



## Growing Our Future Podcast – Episode 5 Lesson Plan

**Lesson Title:** “Getting a Job ... Keeping a Job ... Getting Promoted”

**TEKs:** (c) Knowledge and skills.

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
  - (A) identify career and entrepreneurship opportunities related to agribusiness;
  - (B) apply competencies related to resources, information, interpersonal skills, and systems of operation in agriculture, food, and natural resources industries;
  - (C) identify employers' expectations, including appropriate work habits, ethical conduct, and legal responsibilities;
  - (D) demonstrate employers' expectations and appropriate work habits;
  - (E) demonstrate characteristics of good citizenship such as stewardship, advocacy, and community leadership; and
  - (F) research career topics using technology such as the Internet.
- (2) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
  - (A) identify career and entrepreneurship opportunities related to agribusiness;
  - (B) apply competencies related to resources, information, interpersonal skills, and systems of operation in agriculture, food, and natural resources industries;
  - (E) demonstrate characteristics of good citizenship such as stewardship, advocacy, and community leadership; and
- (5) The student communicates effectively with groups and individuals. The student is expected to:
  - (A) understand elements of communication such as accuracy, relevance, rhetoric, and organization in informal, group discussions; formal presentations; and business-related, technical communication;
  - (E) demonstrate effective listening in a variety of settings;
  - (F) demonstrate nonverbal communication skills and effective listening strategies; and
  - (G) discuss the importance of relationships and group organization.
- (7) The student demonstrates the factors of group and individual efficiency. The student is expected to:
  - (A) define the significance of personal and group goals;
  - (B) demonstrate leadership traits when solving a problem such as risk-taking, focusing on results, decision making, and empowering and investing in individuals when leading a group;
  - (C) discuss the importance of time management and teamwork;
  - (D) list the steps in the decision-making and problem-solving processes;

**Terminal Performance Objective:**

At the conclusion of the lesson, students utilize the skills they learned in the podcast episode to schedule an interview with a career professional in a field of their choice.

**Enabling Objectives:**

1. Research particular career fields related to agriculture industry topics discussed in class.
2. Define the difference between a job and a career.

	<ol style="list-style-type: none"> <li>3. Identify key characteristics needed to obtain a job and/or career.</li> <li>4. Create a visual representation of your findings to connect found ideas, concepts, and terms related to your specific agriculture career choice.</li> <li>5. Engage in conversations with professionals in fields of interest to gain greater insight into career possibilities</li> <li>6. Demonstrate professional communication skills by arranging a meeting, conversing with employers, and writing appropriate follow-up correspondence.</li> </ol>
<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• <b>Achievable Goals</b> - Goals should be designed like a good workout. They should stretch you slightly, so you feel challenged, but not cause stress or injury.</li> <li>• <b>Career</b> - an occupation undertaken for a significant period of a person's life and with opportunities for progress; generally, a profession requiring special training</li> <li>• <b>Competitive Edge</b> - it is that special “something” .. the “it” ... that gives an advantage to a person or business over their peers. Many times we don’t know what “it” is, but we know they have it. Students involved in the agricultural education and FFA generally have a competitive edge over their peers who do not participate in the program. Their edge is evident in soft skills, work ethic, teamwork, problem solving, and communication.</li> <li>• <b>Concept map or conceptual diagram</b> - is a diagram that depicts suggested relationships between concepts. A concept map typically represents ideas and information as boxes or circles, which it connects with labeled arrows, often in a downward-branching hierarchical structure.</li> <li>• <b>Experiences</b> - Time spent in hands-on, career-related activities: internships, apprenticeships, networking, job shadowing, volunteer opportunities, industry expert interviews, and more.</li> <li>• <b>Job</b> - A job is work you perform to earn money to support your basic needs. It can be a full-time or part-time job and may be short-term. You might earn an hourly wage or a set</li> </ul>	<p><b>Bell Work:</b></p> <p><b>Have students complete the following steps for their bell work assignment. The information/content gained in this task will be utilized later in the lesson.</b></p> <p><b>Step 1:</b> Explore the <a href="https://agexplorer.ffa.org/">https://agexplorer.ffa.org/</a> website.</p> <p><b>Step 2:</b> Explore all nine of the different agricultural career-focused pathway areas. There is 30+ careers located within each area.</p> <p><b>Step 3:</b> Select 3 careers from the agricultural career-focused pathway area(s) that interest you. They can be all from the same pathway or from multiple pathways.</p> <p><b>Step 4:</b> On piece of paper or Google Doc, answer the following questions about EACH of the three careers you chose. Please remember to use proper grammar, sentence structure, and spelling. Please use the Ag Explorer career website to answer the following questions:</p> <ul style="list-style-type: none"> <li>-Position Title:</li> <li>-Annual Salary:</li> <li>-Daily Responsibilities:</li> <li>-Knowledge/Training Needed:</li> </ul> <ul style="list-style-type: none"> <li>• Describe the type of lifestyle you could afford if you chose this career as a profession. Use your imagination to picture what life experiences you could have with this career. For example:</li> </ul>

<p>paycheck rather than a salary with benefits. You might need to learn certain skills connected with that role, but not all jobs require a specialized degree or advanced training.</p> <ul style="list-style-type: none"> <li>• <b>K-W-L Chart</b> - (know, want to know, and learned) chart is an approach to bridge the theory-practice gap and to encourage students to take ownership of their knowledge and become engaged, self-directed learners.</li> <li>• <b>Leadership</b> – A process where leaders and their followers influence one another to higher levels of performance and motivation to achieve results.</li> <li>• <b>Measurable Goals</b> - means that you identify exactly what it is you will see, hear, and feel when you reach your goal. It means breaking your goal down into measurable elements. This can be as simple as setting a specific date for your achievement.</li> <li>• <b>Passion</b> - Strong desire and commitment to achieve goals: resilience, perseverance, planning skills, motivation, resolve, energy, courage, grit, and more.</li> <li>• <b>Professional Skills</b> - Personal attributes to succeed in the workplace: work ethic, communication, ability to accept feedback, confidence, leadership, flexibility, integrity, work-life balance, punctuality, stress management, and more.</li> <li>• <b>Workforce</b> – when people engaged in or available for work, either in a country or area or in a particular company or industry.</li> </ul>	<ol style="list-style-type: none"> <li>1. What would your work schedule look like? Would it be flexible? Could you set your own hours?</li> <li>2. Could you work your way up and advance your career?</li> <li>3. Would you be able to purchase your own home? Property? Or would you have to lease or rent?</li> <li>4. What type of vacation would you be able to afford?</li> <li>5. Would you be able to support family solely on your income? What size of family?</li> <li>6. What type of entertainment could you afford? Concerts, operas, movies, hunting trips, etc.?</li> <li>7. Would you be able to afford the latest tech gadgets?</li> </ol>
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**Preparation**

<p><b>Instructor Notes</b></p> <p><b>Tell the class,</b> <i>“Science and technology are instrumental in the production and processing of food, fiber, and renewable natural resources, and are the basis for many careers in agriculture.</i></p> <p><i>Studying agricultural science careers may help you determine that an agriscience career is right for you and guide you to get the appropriate training and experience necessary for a successful and rewarding career.</i></p> <p><i>Let’s take a pop quiz to see how much you know about agricultural science careers.”</i></p>	<p><b>Activity Notes</b></p> <p><b>Give each student the “Career Matching Activity” handout.</b></p> <p><b>Give the student 5 to 10 minutes to complete the activity. They cannot use their cell phones nor any other technological device to look up answers.</b></p>
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Allow time for class discussion.

**Explain to the class,** “The main difference between a career and a job is that a job is just something you do short term for immediate for money, whereas a career is a long-term endeavor, something you build towards and work upon every day.”

**Tell the class,** “Today, we are going to hear from an expert in the employment industry. Someone who can help us understand the characteristics necessary to obtain a job or a career. Renae Yanez served as the Human Resource Director at Priefert.

Yanez's experience in talent acquisition and retention, employee engagement, employee benefits administration, and worker compensation make her an excellent resource for young people hoping to join the workforce.”

**Explain to the class,** “While you are listening to the podcast episode, you will need to complete the K-W-L handout.

Who has used a K-W-L before?”

**Wait for responses.**

**Explain to the class,** “A K-W-L is an acronym that stands for ‘Know,’ ‘Want to Know,’ and ‘Learned.’ The K-W-L chart is divided into three columns—one for each letter—under which you will record the following:

- K - What you already know about obtaining a job or career.
- W - What you want to know (or questions they have) about obtaining a job or career.
- L - What you learned (after the lesson or assignment) about obtaining a job or career.

**After watching the podcast episode, ask the class,** “What are some things you knew prior to watching the podcast?”

**Allow time for class discussion.**

Show the following image to the class:

<b>JOB</b> VERSUS <b>CAREER</b>	
Job refers to a paid position of regular employment	Career refers to an occupation that needs a special training or education and is followed as one's lifework
A short-term pursuit	A long-term pursuit
Often do not require special training or experience	Often requires formal education, training or experience
Earning money is the main goal	Earning money is not the main goal
Gas station attendant, dog walker, babysitter, etc.	Teacher, doctor, architect, writer, musician, etc.

Pediaa.com

Pass out the “K-W-L Handout”.

Give student 5 to 10 minutes to complete columns “K” and “W” prior to starting the podcast episode.

**Play Episode 5 - Growing Our Future Podcast Link:**

- <https://youtu.be/y9mUzTnFxCa>

<p><i>What are some things you wanted to learn?</i></p> <p><b>Allow time for class discussion.</b></p> <p><i>What are some things you learned?"</i></p> <p><b>Allow time for class discussion.</b></p>	
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**Application**

<b>Instructor Notes</b>	<b>Activity Notes</b>
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**Tell the class,** *"Now that we understand more about obtaining a job or career, we will pick an agricultural career to research further in depth.*

*Farmers and ranchers account for less than one percent of the US workforce, but the professionals supporting this industry increase that number to about nine percent, and if you count transportation and distribution, the number employed because of agriculture is about 20 percent.*

*Opportunities in jobs related to food, agriculture, renewable natural resources, and the environment are expected to grow 2.6% between 2020 and 2025 for college graduates. These occupations include agricultural inspector, food scientist and technologist, soil and plant scientist, and irrigation engineer.*

*Using the three careers you research for your bell work; select one career you would like to learn more about."*

**Explain to the class,** *"In today's assignment, you are going to create a concept map by answering the following questions found on the assignment handout."*

**Ask the class,** *"How many of you have created a concept map before?"*

**Wait for responses.**

**Explain to the class,** *"A concept map is a diagram that depicts suggested relationships between concepts. A concept map typically represents ideas and information as boxes or circles, which it*

**Pass out the "Career Concept Map" Assignment.**



<p><i>connects with labeled arrows, often in a downward-branching hierarchical structure.</i></p> <p><b>Read the instruction of the assignment aloud to the class.</b></p> <p><b>Explain to the class,</b> “In order to completely understand and relate to the career field you have selected to research, it is important for you to realize the correlation between wages, income, poverty level, and the percentages of careers available.</p> <p><i>While you are researching your career, I want you to review the statistics listed on the ‘Agriculture Career Connections Handout’. Ask yourself,</i></p> <ul style="list-style-type: none"> <li>• <i>Would a person within this career have a high or low wage?</i></li> <li>• <i>Would they have a livable income or be living in poverty?</i></li> <li>• <i>Does this career fall within the and of the following industries?</i> <ul style="list-style-type: none"> <li>○ <i>Management and business</i></li> <li>○ <i>Science and engineering.</i></li> <li>○ <i>Food and biomaterials production</i></li> <li>○ <i>Education, communication, and governmental services.”</i></li> </ul> </li> </ul>	<p><b>Pass out the “Agriculture Career Connections” Handout.</b></p> <p><b>Once students have completed their concept maps, post them around to classroom and/or hallway for others to see and read.</b></p>
<p><b>Evaluation / Summary</b></p>	
<p><b>Instructor Notes</b></p>	<p><b>Activity Notes</b></p>
<p><b>Tell the class,</b> “Now that we have research some agriculture careers on our own. It is time to consult an expert about our career of interest.</p> <p><i>Using the skills and characteristics you learned from the podcast episode, conduct a interview with an agriculture industry professional to ask them about their career field.”</i></p> <p><b>Read the assignment instructions aloud to class. Answer any questions the students may have.</b></p>	<p><b>Pass out the “Career Interview Assignment” and the “Information Interview Questions” handout.</b></p> <p><b>Grading for this assignment will be based on three items:</b></p> <ol style="list-style-type: none"> <li><b>1. Did the student follow through with the assignment and conduct the interview?</b></li> <li><b>2. Did the student complete the “Information Interview Questions” handout?</b></li> <li><b>3. Did the student complete the follow-up and reflection steps of the Career Interview Assignment?</b></li> </ol>



## Growing Our Future Podcast – Episode 5 Career Matching Activity

**Instructions:** Match the agricultural or natural resource career with the correct description. Write the number of the career description in the blank next to its matching career.

\_\_\_\_\_ Agronomist  
\_\_\_\_\_ Animal Nutritionist  
\_\_\_\_\_ Aquaculturist  
\_\_\_\_\_ Biotechnologist  
\_\_\_\_\_ Conservation Biologist  
\_\_\_\_\_ Entomologist  
\_\_\_\_\_ Environmental Scientist  
\_\_\_\_\_ Fisheries Scientist  
\_\_\_\_\_ Florist  
\_\_\_\_\_ Food Process Engineer  
\_\_\_\_\_ Food Safety Specialist  
\_\_\_\_\_ Food Scientist  
\_\_\_\_\_ Forest Engineer  
\_\_\_\_\_ Forester  
\_\_\_\_\_ Horticulturist  
\_\_\_\_\_ Hydrologist

\_\_\_\_\_ Nematologist  
\_\_\_\_\_ Nutritionist/ Dietitian  
\_\_\_\_\_ Plant Pathologist  
\_\_\_\_\_ Plant Geneticist  
\_\_\_\_\_ Plant Physiologist  
\_\_\_\_\_ Range Manager  
\_\_\_\_\_ Renewable Energy Specialist  
\_\_\_\_\_ Remote Sensing Specialist  
\_\_\_\_\_ Soil Scientist  
\_\_\_\_\_ Toxicologist  
\_\_\_\_\_ Turf Scientist  
\_\_\_\_\_ Veterinarian  
\_\_\_\_\_ Virologist  
\_\_\_\_\_ Weed Scientist  
\_\_\_\_\_ Wildlife Biologist  
\_\_\_\_\_ Wood Scientist

1. Works to develop new products and processes based on specialized understanding of biological processes.
2. Uses specialized knowledge to develop and promote new ways to meet the world's energy needs.
3. Researches ways to produce crops and manage soils in a productive and environmentally friendly way.
4. Designs floral arrangements, works with customers, and delivers flowers.
5. Protects our food supply by working with food services, restaurants, and federal agencies to ensure that foods being sold are wholesome and safe.
6. Raises a diverse array of aquatic plants and animals in controlled or semi-controlled settings for food or the stocking of public bodies of water.
7. Studies the effects of potentially harmful chemicals on people, animals, and the environment.
8. Studies viruses, how they interact with cells, and how they infect living things.
9. Works in food, chemical, biochemical, and pharmaceutical industries to engineer new processes and products and ensure quality and safety.
10. Helps farmers and ranchers produce crops and livestock more efficiently by using sound pest management strategies.
11. Maps and classifies soils and provides interpretations for land planners and managers.
12. Dedicated to effective management, use, and conservation of aquatic plants and animals.
13. Creates diets that must be nutritionally sound, good tasting, and economical for the ages and types of animals that will use them.
14. Assesses and protects our water supplies and quality.
15. Ensures the flavor, color, texture, and quality of our food supply and develops new food products.
16. Studies roundworms, which play important roles in soil ecology and plant and animal agriculture.
17. Works primarily with nursery and greenhouse crops.
18. Spends time managing timberland.
19. Protects threatened and endangered species and habitats.
20. Works with plants at a genetic level.
21. Helps people look and feel well by making the connection between food, nutrition, and health.
22. Interprets and analyzes many types of aerial photographs and satellite images.
23. Studies the physical, chemical, and biological functions of living plants.
24. Researches animals in their natural environments.
25. Works to improve golf greens, park lawns, athletic fields, or other public or private grounds.
26. Specializes in converting wood to wood products.
27. Protects the environment by working with hazardous waste management, land use, and air or water quality.
28. Deals with the symptoms, causes, damage, spread, and control of plant diseases.
29. Diagnoses, treats, and helps prevent diseases and disabilities in animals.
30. Researches ways to improve weed control and helps develop regulations for weed control agents.
31. Cares for our country's vast rangelands.
32. Designs timber transportation and harvesting systems.





## Growing Our Future Podcast – Episode 5 Career Matching Activity Key

**Instructions:** Match the agricultural or natural resource career with the correct description. Write the number of the career description in the blank next to its matching career.

- |                                |                                   |
|--------------------------------|-----------------------------------|
| __3__ Agronomist               | __16__ Nematologist               |
| __13__ Animal Nutritionist     | __21__ Nutritionist/ Dietitian    |
| __6__ Aquaculturist            | __28__ Plant Pathologist          |
| __1__ Biotechnologist          | __20__ Plant Geneticist           |
| __19__ Conservation Biologist  | __23__ Plant Physiologist         |
| __10__ Entomologist            | __31__ Range Manager              |
| __27__ Environmental Scientist | __2__ Renewable Energy Specialist |
| __12__ Fisheries Scientist     | __22__ Remote Sensing Specialist  |
| __4__ Florist                  | __11__ Soil Scientist             |
| __9__ Food Process Engineer    | __7__ Toxicologist                |
| __5__ Food Safety Specialist   | __25__ Turf Scientist             |
| __15__ Food Scientist          | __29__ Veterinarian               |
| __32__ Forest Engineer         | __8__ Virologist                  |
| __18__ Forester                | __30__ Weed Scientist             |
| __17__ Horticulturist          | __24__ Wildlife Biologist         |
| __14__ Hydrologist             | __26__ Wood Scientist             |

- Works to develop new products and processes based on specialized understanding of biological processes.
- Uses specialized knowledge to develop and promote new ways to meet the world's energy needs.
- Researches ways to produce crops and manage soils in a productive and environmentally friendly way.
- Designs floral arrangements, works with customers, and delivers flowers.
- Protects our food supply by working with food services, restaurants, and federal agencies to ensure that foods being sold are wholesome and safe.
- Raises a diverse array of aquatic plants and animals in controlled or semi-controlled settings for food or the stocking of public bodies of water.
- Studies the effects of potentially harmful chemicals on people, animals, and the environment.
- Studies viruses, how they interact with cells, and how they infect living things.
- Works in food, chemical, biochemical, and pharmaceutical industries to engineer new processes and products and ensure quality and safety.
- Helps farmers and ranchers produce crops and livestock more efficiently by using sound pest management strategies.
- Maps and classifies soils and provides interpretations for land planners and managers.
- Dedicated to effective management, use, and conservation of aquatic plants and animals.
- Creates diets that must be nutritionally sound, good tasting, and economical for the ages and types of animals that will use them.
- Assesses and protects our water supplies and quality.
- Ensures the flavor, color, texture, and quality of our food supply and develops new food products.
- Studies roundworms, which play important roles in soil ecology and plant and animal agriculture.
- Works primarily with nursery and greenhouse crops.
- Spends time managing timberland.
- Protects threatened and endangered species and habitats.
- Works with plants at a genetic level.
- Helps people look and feel well by making the connection between food, nutrition, and health.
- Interprets and analyzes many types of aerial photographs and satellite images.
- Studies the physical, chemical, and biological functions of living plants.
- Researches animals in their natural environments.
- Works to improve golf greens, park lawns, athletic fields, or other public or private grounds.
- Specializes in converting wood to wood products.
- Protects the environment by working with hazardous waste management, land use, and air or water quality.
- Deals with the symptoms, causes, damage, spread, and control of plant diseases.
- Diagnoses, treats, and helps prevent diseases and disabilities in animals.
- Researches ways to improve weed control and helps develop regulations for weed control agents.
- Cares for our country's vast rangelands.
- Designs timber transportation and harvesting systems.



## Growing Our Future Podcast – Episode 5 Career Scenario Activity

**Instructions:** *Using the careers listed on the Career Matching Activity, fill in the blank with the agricultural science career that best fits the scenario listed below.*

1. A family goes to the grocery store to pick up some groceries. The food exists because of farmers and ranchers who manage natural resources like soil and water carefully in order to grow the raw ingredients to fill the grocery stores. At the beginning of the season, a farmer (also known as a grower or producer) needs to test the soil to check for nutrients and to determine which fertilizers are necessary. The farmer needs the services of a \_\_\_\_\_.
2. The fertilizer plant that produces the fertilizer to sell to the farmer wants to reduce its environmental impact. Who could the plant hire to help monitor waste discharge and assess environmental quality of the surroundings? \_\_\_\_\_
3. The farmer is concerned that when it rains fertilizer from the fields may be getting washed into a nearby river. The farmer goes to the Natural Resources Conservation Service to enlist the help of a \_\_\_\_\_.
4. The farmer notices that the sheep are skinny despite having healthy appetites, and the alfalfa in the hay field is stunted and has swollen stems. The farmer suspects different kinds of worms have infected the sheep and the alfalfa. Who can help identify and treat these worms? \_\_\_\_\_
5. A new seed hybrid that is better suited for the farmer's climate or soil has been developed. Who developed that seed?  
\_\_\_\_\_
6. A couple of months after planting, the plants are growing, but the farmer notices holes in the leaves. They may be the result of an insect. Who can help identify the problem? \_\_\_\_\_
7. The insects have been identified and sprayed, but now there are weeds threatening to take over the field. If the weeds are not controlled soon, they will begin to outcompete the crop plants for sunlight, water, and soil nutrients. Who can help the farmer control this problem? \_\_\_\_\_
8. The weeds are gone, but the plants aren't growing well. The farmer calls the University Extension office in the county. The Extension Educator referred the farmer to a \_\_\_\_\_.
9. The Plant Physiologist says that the plants are stressed by either too little water or high soil salinity. Who can help the producer determine where irrigation is not reaching the plants across the hundreds of acres of fields? \_\_\_\_\_
10. The crop is ready to harvest, and the farmer delivers it to the processing plant. The processor will turn the wheat, corn, cherries, etc. into bread, cookies, chips, pies, and so many other products. Who develops these food products?  
\_\_\_\_\_
11. Who works with the food processor to ensure that the food produced is wholesome, safe, and sound? \_\_\_\_\_
12. Who determines the nutritional values of the food products? \_\_\_\_\_
13. What if the corn is bound for animal consumption rather than human consumption? Who helps determine feed rations? \_\_\_\_\_
14. If an animal gets sick from eating too much corn, who will a rancher call? \_\_\_\_\_



## Growing Our Future Podcast – Episode 5 Career Scenario Activity Key

**Instructions:** *Using the careers listed on the Career Matching Activity, fill in the blank with the agricultural science career that best fits the scenario listed below.*

1. A family goes to the grocery store to pick up some groceries. The food exists because of farmers and ranchers who manage natural resources like soil and water carefully in order to grow the raw ingredients to fill the grocery stores. At the beginning of the season, a farmer (also known as a grower or producer) needs to test the soil to check for nutrients and to determine which fertilizers are necessary. The farmer needs the services of a (**Soil Scientist**).
2. The fertilizer plant that produces the fertilizer to sell to the farmer wants to reduce its environmental impact. Who could the plant hire to help monitor waste discharge and assess environmental quality of the surroundings? (**Environmental Scientist**)
3. The farmer is concerned that when it rains fertilizer from the fields may be getting washed into a nearby river. The farmer goes to the Natural Resources Conservation Service to enlist the help of a (**Hydrologist**).
4. The farmer notices that the sheep are skinny despite having healthy appetites, and the alfalfa in the hay field is stunted and has swollen stems. The farmer suspects different kinds of worms have infected the sheep and the alfalfa. Who can help identify and treat these worms? (**Nematologist**)
5. A new seed hybrid that is better suited for the farmer's climate or soil has been developed. Who developed that seed? (**Plant Geneticist**)
6. A couple of months after planting, the plants are growing, but the farmer notices holes in the leaves. They may be the result of an insect. Who can help identify the problem? (**Entomologist**)
7. The insects have been identified and sprayed, but now there are weeds threatening to take over the field. If the weeds are not controlled soon, they will begin to outcompete the crop plants for sunlight, water, and soil nutrients. Who can help the farmer control this problem? (**Weed Scientist**)
8. The weeds are gone, but the plants aren't growing well. The farmer calls the University Extension office in the county. The Extension Educator referred the farmer to a (**Plant Physiologist**).
9. The Plant Physiologist says that the plants are stressed by either too little water or high soil salinity. Who can help the producer determine where irrigation is not reaching the plants across the hundreds of acres of fields? (**Remote Sensing Specialist**)
10. The crop is ready to harvest, and the farmer delivers it to the processing plant. The processor will turn the wheat, corn, cherries, etc. into bread, cookies, chips, pies, and so many other products. Who develops these food products? (**Food Scientist**)
11. Who works with the food processor to ensure that the food produced is wholesome, safe, and sound? (**Food Safety Specialist**)
12. Who determines the nutritional values of the food products? (**Nutritionist/Dietitian**)
13. What if the corn is bound for animal consumption rather than human consumption? Who helps determine feed rations? (**Animal Nutritionist**)
14. If an animal gets sick from eating too much corn, who will a rancher call? (**Veterinarian**)



**Growing Our Future Podcast – Episode 5  
K-W-L Handout**

**Instructions:** *In the chart below, record the following information:*

- *K - What you already know about obtaining a job or career.*
- *W - What you want to know (or questions do you have) about obtaining a job or career.*
- *L - What you learned (after the podcast episode) about obtaining a job or career.*

<b>Know</b>	<b>Want To Know</b>	<b>Learned</b>
<b>K</b>	<b>W</b>	<b>L</b>



## Growing Our Future Podcast – Episode 5 Career Concept Map Assignment

### **Instructions:**

1. Select one career from the three Agriculture Science careers you outlined in your bell work.
2. Using the following web resources, research the questions below pertaining to the career you selected.
  - a. Web Resources:
    - i. Digital e-book version #1 - [Careers in Agriculture E-Book](#) contains 38 pages with articles describing the need and expanse of agricultural careers.
    - ii. Digital e-book version #2 - [Careers in Agriculture E-Book with Career Profiles](#), contains over 80 career profiles (starts on page 31).
    - iii. Ag Career Explorer - <https://agexplorer.ffa.org/>
3. Find answers to the following questions concerning your selected career:
  - What is the career?
  
  - How much does a person make?
  
  - What does this career specifically do?
  
  - Find two careers others have chosen in class that relates to the career you selected. What are those careers:
    - 1.
    - 2.
  - How are these careers connected?
    - 1.
    - 2.
  - What prerequisites and interests would you need for the career you selected?
  
  - Does this career require special training? Explain.
  
  - How long is the training for this career?
  
  - Where was this training offered? College, military academy, etc.
  
  - What skills are needed for this career?
  
  - Where (location) can this career be found?

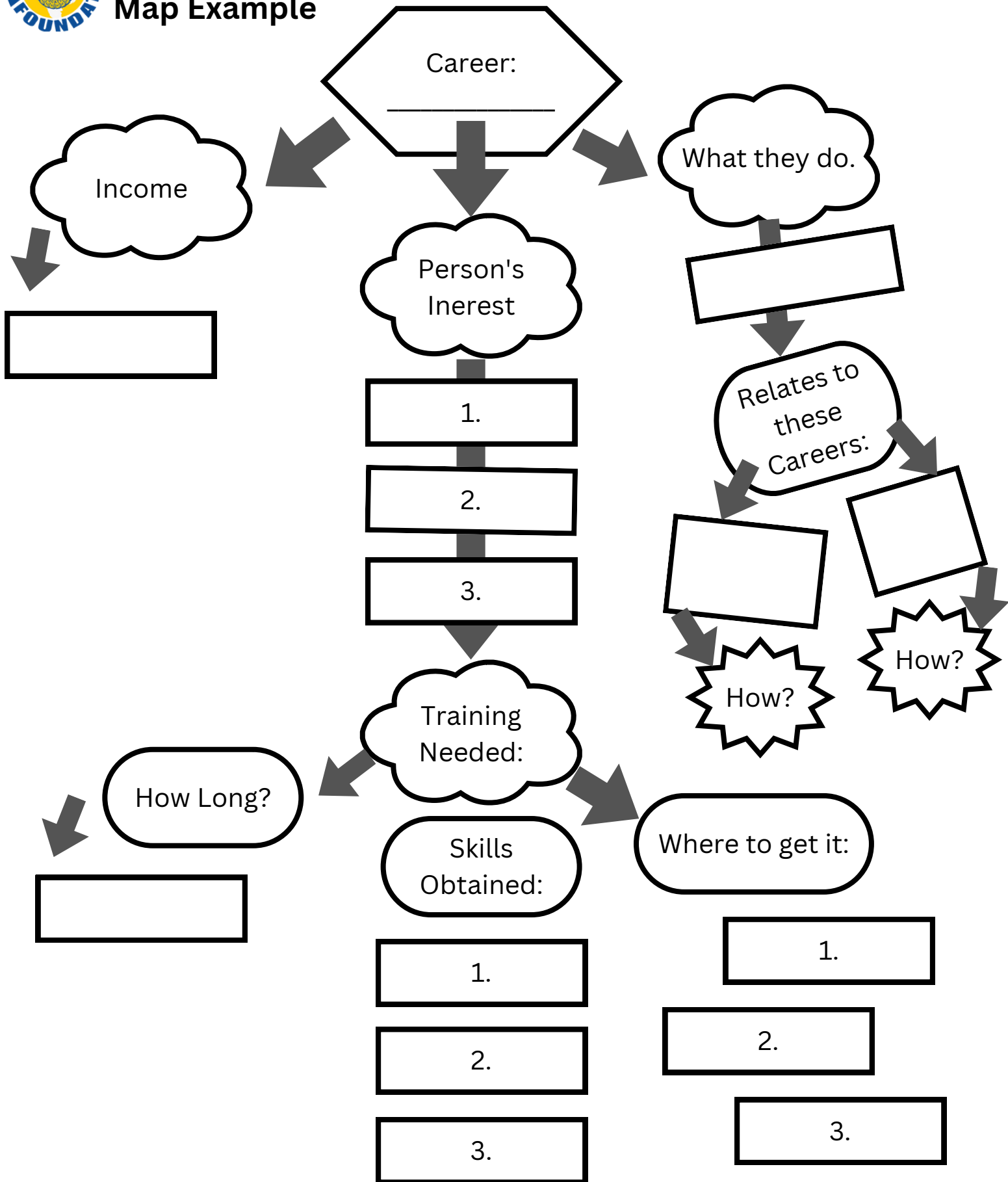
- What professional organizations are connected to this career?

4. After you have finished answering these questions, go to the following website, <https://app.creately.com/diagram/> to create a Career Concept Map that shows how all these questions build off one another. Or you can create a concept map using paper, markers, and colored pencils. See example attached.





# Career Concept Map Example





## Growing Our Future Podcast – Episode 5 Agriculture Career Connections Handout

### Entry-level wages vs. Higher paying wages:

- \$7/hour \$14,560 per year
- \$10/hour \$20,800
- \$12/hour \$24,960
- \$22.50/hour \$45,000
- \$23,624 current poverty level in America (family of 4 with two children, 2013)
- \$53,046 median US household income (could be two wage earners, 2009–2013)

### Income & Poverty Rate in Texas

- Median household income from 2016-2020 was \$63,826
- Per capita income in past 12 months was \$32,177
- Persons in poverty = 14.2%

Source: <https://www.census.gov/quickfacts/fact/table/TX/BZA210220>

### Did You Know?

- Between 2020 and 2025, there are expected to be 59,400 average annual openings for graduates with bachelor's or higher degrees in the areas of food, agriculture, renewable natural resources, and the environment.
- 42% of the opportunities will be in management and business.
- Another 31% will be in science and engineering.
- Jobs in food and biomaterials production will make up 13%, while 14% of the openings will be in education, communication, and governmental services.



## Growing Our Future Podcast – Episode 5 Career Interview Assignment

### **Informational Interview:**

1. Identify a professional in a career field(s) of interest.
  - *How?*
    - Speak with instructors, family, friends, and administrators for in-network connections.
    - Search members of professional associations working in relevant area.
2. Reach out to arrange a meeting.

- *How?*

#### **Sample:**

Dear \_\_\_\_\_,

*My name is \_\_\_\_\_. I am a student at \_\_\_\_\_ ISD, and I am currently enrolled in the Agriculture Science Program at \_\_\_\_\_ High School. I am currently exploring areas of interest, to guide me in determining my future career path. I was referred to you by \_\_\_\_\_ (or) I found your information through \_\_\_\_\_. I am hoping you might be available for a short 20-30 minute informational interview, either in person or by phone, sometime in the next few weeks. Please let me know and thank you for considering my request. You may reach me at...(phone and email.)*

*Sincerely,*

*Your Name*

3. **Prepare Your Questions** (Use attached document to record): Think about what you want to know about the job, the company, the path to this career, and how the position aligns to your personal skills and values. Then create your questions accordingly.

#### **a. Sample Questions:**

- What is a typical day like?
- What has your career path looked like?
- What jobs and experiences prepared you for your current position?
- Is there anything you would have done differently in pursuing your current field?
- What skills are most desirable and important in this field?
- What is the most rewarding part of your job?
- What is the most challenging?
- Can you recommend other individuals in this field that I should speak with?

4. **Follow-up:** Send a thank you note within 24 hours of your meeting. You may send a written note or via email; both are acceptable.
  
5. **Informational Interview Reflection:** Write a reflection on your informational interview experience which addresses the following questions. Remember all outcomes of your informational interview can be viewed as useful even if you discover a dislike for the occupation. This experience can be a valuable learning opportunity to explore multiple career areas, and reassess your plans as needed.
  - After speaking with a professional in this field, how has your understanding of a career in this industry developed (*Example.* what have you learned?)
  - What was the most useful piece of information you took away from your conversation?
  - Is this a career path you will consider pursuing? Why or why not?
  - What steps will you take next to either pursue this career path or explore other career areas?
  
6. **Success Tips:**
  - Dress professionally in a manner that is appropriate for the field.
  - Introduce yourself, shake hands, and make eye contact.
  - Come prepared with your questions.
  - Be conscious of the time. This means to arrive on time and plan to work within the agreed upon meeting time (20-30 minutes). Remember the interviewee is taking time out of his/her day to meet with you.
  - Show your gratitude and thank the interviewee for meeting with you.



## Growing Our Future Podcast – Episode 5 Informational Interview Questions

Date: \_\_\_\_\_ Name of Contact: \_\_\_\_\_ Company: \_\_\_\_\_

Create open-ended and thoughtful questions that will help you gain a greater understanding of:

- The interviewee's job and responsibilities.
- The preparation needed to pursue this career (academic requirements, skills, experiences, certifications).
- The interviewee's unique career path.
- What it is like working at the interviewee's specific company (company culture, opportunities for advancement, plans for growth, company needs).

<b>Question 1</b>	
<b>Question 2</b>	
<b>Question 3</b>	
<b>Question 4</b>	
<b>Question 5</b>	
<b>Question 6</b>	
<b>Question 7</b>	
<b>Question 8</b>	
<b>Question 9</b>	
<b>Question 10</b>	

**Notes:**