

Name: _____

Aligned to the following standards:
CS.05; CCSS.SL.9-10.1; CCSS.SL.9-10.2; AG5; CRP.04; CRP.07; CRP.08; CRP.10

Production Careers

Part 1

Directions:

Get a Production Career Card from your teacher. Using that career and AgExplorer, create a "day in the life" social media profile below.

Profile Picture	Cover Photo: (Setting/Location of Career)
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Name of Career:

Career Focus Area:

Friends: (Who would I work with? What careers are related?)

Interests/Groups: (What professional organizations are useful for me?)

Basic Information: (Where do I work? What companies could I work for/with?)

★

★

★

Name: _____

Schooling: (What education is needed for this career?)

Status Update: (Why is this career the coolest?)

About: (What do I do? What are my responsibilities?)

★

★

★

★

Name: _____

Part 2

Directions:

As you move around the room, stop at each career profile. Read the information provided and answer the questions below for five different careers of your choice. Be sure to fill out all sections. Use complete sentences where applicable.

Career 1

Career Name: _____

1. What are the main responsibilities of this career?
2. What skills or education are needed for this career?
3. What is one interesting fact about this career?
4. How does this career relate to agricultural equipment production?

Career 2

Career Name: _____

1. What are the main responsibilities of this career?
2. What skills or education are needed for this career?
3. What is one interesting fact about this career?
4. How does this career relate to agricultural equipment production?

Name: _____

Career 3

Career Name: _____

1. What are the main responsibilities of this career?
2. What skills or education are needed for this career?
3. What is one interesting fact about this career?
4. How does this career relate to agricultural equipment production?

Career 4

Career Name: _____

1. What are the main responsibilities of this career?
2. What skills or education are needed for this career?
3. What is one interesting fact about this career?
4. How does this career relate to agricultural equipment production?

Name: _____

Career 5

Career Name: _____

1. What are the main responsibilities of this career?

2. What skills or education are needed for this career?

3. What is one interesting fact about this career?

4. How does this career relate to agricultural equipment production?

Reflection Questions:

1. Which career did you find the most interesting? Why?

2. What skills do you already have that could help you succeed in one of these careers?

3. What is one new thing you learned about agricultural careers today?

Name: _____

Part 3

Directions:

Joining your group, create a model of your precision agriculture product using materials provided by your teacher and the included rubric. When done, answer the discussion questions below.

Discussion Questions:

1. What roles did each team member take on during the design and production process?
2. How did your group ensure everyone's voice was heard during planning and design?
3. What challenges did your team face when working together, and how did you overcome them?
4. What materials or tools did you use to create your model, and why did you choose them?
5. If you could improve one aspect of your product, what would it be and why?
6. If you were to start over, what would you do differently in the design or production process?
7. What careers in the design and production process interest you and why?

Name: _____

Precision Agriculture Product Model Rubric

	4 — Accomplished	3 — Satisfactory	2 — Basic	1 — Very Limited	Total
<i>Creativity and Innovation</i>	The model is highly creative and innovative.	The model shows some creativity and innovation.	The model has limited creativity or innovation.	The model lacks creativity and innovation.	
<i>Functionality</i>	The product's purpose is clear and addresses an agricultural problem.	The product's purpose is clear and addresses a problem but lacks some details.	The product's purpose is somewhat unclear or does not effectively address a problem.	The product's purpose is unclear and fails to address an agricultural problem.	
<i>Teamwork</i>	Strong evidence of collaboration; all group members contributed equally and effectively	Evidence of collaboration; most group members contributed effectively	Some evidence of collaboration; uneven contribution from group members	Little evidence of collaboration; one or a few members did most of the work	
<i>Model Quality</i>	Model is detailed, visually appealing and clearly represents the product's purpose.	Model is neat and represents the product's purpose but lacks some detail.	Model is somewhat neat but lacks clarity or detail about the product's purpose.	Model is messy or incomplete and does not clearly represent the product.	
<i>Total</i>					

Comments:
