



High School

National FFA Organization

Lesson HS.125

PREPARING FOR THE TRIP

Unit. Supervised Agricultural Experience

Problem Area. Developing My SAE Program

Precepts. C1: Contemplate the future

I1: Plan and implement professional goals and priorities

National Standards. NL-ENG.K-12.7 — Evaluating Data — Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Identify the skills and competencies needed for a chosen pathway.
- 2 List the competencies that need to be learned for a chosen pathway.



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Time. Instruction for this lesson: 50 minutes.



Resources

“Preparing for Career Success in Agriculture, Food, and Natural Resources”
www.careerclusters.org.



Tools, Equipment, and Supplies

- ✓ Overhead Projector
- ✓ Writing Surface
- ✓ HS.125.TM.A
- ✓ HS.125.Assess—one per student



Interest Approach

You will have the class choose a destination it wants to visit. However, there are some requirements for the trip. First, the class will walk or hike to the destination. Second, the trip destination must be a minimum of 1,500 miles from your school and not more than 3,000 miles. Third, the trip destination must be in the United States. Fourth, the trip must conclude within six months. Fifth, they cannot use hotels/motels for lodging. Sixth, they must take all of their food and other supplies with them. Seventh, they have no money to take with them on the trip.

All members of the class must make the trip. After the destination has been selected, divide the class into groups of five to seven people. Each group will be given a map of the United States.

Give each group 20 minutes to work on this activity. Each group must answer the following questions:

What time of year will they travel?

What route will they take to their destination?

Is their goal to get to the destination the fastest or to enjoy the scenery?

What supplies will they need?

Each group should draw on the map with a marker the route they will take.

After the 20 minutes is over, have each group place its map on the wall. Have a representative from each group share their plans and answers to the questions.

Were all the trips the same?

Did different groups have different ideas?

What does this exercise tell us about different people?



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Is there more than one way to get somewhere?



Welcome back for the next stage of our journey. So far, we have redefined agriculture and discovered new opportunities to explore. We also have learned about the importance of making a good career decision. Today, we are going to take another step on our journey as we consider what preparations we need to make.



Today you are going to take a trip. However, there are some requirements for the trip. First, you will walk or hike to the destination. Second, the trip destination must be a minimum of 1,500 miles from the school and not more than 3,000 miles. Third, the trip destination must be in the United States. Fourth, the trip must conclude within six months. Fifth, you cannot use hotels/motels for lodging. Sixth, you must take all of your food and other supplies with you. Seventh, you have no money to take with you on the trip.

 Everyone must go on the trip. After the destination has been selected, we will divide the class into groups of five to seven people. Each group will be given a map of the United States.

 We are going to choose a destination. I want each person to write a state on a piece of paper and pass it to the front of your row. The state getting the most votes wins. I will pick a town in that state.

The teacher will need to facilitate this activity quickly and move on to the next stage.

 Now that we have selected our destination, I want you to count off in three's. We now have three groups. You have 20 minutes to work on this activity. You must answer the questions listed on the writing surface:

What time of year will you travel?

What route will you take to your destination?

Is your goal to get to the destination the fastest or to enjoy the scenery?

What supplies will you need?

You will draw on the map with a marker the route you will take. Any questions? It's trip time ... start!

After the seven minutes is over, have each group place its map on the wall. Have a representative from each group share their plans and answers to the questions.

 As you look at the maps and the various routes taken by the different groups, are they different. Are some more direct than others? Was there any frustration between members of your group—some wanting to take a different route?

Use this time to help the students understand that everyone is different and can take different routes to the same destination. This is critical in reinforcing tolerance and diversity.



TEACHING STRATEGIES

Objective 1. Identify the skills and competencies needed for a chosen pathway.

I. How do I need to prepare for a career?

Using HS.125.TM.A, have each student take notes of the credentials needed for each career pathway. Have the students make note of the experiences and educational requirements of each career cluster areas. Emphasize the need for experience and education. Also, point out that some careers can begin immediately after high school while other careers will require a two year or four year post-secondary education.



Each career is unique in what it requires a person to know and understand. The knowledge needed is often growing and requires that a person continue to be trained and/or get more education. Let's look at the requirements for the career cluster areas.

Career Cluster Credential Requirements

- Food Products and Processing Systems: 2-year, 4-year, or graduate degree
- Plant Systems: 2-year, 4-year, or graduate degree
- Animal Systems: 2-year, 4-year, or graduate degree
- Power, Structural, and Technical Systems: Secondary, Apprenticeship, 2-year, 4-year, or graduate degree
- Natural Resources Systems: 2-year or 4-year degree
- Environmental Services Systems: Vocational Certificate, 2-year, or 4-year degree
- Agribusiness Systems: Secondary, Apprenticeship, 2-year, 4-year, or graduate degree

Use a Choral Response Moment to reinforce learning. As a part of this, have the students use the seven cluster areas and share how they are defined and the educational requirements for that cluster area.



Are you getting comfortable with the cluster areas and your interest areas? Are there any questions?



Objective 2. List the competencies that need to be learned for a chosen pathway.

II. What do I need to know about my pathway choice?

In each cluster area, there is a section on credentialing. Students need to focus on the one or two areas that interest them. Allow them some time to read quietly these areas as you transition into this section of the lesson.



I want you to take your career cluster brochure and find the areas that interest you. Focus on the types of experiences you will need in order to be successful in your career choice. Quietly review this information for the next few minutes. You may want to take a few notes.

Monitor the students to make sure they understand their assignment.



We are going to take what we have learned about the educational and experience requirements and begin developing a plan to take you to the career you have chosen.

Based on what the students have learned through the past two lessons, they will make two lists in their notebooks: one for educational requirements and the other for experience requirements. The experience requirements are found in the career cluster information.

After each list is drafted, students will share their career interest area and their lists with the class. This is an opportunity for the teacher and the class members to help one another. Opportunities to refine these lists should be ongoing. This is only the beginning of the planning process.



You will now make two lists in your notebook for the one career cluster area that most interests you. One list will have a heading for educational requirements and the other will have a heading for experience requirements. Take a few minutes to make your lists, and be prepared to share what you learned with your classmates.



Each of you will stand up and share with the class your career interest area and one experience that is required for that career.

Have each student share one career and a required experience. You may want to make note of these for future career guidance.



We have started the process of developing your road map to the future. Are you ready for the adventure?



Review/Summary

Have the students answer the following questions in their notebooks:

What career cluster is of interest to me and why?

Why is career planning important?



Application

►Extended Classroom Activity:

Each student may want to share career interests with the school guidance counselor and ask him or her for assistance in making future educational plans.

►FFA Activity:

How does FFA help students move toward their career interest areas?

►SAE Activity:

Not applicable.



Evaluation

A written test, HS.125.Assess, is provided to measure the objectives of this lesson.

Answers to Assessment:

1. Career clusters are a way to organize similar career opportunities together. These careers

usually have similar educational requirements.

2. Career clusters help me focus on a career area to better understand the employment opportunities.
3. There are many career opportunities available in agriculture.
4. Careers in agriculture require various educational backgrounds from high school through the graduate degree level.
5. No.



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HS.125.Assess Name: _____

PREPARING FOR THE TRIP

Briefly answer the following questions.

1. What is a career cluster?
2. How are career clusters valuable to you in selecting an agricultural career?

3. Are there many or few agricultural career opportunities?

4. What type of educational background is required for agricultural careers?

5. Do all careers in agriculture require a four-year college degree?



HS.125.TM.A

CAREER CLUSTER CREDENTIAL

REQUIREMENTS

◆ Food Products and Processing Systems

→ 2-year, 4-year, or graduate degree

◆ Plant Systems

→ 2-year, 4-year, or graduate degree

◆ Animal Systems

→ 2-year, 4-year, or graduate degree

◆ Power, Structural, and Technical Systems

→ Secondary, Apprenticeship, 2-year, 4-year, or graduate degree

◆ Natural Resources Systems

→ 2-year or 4-year degree

◆ Environmental Services Systems

→ Vocational Certificate, 2-year, or 4-year degree

◆ Agribusiness Systems

→ Secondary, Apprenticeship, 2-year, 4-year, or graduate degree

