

Lesson: What about the Classroom?

OVERVIEW

In this lesson students will discover the “classroom circle”. They will explore the different pathways in agriculture, discover different classes available to them on the Agricultural Education journey and finally discover career connections within the pathways.

OBJECTIVES

1. Students will understand the seven different pathways in agricultural education.
2. Students will be able to describe two different careers from two different pathways.
3. Students will make connections between pathways, careers and how agriculture courses support their career goals.

MATERIALS

2020 AFNR Handbook- 1 copy per student

Learning Page: What about the Classroom?- 1 copy per student

Go Find It Activity- Pathways - 1 set

Computer with internet access

Projector

Screen

Computers for students to use to research

TIME

2- 45 minute class periods

CONTENT & TEACHING STRATEGIES

Today in class, we will be exploring the Classroom circle of our three circle Agricultural Education model. Take out a writing utensil and write your name at the top of our learning page as I hand it to you.

Pass out the learning page to all students

Who will read this question out loud that is at the top of the Learning Page?

Elicit student response.

The question is: Why is the agriculture industry important?

Let's take 30 seconds to record our thoughts on this question.

Wait 30 seconds.

Take one minute to share your thoughts with the person sitting next to you. Go!

Wait one minute.

Who will share their thoughts on the question?

Elicit responses from students.

Possible responses include but are not limited to jobs, food, clothing, hungry world.

Great job sharing your thoughts. These were all great ideas.

Agriculture is an important industry to engage people with as we all rely on agriculture and here in Nebraska it is our #1 industry. In fact, the agriculture industry here in Nebraska employs 1 out of every 3 people.

Divide students into 7 groups for the *Go Find It* activity. If the class is small the teacher may modify the activity to have less than seven groups but each group locate more than one piece of paper in the next instructions set.

Teacher Note: Prior to the start of class print the *Go Find It* activity sheets and fold each in half so that students cannot read them. Sit the sheets around the classroom prior to the beginning of class.

When I say “find it”, one member of our group will get up and search around the room for a piece of folded piece of paper. Locating all seven pieces of paper as a class will be important. Each group will need one sheet of paper. Once we have found our paper, quickly return to our seats and place the paper on the desk while keeping it folded. You may then help other groups find any additional pieces of paper but must do so from your seat. Questions? Find it!

We may now open our papers. Let’s share what is on each of our papers. Who will start?

Work through all of the papers until all seven AFNR pathways have been read.

On our Learning Page, find the pathway area and record the title of the pathway our group has.

As students are recording their answers down pass out one AFNR handbook to each student.

Open our AFNR Handbook to page 3. For the next two minutes, silently read through the information on this page. Go!

Wait two minutes.

Let’s capture some information on our Learning Page. On pages 4 and 5 of our AFNR Handbooks we will find a description of the AFNR Pathways. Locate the description of the Pathway that your group has and write a brief summary on our Learning Page. Questions? Go!

Wait a couple of minutes until you see students finishing their summary.

Let's share our summaries with each other. Who will start?

Have each of the groups share their summaries with the class.

Thanks for sharing!

We have now read about the different pathways. What do we think the word "pathway" means as it relates to our Agricultural Education classes?

Elicit student response.

Students responses should include that a pathway covers an area of study within agriculture field.

Great! How many pathways are in agriculture education?

Elicit student response. Answer: 7 Pathways

How do these Pathways play a part in our agriculture classes here at (insert school name) school?

Elicit responses.

Students response should include that the classes offered fall under different AFNR Pathways and give an example. Students may need to be provide a list of the different classes that are offered at the local school.

Why is it important to understand the different pathways?

Elicit responses.

Students response should include that different pathways can help us focus on an area to prepare us for individual future career goals or interests.

On our Learning Page, take the next minute and write down at the top of each of the two charts two different pathways that interest us.

Wait 20 seconds.

Who will share their two pathways of interest?

Elicit responses.

Thanks. We will now give our group member(s) a high five and then quickly return to our original seats.

Moving into this next portion students will need access to a computer with the internet. If they need to get a device from a common location, have them retrieve this as they return to

their seats. Also, write down this website on the board or link it to your online learning platform: <https://agexplorer.com>

On our devices, go to the following website.

Direct students to where the link is shared.

As we discovered different pathways, we also wrote down two different pathways that interested us the most. The Ag Career Explorer website will allow us to dive deeper into our pathways of interest by discovering different careers that are categorized under the different pathways.

Take students through one career, preferably an Agricultural Education Instructor to show how to access the different pathways so students understand how the website functions before moving them forward in the lesson. Ask if there are any questions after demonstrating.

It is now your turn to look into careers linked to your pathways of interest. Using the Learning Page, fill out the information for two careers in each of the pathways you selected. While working independently, if questions come up, raise your hand for assistance.

This portion of the lesson will take some time for them to complete. Give students at least 20 minutes, depending on the class they may need more or less time to finish.

The Ag Career Explorer is a great website to reference back to if interested in exploring different careers and different pathways.

Let's share what we learned. Of the four different careers explored, select one career to share with the rest of the class. Who will share first?

Have each student share the information on one of the careers they explored. At the end of each student sharing, have the rest of the class give a power clap before moving to the next student.

What great information we found and shared with each other. Let's take a minute to dive deeper into our discoveries.

What was something surprising that we discovered?

Elicit responses.

What might be a challenging part of the careers we discovered?

Elicit responses.

How can we use this information to help us over the next four years of high school?

Elicit responses. Student responses should include using this information to assist in selecting classes in the future.

Why is it important to use this information as we prepare for life after high school?

Elicit responses. Student responses should include that the information can help them select classes that align with their individual career goals.

Teacher Note: Prior to class beginning, print a copy of the Agriculture Departments course offerings and descriptions for each student. If this can be located on-line, direct students to that webpage.

Distribute a copy of the local Agriculture Department course offerings and descriptions or direct students to the website that this information can be found.

On our Learning Page, write down your career goal and a list of Agricultural Education classes we should take during our high school career to help us achieve this career goal.

REVIEW

It's time to show what you know! You will be given two questions. Turn to your neighbor and discuss these two questions:

- 1. What are the 7 AFNR Pathways?*
- 2. If you wanted to be a veterinary assistant (may be replaced with any agriculture career), what pathway would you want to take classes in and what are two classes you could take in our school?*

Wait 30 seconds.

As we conclude today, ensure our names are on the top of our Learning Page and hand it to me as you leave the classroom.

EXTENDED ACTIVITIES

- Have students dive deeper into one of the careers they are interested in and create a presentation for the class. Students can research different colleges and/or technical schools that they may need to attend to gain credentials necessary for the chosen career.
- Have students interview someone in the career area they are interested in and report their findings to the class.
- Have students use a social media page template to create a mock social media page on the career area of interest.