



Lesson Plan

College Search

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STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Discuss the pros and cons of attending college.
2. Examine information about five different colleges.
3. Determine the diversity of agriculture colleges within the United States.

TIME REQUIRED: 45 minutes

RESOURCES:

1. FFA.org
2. Article — "Is College Right for Me? The Pros and Cons of College," <https://fremont.edu/is-college-right-for-me-the-pros-and-cons-of-college/>
3. AgExplorer — AgExplorer.FFA.org

EQUIPMENT AND SUPPLIES NEEDED:

4. A copy of the "College Search" worksheet for each student.
5. Internet access to read the online article or print it ahead of time.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. A portion of a careers unit (for any career focus area).
2. An activity in an SAE unit.

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-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- 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
- Information Literacy
- Leadership and Responsibility

LESSON PLAN:

1. *Bell Ringer:* What are the pros and cons of college? List five pros and five cons.
2. *Introduction:* What do you want to be when you grow up? Do you have to go to college to achieve this dream? While college might not be for everyone, today we are going to discuss the pros, cons and look at five colleges within the United States that offer agriculture courses and majors.
3. *Activity:* Each student needs to access the article, "Is College Right for Me? The Pros and Cons of College," <https://fremont.edu/is-college-right-for-me-the-pros-and-cons-of-college/>
 - a. Have students pair up and read the article. They should write down five pros and five cons of going to college (in addition to what they wrote for the bell ringer) and three eye-opening facts they find within the article.
 - b. Tell students to summarize their thoughts and determine if the pros outweigh the cons and if they are "pro-college" or "non-college."
 - c. Discuss as a class the pros/cons and additional eye-opening information found within the article.
4. *Activity:* Each student needs a copy of the worksheet "College Search."
 - a. Students will use [AgExplorer.FFA.org](https://www.agexplorer.org/) to complete the activity.

Note:

If you have students that believe their career interests have no connection to agriculture, encourage them to see if a similar career is available on AgExplorer. If there is no match, allow them to search for colleges that do offer a degree for their preferred career.

5. *Follow Up:* Have students discuss their thoughts about the colleges they found using these guiding questions:
 - a. What information did you find that you did not know before completing this activity?
 - b. Was it easy or difficult to find the information you needed on each college site?
 - c. Did any of the admission requirements surprise you? Why or why not?
 - d. What additional questions do you still have about the colleges you researched?
6. *Leveling Up:* Find a college application template and have students complete to provide them with an idea of the information needed. Or, have students develop their own college website that provides necessary information while easing navigation for the user.
7. *Exit Ticket:* Explain why or why not you support a college education based on the information you found today.

NAME: _____

College Search

Aligned to the following standards:
FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J; FFA.CS-M; FFA.CS-N;
AG5; AGC09.02; CCSS.EI.9-10.4; CCSS.W.9-10.2; CCSS.SL.9-10.1;
CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.07; CRP.08; CRP.10; CRP.11

DIRECTIONS:

This activity will take you on a “tour” of five different colleges that offer agriculture courses within the United States.

Part 1

- 1. Go to AgExplorer.FFA.org
- 2. Choose a career focus area (Biotechnology Systems, Natural Resources Systems, etc.) that interests you and write it here:

- 3. Choose one career from that focus area and write it here:

- 4. Scroll to the “Education/Training Required” section and click on:

AGCAREERS EDUCATION

- 5. Choose five total colleges/universities outside of your own state that offer agriculture courses (Click on the school link in the list), spend five minutes on the site and fill in the chart below.

Name of School	Location (City and State)	Undergraduate Studies/Courses List three facts you found in this section.	Admission Requirements List three requirements.

Part 2

Choose one of the schools listed in the chart on Part 1 and answer the following questions:

Name of School _____

About (General Info)

Staff/Faculty-What information could you find? How many staff are available in the agriculture department?

Student Life-What clubs, athletics and/or organizations are available? How does housing work for the college?

List at least five agriculture degrees offered at the college/university.

Does this college/university seem like one you would like to attend? (Circle your response)

YES

NO

Explain your circled response.