



Section 4: Part 5

Careers in Agriculture: Explore Agricultural Careers

Created: January/2017 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Describe two career pathways of personal interest.
2. Research one's career prerequisites.

TIME REQUIRED: 40 minutes

RESOURCES: FFA.org – My Journey

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Career Exploration" worksheet for each student.
2. A copy of the "Career Finder" worksheet for each student.
3. An FFA.org login for each student.
4. Access to the [AgExplorer](#) website during this lesson.

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-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- 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.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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 - 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.

NAME: _____

- 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
- Flexibility and Adaptability
- Initiative and Self-direction
- Leadership and Responsibility

LESSON PLAN:

1. *Introduction:* Interest Approach
 - a. Write the following words on the public writing surface:
 - i. Packaging engineer
 - ii. Reporter
 - iii. Land developer
 - iv. McDonald's employee
 - v. Genetic engineer
 - vi. Soil scientist
 - b. Discuss what these careers have in common. Allow the class to guess the commonalities. Eventually they should see that these are all careers related to agriculture. More than 22 million careers in America tie to agriculture.
2. *Activity #1:* Each student needs a copy of the handout, "Career Exploration."
 - a. Ask students to think about the definition of "career success."
 - b. Have each student share his or her answer with a neighbor.
 - c. Next, as an entire class, etch out a definition.
 - i. One possible definition: continuously demonstrating those qualities, attributes and skills necessary to succeed in, or further prepare for, a chosen profession while effectively contributing to society.
 - d. Pass out the worksheet and briefly review the wide array of career pathways in agriculture using AgExplorer.
 - i. Agribusiness Systems
 - ii. Animal Systems
 - iii. Biotechnology Systems
 - iv. Environmental Service Systems
 - v. Food Products and Processing Systems
 - vi. Natural Resources Systems
 - vii. Plant Systems
 - viii. Power, Structural and Technical Systems
 - ix. Agricultural Education
 - e. Have students utilize the AgExplorer website to complete their worksheet.
 - f. Ask students to select two careers they would like to learn more about within AgExplorer.
 - i. Ask students to write everything they know about a career in paragraph form.
3. *Activity #2:* AgExplorer Career Finder
 - a. Have students take the career finder assessment on the AgExplorer website.
 - b. After the students take their assessment, have them choose one career and complete the "Career Finder" worksheet.
4. *Follow Up:* Have students share the career they chose with a small group of students.
5. *Leveling Up:* Have students come up with a road map to help them achieve the career that best suits them.

ADDITIONAL RESOURCES:

AgExplorer website, <https://agexplorer.ffa.org/>.

NAME: _____

Career Finder

DIRECTIONS:

Complete the following worksheet.

Aligned to the following standards:
CS.05., FFA.PL-A, FFA.PL-C., FFA.PL-E., FFA.PL-F., FFA.PG-I.,
FFA.PG-J., FFA.CS-M., FFA.CS-N., AG5, AGC09.02, CSS.ELA-
Literacy.RI.9-10.2, CCSS.ELA-Literacy.W.9-10.2, CCSS.ELA-
Literacy.WHST.9.10.4, CRP.02., CRP.04., CRP.07., CRP.08., CRP.10

1. Define "career success."

2. List one career related to each of the nine career pathways:

Agribusiness Systems

Animal Systems

Biotechnology Systems

Environmental Service Systems

Food Products and Processing

Natural Resources

Plant Systems

Power, Structural and
Technical Systems

Agricultural Education

3. List three skills that relate to almost every career:

NAME: _____

Career Finder

DIRECTIONS:

Complete the following worksheet.

Aligned to the following standards:

CS.05., FFA.PL-A, FFA.PL-C., FFA.PL-E., FFA.PL-F., FFA.PG-I.,
FFA.PG-J., FFA.CS-M., FFA.CS-N., AG5, AGC09.02, CSS.ELA-
Literacy.RI.9-10.2, CCSS.ELA-Literacy.W.9-10.2, CCSS.ELA-
Literacy.WHST.9.10.4, CRP.02., CRP.04., CRP.07., CRP.08., CRP.10

1. Job Title:

2. Career Pathway:

3. Educational Requirements:

4. Job Outlook:

5. Suggested High School/Collegiate Courses:

6. Skills Needed:

7. Working Conditions:

8. Related Careers: