



Lesson HS.123

CAREER OPPORTUNITIES IN AGRICULTURE

Unit. Supervised Agricultural Experience

Problem Area. Introduction to SAE

Precepts. F5: Acquire new knowledge

National Standards. NSS-EC.9-12.4 — Positive and Negative Incentives — Students compare and contrast the incentives an individual might face in serving as an elected official, the owner of a small business, the president of a large company, and the director of a local United Way office.



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

- 1 Distinguish between a task, a job, and a career.
- 2 Define career success.
- 3 Identify career opportunities in agriculture.



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 **Time.** Instruction for this lesson: 50 minutes.

Resources

www.ageducate.org/careers/

✓ Tools, Equipment, and Supplies

- ✓ Overhead Projector
- ✓ 3 x 5 index cards—one per student
- ✓ HS.123.AS.A—one per student
- ✓ HS.123.TM.A
- ✓ HS.123.TM.B
- ✓ HS.123.Assess—one per student

 **Key Terms.** The following terms are presented in this lesson and appear in bold italics:

- ***Career***
- ***Job***
- ***Task***

Interest Approach

 I hope all of you came to class today ready to continue our journey into the new world of agriculture. As we begin this lesson, I want us to think about what we learned yesterday. In review, let's consider these questions:

What is agriculture?

Why is agriculture important to the world?
How does agriculture impact me everyday?

Now that you have asked these questions, entertain about 90 seconds of discussion on these three questions as a review of the first lesson, and to get the students refocused for today's lesson.



Public perception has been, and continues to be, a challenge for agriculture. Many citizens see agriculture as “only” farming. Changing this perception has been a long-term goal for the agricultural industry.



Based on what you learned in lesson one regarding the agriculture, food, and natural resources systems, I want you to work in pairs to develop a new theme to recruit individuals into agriculture. The theme/slogan must be catchy and inviting.



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The teacher might want to use some current marketing themes to stimulate creative thinking (i.e., “like a rock” by Chevrolet; “just do it” by NIKE)



Are there any questions? You have five minutes to do this take. You can begin NOW!

Move around the room to make sure all groups are clear on their assignment.



Now that you have completed your assignment, I want you to share your ideas with the class. After you share your idea, you will need to write it on the board.

Perhaps some of these ideas could be posted somewhere in the classroom as a reminder of a newly defined agriculture.



Agriculture can be an exciting career area to consider. Remember, agriculture impacts our lives every day in many different ways.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Distinguish between a task, a job, and a career.

Helping students understand the importance of choosing a career is very important. During this lesson, help the students move from thinking about a job (which most of them do) to thinking about a career.



Has anyone ever asked you what you wanted to be when you grow up? What did you say?

(Get a few random responses from the class.)



This is one of the most challenging and important decisions you will make in your life. Finding a career that brings you satisfaction is extremely important to your happiness and fulfillment.

I. Do I want a task, a job, or a career?

Distribute a copy of HS.123.AS.A to each student. Give the students five minutes to correctly identify the items as tasks, jobs, or careers.



Take five minutes to correctly identify the items on this handout. Use the letters t, j, or c to indicate your answer.

Each student should self-check his or her answers. Entertain class discussion as to why each item is a task, job, or career.



 Are some items difficult to put in a category? If so, why.

 Identify each of the following items as a task, job, or career:

Answers to HS.123.AS.A:

- | | |
|----------|---------------|
| 1. c | 11. c |
| 2. t | 12. c |
| 3. j | 13. c |
| 4. c | 14. t |
| 5. c | 15. c |
| 6. t | 16. t., j., c |
| 7. t | 17. c |
| 8. j | 18. j., c |
| 9. t., j | 19. j., c |
| 10. t | 20. j |

 Were some of the items hard to identify? Did you have disagreement in some areas? What did you think?

It is important to let the students have some debate on this issue. Some of the categories are difficult to distinguish. The important thing is to encourage the students to think through a decision making process.

 Let's look at those three terms more closely. How do you define task, job, and career?

Put HS.123.TM.A, on the overhead projector. Have the students capture this information in their notes.

II. Important definitions for the career decision-making process.

Task—an assigned piece of work to be done in a certain period of time

Job—a piece of work (not necessarily assigned)

Career—a profession for which one is trained and progresses through over a period of time

 Understanding that a career is more than a job or task is very important. Make sure that you think big (career) and take advantage of opportunities you have to grow personally and professionally.

These definitions are taken from Webster's Dictionary. You may want to look for others that work better for you as a teacher. The important issue here is for students to see a difference between these three terms and for them to begin to think on a larger career-orientation.

Objective 2. Define career success.

This exercise is designed to help students clarify what success really means. Use your facilitation skills to help them understand that success has many definitions. Distribute one 3x5 index card to each student.

II. What is career success?



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Identify three characteristics you believe define career success. Each characteristic must be one word only. After writing your answers on the card, pass them back to me.

The teacher should then lead a group discussion, using the cards to prompt interaction and debate in the class regarding career success. The teacher should select one characteristic from each card, unless all three ideas on that particular card have already been shared. Encourage and facilitate some lively and open discussion with the class regarding career success.



On this card I see the word “money.” How many of you agree with this? Why? Does money make you important? Will money make you happy? How much money is enough?

Provide the following on a writing surface or use HS.123.TM.B, and have the students capture in their notes.



Career success is ... continuously demonstrating those qualities, attributes, and skills necessary to succeed in, or further prepare for, a chosen profession while effectively contributing to society.

Give time for some brief class discussion on this definition using these questions:



What are the key words of this definition?

Why are they important?

How would this definition help you make a decision about a career to pursue?

Allow time for the students to think and reflect on this definition.

Objective 3. Identify career opportunities in agriculture.



Identify a career you had not thought of as agricultural before the past two lessons. Come forward and write your career on the board.

After all of the careers are listed, have the students take a moment to reflect on the broad career areas that are included in agriculture.

III. Career opportunities in agriculture



Over the next five years, 32 percent of the career openings in agriculture will be related to science, engineering, and specialties. Agricultural careers in marketing, merchandising, and sales will comprise another 28 percent. Agriculture generates 22 million career opportunities in the United States, most of which are located off the farm.

Use a Picasso Moment to have the students depict the broad career areas associated with agriculture. After the students finish, have them share their masterpiece with a fellow student. How do different people see the same information differently? Are there different areas emphasized by different people? If time permits, encourage more sharing.



Have the students work in pairs to answer the following questions:

What is a career?

What is career success?

What are the three greatest career opportunity areas in agriculture?



► **Extended Classroom Activity:**

Interview a person in the community; ask him or her to define career success.

► **FFA Activity:**

FFA offers many diverse proficiency award areas. Make a list of all the career areas you can think of that are covered through the proficiency award program.

► **SAE Activity:**

Not applicable.



A written test, HS.123.Assess, is provided to measure the objectives of this lesson.

Answers to Assessment:

Task: specific activity; usually completed in less than a day

Job: a short-term assignment or employment opportunity

Career: a long-term pursuit that provides fulfillment, satisfaction, and a desired quality of life

Rank the following items in order of demand:

2, 3, 5, 6, 4, 1



HS.123.Assess Name: _____

CAREER OPPORTUNITIES IN AGRICULTURE

Define the following terms and explain their differences:

Task

Job

Career

Rank the following agricultural careers, based on the need for employees:

- _____ Marketing and Sales
- _____ Managers and Financial Specialists
- _____ Social Services
- _____ Agricultural Production Specialists
- _____ Communications and Education Specialists
- _____ Scientists and Engineers



HS.123.TM.A

IMPORTANT DEFINITIONS FOR THE CAREER DECISION MAKING PROCESS

- ◆ ***Task***—an assigned piece of work to be done in a certain period of time
- ◆ ***Job***—a piece of work (not necessarily assigned)
- ◆ ***Career***—a profession for which one is trained and progresses through over a period of time



HS.123.TM.B

CAREER SUCCESS IS...

...continuously demonstrating those qualities, attributes, and skills necessary to succeed in, or further prepare for, a chosen profession while effectively contributing to society.



HS.123.AS.A Name: _____

Identify each of the following items as a task (t), job (j), or career (c).

- | | |
|----------------------------------|------------------------------------|
| _____ 1. Farming | _____ 11. Biotechnology researcher |
| _____ 2. Plowing the garden | _____ 12. Agriculture teacher |
| _____ 3. Part-time vet-tech | _____ 13. Extension agent |
| _____ 4. Agricultural sales | _____ 14. Changing an oil filter |
| _____ 5. Environmental scientist | _____ 15. University researcher |

_____6. Planting a tree

_____7. Wiring a light switch

_____8. Summer farm worker

_____9. Milking cows

_____10. Watering the plants

_____16. Inventory specialist at John Deere

_____17. Agricultural broadcaster

_____18. Lawn care repairperson

_____19. Cashier at the agri-supply store

_____20. Installing an irrigation system

