



Lesson Plan

Who We Are: Ford Careers

Created: 09/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Identify career opportunities available at Ford.
2. Discover responsibilities and tasks of a career at Ford.
3. Create and deliver a presentation about a Ford Career.

TIME REQUIRED: 30 minutes

RESOURCES:

1. FFA.org
2. Website: Who We Are: Ford Career Profiles, <http://corporate.ford.com/careers/profiles.html>

EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Who We Are: Ford Careers" worksheet for each student.
2. Internet access for students.

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. Part of a career unit.
2. Part of an agricultural companies' lesson/unit.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

FFA Precept

- FFA.PL-A. Action: Assume responsibility for life and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-E. Awareness: Understanding where you are with regard to personal vision, mission, and goals.
- FFA.CS-M. Communication: Effectively interact with others in personal and professional settings.

AFNR Cluster Skills

- CS.05. Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources career pathways.

Common Core - Speaking and Listening

- CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

AFNR Career Ready Practices

- 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.
- 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.

Partnership for 21st Century Skills

- Communication
- Information Literacy
- Collaboration
- Initiative and Self-direction

LESSON PLAN:

1. *Introduction:* To gauge the knowledge level of students, ask them the following questions: "How many of you have heard of Ford?" (Have the students raise their hands to answer.) "How many careers do they have? Name them." Use the Think-Pair-Share method. (Record the answers on the board as students share.) Keep the list as you will refer back to it during the discussion.
2. *Activity:* Each student needs a copy of the handout, "Who We Are: Ford Careers."
 - a. Students will choose a career profile from the options provided on the Who We Are: Ford Career Profiles website. The direct URL is <http://corporate.ford.com/careers/profiles.html>. Students will utilize this website to complete the worksheet.
 - i. You will need to ensure that the students choose different careers, so have them sign up with you as soon as they identify which career they want to explore.
 - b. Once the students have completed their worksheet, have them pair up and share their career with a classmate. The students will record this information on the bottom of their worksheet.
3. *Follow Up:* At the completion of the activity, have a class discussion about the various careers. What did they find interesting? Refer back to the list on the board; see if you can add any more careers.
4. *Leveling Up:* To take this activity one step further, have the students research their chosen Ford career in depth by searching it on AgExplorer. Have the students create a three-to-five minute presentation about their chosen career.

NAME: _____

Who We Are: Ford Careers

DIRECTIONS:

Use the website, Who We Are: Ford Career Profiles. Choose a career from the list and complete the top portion. Once you have completed the top portion, you will find a partner to share your career with. Each partner will record the information about the other career at the bottom of this sheet.

Career Title:

Employee Name:

What Do They Do?

Career Title:

Employee Name:

What Do They Do?

Career #1

Career #2