



Lesson Plan

AgExplorer Video Activity

Created: 04/2024 by the National FFA Organization

Description: *This is a general activity to be used with any of the videos in the AgExplorer video center.*

Student Learning Objectives:

After completing these activities, students will ...

- 1. Investigate an agriculture career.
- 2. Identify the path it takes to acquire an agriculture career.
- 3. Identify skills needed for agriculture careers.

Suggested Grade Level:

Grades 9 and 10 (This lesson is written so instructors can scale up or down based on class needs.)

Suggested Time: 30 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

- 1. Website: AgExplorer, AgExplorer.FFA.org

Related Resources:

- 1. AgExplorer Implementation Guide, <https://FFA.box.com/s/gpmadmpxqlfm1kjun9x52qew4d1mkzji>

Equipment and Supplies Needed:

- 1. A copy of the “What Do You Do for a Living?” worksheet for each student
- 2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time

Cross-Curricular Connections:

English/Language Arts
Create a written career profile based on information from a video and AgExplorer.

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.

<https://ffa.box.com/s/j14xximu1xwfm5ilclac4q65bzbv3iz9b> (Word)
<https://ffa.box.com/s/kxztswvh0ij49jw01ycrlf9ln7rqtqdl> (PDF)
<https://docs.google.com/document/d/1nfMzKhWCFB0AaND2CjqaOlVWV8dYHgR1fnWADpZzyPw/copy> (Google)

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

Common Career Technical Core

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

NASDCTEc

- 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.9-10.4 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.9-10.2 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.

Common Core – Literacy in Science & Technical Subjects: Writing

- 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.

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
- Information, Communications and Technology Literacy
- Initiative and Self-direction
- Leadership and Responsibility

Lesson Plan

1. **Bell Ringer:** What are two ways that someone could learn more about different careers?
2. **Introduction:** *One of the best ways to learn about careers is to hear about them directly from those individuals who work in them every day. Today, you're going to watch a video highlighting a professional within the agriculture industry and learn about their career.*
3. **Activity:** Each student needs a copy of the worksheet "What Do You Do for a Living?"
 - a. **Part 1:** Choose a video from the AgExplorer Video Center (AgExplorer.FFA.org/video-center/) or direct students to find one on their own. Students will fill out Part 1 of the worksheet as they watch the video.
 - b. **Part 2:** Students will then navigate to the AgExplorer website (AgExplorer.FFA.org) and find a career page that most closely matches the career in the video they watched (note: the title on AgExplorer may not be the exact title from the video). Using the information on that page, they will complete the career profile in Part 2.
4. **Follow-up:** Have students use AgExplorer to find related careers to the video they watched. You could also have students take the [MyCareer Quiz](#) to explore their own career interests.
5. **Exit Ticket:** What other careers would you be interested in hearing about from individuals within that career?

Name: _____

Aligned to the following standards:

NRS.01; AGPE01.01; CCSS.RI.9-10.3; CCSS.SL.9-10.1; RST.9.10.1;
RST.9.10.2; RST.9.10.4; RST.9.10.5; RST.9.10.9; RST.9.10.10; WHST.9.10.7;
WHST.9.10.9; MP3; MP6; AG-NR2; HS-LS2-6; HS-LS2-7

What Do You Do for a Living?

Part 1

Directions:

Watch an AgExplorer career testimonial video and complete the activity below. The AgExplorer videos can be found at AgExplorer.FFA.org/video-center/.

1. Who is the professional in the video you watched?

Name:	Company:
Job Title:	

2. Explain what this person does in their role in two to three sentences.

--

3. What are three skills or abilities this person has that contribute to their success in their role?

1.
2.
3.

4. What does this person enjoy about their career?

--

5. What do they recommend for people interested in this career (education, interests, skills, etc.)?

--

6. What is one more question you would ask this person about their career?

--

Name: _____

Part 2

Directions:

Go to AgExplorer (AgExplorer.FFA.org) and find a career page that matches the career in the video you watched (note: the title on AgExplorer may not be the exact title from the video). Using the information on that page, complete the following career profile.

Career:	Draw a picture representing this career:
Career Focus Area:	
Typical Salary:	
Description of Career: <i>(Two or three sentences)</i>	
Job Responsibilities: • • • • •	
Professional Organizations and Associations: • • •	Recommended High School Courses: • • •
What FFA and SAE activities would help prepare you for this career?	
Would you be interested in a career like this? Why or why not?	
Why is this career important within society and the economy?	