

Careers



Student Learning Targets:

- » Students will articulate the demand for agricultural careers to be filled.
- » Students will describe each of the eight AFNR career pathways.
- » Students will identify at least two careers in each of the eight AFNR career pathways.
- » Students will identify at least two opportunities they can pursue in high school within each of the eight AFNR career pathways.

Supplies:

Quantity:	Item:
1 per student	Sheet of paper
Several	Markers
1 per group	Flipchart paper
1 per student	Laptop or tablet
1 per student	Pathway Profile instruction sheet
1 per student	Pathway Profile template

Overview: Instructional Sequence

- » Introduction and Anticipatory Set
 - A world without ag
 - Small Group Drawing Activities and Mini-Presentations
 - Questions and Answers: Large Group Discussion
- » Teaching and Main Activities
 - Presentation of Core Material
 - PowerPoint Presentation
 - Discussions Embedded Throughout
 - Pathway Profile
 - Five-Finger Mix-Up
- » Wrap Up
 - Press Release

Introduction and Anticipatory Set

- » A world without ag
 - Context and description

- Break students into at least 5 small groups, depending on class size.
- Provide each group with a piece of flipchart and drawing utensils.
 - Each piece of paper should have a different “context” written on it. Example: beach, city, farm pasture, research lab, highway, etc.
- Have each student take 5 minutes to draw their context. Have them draw the context in black.
- After contexts are drawn, have students draw in examples of agriculture within their contexts. Have them draw the context in a different color (preferably green, red or blue to stand out from the black contexts)
 - Students should be prepared to share the examples.
- Assessment or Questions
 - What was your context?
 - What forms of agriculture did you draw?
 - What different careers might be related to these examples of agriculture?
 - Why is agriculture important?
- Tips and Tricks
 - Provide students with multiple colors of utensils to differentiate the context and agriculture examples.
 - Hang up the drawings in the classroom and have students walk around to look at the examples as groups are presenting.

Teaching and Main Activities

- » Presentation of Course Material
 - Context and description
 - Share the material found in **this** presentation.
 - Assessment or Questions
 - Informal Discussions: There are prompts and probes throughout the presentation for students to respond to individually or as a large group.
 - Tips and Tricks
 - Have a variety of career ideas in your mind.
 - Be prepared for students to challenge you and trying to stump you to see if you know how even abstract careers can relate to AFNR.
 - Be convincing in presenting the AFNR careers.
 - Incorporate salary amounts, benefits, etc. to convince them that an AFNR career is a great option for them.

- Relate to the course
 - Regardless of the class name, try to relate careers and direct back to the pathway of the class when possible.
 - Do not be afraid to expose to other pathways that are outside of the class, though (ex: still discuss veterinarians or other animal systems pathway careers in a plant science course).

» Pathway Profile

- Context and description
 - Each student will need access to a digital device (preferably a laptop or iPad) to complete this activity.
 - Provide each student with the instructions sheet either electronically or in hard copy.
 - Students will first need to complete the career profile quiz. After the quiz, they will receive a profile that best matches with their skills, interests and talents along with some information and resources to learn more about careers within that pathway
 - Once students receive their results, have them make a copy of this google doc to create their very own Facebook profile for the profile in which they received in the quiz.
- Assessment or Questions
 - Once all students are complete with the profile, have them group up with others in their pathway to discuss similarities and differences.
 - If there is only one student in a particular pathway, have them match up with another smaller group.
 - Go around the class and have each group present the key features from the profiles.
 - Share some top examples on the class SMART board or projector, if possible.
 - Discuss key questions:
 - Did you notice any diversity within your small pathway groups? Why or why not?
 - What are some similarities and differences between these pathways?
 - What are some of the products we advertised within our profiles? Why are these products important?
- Tips and Tricks
 - Help students with their technology challenges. There are several tutorial videos available for anyone looking to learn more on how to design in google docs.

- Empower students by sharing elements of each design that you liked, but do not be afraid to provide helpful feedback regarding their writing and/or design.
 - Ensure all arguments and “posts” are both informative (journalistic) and convincing (persuasive).

» Five Finger Mix-Up

- Context and description
 - Provide each student with a piece of paper (or have them provide their own).
 - Provide students with context that they will be writing FFA-related opportunities that relate to their pathway of interest. They can use the internet, books or other resources in the classroom to locate information on the opportunities.
 - Have students trace their hand, and write the following items on each finger:
 - Thumb: 1 Supervised Agricultural Experience (SAE) opportunity that relates to the pathway of interest (thumbs up for personal AFNR experiences)
 - Index: 1 Career Development Event (CDE) opportunity that relates to the pathway of interest (CDEs point and focus skills to a specific career)
 - Middle: 1 FFA Leadership opportunity that can complement the pathway (leadership opportunities in FFA make you stand out)
 - Ring: 1 fact about agriculture careers that rings true (ring fingers ring true).
 - Pinky: 1 goal they have for their FFA or work-based learning (SAE) experience (pink promise—students can make these SMART if they are familiar with writing SMART goals).
- Assessment or Questions
 - Have students turn in their hands for instructor review—reach out to students to provide them more information and support for the opportunities they included.
 - Class Discussion
 - Discuss opportunities from each of the five fingers.
 - What did we learn from this activity?
 - What are our next steps to accomplishing our pinky promise goals?
- Tips and Tricks
 - Encourage students to write down the opportunities shared by others, especially in their pathways.

- If time allows, you could have students group by pathways (similar to the profile activity from earlier) to discuss consistent or varying themes and opportunities.
- Again, be sure to follow-up with students to discuss the opportunities that interest or motivate them.

Teaching and Main Activities

» Press Release

▪ Context and description

- Students will work to complete a blog and facebook profile to communicate about an AFNR career of their choice.
- Students will peer review one another's blogs and profiles to provide constructive feedback.