

Career Exploration: 10th - 12th Grade Series

Lesson 1: Discovering Career Options

Estimated Lesson Length:	50 minute class period
Recommended Grades:	10-12th
Related LifeKnowledge Lesson:	LifeKnowledge HS 122
	
Objective(s): The student will be able to:	
✓ Identify career opportunities within the current unit of study ✓ Connect careers identified with related National FFA proficiency areas ✓ Find job listings related to related careers	
Materials, Supplies, Equipment, References and Other Resources:	
Course textbook Computers with Internet access to www.monster.com Newspaper or other agricultural publication that includes employment section Copies of proficiency areas for each student (AS 2.2)	
 	

Lesson Plan:		
STEPS (What to Do)	Procedures (How to Perform the Step)	Time*
1. Interest Approach: Review prior learning	<i>Review prior day.</i> After completing attendance and announcements, ask the students to think of one concept that they thought was interesting from what they had been studying in class over the previous lessons. Ask for volunteers to share their concepts to review and provide background for you to use throughout the lesson. Explain that today will be invested in exploring careers within this area of agriculture!	5 minutes
2. Proficiency brainstorming	  Distribute the FFA Proficiency Area Description Sheet (AS 2.2) included with this lesson and ask the students to quickly and quietly review the list and determine which proficiency areas are related to the concepts they have been studying in class. Allow 2-3 minutes for them to mark which proficiencies fit with the current area of study. Ask for students to share their lists of proficiencies that connect. Write these on the writing surface in the room.	5-10 minutes
3. Career brainstorming	Using the identified proficiency areas, ask the students to brainstorm careers that fit within these areas and write them on the proficiency area list beside the proficiency name. <i>Introduce this activity by saying:</i> Now that you have identified the related proficiency areas, when I say "Brainstorm" use the descriptions to list as many different careers as you can for each area. You will work in pairs for this activity, but each of you will need a completed activity sheet to submit for a grade. What questions do you have? <i>If there are none, start the activity with the cue word:</i> "Brainstorm" <i>Allow five minutes for them to create their list of ideas. The students can also use other resources in the room, such as FFA Student</i>	10-15 minutes

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Lesson Plan cont.:		
STEPS (What to Do)	Procedures (How to Perform the Step)	Time*
	<i>Handbooks and their course text to generate ideas.</i> At the end of five (5) minutes, explain that each group will be sharing their list. While they are sharing, the rest of the class needs to add any new career ideas that they did not think of to their activity sheet. Ask for volunteers to share their lists.	
4. Internet search for career	Instruct the students to review their career lists and select three of the careers from their list for further study. Now that they have their potential career in mind, explain that their task is to find a classified advertisement or job posting that matches their choice. For this, they can use the newspaper or agricultural publication they brought with them from home, resources in the classroom or if available, Internet job sites such as www.monster.com or www.careerbuilder.com. Allow ten (10) to fifteen (15) minutes for them to locate and attach the position listing to their activity sheet.	20 minutes
5. Summary, review and projects to collect	<i>If you are not continuing this series of study with the students on the following day, congratulate the students on their excellent work and wish them well toward successful careers in the industry of agriculture!</i> <i>If you will be continuing this unit of study, explain that now that we found a job in agriculture that was available, we need create a resume worthy of the job. That will be where we will head the following day.</i>	5 minutes

2005 Proficiency Award Area Descriptions

- 1. Agricultural Communications** - typically includes programs in which a student is placed at a newspaper or other agricultural print (such as magazines) facilities to obtain training and practical experience in writing and publicizing in preparation for a writing communications career. Programs may also be at radio, TV stations, fair media rooms, or other businesses requiring speaking skills and knowledge of agriculture. Also includes any use of technology (such as websites) aimed at communicating the story of agriculture.
- 2. Agricultural Education** - for students with SAEs related to education and extension, including, but not limited to: youth mentoring, agricultural education departmental assistants, PALS mentors and student coordinators, students developing and conducting informational materials and presentations for civic organizations and school aged youth, and students who are involved in SAEs surrounding educating the public about the broad topics of agriculture, agriculture education and FFA.
- 3. Agricultural Mechanics Design and Fabrication** - involves the design, and construction of agricultural equipment and/or structures or the structural materials selection and/or implementation of plans for utilizing concrete, electricity, plumbing, heating, ventilation, and/or air conditioning into agricultural settings.
- 4. Agricultural Mechanics Energy Systems (Ag. Power)** - involves the adjustments, repairs, and maintenance of agricultural power systems including mechanical power, electrical power, chemical power, wind power, solar power and/or water power.
- 5. Agricultural Mechanics Repair and Maintenance - Entrepreneurship** - involves the repair and maintenance of agricultural equipment, (including lawn equipment) and/or structures.
- 6. Agricultural Mechanics Repair and Maintenance - Placement** - involves the repair and maintenance of agricultural equipment, (including lawn equipment) and/or structures.
- 7. Agricultural Processing** - involves students working in assembling, transporting, processing, fabricating, mixing, packaging, and storing food and nonfood agricultural products. Programs may include processing meat, milk, honey, cheese, raisins and other dried fruits, maple syrup and/or other food processing. Non-food products could include by-products processing such as meat, bone, fish and blood meal, tallow, making compost, hides, processing of wool and cotton, cubing and pelleting of forages, producing bird seed and other pet foods. NOTE: Processing of forest products is no longer part of the Agricultural Processing area. See Forest Management and Products.
- 8. Agricultural Sales – Entrepreneurship** - involves students working in sales of feed, seed, fertilizer or agricultural chemicals. Students may also own businesses that involve the sales of agricultural equipment, machinery or structures. Activities may also include the merchandising of crops, livestock, processed agricultural commodities, horticultural or forestry items at either the retail or wholesale level.
- 9. Agricultural Sales – Placement** - involves students working in sales of feed, seed, fertilizer or agricultural chemicals. Students may also own businesses that involve the sales of agricultural equipment, machinery or structures. Activities may also include the merchandising of crops, livestock, processed agricultural commodities, horticultural or forestry items at either the retail or wholesale level.
- 10. Agricultural Services** - involves students working in custom equipment operation and maintenance, agricultural management and financial services, animal breeding services, custom baling, crop scouting, horse shoeing, taxidermy services, animal hospital services, custom and contract feeding services or other appropriate services offered through agricultural enterprises.

11. Aquaculture – involves programs that use the best management practices available to produce and market aquatic plants and animals. Programs can include catfish, shrimp and crawfish farming; mollusks; salmon ranching; tropical fish rearing and tilapia culture.

12. Beef Production – Entrepreneurship - using the best management practices available to efficiently produce and market beef.

13. Beef Production – Placement - using the best management practices available to efficiently produce and market beef.

14. Dairy Production – Entrepreneurship - using the best management practices available to efficiently produce and market dairy cattle and dairy products.

15. Dairy Production – Placement - using the best management practices available to efficiently produce and market dairy cattle and dairy products.

16. Diversified Agricultural Production - using the best management practices available to efficiently produce and market a combination of two or more livestock and crop related proficiencies. Must include at least one livestock and at least one crop related proficiency.

17. Diversified Crop Production – Entrepreneurship - using the best management practices available to efficiently produce and market two or more crop related proficiencies such as: grain production, fiber/oil production, forage production, specialty crop production, vegetable production, or fruit production.

18. Diversified Crop Production – Placement - using the best management practices available to efficiently produce and market two or more crop related proficiencies such as: grain production, fiber/oil production, forage production, specialty crop production, vegetable production, or fruit production.

19. Diversified Horticulture – Entrepreneurship - using the best management practices available to efficiently manage an SAE program that includes two or more of the following proficiency areas: Floriculture, Landscape Management, Nursery Operations, or Turf Grass Management.

20. Diversified Horticulture – Placement - using the best management practices available to efficiently manage an SAE program that includes two or more of the following proficiency areas: Floriculture, Landscape Management, Nursery Operations, or Turf Grass Management.

21. Diversified Livestock Production – Entrepreneurship - using the best management practices available to efficiently produce and market a combination of two or more livestock related proficiencies such as beef, dairy, swine, equine, specialty animals, small animal production, or poultry.

22. Diversified Livestock Production – Placement - using the best management practices available to efficiently produce and market a combination of two or more livestock related proficiencies such as beef, dairy, swine, equine, specialty animals, small animal production, or poultry.

23. Emerging Agricultural Technology - involves students gaining experiences in new and emerging agricultural technologies, such as agri-science, biotechnology lab research, computers and other new and emerging technologies that are not covered in any of the existing award categories.

24. Environmental Science and Natural Resources Management - typically results in FFA members receiving practical experiences concerned with the principles and practices of managing and/or improving the environment and natural resources. Activities may include management of agriculture waste, recycling of agriculture products, environmental clean-ups, conservation corps, agricultural energy usage, multiple uses of resources, land use regulations including soil, water and air quality, preservation of wetlands, shorelines and grasslands, wildlife surveys, erosion prevention practices, public relations and education concerning pollution.

25. Equine Science – Entrepreneurship - typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member.

26. Equine Science – Placement - typically provides insights into horse production, breeding, marketing, showing and other aspects of the equine industry. Programs may also include calf roping, barrel racing, rodeo, racing, riding lessons and therapeutic horseback riding if horses are owned and/or managed by the member.

27. Fiber and Oil Crop Production - using the best management practices available to efficiently produce and market crops for fiber and/or oil; such as, cotton, sisal, hemp, soybeans, flax, mustard, canola, castor beans, sunflower, peanuts, dill, spearmint, and safflower.

28. Floriculture - using the best management practices available to efficiently produce and market field or greenhouse production of flowers (fresh and dried), foliage, and related plant materials for ornamental purposes, including the arranging, packaging and marketing of these materials.

29. Food Science and Technology - involves students working for wages and or experience in the applying microbiology and biochemistry or food product research and development to improve taste, nutrition, quality and/or value of food. Programs could include research, development of new products, food testing, grading and inspecting. Work experience could be obtained at research facilities, in classroom/lab facilities, or by testing milk or other foods for quality and safety. Food Science is not processing of food products, marketing or sales of food products, or food preparation and/or service.

30. Forage Production - using the best management practices available to efficiently produce and market crops for forage such as: sorghum not used for grain, alfalfa, clover, brome grass, orchard grass, grain forages, corn and grass silages, and all pastures.

31. Forest Management and Products - using the best management practices available to conserve or increase the economic value of a forest and/or forest products through such practices as thinning, pruning, weeding, stand improvement, reforestation, insect and disease control, planting, harvesting, Christmas tree farming, Forest Service, making and selling cedar shakes and firewood, and wood chips/mulch.

32. Fruit Production - using the best management practices available to efficiently produce and market crops for fruit such as stone fruits, pome fruits, citrus fruits, pineapples, coconuts, berries, watermelon, grapes, nuts and all common fruits. (Pome Fruits include apples, mayhaws, and pears. Stone fruits include peach, nectarine, plum, apricot and cherry)

33. Grain Production – Entrepreneurship - using the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye.

34. Grain Production – Placement - using the best management practices available to efficiently produce and market crops for grain production such as corn, barley (including the malting types), millet, buckwheat, oats, grain sorghum, milo, wheat, rice and rye.

35. Home and/or Community Development - typically involves improving and protecting the beauty of an area by using natural vegetation or commercial ornamental plants and/or modernizing the home for better health and comfort through installation or improvement of water and sanitary facilities, heating and air conditioning or labor saving devices. Also includes community development activities such as volunteerism, community development and community betterment activities.

36. Landscape Management - typically involves experiences of planting and maintaining plants and shrubs, landscaping and outdoor beautification, grounds keeping, sprinkler installations and improvement of recreational areas.

37. Nursery Operations - typically provides students with job-entry experience in areas such as turf, plants, shrubs and/or tree production for the purpose of transplanting or propagation. Could include water garden plants if produced to sale.

38. Outdoor Recreation - typically strives to develop outdoor recreational activities as the primary land use. Some activities best suited to family use or as income-producing enterprises are vacation cabins and cottages, camping areas, fishing, hunting, shooting preserves, guide services, riding stables, vacation farms and guest ranches, natural scenic or historic areas, and rodeo events where member does not own or manage animals.

39. Poultry Production - using the best management practices available to efficiently produce and market chickens, turkeys, domestic fowl such as ducks, geese and guinea, and their products.

40. Sheep Production - using the best management practices available to efficiently produce and market sheep and wool.

41. Small Animal Production and Care – Entrepreneurship - using the best management practices available to efficiently produce and market small pet animals such as rabbits, cats, dogs, mice, hedgehogs, guinea pigs etc, and programs that typically provide a service in caring for the well being of pets. Programs could include working at a pet shop, groomer, dog trainer, serving as a veterinary assistant, providing pet sitting services or working at a kennel.

42. Small Animal Production and Care – Placement - using the best management practices available to efficiently produce and market small pet animals such as rabbits, cats, dogs, mice, hedgehogs, guinea pigs etc, and programs that typically provide a service in caring for the well being of pets. Programs could include working at a pet shop, groomer, dog trainer, serving as a veterinary assistant, providing pet sitting services or working at a kennel.

43. Specialty Animal Production - using the best management practices available to efficiently produce and market specialty animals not covered in any of the existing award categories, such as: bees, goats, mules, donkeys, miniature horses, mink, worms, ostriches, emus, alpacas or llamas. Placement could include zoo worker or placement at any specialty animal facility.

44. Specialty Crop Production - using the best management practices available to efficiently produce and market crops not covered in any of the existing award categories, such as: sugar beets, dry edible beans, gourds, tobacco, popcorn, Indian corn and other specialty corns, all grass seed production, herbs and spices, mushrooms, sugar cane, hops, sorghum cane, confectionary sunflowers, or production of crop seed.

45. Swine Production – Entrepreneurship - using the best management practices available to efficiently produce and market swine.

46. Swine Production – Placement - using the best management practices available to efficiently produce and market swine.

47. Turf Grass Management – Entrepreneurship - typically involves the planting and maintaining of turf for outdoor beautification, providing a lawn-mowing service, improvement of recreational areas, sod produced for sale, and golf course management.

48. Turf Grass Management – Placement - typically involves the planting and maintaining of turf for outdoor beautification, providing a lawn-mowing service, improvement of recreational areas, sod produced for sale, and golf course management.

49. Vegetable Production - using the best management practices available to efficiently product and market crops such as beans, potatoes, pumpkins, sweet corn, tomatoes, onions, zucchini, hot peppers, all canning vegetables and all common garden vegetables.

50. Wildlife Production and Management – Entrepreneurship - typically strives to improve the availability of fish and wildlife through practices such as land and water habitat improvement, development of new land and water habitat, trapping, Fish & Wildlife departments, Forest Service, Department of Natural Resources or the stocking of fish and wild game. Wildlife ducks, geese, quail and pheasants are eligible if used as an income enterprise.

51. Wildlife Production and Management – Placement - typically strives to improve the availability of fish and wildlife through practices such as land and water habitat improvement, development of new land and water habitat, trapping, Fish & Wildlife departments, Forest Service, Department of Natural Resources or the stocking of fish and wild game. Wildlife ducks, geese, quail and pheasants are eligible if used as an income enterprise.