

## Lesson Title: Careers for you in Agriculture!

*Brief: Students will be introduced to careers in agriculture and learn more about a specific career of their choice.*

*Grade: 4-6*

***Materials:***

Computers  
Internet access  
Worksheet

*Duration of Lesson: 2 hours (over a 2 day period)*

***Key Terms*** Agriscience, occupation, consultant, production, processing, distributing, marketing

### Standards / Objectives

**Career and Vocational/Technical Education Content Standard 1: Students experience various career opportunities and assess personal career pathways.** 2. Explore and investigate career opportunities.

**ELA Common Core: 4-6. Speaking and Listening**

**Presentation of Knowledge and Ideas 4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

<p><u>Understanding(s) /Big Ideas:</u> Choosing a career is one of the most important decisions a person will make. It is critical to understand what a career will involve and be able to discover if it will be good fit for the individual. Agriscience careers are critical to our economy.</p>	<p><u>Essential Question(s):</u> When is a career considered an agricultural career? What types of careers are available? How do I learn more about a career I am interested in?</p>
<p><u>Students will know:</u> A majority of jobs (40%) are related to agriculture in some way. Information related to a specific career choice. How to find information about career and present it to others.</p>	<p><u>Students will be able to:</u> Locate and use career information. Identify requirements for certain careers. Explain to others the significance of Agriscience careers.</p>
<b>Performance / Observations</b>	
<p><u>Performance Task(s):</u> Students will discuss Agriscience careers, create a career web, and research a career they are interested in.</p>	<p><u>Other Evidence:</u> Students will present their researched findings to the class.</p>
<b>Learning / Inquiry Activities</b>	

**Introduction:** Choosing a career can be the most important decision a person will make in a lifetime. That choice will determine employment, friends, associates, working conditions, leisure time, standard of living, retirement, security, and happiness. As many as 40 percent of all of the jobs, occupations, and careers in our country have something to do with agriculture. A complete list would include more than 500 different occupations. Any occupation that involves growing, harvesting, producing, processing, distributing, trading or researching goods made from crops or animals is an agriculture related job. From truck drivers to consultants in accounting, this job is part of agriculture.

The field of agriculture has four major parts. Production refers to farmers producing food and fiber. Processing refers to changing the food and fiber into usable products such as breakfast cereals and lumber. Distribution refers to moving the products from the processing plant to a place where they can be sold. Marketing refers to selling the agriculture products to the consumer.

There are six major groups of occupational families: production, supplies, mechanics, products, horticulture, resources, and research. Many of these jobs require math and science. The agricultural industry is made up of six employment areas. These areas are: Production Specialist - 7%; Social Service Professionals - 9%; Education and Communication - 11 %; Managers and Financial Specialists - 13%; Scientists, Engineers and Related Specialists - 32%; and Marketing, Merchandising and Representatives - 28%.

**Learning / Inquiry Activities:**

1. Draw a food product (i.e. bread or milk) in the middle of a sheet of paper and web the careers involved in getting that food product to the consumers' kitchen. Focus on all the research, development, testing, manufacturing and marketing that is involved in making sure that the food product is of good quality and is safe for consumers.

2. Have students select a career from the list of occupations they find on the website provided on

the worksheet below. It is best if there is no overlap. Have them research this career (using the Internet) and fill out the "Career Investigation" worksheet answers.

3. Ask the students to use the research they found to write an informative paper.

4. Have students give a short oral presentation on their findings.

**Additional Activities, What's Next?**

1. Have a local representative from each of the six occupational areas come and visit the class giving first hand information about their career choice.

2. Have students put together a presentation on careers that can be given to students in lower grades.

We invite you to send photos or information on your experience teaching the lesson to the Montana Department of Agriculture's Ag in the Classroom [lbrenneman@mt.gov](mailto:lbrenneman@mt.gov)

*This lesson was adapted from Agriculture in Montana Schools,*

<http://aginmontanaschools.com/>

## Agricultural Career Investigation Worksheet

Start your Internet search at the Teen Scene, [www.agclassroom.org/teen/index.htm](http://www.agclassroom.org/teen/index.htm).

1. What is the name of this occupation?
2. What duties or responsibilities go along with this job?
3. What skills are needed for this job?
4. What type of personality is needed for this job?
5. What physical requirement or limitations are associated with this job?
6. What educational background is required?
7. What courses, especially in science, should be taken in high school and in college?
8. What is the best type of school to attend to attain the necessary skills?
9. What high school course should be taken to prepare for this position?
10. What are some positive aspects of this job?
11. What are some negative aspects of this job?
12. How does this profession help to better society?
13. What is the demand for people in this position like today?
14. What is the outlook for this job in the future?