

Pulling It All Together With Agriculture

Grade: Eighth Grade

Standards: Guidance: Make a post-secondary career plan.

Technology/Keyboarding: Demonstrate competence in creating a pie chart using a spreadsheet software package. Demonstrate competence in creating a report using a word processing software package. Demonstrate competence entering data and manipulating data using a database software package.

Language Arts: Utilizes print and electronic resources to generate data. Demonstrates proper grammar usage. Cites research using the MLA guidelines.

Objectives: Know where to find and access information relating to agricultural careers. Realize the vast amount of career opportunities in the agricultural field. Gain general knowledge about numerous careers in the field of agriculture.

Materials

Needed: Computer equipment with spreadsheet, word processing and data base software packages
Computer equipment equipped with Internet access capabilities
Copies of the attached assignment pages

Do: Many people have agricultural careers because they are involved in the process from farm to market. There are agriculture careers in agribusiness, communications, engineering, biotechnology research, government, education, computer science, processing, distribution, marketing and many other areas. Some people have careers connected to agriculture, but they do not realize it! For example, sales representatives for food distributors, genetic researchers and elementary teachers who teach topics such as plant and animal systems, are all involved in agriculture because their jobs related to the food, fuel and fiber system.

Lead a discussion on the following facts:

More than 48,000 jobs open up each year in agriculture.

One out of five jobs in the United States is related to agriculture.

Reflect: Have the students brainstorm and develop a list of agriculture related careers. If assistance is needed in generating a list, refer to the reference materials at the end of this lesson.

Refer the students to Step 2 on the assignment sheet and discuss the table related to Employment Opportunities. Then classify all or a portion of the careers developed above into their respective categories.

Discuss the assignment and clarify any student questions.

Apply: Have students share findings. What agricultural career is the most lucrative? Which agricultural career do you think you would enjoy the most? What colleges/universities in Iowa offer agriculture degrees? What courses should you take?

Additional Resources:

Career Ag Mag. Student newspaper and lesson plans. See AITC order form.

Chosen Fields. Video and lesson plans. See IFBF Lending Library.

Connecting to Agriculture. Video and lesson plans. See IFBF Lending Library.

Exploring Careers in Agronomy, Crops, Soils, and Environmental Sciences. A brochure published by the American Society of Agronomy, the Crop Science Society of America, and the Soil Science Society of America.

Living Science –Food Agricultural, and Natural Resources Careers. A series of posters co-sponsored by the U.S. Department of Agriculture, Higher Education Programs, and Purdue University School of Agriculture.

To be used with:

Name: _____

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Step 1 – It’s Your Choice

From the class discussion or your knowledge of agriculture, choose a career related to agriculture that you would like to explore further.

My choice: _____

Step 2 – Use The Spreadsheet

Create a pie chart using the information below relating to employment opportunities in the field of agriculture. Be sure to include a title and label each section of the pie. In addition, you are to explode one piece of the pie. The piece you explode should be the area that encompasses the career you choose in Step 1.

My area to explode: _____

Employment Opportunities:

| | |
|--|-------|
| Production | 8.1% |
| Social Service Professionals | 10.1% |
| Education and Communication | 11.1% |
| Managers and Financial Specialists | 11.7% |
| Scientists, Engineers, and Related Specialists | 29.0% |
| Marketing, Merchandising, and Representatives | 30.0% |

Step 3 – Do Some Research

Find out specific information related to the career you chose in Step 1. You should research the career thoroughly and find answers to the question on the next page. But, please don’t feel limited to only answering these questions – each individual career may have additional interesting and relevant information. To find the information you may do the following: use the Internet, interview someone in the field, use library resources, and/or contact a commodity organization.

What you should find out about your career:

- What are the special skills/interests someone interested in this career should possess? (For example, creativity, an interest in math, an ability to speak in front of others or an interest in computers?)
- What is the job outlook?
- What are the job conditions?
- What is the starting salary and average salary for individuals in this field?
- What are the responsibilities – what do individuals in this field do every day?
- Are individuals in this field self-employed or are they employed by others? If they are employed by others, what types of businesses/agencies employ them?

- g. What are the opportunities for advancement?
- h. What type of education and/or special training is required?
- i. Are there any special licenses or certificates individuals in this field must possess?
- j. What can a person in high school be doing to prepare for a career in this field?

Step 4 – Use The Word Processor

Produce a report using information you gathered in Step 3. This report will be graded on content, grammar and punctuation and proper formatting. (Be certain that if you chose a general career area, such as education or marketing, that you specifically relate this career to the agricultural field.)

Step 5 – Fill It In

From the class discussion or your knowledge of agriculture, choose a career related to agriculture that you would like to explore further.

Step 6 – Use the Database

Create a database using the information generated in Step 5. You will have a field for every column on the sheet, and your individual records will be the information each student entered.

After completing the database, sort it according to the following guidelines:

- a. Display only the careers in the “Education and Communication” area.
- b. Display only the careers in the “Production” and “Social Service Professionals” area.
- c. Display only the careers that require only a high school degree.
- d. Display only the careers that require a 4-year degree.
- e. Sort the careers from the minimum to the maximum starting salary.
- f. Display only the careers with a good or fair employment outlook.

