



Lesson Plan

Young Urban Farmers Program

Created: 03/2019 by the National FFA Organization

For Carlos' supervised agricultural experience (SAE) program, he works in the Young Urban Farmers Program in his hometown. Follow along as he shares what he has learned about agricultural production and how it will help him in the future.

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Identify challenges within urban production agriculture.
2. Complete a career interest assessment.
3. Compare and contrast potential careers with their goals and interests.

TIME REQUIRED: 90 minutes

RESOURCES/REFERENCES:

1. Video: "Young Urban Farmer's Program SAE | Carlos Garcia," <https://vimeo.com/305565805>
2. Website: AgExplorer (2019), AgExplorer.ffa.org

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Garden Life" worksheet for each student
2. A copy of the "Forward Thinking" worksheet for each student
3. Internet access to play the video in real time or embed it in a PowerPoint ahead of time
4. Technology access for students to use AgExplorer.ffa.org

STUDENT ACTIVITY SHEETS:

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

<https://ffa.box.com/s/6wlx0nats7cn11i5n9h19q56ve8q4qnt> (Word)

<https://ffa.box.com/s/wh81di7a8yzj4ycnvkusplvtfxvfqtpq> (PDF)

CROSS-CURRICULAR CONNECTIONS:

English/Language Arts
Complete a Venn diagram to compare and contrast careers and interests

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-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

- AGC08.01 Demonstrate workplace ethics specific to AFNR occupations in order to reflect effective stewardship of resources.
- 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 – 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 – 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 the 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

LESSON PLAN:

1. *Bell Ringer:* Have students respond to this prompt: How do you want to spend your days when you are an adult?
2. *Introduction:* The general public often thinks there is no agriculture in urban areas, but this simply isn't true. Today, we'll learn how one urban student learns about production agriculture in his SAE.
3. *Activity:*
 - a. Each student needs a copy of the worksheet "Garden Life." Have students complete this worksheet as they watch "Young Urban Farmer's Program SAE | Carlos Garcia," available at <https://vimeo.com/305565805>. When students have finished the worksheet, transition to the next activity by having a brief class discussion about how SAEs can help us learn what we want to do in the future. Discuss how Carlos' SAE helped him realize he wanted a career in agriculture.
 - b. For this portion of the lesson, students will explore careers in agriculture on AgExplorer.ffa.org. Students will complete the Career Finder assessment. For students who have already completed the Career Finder in the past, there are specific directions for them as well. They will discover basic information about two careers, and then students will use a Venn diagram to discover where their chosen careers and personal interests overlap.
4. *Follow-up:* Have a class discussion about what one should look for in a career. Use these questions as a starting point: What is most important? Does a career *need* to align with one's interests? Why or why not? What other things should be considered?
5. *Optional – Extended Learning Opportunities (Not factored into time requirement):*
 - a. If you haven't already had students complete the SAE for All course or the Foundational Independent Learning Guides, now would be a good opportunity to do so. There are learning guides for different levels of students, and they walk students through career exploration and planning, workplace safety, employability

skills, personal financial management and agricultural literacy. The educator resources for SAE for All are available at <https://saeforall.org/educator-resources/>.

6. *Exit Ticket:* In the Venn diagram you completed today, which career had the most overlap with your interests? Does the career seem like a good match for you? Why or why not?

NAME: _____

Aligned to the following standards:

CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-N;
AG5; AGC08.01; AGC09.02; CCSS.RI.9-10.4; CCSS.SL.9-10.1;
CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.07; CRP.08; CRP.10; CRP.11

Garden Life

DIRECTIONS:

Answer the questions below as you watch the video "Young Urban Farmer's Program SAE | Carlos Garcia," available at <https://vimeo.com/305565805>.

What skills has Carlos learned through his SAE?

Where does Carlos work for his SAE?



What challenges does he have to overcome while working?

Why did Carlos join FFA?

What advice does he give to urban students?

What has this SAE made him realize?

What does Carlos want to do in the future?

NAME: _____

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CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-N;
AG5; AGC08.01; AGC09.02; CCSS.RI.9-10.4; CCSS.SL.9-10.1;
CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.07; CRP.08; CRP.10; CRP.11

Forward Thinking

DIRECTIONS:

Carlos’ SAE made him realize he wants a career in agriculture, but he isn’t yet sure what specific career he wants. It’s never too early (or too late!) to start exploring all the many amazing career opportunities available in agriculture. Complete the following activities to explore your future in agriculture!

1. Go to AgExplorer.ffa.org. If you’ve never completed the Career Finder assessment, do that now. If it has been awhile since you completed the Career Finder or you don’t remember your results, then take it again. If you remember your results from previously completing the Career Finder, then use those to move forward. Record your results below.



Career Title:



Career Title:



Career Title:



Career Title:

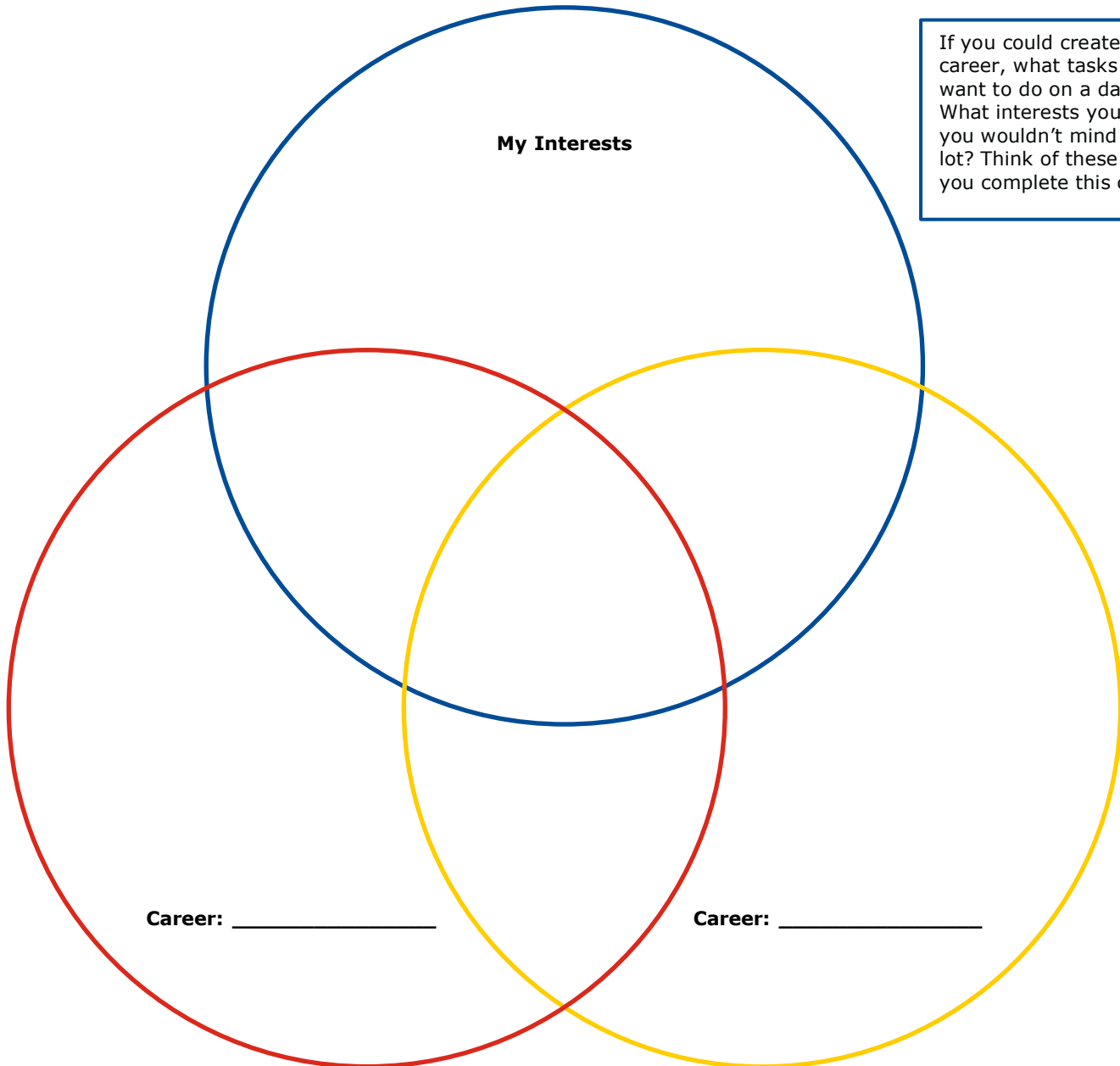
2. Pick the two careers that interest you the most (from your Career Finder results) and click Learn More. Provide the following basic information about each of the careers you chose.

Career:	Career:
Brief Description (in your own words):	Brief Description (in your own words):
Education/Training Required:	Education/Training Required:
Future Job Market Outlook:	Future Job Market Outlook:
Typical Employers:	Typical Employers:
List 2 Suggested Professional Organizations and Associations:	List 2 Suggested Professional Organizations and Associations:

NAME: _____

3. Complete the Venn diagram to see how your career picks compare to your interests. The information that goes into the career circles will come from the What Responsibilities Will I Have? section on [AgExplorer.ffa.org](https://www.ffa.org/agexplorer)

If you could create your ideal career, what tasks would you want to do on a daily basis? What interests you so much you wouldn't mind doing it a lot? Think of these things as you complete this circle.



4. Summarize what you learned about how your interests line up with these two careers. How will this impact your thinking as you consider future careers?

NAME: _____

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CS.05; FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-N;
AG5; AGC08.01; AGC09.02; CCSS.RI.9-10.4; CCSS.SL.9-10.1;
CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.07; CRP.08; CRP.10; CRP.11

KEY: Garden Life

DIRECTIONS:

Answer the questions below as you watch the video "Young Urban Farmer's Program SAE | Carlos Garcia," available at <https://vimeo.com/305565805>.

What skills has Carlos learned through his SAE?



Proper harvesting and handling of produce



Cooking and knife safety skills



Marketing and entrepreneurship



How to properly design a farm on a small piece of land so it can be more efficient

Where does Carlos work for his SAE?

The Young Urban Farmer's Program with other high schoolers

What challenges does he have to overcome while working?

The farming tasks because they require a lot of strength

The weather

Why did Carlos join FFA?

He liked the leadership opportunities it offered as well as the CDEs and trips.

What advice does he give to urban students?

He says they should contact their ag teachers and local farmers markets to see what opportunities might be available for them.

What has this SAE made him realize?

That he wants a career in agriculture

What does Carlos want to do in the future?

Attend a four-year public college and major in animal science or agriculture