



Lesson MS.67

UNDERSTANDING AGRICULTURE CAREER POSSIBILITIES

Unit. SAE—An Integral Component of Agricultural Education

Problem Area. Understanding Supervised Agricultural Experiences

Precepts. F5: Acquire new knowledge

National Standards. NL-ENG.K12.7—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 Define agriculture as more than only farming.

2 Identify areas of agriculture that might be of interest.



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Time. Instruction for this lesson: 50 minutes.



Resources

Web site of North Carolina State University SAE.
www.cals.ncsu.edu/agexed/sae/toolbox/



Tools, Equipment, and Supplies

- ✓ Poster paper
- ✓ Markers
- ✓ MS.67.Assess—one per student



Key Term. The following term is presented in this lesson and appears in bold italics:

➤ ***Agriculture***



Interest Approach

As you begin this lesson, remember that you are trying to broaden the understanding of your students' knowledge of agriculture. There is a really good chance they have a very traditional view of agriculture, and getting them to see beyond that may be challenging.



How many of you are involved in agriculture everyday?

Use this moment to solicit some reactions from the class. You may have a few students who are involved directly in production agriculture, but they will probably be in the minority.



How many of you wear clothes or eat everyday? Naturally, all of us do! Because of that fact, we are all involved in agriculture! Agriculture provides the food supply and the fiber for the clothes we all wear. Everyone is affected by agriculture every day!



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SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Define agriculture as more than only farming.

I. Agriculture is more than farming.

A. **Agriculture** is the planning, implementation, production, management, processing, and/or marketing of agricultural commodities and services, including food, fiber, natural resources, horticulture, and other plant and animal services.

Write this definition on the writing surface, and have the students write the definition in their notebooks.



It is important that you focus on the words “food, fiber, natural resources, horticulture, plant services, and animal services.” I want you to select a partner to work with over the next few minutes. Next, I want you to work with your partner, defining each of these terms. For instance, does natural resources include rivers and streams. In the next few minutes, list all of the ideas for each term and be prepared to participate in class discussion on this activity. Ready, set, go!

Monitor the students’ progress and time on this task. Give them about three or four minutes, and facilitate an open discussion regarding their ideas. Try to keep them on target, but remember that the idea is to allow their imaginations to think about agriculture differently.



Agriculture is a broad field of study and includes many different career areas. Agriculture includes farming, but it certainly is not limited to it! We must recognize that agriculture affects everyone and that it offers many opportunities.

Objective 2. Identify areas of agriculture that might be of interest.

II. What interests you about agriculture?



We are going to take one part of the definition of agriculture and focus on the word “food.” If you had to choose an aspect of food, other than eating, that you might be interested in pursuing, what would it be? Would it be production, management, processing, marketing, or perhaps a support area like transportation?

It is critical that students begin to see there are many aspects to each agricultural component. Food, for instance, has many different levels of people and activities involved in getting it from the farm to the consumer. Helping students see this is vital to expanding the students’ understanding of agriculture.



We are looking at the word “food.” For the next exercise, I am going to divide you into groups of three. The item of food I want you to think about is a Big Mac from McDonald’s. Included in that burger are two all-beef patties, special sauce, lettuce, cheese, pickles, onions, and a sesame seed bun. All of these food items come together to make a Big Mac. In your group of three, I want you to identify as many different processes that must occur for each item on a Big Mac to make it from the farm to the consumer. Complete this assignment in two sections. First, brainstorm a list of processes for each item before it gets to the consumer. Second, use your poster paper and markers to draw a visual for one of the items.

Use a Graphic Artist Moment for this exercise.



You have ten minutes to complete this task. One member of your group will need to share an overview of your poster with the class. Ready, set, go!

This is a great opportunity to critique and remind students of processes and steps they have left out. Again, remember that the idea is to broaden their understanding.



Review/Summary

Have the students complete the following statements in their notebooks:

Agriculture includes _____.

One area of agriculture that interests me is _____.



Application

►Extended Classroom Activity:

Have each student find at least one article in the newspaper or in a magazine that relates to agriculture. He or she should write a brief summary of the article and share it with the class.

►FFA Activity:

Not applicable.

►SAE Activity:

Already covered.



Evaluation

A written test is provided to measure the objectives of this lesson.



Answers to Assessment:

1. B
2. F
3. C
4. A
5. E
6. D



MS.67.Assess Name: _____

UNDERSTANDING AGRICULTURE CAREER POSSIBILITIES

Match the following terms:

- | | |
|----------------------------|-----------------------|
| _____ 1. Fiber | A. Nursery operations |
| _____ 2. Food | B. Cotton |
| _____ 3. Natural resources | C. Water quality |
| _____ 4. Horticulture | D. Veterinarian |
| _____ 5. Plant services | E. Crop adviser |
| _____ 6. Animal services | F. Hog farmer |



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