of how strong networks can help you, which do you feel can help you the most? Why?
8. There are several tips shared to help reduce pressure and build confidence when networking. Which tip would help you out the most? Why?
9. Create your own personal conversation starter.
10. Create your own personal, polite exit line.
11. Following up with a new contact is where the real connection is built. How would you prefer to follow up with someone? Why?
12. Explain your initial thoughts or feelings for each of the following tips.
- a. Don't cling to your crew:
 - b. Quality over quantity:
 - c. Be inclusive:
 - d. Always be prepared:

Name: _____

13. Why should networking be part of your routine?

14. Networking is about being intentional. What are two distractions that you think could get in the way? Explain.

Dig Deeper

Map out your current network of people by creating a “web” of connections. You will identify who is already part of your support system, analyze which areas of your network are strong or weak and reflect on how you can grow your connections to support your future.

Using the space provided, create your web of connections. In the center of the space, write your name. Then draw branches outward for the different areas of your life, such as FFA, school, sports, family, work, community, etc. On each branch, list the people you know who are or could be part of your “network” in each area. Try to include at least 10 names total — the more the better!

Web of Connections

A large empty rectangular box with a black border, intended for a student to draw a 'web of connections'. The box is currently blank, providing space for the student to write their name in the center and draw branches outward to list people in different areas of their life.

1. Which part of your network is the strongest (has the most connections)?

Name: _____

2. Which part of your network is the weakest or missing altogether?

3. Circle three people on your web who could help you in your future career or leadership goals. Explain why for each of them below.
 - a.

 - b.

 - c.

4. How could you expand or strengthen your network over the next year?

Name: _____

Snackable Careers

Aligned to the following standards:

CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the article "Why Choose a Career in Food and Beverage Processing?" (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/25/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article.

1. Name an example you've seen that shows the food and beverage industry is trying to make food safer .	2. Name an example you've seen that shows the food and beverage industry is trying to make food healthier .	3. Name an example you've seen that shows the food and beverage industry is trying to make food better for the planet .

Post-Reading

Answer these questions after reading the article.

1. List three different types of careers mentioned in the article and describe what someone in that role does. a. b. c.
2. How does the industry allow employees to change roles as they gain experience?
3. What are two examples of innovations or sustainability efforts currently happening in the food and beverage industry? a. b.
4. Why are food scientists and product developers described as "food superheroes"?

Name: _____

5. Identify three benefits (not salary) that food and beverage processing careers can offer.

- a.
- b.
- c.

6. What resources or platforms are available to help students learn about and connect with professionals in the food and beverage industry?

7. Which career path mentioned in the article interests you the most? Why?

8. How do you think the food and beverage industry connects to agriculture as a whole?

Dig Deeper

The article names a podcast called *That's a Food Job!* where professionals share their stories and paths into the food and beverage industry. Visit the podcast's website and choose an episode to listen to: <https://foodgrads.com/the-foodgrads-podcast/>. While listening to the episode, track the guest's career journey, key takeaways and personal reflections below.

Guest Background

- Who is the guest?
- What is their job title or role?
- How did they first get into the food and beverage industry?

Career Path and Skills

- What steps did the guest take to get to where they are now?
- What skills or experiences do they say were most important?

Name: _____

Industry Insights

- What trends, challenges or opportunities in the food and beverage industry does the guest mention?
- What is a surprising or fun story that the guest shared?

Advice for Students

- What advice does the guest give to young people who want to join the industry?

1. What part of the guest's story inspires you the most? Explain.
2. If you could follow in this person's footsteps, what would be your first step right now as a high school student?
3. What are two takeaways from this podcast episode that you can apply to your own career exploration journey?

Name: _____

From FFA to Future

Aligned to the following standards:
CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-IS, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the article “Cultivate a Career in Agriculture” (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/27/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article.

The AgExplorer website showcases agriculture careers from 12 different career pathways in the agriculture industry. See if you can think of at least one career for each career focus area.

<i>Agribusiness Systems</i>	<i>Agricultural Education Systems</i>	<i>Agriculture Technology Systems</i>	<i>Animal Systems</i>	<i>Biotechnology Systems</i>	<i>Environmental Service Systems</i>
<i>Food Products and Processing Systems</i>	<i>Natural Resources Systems</i>	<i>Plant Systems</i>	<i>Power, Structural and Technical Systems</i>	<i>Skilled Trade Systems</i>	<i>Sustainability Systems</i>

Post-Reading

Answer these questions after reading the article.

Complete the case study charts for each FFA alumni featured in the article.

Agricultural Business Career Focus Area	
Name of Featured Alum:	What is their role/position and company?
What do they do? Summarize in one or two sentences.	From the alum’s story, what skills or qualities helped them succeed?
List two careers mentioned, related to this alum’s story.	What is one lesson from this alum’s story that connects to you?

Name: _____

Technology Career Focus Area	
Name of Featured Alum:	What is their role/position and company?
What do they do? Summarize in one or two sentences.	From the alum's story, what skills or qualities helped them succeed?
List two careers mentioned, related to this alum's story.	What is one lesson from this alum's story that connects to you?

Sustainability Career Focus Area	
Name of Featured Alum:	What is their role/position and company?
What do they do? Summarize in one or two sentences.	From the alum's story, what skills or qualities helped them succeed?
List two careers mentioned, related to this alum's story.	What is one lesson from this alum's story that connects to you?

Name: _____

Biotechnology Career Focus Area	
Name of Featured Alum:	What is their role/position and company?
What do they do? Summarize in one or two sentences.	From the alum's story, what skills or qualities helped them succeed?
List two careers mentioned, related to this alum's story.	What is one lesson from this alum's story that connects to you?

Skilled Trades Career Focus Area	
Name of Featured Alum:	What is their role/position and company?
What do they do? Summarize in one or two sentences.	From the alum's story, what skills or qualities helped them succeed?
List two careers mentioned, related to this alum's story.	What is one lesson from this alum's story that connects to you?

1. What are two common skills or qualities that you notice across multiple alumni stories that seem important for success in agriculture careers?
2. Which story stands out to you the most? Explain.

Name: _____

Dig Deeper

Explore an agriculture career of your choice more deeply through the AgExplorer website.

Visit AgExplorer.FFA.org/focus/.

1. Circle the career focus area you are going to select a career from.

<i>Agribusiness Systems</i>	<i>Agricultural Education Systems</i>	<i>Agriculture Technology Systems</i>	<i>Animal Systems</i>	<i>Biotechnology Systems</i>	<i>Environmental Service Systems</i>
<i>Food Products and Processing Systems</i>	<i>Natural Resources Systems</i>	<i>Plant Systems</i>	<i>Power, Structural and Technical Systems</i>	<i>Skilled Trade Systems</i>	<i>Sustainability Systems</i>

2. Choose a career from your selected career focus area and write that career here:

3. Complete this chart about your selected career.

Describe this career in your own words.	List four responsibilities you would have in this career.		
Describe the typical employers for this career.	List two professional organizations/associations for this career.	What is the average salary for this career?	Describe the education/training requirements for this career.
Describe one SAE Connection to this career.		Describe one FFA Connection to this career.	

4. Write a “next step” stating what you can do this year (in agriculture class, your SAE program, FFA experience, etc.) to take your first step toward the career you selected.

5. Explain one takeaway from the alumni career stories that can help you pursue this career or another future career.

Name: _____

Turning No Into Next

Aligned to the following standards:
CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the article “How to Follow Up After an Interview” (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/28/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article.

1. Describe a time when you didn't get something you wanted (winning a competition, an officer role, making a sports team, etc.).
2. How did you handle the rejection?
3. What is one positive takeaway you gained from the rejection?

Post-Reading

Answer these questions after reading the article.

1. In your own words, what does the following quote mean to you? “Every rejection is a redirection.” —Mel Robbins
2. What is the first step you should take after a job interview?
3. What should be included in a personalized note after the job interview?
4. What is another way to show interest in the role you have interviewed for?
5. You recently interviewed for a job with your local farm supply store. They mentioned that you would hear something, one way or another, within two weeks. It's been a little over two weeks, and you still have not heard back from the store manager. Based on the article, what should you do if you haven't heard back from the company within the timeline they provided?
6. Summarize the advice that is given for handling rejection from a job position.
7. What is a good way to learn from the interview experience? Explain.

Name: _____

8. Why is it important to remain professional with the company, even after being rejected for the position?

Dig Deeper

Below is a poorly written follow-up email that someone might send after a job interview. Your job is to edit and rewrite the letter so that it is professional, polite and aligned with the strategies shared in the article.

Bad Letter Example

what's up,

thanks for talking to me yesterday. i think id be really good at this job because its something im interested in. i hope you will hire me. also, can you tell me how much money i would be making?

plz let me know soon because i have another job i might take if this one does not work out.

thx so much!

J. smith

1. Identify three problems in this email.

-
-
-

2. Rewrite the email so that it is more professional and appropriate for a real employer. You are welcome to make up or embellish details.

3. How do you think handling rejection will actually help your long-term career success?

4. What is one concrete way you can apply the article's advice in your FFA, SAE or future job search?

Name: _____

Find Your Voice

Aligned to the following standards:
CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the article “Speaking Up and Standing Out: Be Heard and Respected on the Job” (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/31/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article.

1. Why might you hesitate to speak up in a group setting?
2. Think about a time when you did share your opinion. How did others respond?

Post-Reading

Answer these questions after reading the article.

1. What should a successful team member be doing?
2. Nearly 600 AgCareers social media followers were polled on how comfortable they are with speaking up during a meeting. Write the percentages in the correct spot.

Very Confident	Sometimes Hesitant	I Rarely Speak Up.	It Depends on the Situation.
----------------	--------------------	--------------------	------------------------------

3. Which choice would you choose from the poll? Explain why.
4. Explain in your own words why it is important for a supervisor to learn their team.

5. Complete the chart below on the steps to gain confidence in speaking up.

Tip/Step	Why is it important?	How can you apply this to your life right now (school, FFA, sports, etc.)?
Be a diligent listener.		
Preparation		

Name: _____

Ask ALL the questions.		
Ask for feedback often.		
You don't always have to say something.		

6. Which tip from the article do you feel will help you the most in your own leadership or career journey? Why?

7. What is one thing you still find challenging about speaking up in groups?

Dig Deeper

Read each scenario and identify which step from the article could help the person, then explain how using that step would improve the situation.

Scenario 1 – The Silent Meeting

Kayla sits quietly through every FFA officer meeting. She has ideas, but when the president pauses for input, she freezes. She leaves the officer meetings feeling frustrated that she didn't contribute and like a terrible FFA officer.

1. Which step is missing?

2. How would applying it help Kayla?

Scenario 2 – The Unprepared Intern

Marcus just started an internship on a crop farm. His supervisor asks in a meeting what could be done to improve safety in the shop. Marcus stays silent because he didn't know the topic ahead of time and didn't feel ready to share.

3. Which step is missing?

4. How would applying it help Marcus?

Name: _____

Scenario 3 – The Confused Employee

At a livestock feed company, Alonzo doesn't fully understand the new feed order system. Instead of asking questions, he guesses his way through the process. Later, his supervisor must correct his mistakes.

5. Which step is missing?

6. How would applying it help Alonzo?

Scenario 4 – The Unsure Student Worker

Lydia is working at the local garden center. She isn't sure if she's doing her job well, but she never checks in with her manager. She just keeps going, hoping she's on the right track.

7. Which step is missing?

8. How would applying it help Lydia?

Scenario 5 – The Over-Talker

Dom loves to share his thoughts in class discussions about agricultural issues. But sometimes, he talks just to fill the silence, even when his points aren't well-connected to the topic. His classmates begin to tune him out.

9. Which step is missing?

10. How would applying it help Dom?

11. Looking back at the scenarios, which situation do you relate to the most, and how would you handle it differently after reading the article?

Name: _____

#Hired or #Fired

Aligned to the following standards:
CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-10.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the article “Wait — The Hiring Manager Is Actually Checking My Social Media?!” (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/35/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article.

Take a look at the two sample social media posts below. Decide if they are professional or unprofessional by circling your choice, then explain why you feel that way.

Example Post 1: <i>“Excited to start my summer job at Green Valley Farms! Looking forward to learning more about crop management and working with a great team!”</i> Professional Unprofessional Explain:	Example Post 2: <i>“Ugh, my boss at the feed store is the worst. Can’t wait to quit this place and never come back.”</i> Professional Unprofessional Explain:
--	--

Post-Reading

Answer these questions after reading the article.

1. List the red and green flags highlighted in the article.

Major Social Media Red Flags • • •	Major Social Media Green Flags • • • • •
---	---

2. If you are not proud of what appears on your social media, what are three things you can do to clean it up?

-
-
-

3. In your own words, explain how social media could also get you hired into a position.

Name: _____

4. What social media platform will hiring managers most likely look at?
5. List the key items that should be completed in a LinkedIn profile.
 -
 -
 -
 -
 -
 -
 -
6. Explain what a strong online presence can do for you professionally.
7. How do you think your social media presence today reflects the type of person and professional you want to be in the future?

Dig Deeper

Google Yourself

1. Google your own name and jot down what shows up. If nothing appears, write that.
2. IF YOU HAD RESULTS: Would you hire yourself based on what you see? Why or why not?
3. IF YOU DID NOT HAVE RESULTS: Describe what you would like to have seen.
4. Write three things that you can do to improve your digital footprint.
 -
 -
 -

Name: _____

Create a LinkedIn Profile, or Improve an Existing One

Create a draft of what you need to include in your LinkedIn profile.

Headline (one sentence that sets you as a future professional)	Work History
Summary (Two or three sentences introducing yourself and your interests and goals)	Five Skills You Want to Highlight
Three Accomplishments You Are Proud Of	Training or Certifications You Have Received

Visit <https://www.linkedin.com/> and use the information above to either improve an existing profile or to help you create a profile. Don't forget a great headshot!

Reflect

1. How can something you post in high school affect your opportunities years later?
2. What do you think the difference is between showing your personality online and being professional?
3. What is one guideline that you could follow to keep your social media professional and authentic to who you are?

Name: _____

Dear Career Coach

Aligned to the following standards:
CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

AgCareers.com has created a new space on their website called “Dear Career Coach” where students can submit questions to receive advice for their career challenges. You are hired as the Career Coach and need to respond to six questions by the end of the week to be published on the website. The questions all happen to fit into the themes from the recent edition of the Food and Agriculture Career Guide (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/>). Use the magazine to help you respond to the student questions.

Standing Out as a New Graduate <i>Dear Career Coach,</i> <i>I'm about to graduate, and I feel nervous about competing against candidates with more experience. How can I stand out and show employers that I'm worth hiring even though I'm just starting out?</i> —Emily, Overachiever State University Your Response:	Following Up After Interviews <i>Dear Career Coach,</i> <i>I just finished a really exciting job interview, but now I'm not sure what to do while I wait for their decision. Should I follow up, and if so, what's the right way to do it without being annoying?</i> —Marcus, Awkard Silence College Your Response:
Avoiding AI Red Flags in Resumes/Cover Letters <i>Dear Career Coach,</i> <i>I've been using AI tools to help me write my resume and cover letters, but I'm worried they don't sound like "me." How can I use AI without making my applications look fake or unprofessional?</i> —Sophia, Copy-Paste Polytech Your Response:	Speaking Up and Being Respected at Work <i>Dear Career Coach,</i> <i>I just started my first job, and I sometimes feel too inexperienced to share my ideas in meetings. How can I speak up in a way that earns respect without sounding like I don't know what I'm talking about?</i> —Caleb, Shy Guy University Your Response:

Name: _____

Networking Effectively

*Dear Career Coach,
I know everyone says networking is important, but I feel awkward at events and don't know what to say to strangers. What are some practical ways I can start building real connections in the agriculture industry?*

—Aaliyah, Small Talk State

Your Response:

Evaluating Job Offers

*Dear Career Coach,
I just received my first job offer, and I'm thrilled! However, I don't know how to tell if it's actually a good offer. Besides the salary, what should I be looking at to make the best decision for my future?*

—Jackson, Dollar Signs University

Your Response:

1. Which career questions do you relate to the most right now? Why?
2. While writing responses, what is one career skill or strategy that you learned?
3. How can you apply that career skill or strategy to your life right now?
4. If you were writing your own "Dear Career Coach" letter today, what question would you ask? Explain.

Name: _____

Key: Careers Article Analysis

Part 1

Directions:

Read one of the articles in the 2025-26 U.S. 19th Edition of the AgCareers.com Agriculture and Food Career Guide (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/>) to complete this worksheet.

Aligned to the following standards:

CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Main Idea and Summary	
1. Article Title	Answers will vary.
2. What is the main idea of the article?	Answers will vary.
3. List three key points this article discusses related to career readiness.	❖ Answers will vary. ❖ ❖

Skills and Strategies	
4. What skills or strategies does the article suggest for career preparedness?	Answers will vary.
5. Which of these skills or strategies do you already use, and how?	Answers will vary.
6. Which two skills or strategies would you like to improve or learn more about? Why?	❖ Answers will vary. ❖

Name: _____

Challenges and Solutions	
7. What challenges or obstacles related to career preparedness are mentioned in the article?	Answers will vary.
8. What solutions or advice does the article offer for overcoming these challenges?	Answers will vary.

Personal Reflection	
9. How does this article apply to your own career goals or interests?	Answers will vary.
10. What is one action you can take right now based on what you learned from this article?	Answers will vary.

Future Planning	
11. What resources, tools or technologies does the article mention that can help with career preparation?	Answers will vary.
12. How do you plan to use these resources in your own career preparation?	Answers will vary.

Additional Thoughts	
13. What is one question you still have after reading this article?	Answers will vary.
14. What are two other career topics you would like to explore based on this article?	Answers will vary.

Name: _____

Key: Employer Pathway Connections

Directions:

Complete this worksheet by utilizing each of the companies' websites and their advertisements in the AgCareers.com Food and Agriculture Career Guide (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/>). For each of the companies, fill in their chart to learn more about them.

Aligned to the following standards:
CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Company: Ag Processing Inc.		Draw the company's logo. Logo may vary based on image selected by student.	
Website: https://www.agp.com/			
Year Founded: 1983			
Headquarters Location: Nebraska			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Company: Agri-King		Draw the company's logo. Logo may vary based on image selected by student.	
Website: https://agriking.com/			
Year Founded: 1968			
Headquarters Location: Illinois			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Company: Bayer		Draw the company's logo. Logo may vary based on image selected by student.	
Website: https://www.bayer.com/en/us/bayer-united-states-of-america			
Year Founded: 1992			
Headquarters Location: New Jersey			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Name: _____

Company: CLAAS of America		Draw the company's logo. Logo may vary based on image selected by student.	
Website: https://www.claas.com/en-ie			
Year Founded: 1913			
Headquarters Location: Nebraska			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Company: Germains Seeds Technology		Draw the company's logo. Logo may vary based on image selected by student.	
Website: https://germains.com/us/			
Year Founded: 1871			
Headquarters Location: California			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Company: Hartung Brothers		Draw the company's logo. Logo may vary based on image selected by student.	
Website: https://hartungbrothers.com/			
Year Founded: 1975			
Headquarters Location: Wisconsin			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Name: _____

Company: Lallemand		Draw the company's logo. Logo may vary based on image selected by student.	
Website: https://www.lallemand.com/en/			
Year Founded: 1915			
Headquarters Location: Canada			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Company: Richardson International		Draw the company's logo. Logo may vary based on image selected by student.	
Website: https://www.richardson.ca/			
Year Founded: 1857			
Headquarters Location: Canada			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Company: Seneca Foods		Draw the company's logo below: Logo may vary based on image selected by student.	
Website: https://www.senecafoods.com/			
Year Founded: 1949			
Headquarters Location: New York			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Name: _____

Company: Stine Seed		Draw the company's logo below: Logo may vary based on image selected by student.	
Website: https://www.stinseed.com/			
Year Founded: 1940s			
Headquarters Location: Iowa			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Company: The Wenger Group		Draw the company's logo below: Logo may vary based on image selected by student.	
Website: https://www.thewengergroup.com/			
Year Founded: 2015			
Headquarters Location: Pennsylvania			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Company: Wilbur-Ellis		Draw the company's logo below: Logo may vary based on image selected by student.	
Website: https://www.wilburellis.com/			
Year Founded: 1921			
Headquarters Location: Colorado			
Circle this company's career focus area:			
Agribusiness Systems	Agricultural Education	Agricultural Technology	Animal Systems
Biotechnology Systems	Environmental Service Systems	Food Products and Processing Systems	Natural Resources Systems
Plant Systems	Power, Structural and Technical Systems	Skilled Trades	Sustainability

Which career focus area could be applicable to all the companies in the activity?

Answers will vary.

Name: _____

Which two companies interest you most and make you want to explore more? Explain why for each.

1. Answers will vary.

2.

Using one of the companies selected in the previous question, create an Instagram profile plan highlighting current job positions that are available. Use the company’s website to help complete this activity. Your profile should include the following:

- ❖ A profile picture representing the company (logo, employee example, etc.).
- ❖ Two posts drawn with a caption about two current job positions available with the company.

Name of company selected: Answers will vary. Why did you choose this company? Answers will vary. Which career focus area(s) does this company fall in? Answers will vary.	Draw a profile picture for the company. Answers will vary.
---	--

Post 1 Job Position: Answers will vary. Educational Requirements: Answers will vary. Salary Range: Answers will vary. Location of Job: Answers will vary. Primary Responsibilities of Position: Answers will vary.	Draw the post for this job position. Answers will vary. Create a caption using the information collected in the left column. Answers will vary.
--	---

Name: _____

Post 2

Job Position:

Answers will vary.

Educational Requirements:

Answers will vary.

Salary Range:

Answers will vary.

Location of Job:

Answers will vary.

Primary Responsibilities of Position:

Answers will vary.

Draw the post for this job position.

Answers will vary.

Create a caption using the information collected in the left column.

Answers will vary.

- ❖ If you were actively seeking one of the above jobs with the company, what steps could you take during high school to start preparing for that career? How will that help you be successful in obtaining this job?
- Answers will vary.

Name: _____

Key: Career Pathways for Me

Aligned to the following standards:
CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-M4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the AgCareers.com Career Profiles website (<https://www.agcareers.com/career-profiles/>), view all 10 career pathways to learn more about potential careers in each of them. Select two pathways that you are most interested in and complete the questions below.

Career Pathway: Answers will vary.

Name two aspects of this career pathway that appeal to you and tell why.

1. Answers will vary.

2.

What is one challenge you think you might face working within this career pathway?

Answers will vary.

List three potential careers that you find interesting in this career pathway.

1. Answers will vary.

2.

3.

Indicate the future job market/outlook for each of the careers by inserting or drawing a smiley face or a frowny face.

1. Answers will vary.

2.

3.

List the work environment someone with these careers would work in (Ex. office setting, farm, laboratory, manufacturing plant, etc.)

Then, place a check mark next to the work environments you would enjoy.

1. Answers will vary.

2.

3.

Name: _____

Career Pathway: Answers will vary.

Name two aspects of this career pathway that appeal to you and tell why.

1. Answers will vary.

2.

What is one challenge you think you might face working within this career pathway?

Answers will vary.

List three potential careers that you find interesting in this career pathway.

1. Answers will vary.

2.

3.

Indicate the future job market/outlook for each of the careers by inserting or drawing a smiley face or a frowny face.

1. Answers will vary.

2.

3.

List the work environment someone with these careers would work in (Ex. office setting, farm, laboratory, manufacturing plant, etc.)

Then, place a check mark next to the work environments you would enjoy.

1. Answers will vary.

2.

3.

- ❖ Which of the 10 career pathways are you **least** interested in for a potential career? Why?
Answers will vary.

- ❖ What are two other ways you could explore which pathways you would or would not enjoy?
Answers will vary.

Name: _____

Key: Career Road Map

Directions:

Hop in the college tour bus to explore your future options at one of the six agricultural colleges advertised in the AgCareers.com Food and Agriculture Career Guide (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/>). Choose one of the colleges, browse their agricultural majors and create a career road map poster for an agriculture career you're interested in.

Circle the college you're going to research:

South Dakota State University https://www.sdstate.edu/agriculture-food-environmental-sciences	West Texas A&M University https://www.wtamu.edu/academics/college-agriculture-natural-sciences/index.html	Colby Community College https://www.colbycc.edu/academics/index.html
NC A&T State University https://www.ncat.edu/caes/index.php	Virginia Tech https://www.cals.vt.edu/	Kansas State University https://www.ag.k-state.edu/

List three agricultural majors/programs that you are interested in at this college, then put a star next to the major/program you are going to create a career road map for.

1. Answers will vary.	2.	3.
------------------------------	----	----

Using the major/program you have selected, research careers that graduates with that degree/certification can pursue. Choose one career to focus on for the career road map and write it below.

Answers will vary.

Use the space on the next page to create your career road map for your selected agricultural career. Be sure to include the following:

- College and Major: Where you'll study and what you'll focus on.
- Skills/Classes Needed: List important courses and skills unique to this career that will be developed in college.
- Clubs/Extracurricular Activities: Think of the clubs and other programs in college that you could be involved in that could assist in preparing for your selected career. (Some university websites have a club page.)
- Internships/Experiences: What are examples of hands-on opportunities that might be required or recommended for your career?
- Entry-Level Job: What is a realistic first job after graduation?
- Long-Term Career: Where could this degree take you in 10 to 15 years?
- Visuals: Pictures, icons, logos and/or drawings that represent the journey.
- Tagline: Create a slogan that captures your road map (Ex. "From Classroom to Combine!").

Use the AgCareers website to search for your career and find helpful information: <https://www.agcareers.com/career-profiles/>.

Rubric

Category	Score 1-5 (1 – incomplete, 5 – excellent)
Content Accuracy: Includes accurate details about college, major, skills, internships and careers	
Completeness of Road Map: All required elements are included.	
Creativity and Design: Poster is visually appealing, is organized and uses visuals.	
Connection to Agriculture: Clear and thoughtful link between major, career and agriculture industry.	
Total: _____/20	

Aligned to the following standards:

CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Name: _____

My Career Road Map

Answers will vary.



Reflection: Answer in three or four sentences.

How does this pathway connect to your own interests, FFA experiences and/or SAE program?

Answers will vary.

Name: _____

Key: AFA WebQuest

Directions:

Use the Agriculture Future of America (AFA) website, found at <https://www.agfuture.org/>, to explore the opportunities available to young people wishing to pursue a career in the agriculture industry.

Check out the About section (<https://www.agfuture.org/about>) of the website and complete the following questions.

Why does AFA exist?	To shape transformational leaders in food and agriculture who make a positive impact
What does AFA do?	Foster professionalism, entrepreneurialism and intellectualism
How does AFA do it?	Through programs that promote professional development, career exploration and networking
Who is AFA's work for?	The agriculture, food and natural resources industries – from small farms to multinational corporations

Learn about the board of directors (<https://www.agfuture.org/about/board-of-directors>) and answer the following questions.

Board members are recognized leaders from where?	Food and agricultural corporations, educational institutions, associations, trade media and production agriculture
Name four companies that you see represented on the board of directors.	❖ Answers will vary. ❖ ❖ ❖
Do you feel all branches of the agriculture and food industry are represented? How do you know?	Answers will vary.

Aligned to the following standards:

CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Name: _____

Look at the AFA competencies (<https://www.agfuture.org/about/afa-competencies>) to learn more about the organization's work of making transformational leaders. Match the competency with its correct description below.

1. Relationship Development C	a. Working effectively with others toward a common goal
2. Systems Thinking F	b. Using exploration, feedback and reflection to manage yourself and your teams
3. Collaboration A	c. Building and fostering healthy relationships
4. Cultural EQ D	d. Performing well in diverse environments, with an inclusive bias
5. Interpersonal IQ E	e. Relating to others with sensitivity and influence; a built-in bias toward leading and learning
6. Career Management B	f. Innovatively influencing systems through critical thinking and problem solving

Check out the Scholarships section (<https://www.agfuture.org/scholarships>) of the AFA website and answer the questions below.

Who is eligible for this scholarship?	Graduating high school seniors and current undergrads enrolled in an agriculture or food-related degree program in the U.S.
How much money could be granted?	Between \$1,600 and \$3,200
How could this scholarship benefit you?	Answers will vary.

Browse the collegiate partners list (<https://www.agfuture.org/partners/college>) and name one college from your state. If there isn't one from your state, list one from a neighboring state.

Answers will vary.

Name: _____

AFA also creates partnerships with businesses and organizations in the industry through investments. Browse the Industry Partner page (<https://www.agfuture.org/partners/industry>) and list the investment value for each partner shown below.

Ducks Unlimited	\$1,000-\$4,900	Farm Credit	\$25,000-\$49,999
Hill's	\$25,000-\$49,999	Butterball	\$5,000-\$9,999
John Deere	\$100,000 and above	Cargill	\$200,000 and above
American Soybean Association	\$5,000-\$9,999	Nutrien	\$50,000-\$99,999
CHS Foundation	\$200,000 and above	Coca-Cola	\$50,000-\$99,999

- ❖ As a current high school student, what are two ways you feel AFA can benefit you right now? Explain.
Answers will vary.

Name: _____

Key: Rookie But Ready!

Aligned to the following standards:
CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the article “Leveling the Playing Field: How Students Can Stand Out Among Experienced Candidates” (<https://www.aqcareers.com/aq-and-food-career-guide/2025/US/5/>), complete the activity below.

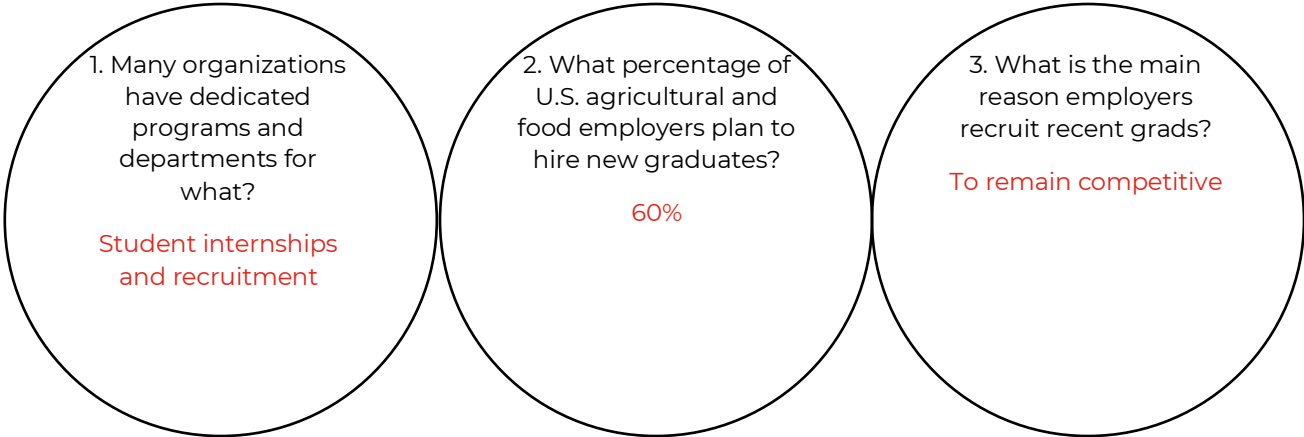
Pre-Reading

Answer these questions before reading the article. Circle “myth” or “fact” for each statement.

- 1. **Myth or Fact:** All entry-level jobs require at least five years of work experience.
- 2. **Myth or Fact:** Employers see value in hiring recent graduates because of their fresh ideas and long-term potential.
- 3. **Myth or Fact:** Most agricultural and food employers are not interested in hiring new graduates.
- 4. **Myth or Fact:** Job postings always list qualifications that are absolutely required, and you should never apply unless you meet every single one of them.
- 5. **Myth or Fact:** Companies invest in student internships and recruitment programs to connect with emerging talent.

Post-Reading

Answer these questions after reading the article.



FRESH PERSPECTIVES AND OPEN MIND	
4. Write the definition or example for this advantage from the article. Answers will vary.	5. Give a personal example of how you can demonstrate this advantage (either currently or in the future). Answers will vary.

Name: _____

TECH SAVVINESS

6. Write the definition or example for this advantage from the article.

Answers will vary.

7. Give a personal example of how you can demonstrate this advantage (either currently or in the future).

Answers will vary.

GROWTH MINDSET FOR THE LONG-TERM

8. Write the definition or example for this advantage from the article.

Answers will vary.

9. Give a personal example of how you can demonstrate this advantage (either currently or in the future).

Answers will vary.

RELOCATION FLEXIBILITY

10. Write the definition or example for this advantage from the article.

Answers will vary.

11. Give a personal example of how you can demonstrate this advantage (either currently or in the future).

Answers will vary.

REASONABLE EXPECTATIONS

12. Write the definition or example for this advantage from the article.

Answers will vary.

13. Give a personal example of how you can demonstrate this advantage (either currently or in the future).

Answers will vary.

Name: _____

14. Define “transferable skills” in your own words.

Answers will vary.

15. List three transferable skills referenced in the article.

- a. Answers will vary.
- b.
- c.

16. In the last section of the article, what advice is given to someone who does not meet all the qualifications and criteria for a job?

Apply anyway

Dig Deeper

Let’s create a 30-second “Hire Me” elevator pitch about yourself that highlights your unique student advantages and transferable skills.

Step 1: Think about your experiences from part-time jobs, FFA, SAEs, sports, volunteering, other clubs or school projects. List eight transferable skills you already have and where you developed those skills. Examples could include teamwork, customer service, time management, problem solving, leadership, communication, etc.

Transferable Skill	Where did you develop this skill?
1. Answers will vary.	
2. Answers will vary.	
3. Answers will vary.	
4. Answers will vary.	
5. Answers will vary.	
6. Answers will vary.	
7. Answers will vary.	
8. Answers will vary.	

Name: _____

Step 2: Connect those transferable skills to one of the advantages of hiring new graduates from the article. List each skill in the correct advantage category below.

FRESH PERSPECTIVE AND OPEN MIND	Answers will vary.
TECH SAVVINESS	Answers will vary.
GROWTH MINDSET FOR THE LONG-TERM	Answers will vary.
RELOCATION FLEXIBILITY	Answers will vary.
REASONABLE SALARY EXPECTATIONS	Answers will vary.

Step 3: Using your lists above, create a 30-second “Hire Me” elevator pitch that highlights at least two transferable skills and one advantage (from the article) that you bring.

Examples:

“Through my FFA officer role, I learned strong communication and teamwork skills. As a Gen Z student, I also bring tech savviness to social media and digital outreach. I’m eager to grow long-term with an organization.”

“Working part-time at a feed store taught me dependability and customer service, and through my SAE program, I gained problem-solving skills. I bring a fresh perspective as a recent ag student, and I’m excited to learn and grow with a company for the long-term.”

“Playing on my school’s basketball team helped me develop teamwork and time management, while completing a research project in my agriculture class strengthened my problem-solving skills. As a student, I bring tech savviness and a growth mindset that will help me contribute new ideas and adapt quickly in the workplace.”

Your “Hire Me” Elevator Pitch: **Answers will vary.**

Name: _____

Step 4: Pair up with a classmate and take turns giving your pitch. In the space below, provide each other with feedback on clarity, confidence and how well the skills are connected to the advantages.

Answers will vary.

Step 5: Reflect by answering the question below.

1. What would you do if you saw a job that wanted “three years’ experience” but you met most of the qualifications?

Answers will vary.

2. Why is it still worth applying for this job?

Answers will vary.

3. In the hiring process, where/when do you think using your elevator pitch would be most beneficial and why? (Ex. application, resume, cover letter, interview)

Answers will vary.

Name: _____

Key: Pivot Power

Directions:

Using the article “Embrace Adaptability in the Evolving Job Market” (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/9/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article.

1. Describe a time when something in your day didn’t go as planned (at school, at work, on the farm, in FFA, etc.).

Answers will vary.

2. How did you respond to this situation?

Answers will vary.

3. On the scale of 1-5, mark how adaptable you think you were when plans changed. Tell why you gave that rating.

1 -----5

Answers will vary.

Post-Reading

Answer these questions after reading the article.

What Is Adaptability

1. How does the article define adaptability?

The ability to adjust to new conditions, pivot when faced with unexpected challenges and stay productive during transitions

2. What is the difference between being adaptable and just “going with the flow”?

Answers will vary.

3. List two workplace changes that adaptability helps employees handle.

- Answers will vary but should include two of the following: emerging technologies, shifting customer expectations and changing company priorities.
-

Problem-Solving and Innovation

4. According to the article, why are adaptable employees often better problem solvers?

They can adjust quickly and seek creative solutions.

5. Why are adaptable employees beneficial to their team?

Staying calm and focusing during uncertain times helps the team stay aligned and motivated.

6. The article says to be “solution-oriented, not reactive.” What does this mean in your own words?

Answers will vary.

Aligned to the following standards:

CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Name: _____

Adaptability in Action

7. Look at the five examples of how adaptability shows up in everyday work. Think about a situation you have been in that closely matches one of these five examples. List the example you chose, describe your situation and explain how you adapted.

Answers will vary.

Continuous Learning

8. Describe how adaptability is related to continuous learning.

It involves staying curious and up-to-date with new tools, trends and practices in the field.

9. What are two ways employees can practice continuous learning?

- Answers will vary but should include two of the following: taking courses, reading books or listening to podcasts.
-

10. What can an employee do during a change to reduce stress and build stronger, more collaborative teams?

Stay calm, recognize your reactions and empathize with others

Strengthening Your Professional Relationships

11. How does being adaptable help build stronger professional relationships?

One can build trust, respect and rapport with colleagues and leaders

12. What benefits might adaptability bring to your career growth?

Adaptability leads to career growth and new opportunities.

How to Be More Adaptable

13. List the four tips to being more adaptable from the article.

- Be more open to feedback.
- Stay curious and continue learning.
- Be proactive.
- Be solution-oriented.

14. Which of these tips do you feel is easiest for you? Why?

Answers will vary.

15. Which of these tips do you feel is hardest for you? Why?

Answers will vary.

Name: _____

Wrap-up

16. Write one sentence that sums up why adaptability is valuable for employees.

Answers will vary.

17. In your own words, how does adaptability connect to success in agriculture careers?

Answers will vary.

Dig Deeper

Read through the scenarios and describe how someone could be more adaptable.

Scenario 1: You are working on a farm crew when a piece of equipment breaks down in the middle of harvest. What adaptable actions could you take?

Answers will vary.

Scenario 2: Your FFA chapter had an outdoor event planned, but the weather forces it indoors. How could you adjust quickly to keep the event successful?

Answers will vary.

Scenario 3: You're asked to use a new digital record-keeping system for your SAE, but you've never used the program before. How can you show adaptability?

Answers will vary.

Name: _____

Scenario 4: A team project shifts leadership when your advisor assigns a new team captain. How could you adapt your communication and role?

Answers will vary.

Scenario 5: Your FFA team has been preparing for a specific career development event (CDE), but a rule change is announced a week before competition. How could your team adapt?

Answers will vary.

Scenario 6: You've been raising an SAE project animal with the plan to sell at the fair, but the buyer you counted on backs out at the last minute. What adaptable steps could you take to still succeed?

Answers will vary.

Scenario 7: During a presentation at your chapter meeting, the projector stops working. How could you adapt your presentation style to keep engaging your audience.

Answers will vary.

Name: _____

Scenario 8: You're scheduled to work at a local agribusiness after school, but when you arrive, you learn two employees are out sick and you're asked to cover tasks you've never done before. How could you show adaptability in this situation?

Answers will vary.

1. How do you usually react when plans change suddenly? Explain your reaction.

Answers will vary.

2. What skills or habits help you stay adaptable in stressful or unexpected situations?

Answers will vary.

3. How might practicing adaptability in FFA, school or your SAE prepare you for future careers?

Answers will vary.

4. Why do you think employers value adaptability so highly?

Answers will vary.

5. How can being adaptable now make you a better student or leader?

Answers will vary.

Name: _____

Key: Stepping Stones

Aligned to the following standards:

CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the article "Unlocking the Door: Transforming Your Internship into a Full-Time Career" (<https://www.aqcareers.com/aq-and-food-career-guide/2025/US/13/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article.

1. What do you think an internship is?

Answers will vary.

2. Why do you think internships might be important for high school and college students?

Answers will vary.

Post-Reading

Answer these questions after reading the article.

For each key idea from the article, write in your own words why they are important when preparing for a career.

Key Idea	Why is this important when preparing for a career?
1. Treat It Like a Real Job	Answers will vary.
2. Say Yes to New Opportunities	Answers will vary.
3. Build Genuine Relationships	Answers will vary.
4. Show How You Add Value	Answers will vary.
5. Stay in Touch and Follow Up	Answers will vary.

Name: _____

6. Which piece of advice do you think is most important? Why?

Answers will vary.

7. The author mentions “adding value.” What do you think that means in your own words?

Answers will vary.

8. On the chart you completed, circle any advice you think would also apply to FFA, sports or a school project team.
Explain why below.

Answers will vary.

9. Draw a symbol, doodle or icon that will help you remember each of the five key ideas.

Treat It Like a Real Job Answers will vary.	Say Yes to New Opportunities	Build Genuine Relationships	Show How You Add Value	Stay in Touch and Follow Up
---	---	--	-----------------------------------	--

10. Which of the five key ideas do you think would be the hardest for you to practice right now? Why?

Answers will vary.

11. What could you start doing in school, FFA or your SAE to get better at it?

Answers will vary.

Name: _____

Dig Deeper

Step into the role of an intern and write a professional thank you note to your supervisor. Choose ONE internship scenario to draft a professional thank you letter or email to a supervisor, highlighting what you learned, how you added value and how you plan to stay connected.

<i>Scenario Option 1 – Agricultural Communications Intern</i>	<i>Scenario Option 2 – Veterinary Clinic Intern</i>
This summer you worked as an agricultural communications intern with your state FFA association. Your responsibilities: • Assisting with social media posts during state convention • Writing short articles for the newsletter • Helping photograph student award winners • Shadowing the communications director to learn about media relations As an intern, you: • Showed up early and stayed late during convention week to help set up and tear down. • Said “yes” to extra projects, including interviewing alumni for a feature story. • Built positive relationships with the staff team and other interns. • Learned how to use Canva and improved your photography skills.	This summer you worked as an intern at P. Sherman Veterinary Clinic, which serves both large and small animals. Your responsibilities: • Assisting with patient intake by weighing animals and recording information • Cleaning kennels, stalls and equipment to maintain a safe environment • Helping prepare supplies for exams and surgeries • Observing veterinarians during procedures and client consultations As an intern, you: • Showed initiative by asking questions and learning how to handle animals safely. • Said “yes” to helping with weekend farm calls, gaining experience with cattle and horses. • Built positive relationships with veterinary technicians and office staff. • Learned how to maintain detailed medical records and communicate with clients.

Now that your internship is over, write a professional thank you email or letter to your supervisor. Use the five key ideas from the article to guide your writing:

- Thank them for the opportunity (Stay in Touch and Follow Up)
- Mention specific tasks you enjoyed or learned from (Say Yes, Treat it Like a Real Job)
- Point out how you contributed value (Show How You Add Value)
- Express appreciation for relationships built (Build Genuine Relationships)
- Share your interest in future opportunities or staying connected (Follow Up)

Use this Sample Template to help you write your letter:

Subject Line (for email): Thank You for the Internship Experience

Greeting: Dear [Supervisor's Name],

Paragraph 1: Thank them for the opportunity and mention what internship you completed.

Paragraph 2: Share one or two responsibilities or projects you enjoyed and how you contributed.

Paragraph 3: Express gratitude for the mentorship/team and share your desire to stay in touch.

Closing: Sincerely, [Your Name]

Name: _____

My Professional Thank You Letter/Email

Answers will vary.

1. Why is it important to thank a supervisor or mentor after an internship or work experience?

Answers will vary.

2. How could writing a thank you letter help you stand out from other interns or mentees?

Answers will vary.

3. How can you apply the idea of “staying in touch and following up” in your life right now?

Answers will vary.

Name: _____

Key: Beyond the Paycheck

Aligned to the following standards:
CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the article “Evaluating Job Offers: Let’s Talk Money (and more!)” (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/15/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article.

1. Circle all the benefits below that you would expect from a career. **Answers will vary.**

High Base Salary	Annual Bonuses	Performance Commissions or Increases	Overtime Pay
Health Insurance	Life and Disability Insurance	Employer Contributed Retirement Plans	Paid Time Off
Sick Leave	Tuition Assistance	Family Medical Leave (Maternity/Paternity Leave)	Stock Options
Fitness Incentives/Membership	Childcare Assistance	Transportation or House Allowances	Professional Development

2. What are your top two expectations and explain why.

- **Answers will vary.**
-

Post-Reading

Answer these questions after reading the article.

1. When you receive a job offer, what is the first thing you should do?
Express your appreciation and ask for time to review the details and clarify deadlines

2. Complete this T-chart by listing all items from the text that fall into each category. Then place a star next to the ones that matter most to you.

<u>TOTAL COMPENSATION PACKAGE</u> Base Salary Any Bonuses Incentives or Commissions	<u>TOTAL REWARDS</u> Health Insurance Retirement Plans Paid Time Off Flexibility and Perks
---	--

Name: _____

3. Explain the difference between a “total compensation package” and “total rewards” in your own words.

Answers will vary.

4. Name the three common types of paid leave that companies can offer.

- Vacation
- Sick Days
- Personal Time

5. Next to each benefit category below, write a question you would want to ask related to that benefit.

- Health, dental and vision insurance: Answers will vary.
- Retirement plans: Answers will vary.
- Disability and life insurance: Answers will vary.
- Other perks: Answers will vary.

6. Explain how mentorship or network exposure could be a stepping stone to a specific role.

Answers will vary.

7. What are two opportunities that you can use to advocate for a raise or promotion?

- Annual reviews
- Performance evaluations

8. The author of the article says to assess the full value of an offer. List five elements she says to consider.

- Salary
- Benefits
- Time Off
- Career Growth Opportunities
- Positive Workplace Culture

9. Now, circle one of the elements listed in the previous question that would most affect your well-being and write why below.

Answers will vary.

Name: _____

Dig Deeper

Read through the two horticulture-related job offers carefully. Use the comparison chart to understand each offer by filling in the details. Then, answer the reflection questions. Be honest about your priorities; there are no right or wrong answers when choosing a job position.

Job Offer 1: Green Thumb Horticulture Specialist Green Thumb Horticulture is a small greenhouse company with just fifteen employees. They are offering you a full-time position as a horticulture specialist with a starting salary of \$39,500 per year. In addition to salary, you are eligible for an annual performance bonus of up to \$3,000. The company provides eight vacation days, five sick days and seven paid holidays each year. Health insurance is offered, though employees must pay \$150 per month, and there are no dental, vision or retirement benefits included. Green Thumb is known for its friendly, close-knit work environment and offers flexible scheduling during the off-season. Employees also enjoy the perk of taking home greenhouse plants at reduced cost. Advancement is possible, with the opportunity to become a lead grower after about two years with the company.	Job Offer 2: True Bloom Greenhouse Technician True Bloom is a large greenhouse operation with about 120 employees. They are hiring a greenhouse technician at a starting salary of \$37,000 per year. This position includes the possibility of earning an annual performance bonus of up to \$1,500. Employees receive 10 vacation days, five sick days and seven paid holidays each year. True Bloom provides health, dental and vision insurance, covering about 50% of the cost for employees. They also offer a 401(k) retirement plan with a 3% employer match. True Bloom is a structured company with a strong training program, and each year employees attend a state horticulture conference at the company's expense. Growth opportunities are clear, with the chance to move into a greenhouse operations manager role within three years.
---	---

Complete the comparison chart.

Category	Green Thumb Horticulture Specialist	True Bloom Greenhouse Technician	Which matters more to you?
Salary and Bonuses	\$39,500	\$37,000	Answers will vary.
Paid Leave	eight vacation days, five sick days, seven paid holidays each year	10 vacation days, five sick days, seven paid holidays each year	Answers will vary.
Benefits (health, dental and vision insurances)	Health insurance at \$150 per month, no dental, no vision	Employer provides health, dental and vision insurances covering 50% of costs	Answers will vary.
Retirement	No retirement	401(k) retirement with 3% employer match	Answers will vary.
Intangibles (other perks)	Friendly, close-knit workplace, flexible scheduling during off-season, discount on plants	Structured company, strong training program, employees attend professional development	Answers will vary.
Growth Potential	Can become lead grower after two years	Can become greenhouse operations manager within three years	Answers will vary.

Name: _____

1. Which job position would you accept and why?

Answers will vary.

2. Which factor had the biggest influence on your decision? Explain why.

Answers will vary.

3. What is one part of the job position you didn't choose that was a deal breaker? Explain why.

Answers will vary.

4. What is one question you would ask the employer before making a final choice?

Answers will vary.

5. Which benefits or perks would you value most in your first job after high school or college? Why?

Answers will vary.

6. Describe how your priorities in a job position might change over time.

Answers will vary.

7. If you could design your perfect job offer, what are three things it would include?

- Answers will vary.

-

-

Name: _____

Key: AI Red Flags

Aligned to the following standards:
CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the article “AI Red Flags to Avoid” (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/17/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article.

Circle all situations where you believe it's okay for someone to use Artificial Intelligence (AI). Then choose two that you circled and explain your reasons. **Answers will vary.**

Writing an essay for English class	Using Grammarly or spellcheck to fix grammar in a paper	Getting ideas for an agriscience fair project	Generating captions for a TikTok or Instagram post	Writing an entire scholarship essay with AI
Asking ChatGPT to explain a math problem step-by-step	Using AI to generate an excuse for being absent from class	Getting resume wording suggestions when applying for a part-time job	Creating artwork for a club T-shirt design	Having AI take an online quiz for you
Practicing interview questions with an AI chatbot	Using AI to predict when crops are ready for harvest	Asking Alexa or Siri for homework help	Letting AI choose what you watch on Netflix or Hulu	Writing your cover letter completely with AI and not reading it before submitting it

1. First choice and explanation:

Answers will vary.

2. Second choice and explanation:

Answers will vary.

Post-Reading

Answer these questions after reading the article.

AI in Resumes and Cover Letters

1. Complete this “red flag” chart based on what you read.

RED FLAG	WHAT DOES AI DO?	HOW CAN IT BE HARMFUL?
Overuse of Buzzwords and Keywords	Overuses buzzwords and may make resume sound inauthentic and robotic	Won't be tailored to the specific job
Lack of Personalization	It might miss nuances such as the depth of your expertise or your enthusiasm for a role.	Might not fully capture your unique qualities or experiences, resulting in a less compelling application

Name: _____

Over-optimization for ATS	Sometimes, it focuses too heavily on ATS-friendly language.	May result in a document that feels mechanical and lacks personality
Unrealistic Claims	May suggest overly polished or inflated language, promising to make your resume stand out by using strong action verbs or exaggerated descriptions	Big red flag if your true experience doesn't reflect this inflation
Ignoring Specific Requirements	May suggest a generic resume or cover letter that doesn't adequately address the specific requirements of the job listing	It will overlook opportunities to highlight the exact skills and experiences the employer is seeking.

2. Complete this "best practice" chart based on what you read.

BEST PRACTICE	WHY SHOULD YOU DO THIS WHEN USING AI?
Tailor Your Application	Answers will vary.
Review It Yourself	Answers will vary.
Balance ATS and Human Appeal	Answers will vary.

3. Explain what Sam did wrong in the example provided.

Answers will vary but should somehow reference Sam letting AI write his entire cover letter and not checking that it matched his real experiences, which led to Sam not being able to explain a project in the interview.

Name: _____

AI Automation in the Workforce

4. Complete this “red flag” chart based on what you read.

RED FLAG	WHAT DOES AI DO?	HOW CAN IT BE HARMFUL?
Bias in AI Algorithms	AI makes decisions based on the data it is trained on.	Biased data results in being unfair toward certain groups or people.
Over-Reliance on Automation	AI can cause a lack of human oversight.	Without human checks, mistakes go unnoticed.
Loss of Critical Thinking and Creativity	Workers lose the opportunity to engage in problem-solving and creative thinking.	Skill development in key areas may be reduced for people.
Lack of Transparency	The lack of transparency can make it challenging for employees to grasp the reasons behind their hiring, promotions or terminations.	People may feel like a machine is evaluating them without clear criteria for decision-making, causing mistrust.

5. Complete this “best practice” chart based on what you read.

BEST PRACTICE	WHY SHOULD YOU DO THIS WHEN USING AI?
Human-AI Collaboration	Answers will vary.
Regular Auditing	Answers will vary.
Upskilling and Reskilling	Answers will vary.
Ethical AI Use	Answers will vary.

Name: _____

Preserve Human Decision-Making	Answers will vary.
--------------------------------	--------------------

6. The article says AI brings both opportunities and challenges. Which do you think is more important to focus on for the future of agriculture careers: opportunities or challenges? Explain why.

Answers will vary.

7. What does “responsible use of AI” mean to you, and how can you apply that in your life now?

Answers will vary.

Dig Deeper

Using an AI platform of your choice, you are going to create a resume and a cover letter to search for red flags and then correct it based on the best practices in the article. Follow the steps below, and answer the questions along the way.

AI Resumes

Step 1: Choose an AI platform to use. Here are some suggestions: ChatGPT, Gemini, Snap AI, AI at Meta, Canva, Indeed Resume AI, etc.

Step 2: Select one of the job descriptions below to use.

<u>Equipment Maintenance Assistant</u> A local agriculture equipment dealership is hiring a high school student to help with equipment maintenance. Responsibilities include cleaning and organizing the shop, assisting technicians with oil changes, replacing filters, checking tire pressure and performing routine inspections on tractors and small engines. Applicants should be dependable, willing to learn and comfortable working with tools in a fast-paced work environment.	<u>Welding and Fabrication Helper</u> A metal fabrication shop is seeking a student to assist with basic welding and shop projects. Duties include measuring and cutting materials, preparing surfaces, operating hand tools and assisting welders with assembly. Safety training will be provided. Applicants should be detail oriented, follow instructions carefully and have an interest in welding or mechanical systems.
--	---

Step 3: Read the student profile of the person applying for your selected job.

Alex Ramirez is a high school junior who enjoys working with tools and machinery. Through FFA, Alex has gained experience in the agricultural mechanics shop by helping repair small engines, changing oil and organizing tools. Alex has also completed several welding projects for class, including making a trailer jack stand and small metal art pieces. Known for being dependable and hardworking, Alex is always willing to lend a hand and learns quickly when given new tasks. Safety is important to Alex, who takes care to follow shop rules and wears proper protective equipment. After graduation, Alex wants to have a career in agricultural mechanics or welding.

Step 4: Copy and paste or type the job description and the student profile into the AI platform. Ask it for a resume tailored for this student and job position. Answer the questions below.

1. On a scale of 1-5, one being least and five being most, mark how generic or “robotic” this resume sounds.

1 ----- 5

Answers will vary.

Name: _____

2. Why did you give it that score?

Answers will vary.

3. List two or three red flags you spot in the AI-generated resume.

Answers will vary.

4. Rewrite those parts in your own words to better reflect the student's authentic profile.

Answers will vary.

5. What is one best practice you think would help with generating this resume? Explain.

Answers will vary.

AI Cover Letters

Step 1: Choose an AI platform to use. Here are some suggestions: ChatGPT, Gemini, Snap AI, AI at Meta, Canva, Indeed Resume AI, etc.

Step 2: Select one of the job descriptions below to use.

Conservation Field Assistant

A local soil and water conservation district is hiring a high school summer intern to assist with outdoor fieldwork. Responsibilities include planting trees and grass, helping install erosion control measures, collecting soil samples and maintaining equipment. Applicants should enjoy working outdoors, be physically active and follow safety instructions in the field.

Parks and Recreation Ground Crew Member

The county parks and recreation department is seeking a student intern to support grounds and trail maintenance. Duties include mowing, trimming, removing debris, planting flowers or shrubs and assisting with habitat improvement projects. Applicants should have a positive attitude, enjoy teamwork and be willing to work in various weather conditions.

Name: _____

Step 3: Read the student profile of the person applying for your selected job.

Morgan Lee is a high school senior who has always enjoyed being outdoors and working with natural resources. As part of her FFA supervised agricultural experience, Morgan has helped maintain trails and wildlife areas at a local park and volunteered with stream cleanup projects. Morgan is dependable, hardworking and willing to take on physically demanding tasks. Through agriculture classes, Morgan has gained experience in plant identification, soil testing and basic equipment operation such as lawn mowers and weed trimmers. Passionate about conservation, Morgan plans to pursue a career in natural resources or environmental science after graduation.

Step 4: Copy and paste or type the job description and the student profile into the AI platform. Ask it for a cover letter tailored for this student and job position. Answer the questions below.

6. On a scale of 1-5, one being least and five being most, mark how generic or “robotic” this cover letter sounds.

1 ----- 5

Answers will vary.

7. Why did you give it that score?

Answers will vary.

8. List two or three red flags you spot in the AI-generated cover letter.

Answers will vary.

9. Rewrite those parts in your own words to better reflect the student's authentic profile.

Answers will vary.

10. What is one best practice you think would help with generating this cover letter? Explain.

Answers will vary.

11. Thinking about your potential future career, do you think that AI will be more of a helpful tool or a problem? Why?

Answers will vary.

Name: _____

Key: Building a Web

Aligned to the following standards:
CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3,
FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-
J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5,
AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1,
CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1,
CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4,
CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the article "The Power of Networking: How to Build Meaningful Connections" (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/21/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article.

1. Do you believe networking is more about *who* you know or *what* you know? Why?

Answers will vary.

2. Think of someone in agriculture (a farmer, extension agent, feed store owner, agriculture teacher, etc.). How might networking be important to that person's work?

Answers will vary.

Post-Reading

Answer these questions after reading the article.

1. What is true networking?

Forming relationships that support mutual growth and open doors to unexpected opportunities

2. Describe the negative reputation associated with networking. Why do you think this exists?

Networking has been recognized as something transactional or self-promotional.

3. What is the truth about networking?

It isn't about how many people you know; it's about the quality of the relationships you build.

4. Give your own personal example for each of the following:

a. Connection: Answers will vary.

b. Collaboration: Answers will vary.

c. Community: Answers will vary.

5. How is networking more than a task?

It is an investment in your future, personal growth and impact.

Name: _____

6. List four communities that thrive because of networking connections, and explain how you can use this community to build connections for your future career.

<i>Community</i>	<i>How can you use this community to build connections for your future career?</i>
University alumni networks	Answers will vary.
Extension relationships	Answers will vary.
Commodity boards	Answers will vary.
Mentorship circle	Answers will vary.

7. Based on the list of how strong networks can help you, which do you feel can help you the most? Why?

Answers will vary.

8. There are several tips shared to help reduce pressure and build confidence when networking. Which tip would help you out the most? Why?

Answers will vary.

9. Create your own personal conversation starter.

Answers will vary.

10. Create your own personal polite exit line.

Answers will vary.

11. Following up with a new contact is where the real connection is built. How would you prefer to follow up with someone? Why?

Answers will vary.

12. Explain your initial thoughts or feelings for each of the following tips.

a. Don't cling to your crew: Answers will vary.

b. Quality over quantity: Answers will vary.

c. Be inclusive: Answers will vary.

d. Always be prepared: Answers will vary.

Name: _____

13. Why should networking be part of your routine?

Answers will vary.

14. Networking is about being intentional. What are two distractions that you think could get in the way? Explain.

Answers will vary.

Dig Deeper

Map out your current network of people by creating a “web” of connections. You will identify who is already part of your support system, analyze which areas of your network are strong or weak and reflect on how you can grow your connections to support your future.

Using the space on the next page, create your web of connections. In the center of the space, write your name. Then draw branches outward for the different areas of your life, such as FFA, school, sports, family, work, community, etc. On each branch, list the people you know who are or could be part of your “network” in each area. Try to include at least 10 names total — the more the better!

Web of Connections

Answers will vary.

1. Which part of your network is the strongest (has the most connections)?

Answers will vary.

Name: _____

2. Which part of your network is the weakest or missing altogether?

Answers will vary.

3. Circle three people on your web who could help you in your future career or leadership goals. Explain why for each of them below.

a. Answers will vary.

b.

c.

4. How could you expand or strengthen your network over the next year?

Answers will vary.

Name: _____

Key: Snackable Careers

Aligned to the following standards:

CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the article "Why Choose a Career in Food and Beverage Processing?" (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/25/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article.

1. Name an example you've seen that shows the food and beverage industry is trying to make food safer .	2. Name an example you've seen that shows the food and beverage industry is trying to make food healthier .	3. Name an example you've seen that shows the food and beverage industry is trying to make food better for the planet .
Answers will vary.	Answers will vary.	Answers will vary.

Post-Reading

Answer these questions after reading the article.

1. List three different types of careers mentioned and describe what someone in that role does. a. Answers will vary. b. c.
2. How does the industry allow employees to change roles as they gain experience? Answers will vary.
3. What are two examples of innovations or sustainability efforts currently happening in the food and beverage industry? a. Answers will vary but should include two of the following: investing in plant-based proteins, cutting food waste and designing smarter, more sustainable packaging. b.
4. Why are food scientists and product developers described as "food superheroes"? They are food superheroes because they are making foods safer, healthier and better for the planet

Name: _____

5. Identify three benefits (not salary) that food and beverage processing careers can offer.

- a. Answers will vary but should include three of the following: health and wellness programs, retirement and savings plans, professional development, flexible work arrangements or employee discounts.
- b.
- c.

6. What resources or platforms are available to help students learn about and connect with professionals in the food and beverage industry?

FoodGrads and AgCareers

7. Which career path mentioned in the article interests you the most? Why?

Answers will vary.

8. How do you think the food and beverage industry connects to agriculture as a whole?

Answers will vary.

Dig Deeper

The article names a podcast called *That's a Food Job!* where professionals share their stories and paths into the food and beverage industry. Visit the podcast's website and choose an episode to listen to: <https://foodgrads.com/the-foodgrads-podcast/>. While listening to the episode, track the guest's career journey, key takeaways and personal reflections below.

Guest Background

- Who is the guest? Answers will vary.
- What is their job title or role? Answers will vary.
- How did they first get into the food and beverage industry? Answers will vary.

Career Path and Skills

- What steps did the guest take to get to where they are now?

Answers will vary.

- What skills or experiences do they say were most important?

Answers will vary.

Name: _____

Industry Insights

- What trends, challenges or opportunities in the food and beverage industry do the guest mention?

Answers will vary.

- What is a surprising or fun story that the guest shared?

Answers will vary.

Advice for Students

- What advice does the guest give to young people who want to join the industry?

Answers will vary.

1. What part of the guest's story inspires you the most? Explain.

Answers will vary.

2. If you could follow in this person's footsteps, what would be your first step right now as a high school student?

Answers will vary.

3. What are two takeaways from this podcast episode that you can apply to your own career exploration journey?

Answers will vary.

Name: _____

Key: From FFA to Future

Aligned to the following standards:
CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the article “Cultivate a Career in Agriculture” (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/27/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article.

The AgExplorer website showcases agriculture careers from 12 different career pathways in the agriculture industry. See if you can think of at least one career for each career focus area.

Agribusiness Systems Answers will vary.	Agricultural Education Systems	Agriculture Technology Systems	Animal Systems	Biotechnology Systems	Environmental Service Systems
Food Products and Processing Systems	Natural Resources Systems	Plant Systems	Power, Structural and Technical Systems	Skilled Trade Systems	Sustainability Systems

Post-Reading

Answer these questions after reading the article.

Complete the case study charts for each FFA alumni featured in the article.

Agricultural Business Career Focus Area	
Name of Featured Alum: Cara Crye	What is their role/position and company? President and CEO of Farm Supply
What do they do? Summarize in one or two sentences. Answers will vary.	From the alum’s story, what skills or qualities helped them succeed? Answers will vary.
List two careers mentioned, related to this alum’s story. Account manager, agriculture lawyer, digital marketing specialist, logistics specialist or sales agronomist	What is one lesson from this alum’s story that connects to you? Answers will vary.

Name: _____

Technology Career Focus Area	
Name of Featured Alum: Sheila Jaeckel	What is their role/position and company? Precision Agriculture Consultant, Ballweg Implement
What do they do? Summarize in one or two sentences. Answers will vary.	From the alum's story, what skills or qualities helped them succeed? Answers will vary.
List two careers mentioned, related to this alum's story. Agricultural engineer, integrated solutions consultant, precision agriculture specialist, software developer or technology strategist	What is one lesson from this alum's story that connects to you? Answers will vary.

Sustainability Career Focus Area	
Name of Featured Alum: Brock Vetick	What is their role/position and company? Innovation and Sustainability Specialist, Settje Agri-Services and Engineering
What do they do? Summarize in one or two sentences. Answers will vary.	From the alum's story, what skills or qualities helped them succeed? Answers will vary.
List two careers mentioned, related to this alum's story. Agriculturist, community/urban farmer, environmental engineer, renewable energy specialist or wildlife biologist	What is one lesson from this alum's story that connects to you? Answers will vary.

Name: _____

Biotechnology Career Focus Area	
Name of Featured Alum: Milton Sabat Gonzalez-Serrano	What is their role/position and company? Ph.D. Candidate, the Ohio State University
What do they do? Summarize in one or two sentences. Answers will vary.	From the alum's story, what skills or qualities helped them succeed? Answers will vary.
List two careers mentioned, related to this alum's story. Animal geneticist, laboratory technician, plant pathologist, quality assurance manager or systems administrator	What is one lesson from this alum's story that connects to you? Answers will vary.

Skilled Trades Career Focus Area	
Name of Featured Alum: Matthew Baxter	What is their role/position and company? Weld Shop Leadman, Land Pride, Great Plains Manufacturing
What do they do? Summarize in one or two sentences. Answers will vary.	From the alum's story, what skills or qualities helped them succeed? Answers will vary.
List two careers mentioned, related to this alum's story. Custom applicator, farrier, heavy equipment operator, livestock auctioneer or maintenance/service technician	What is one lesson from this alum's story that connects to you? Answers will vary.

1. What are two common skills or qualities that you notice across multiple alumni stories that seem important for success in agriculture careers?
Answers will vary.

2. Which story stands out to you the most? Explain.
Answers will vary.

Name: _____

Dig Deeper

Explore an agriculture career of your choice more deeply through the AgExplorer website.

Visit AgExplorer.FFA.org/focus/.

1. Circle the career focus area you are going to select a career from. **Answers will vary.**

<i>Agribusiness Systems</i>	<i>Agricultural Education Systems</i>	<i>Agriculture Technology Systems</i>	<i>Animal Systems</i>	<i>Biotechnology Systems</i>	<i>Environmental Service Systems</i>
<i>Food Products and Processing Systems</i>	<i>Natural Resources Systems</i>	<i>Plant Systems</i>	<i>Power, Structural and Technical Systems</i>	<i>Skilled Trade Systems</i>	<i>Sustainability Systems</i>

2. Choose a career from your selected career focus area and write that career here: **Answers will vary.**

3. Complete this chart about your selected career.

Describe this career in your own words. Answers will vary.	List four responsibilities you would have in this career. Answers will vary.		
Describe the typical employers for this career. Answers will vary.	List two professional organizations/associations for this career. Answers will vary.	What is the average salary for this career? Answers will vary.	Describe the education/training requirements for this career. Answers will vary.
Describe one SAE Connection to this career. Answers will vary.		Describe one FFA Connection to this career. Answers will vary.	

4. Write a "next step" stating what you can do this year (in agriculture class, your SAE program, FFA experience, etc.) to take your first step toward the career you selected.

Answers will vary.

5. Explain one takeaway from the alumni career stories that can help you pursue this career or another future career.

Answers will vary.

Name: _____

Key: Turning No Into Next

Aligned to the following standards:

CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

Using the article "How to Follow Up After an Interview" (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/28/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article.

1. Describe a time you didn't get something you wanted (winning a competition, an officer role, making a sports team, etc.).

Answers will vary.

2. How did you handle the rejection?

Answers will vary.

3. What is one positive takeaway you gained from the rejection?

Answers will vary.

Post-Reading

Answer these questions after reading the article.

1. In your own words, what does the following quote mean to you? "Every rejection is a redirection." —Mel Robbins

Answers will vary.

2. What is the first step you should take after a job interview?

Send a personalized note to the interviewers within 24 hours, thanking them for their time and consideration

3. What should be included in a personalized note after the job interview?

Reiterate your interest in the position and the company and refer to something you discussed in the interview or highlight what stood out about the position or organization

4. What is another way to show interest in the role you have interviewed for?

Ask questions about follow-up while you are still in the interview

5. You recently interviewed for a job with your local farm supply store. They mentioned that you would hear something, one way or another, within two weeks. It's been a little over two weeks, and you still have not heard back from the store manager. Based on the article, what should you do if you haven't heard back from the company within the timeline they provided?

Send a follow-up email if you haven't heard back within the timeline they mentioned.

6. Summarize the advice that is given for handling rejection from a job position.

Answers will vary.

7. What is a good way to learn from the interview experience? Explain.

Ask for feedback politely; answers will vary for explanation.

Name: _____

8. Why is it important to remain professional with the company, even after being rejected for the position?

Answers will vary.

Dig Deeper

Below is a poorly written follow-up email that someone might send after a job interview. Your job is to edit and rewrite the letter so that it is professional, polite and aligned with the strategies shared in the article.

Bad Letter Example

what's up,

thanks for talking to me yesterday. i think id be really good at this job because its something im interested in. i hope you will hire me. also, can you tell me how much money i would be making?

plz let me know soon because i have another job i might take if this one does not work out.

thx so much!

J. smith

1. Identify three problems in this email.

- Answers will vary.
-
-

2. Rewrite the email so that it is more professional and appropriate for a real employer. You are welcome to make up or embellish details.

Answers will vary.

3. How do you think handling rejection will actually help your long-term career success?

Answers will vary.

4. What is one concrete way you can apply the article's advice in your FFA, SAE or future job search?

Answers will vary.

Name: _____

Key: Find Your Voice

Directions:

Using the article “Speaking Up and Standing Out: Be Heard and Respected on the Job” (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/31/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article.

1. Why might you hesitate to speak up in a group setting?

Answers will vary.

2. Think about a time when you did share your opinion. How did others respond?

Answers will vary.

Post-Reading

Answer these questions after reading the article.

1. What should a successful team member be doing?

Actively listening, engaging and speaking up when it is their time to do so

2. Nearly 600 AgCareers social media followers were polled on how comfortable they are with speaking up during a meeting. Write the percentages in the correct spot.

Very Confident 40%	Sometimes Hesitant 27%	I Rarely Speak Up. 9%	It Depends on the Situation. 24%
-----------------------	---------------------------	--------------------------	-------------------------------------

3. Which choice would you choose from the poll? Explain why.

Answers will vary.

4. Explain in your own words why it is important for a supervisor to learn their team.

Answers will vary.

5. Complete the chart below on the steps to gain confidence in speaking up.

Tip/Step	Why is it important?	How can you apply this to your life right now (school, FFA, sports, etc.)?
Be a diligent listener.	Answers will vary.	Answers will vary.
Preparation	Answers will vary.	Answers will vary.

Aligned to the following standards:
CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Name: _____

Ask ALL the questions.	Answers will vary.	Answers will vary.
Ask for feedback often.	Answers will vary.	Answers will vary.
You don't always have to say something.	Answers will vary.	Answers will vary.

6. Which tip from the article do you feel will help you the most in your own leadership or career journey? Why?

Answers will vary.

7. What is one thing you still find challenging about speaking up in groups?

Answers will vary.

Dig Deeper

Read each scenario and identify which step from the article could help the person, then explain how using that step would improve the situation.

Scenario 1 – The Silent Meeting

Kayla sits quietly through every FFA officer meeting. She has ideas, but when the president pauses for input, she freezes. She leaves the officer meetings feeling frustrated that she didn't contribute and like a terrible FFA officer.

1. Which step is missing?

Be a diligent listener.

2. How would applying it help Kayla?

Answers will vary.

Scenario 2 – The Unprepared Intern

Marcus just started an internship on a crop farm. His supervisor asks in a meeting what could be done to improve safety in the shop. Marcus stays silent because he didn't know the topic ahead of time and didn't feel ready to share.

3. Which step is missing?

Preparation

4. How would applying it help Marcus?

Answers will vary.

Name: _____

Scenario 3 – The Confused Employee

At a livestock feed company, Alonzo doesn't fully understand the new feed order system. Instead of asking questions, he guesses his way through the process. Later, his supervisor has to correct his mistakes.

5. Which step is missing?

Ask all the questions.

6. How would applying it help Alonzo?

Answers will vary.

Scenario 4 – The Unsure Student Worker

Lydia is working at the local garden center. She isn't sure if she's doing her job well, but she never checks in with her manager. She just keeps going and hopes she's on the right track.

7. Which step is missing?

Ask for feedback often.

8. How would applying it help Lydia?

Answers will vary.

Scenario 5 – The Over-Talker

Dom loves to share his thoughts in class discussions about agricultural issues. But sometimes, he talks just to fill the silence, even when his points aren't well connected to the topic. His classmates begin to tune him out.

9. Which step is missing?

You don't always have to say something.

10. How would applying it help Dom?

Answers will vary.

11. Looking back at the scenarios, which situation do you relate to the most, and how would you handle it differently after reading the article?

Answers will vary.

Name: _____

Key: #Hired or #Fired

Directions:

Using the article "Wait — The Hiring Manager Is Actually Checking My Social Media?!" (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/35/>), complete the activity below.

Pre-Reading

Answer these questions before reading the article.

Take a look at the two sample social media posts below. Decide if they are professional or unprofessional by circling your choice, then explain why you feel that way.

Example Post 1: <i>"Excited to start my summer job at Green Valley Farms! Looking forward to learning more about crop management and working with a great team!"</i> Professional Unprofessional Explain: <i>Answers will vary.</i>	Example Post 2: <i>"Ugh, my boss at the feed store is the worst. Can't wait to quit this place and never come back."</i> Professional Unprofessional Explain: <i>Answers will vary.</i>
---	---

Post-Reading

Answer these questions after reading the article.

1. List the red and green flags highlighted in the article.

Major Social Media Red Flags • <i>Illegal activities posted online</i> • <i>Talking inappropriately about a past employer</i> • <i>Posting something very negative about your industry</i>	Major Social Media Green Flags • <i>You are very engaged in the industry, commenting and sharing supportive, thoughtful replies.</i> • <i>You just completed a training course that you didn't mention on your resume.</i> • <i>Your personality seems to fit their company culture.</i> • <i>You're sharing posts about or from the company you want to work for.</i> • <i>Recommendations and positive comments from colleagues and friends</i>
---	--

2. If you are not proud of what appears on your social media, what are three things you can do to clean it up?

- *Change your privacy settings.*
- *Untag yourself from posts.*
- *Remove old posts that you are embarrassed about.*

3. In your own words, explain how social media could also get you hired into a position.

Answers will vary.

Aligned to the following standards:

CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Name: _____

4. What social media platform will hiring managers most likely look at?

LinkedIn

5. List the key items that should be completed in a LinkedIn profile.

- Headshot
- Work history/experience
- Summary
- Key accomplishments
- Training/Certifications
- Education
- Volunteer causes

6. Explain what a strong online presence can do for you professionally.

It can showcase your professionalism, expertise and personality, making you a more attractive candidate.

7. How do you think your social media presence today reflects the type of person and professional you want to be in the future?

Answers will vary.

Dig Deeper

Google Yourself

1. Google your own name and jot down what shows up. If nothing appears, write that.

Answers will vary.

2. IF YOU HAD RESULTS: Would you hire yourself based on what you see? Why or why not?

Answers will vary.

3. IF YOU DID NOT HAVE RESULTS: Describe what you would like to have seen.

Answers will vary.

4. Write three things that you can do to improve your digital footprint.

- Answers will vary.
-
-

Name: _____

Create a LinkedIn Profile, or Improve an Existing One

Create a draft of what you need to include in your LinkedIn profile.

Headline (one sentence that sets you as a future professional) <i>Answers will vary.</i>	Work History <i>Answers will vary.</i>
Summary (Two or three sentences introducing yourself and your interests and goals) <i>Answers will vary.</i>	Five Skills You Want to Highlight <i>Answers will vary.</i>
Three Accomplishments You Are Proud Of <i>Answers will vary.</i>	Training or Certifications You Have Received <i>Answers will vary.</i>

Visit <https://www.linkedin.com/> and use the information above to either improve an existing profile or to help you create a profile. Don't forget a great headshot!

Reflect

1. How can something you post in high school affect your opportunities years later?

Answers will vary.

2. What do you think the difference is between showing your personality online and being professional?

Answers will vary.

3. What is one guideline that you could follow to keep your social media professional and authentic to who you are?

Answers will vary.

Name: _____

Key: Dear Career Coach

Aligned to the following standards:
CS.05, FFA.PL-A1, FFA.PL-A3, FFA.PL-A5, FFA.PL-A8, FFA.PL-C1, FFA.PL-D2, FFA.PL-D3, FFA.PL-E3, FFA.PL-F1, FFA.PL-F2, FFA.PL-F3, FFA.PG-I1, FFA.PG-I2, FFA.PG-I5, FFA.PG-J1, FFA.PG-J2, FFA.PG-J3, FFA.PG-J4, FFA.PG-K3, FFA.CS-M1, FFA.CS-M2, FFA.CS-N4, FFA.CS-O2, FFA.CS-O3, AG5, AGC08.01, AGC09.01, AGC09.02, CCSS.RI.9-10.1, CCSS.RI.9-10.2, CCSS.RI.9-10.4, CCSS.W.9-10.1, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.7, CCSS.W.9-10.8, CCSS.W.9-12.9, CCSS.SL.9-10.1, CCSS.RST.9-10.8, CCSS.RST.9-10.9, CCSS.WHST.9-10.1, CCSS.WHST.9-10.2, CCSS.WHST.9-10.4, CCSS.WHST.9-10.6, CRP.02, CRP.04, CRP.07, CRP.08, CRP.10, CRP.11

Directions:

AgCareers.com has created a new space on their website called “Dear Career Coach” where students can submit questions to receive advice for their career challenges. You are hired as the Career Coach and need to respond to six questions by the end of the week to be published on the website. The questions all happen to fit into the themes from the recent edition of the Food and Agriculture Career Guide (<https://www.agcareers.com/ag-and-food-career-guide/2025/US/>). Use the magazine to help you respond to the student questions.

Standing Out as a New Graduate <i>Dear Career Coach,</i> <i>I'm about to graduate, and I feel nervous about competing against candidates with more experience. How can I stand out and show employers that I'm worth hiring even though I'm just starting out?</i> —Emily, Overachiever State University Your Response: Answers will vary.	Following Up After Interviews <i>Dear Career Coach,</i> <i>I just finished a really exciting job interview, but now I'm not sure what to do while I wait for their decision. Should I follow up, and if so, what's the right way to do it without being annoying?</i> —Marcus, Awkard Silence College Your Response: Answers will vary.
Avoiding AI Red Flags in Resumes/Cover Letters <i>Dear Career Coach,</i> <i>I've been using AI tools to help me write my resume and cover letters, but I'm worried they don't sound like "me." How can I use AI without making my applications look fake or unprofessional?</i> —Sophia, Copy-Paste Polytech Your Response: Answers will vary.	Speaking Up and Being Respected at Work <i>Dear Career Coach,</i> <i>I just started my first job, and I sometimes feel too inexperienced to share my ideas in meetings. How can I speak up in a way that earns respect without sounding like I don't know what I'm talking about?</i> —Caleb, Shy Guy University Your Response: Answers will vary.

Name: _____

Networking Effectively

*Dear Career Coach,
I know everyone says networking is important, but I feel awkward at events and don't know what to say to strangers. What are some practical ways I can start building real connections in the agriculture industry?*

—Aaliyah, Small Talk State

Your Response:

Answers will vary.

Evaluating Job Offers

*Dear Career Coach,
I just received my first job offer, and I'm thrilled! However, I don't know how to tell if it's actually a good offer. Besides the salary, what should I be looking at to make the best decision for my future?*

—Jackson, Dollar Signs University

Your Response:

Answers will vary.

1. Which career questions do you relate to the most right now? Why?

Answers will vary.

2. While writing responses, what is one career skill or strategy that you learned?

Answers will vary.

3. How can you apply that career skill or strategy to your life right now?

Answers will vary.

4. If you were writing your own "Dear Career Coach" letter today, what question would you ask? Explain.

Answers will vary.