



# Lesson Plan

## Battle of the Best: Agriculture Careers

Created: 02/2018 by the National FFA Organization

### STUDENT LEARNING OBJECTIVES:

After completing these activities, students will ...

1. Discover the breadth and depth of careers in agriculture.
2. Analyze career information in the nine career focus areas.
3. Create a paper-slide video featuring an agriculture career.

**TIME REQUIRED:** 90 minutes

### RESOURCES:

1. Website: AgExplorer, [www.AgExplorer.com](http://www.AgExplorer.com)
2. Video: "How to make a paper slideshow," [https://youtu.be/E5RXynA\\_D3I](https://youtu.be/E5RXynA_D3I)

### EQUIPMENT AND SUPPLIES NEEDED:

1. A copy of the "Battle of Agriculture Careers" worksheet for each student
2. Internet access to play the video in real time or embed it in a PowerPoint ahead of time
3. Internet access for students
4. Paper
5. Markers/colored pencils/crayons
6. Cell phone or flip camera

### THIS QUICK LESSON PLAN WOULD WORK WELL AS A PORTION OF:

1. A careers unit.

### THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

#### 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.

#### 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 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 - 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.
- 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 they are regularly act on a plan to attain these goals.

### *Partnership for 21st Century Skills*

- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-direction
- Leadership and Responsibility

### **LESSON PLAN:**

1. *Introduction:* Have students name all the careers they know in the agriculture industry. Record these on the board or on flip chart paper. After students have named all they can, ask them to name careers they do not think are connected to agriculture. Record these careers as well.

Transition: *Today we are going to learn about the various areas of agriculture and explore the wide variety of careers available by having a battle of careers.*

2. *Activity:* Each student needs a copy of the worksheet "Battle of the Agriculture Careers."
  - a. Part One: Students will utilize AgExplorer to research careers in all nine career focus areas. The direct URL is [www.AgExplorer.com](http://www.AgExplorer.com). Students will choose the "best" or "coolest" career (according to them) in each of the nine career focus areas. They will place the careers they choose in the Round 1 section of the bracket.
  - b. Part Two: Students will complete Rounds 2, 3 and 4 of the bracket by comparing the careers in each battle and choosing the "best" or "coolest" to move to the next round until, ultimately, they are left with the "best" or "coolest" career in agriculture. Students will provide a one- to two-paragraph explanation on how they chose their "winning" career.
  - c. Part Three: Show the video "How to make a paper slideshow." The direct URL is [https://youtu.be/E5RXynA\\_D3I](https://youtu.be/E5RXynA_D3I). Students will create a paper-slide video explaining their winning career. Videos should last between 45 and 90 seconds. \*If technology is an issue, have students create the illustrations for the paper slides and type or handwrite their script to turn in.
    - i. Students will complete the following steps for their paper-slide video:
      1. Create a script using the template provided.
      2. Create pages for their video.
      3. Practice, practice, practice.
      4. Record their video in one take.

\*\*We have left the template open to allow for creativity, but if students are struggling to determine what content to share in each of the slides, here are some suggestions:

- Slide 1: Job description
- Slide 2: Responsibilities
- Slide 3: Education/training
- Slide 4: Job outlook
- Slide 5: Salary

3. *Follow-Up:* Upon completion of the activity, have students complete an exit ticket to review the careers they researched, the careers that were featured in the paper-slide videos and what they learned about careers in the agriculture industry. The exit ticket should include the items listed below.
  - a. 3 things you learned today
  - b. 2 things that have changed your thinking about careers in agriculture
  - c. 1 question you still have about what you learned today
4. *Leveling Up:* Take a deeper dive into the various careers offered in the agriculture industry. Identify individuals in your community with the careers from the paper-slide videos, and have students interview those individuals to learn more about what they do and what it took for them to work in their chosen careers.

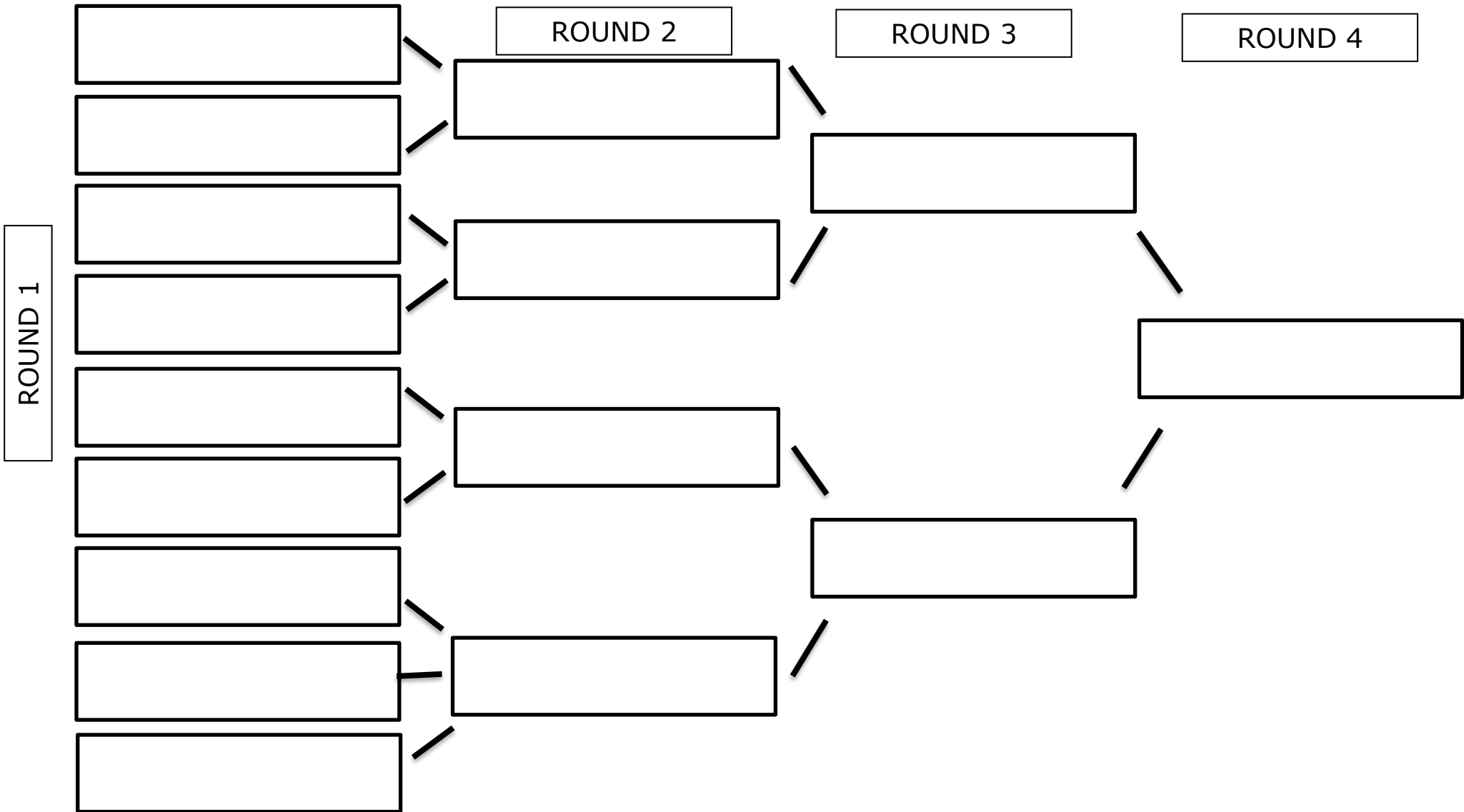
Aligned to the following standards:  
FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J;  
FFA.CS-M; FFA.CS-N; CS.05; AG5; AGC09.02; CCSS.SL.9-10.1;  
CCSS.SL.9-10.2; CRP.04; CRP.07; CRP.08; CRP.10

NAME: \_\_\_\_\_

# Battle of Agriculture Careers

## DIRECTIONS:

**Part One:** Utilize AgExplorer to research careers in all nine career focus areas. The direct URL is [www.AgExplorer.com](http://www.AgExplorer.com). Choose the career you think is the "best" or "coolest" in each of the nine career focus areas. When you have chosen a career from a focus area you will place the career in the Round 1 section of the bracket.





*Part Three:*

Watch the video "How to make a paper slideshow." The direct URL is [https://youtu.be/E5RXynA\\_D3I](https://youtu.be/E5RXynA_D3I). You will create a paper-slide video explaining your winning career. Videos should last between 45 and 90 seconds. Utilize the space below to script your video. (Illustrations will go in the boxes and your narration on the lines.)

Winning Career:

Slide One:

Narration:

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Slide Two:

Narration:

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Slide Three:

Narration:

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Slide Four:

Narration:

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Slide Five:

Narration:

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# Paper Slide Video Rubric

Aligned to the following standards:  
 FFA.PL-A; FFA.PL-C; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.PG-J;  
 FFA.CS-M; FFA.CS-N; CS.05; AG5; AGC09.02; CCSS.SL.9-10.1;  
 CCSS.SL.9-10.2; CRP.04; CRP.07; CRP.08; CRP.10

Area	4 Points	3 Points	2 Points	1 Point
Content	All content is accurate. There are no factual errors.	Most of the content is accurate, but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content is confusing or contains more than one factual error.
Clarity and Neatness	The paper slide is easy to read and all elements are clearly written, labeled and drawn. Creativity was used.	The paper slide is easy to read and most elements are clearly written, labeled and drawn. Some creativity was used.	The paper slide is hard to read with rough drawings, labels and color. Little creativity was used.	The paper slide is hard to read and one cannot tell what goes where or what the illustrations represent. No creativity was used.
Narration and Preparedness	The paper slide is clearly rehearsed and narrated with no mistakes.  Student spoke slowly and clear.	1 mistake is heard in the paper-slide video.	2 mistakes are heard in the paper-slide video.	3 or more mistakes are heard in the paper-slide video.  Student spoke very fast and was unclear.
Time	Student stayed in the 45 to 90 seconds time frame.			Student was either under or over the allotted time frame.

*Comments:*

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