

Careers in Agribusiness Systems Curriculum



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Curriculum Structure

The *Careers in Agribusiness Systems Curriculum* is composed of the following lessons. Approximate lesson times are included.

Lesson	Title	Approximate Time
One	Agribusiness Systems	60-75 minutes
Two	Auctioneering	65-85 minutes
Three	Agriculture Economist	55-75 minutes
Four	Farm and Ranch Management	70-85 minutes
	Total	4-6 hours

Lesson Structure

Each lesson begins with a Lesson Overview, Lesson Objectives, and a Lesson at a Glance table, which lists the lesson activities, materials required, suggested preparation steps, and approximate class time.

Lesson Sections

The actual lesson follows the overview, which will contain some of the sections described below.

FOCUS

Every lesson begins with a FOCUS activity intended to capture participants' attention. This may be in the form of a small or large class discussion, a game, a review of previous lesson information, or a demonstration. During this activity, participants are introduced to the topic of the lesson.

LEARN

The LEARN activity in each lesson varies in its presentation mode. It may be a slide presentation, group activity, or demonstration.

REVIEW

The majority of lessons end with a REVIEW activity intended to briefly review the lesson's key messages or main points.

Lesson One – Agribusiness Systems

Lesson Overview

In this lesson, participants will be introduced to careers relating to agribusiness systems. Participants will research and explore a variety of related careers in the pathway.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify several professions in the agribusiness systems pathway
- Consider if any of the occupations covered in class are appropriate for them to pursue

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>Agribusiness Systems Career Pathway Note Sheet</i>	1. Print/photocopy the <i>Agribusiness Systems Career Pathway Note Sheet</i> (one for each participant).	10-15 minutes
LEARN	• Library and internet resources • <i>Career Exploration Research Summary</i>	2. Print/photocopy the <i>Career Exploration Research Summary</i> (one for each participant).	30-90 minutes
REVIEW	• Questions for panel (optional)	1. Contact three to five local agribusiness-related professionals and invite them to participate in a panel discussion. 2. Set up the room with panel seating in the front and the audience facing the panel.	45-60 minutes

Lesson One – Agribusiness Systems

FOCUS: Defining the Available Career Paths

10-15 minutes

Purpose:

Participants will learn the variety of occupational areas that fall within the agribusiness systems pathway classification and how this translates into career opportunities.

Materials:

- *Agribusiness Systems Career Pathway Note Sheet*

Facilitation Steps:

1. Give each student the *Agribusiness Systems Career Pathway Note Sheet*. Have them take notes while you share the following definitions of the divisions within the agribusiness systems pathway.

The agribusiness systems pathway includes occupations involved in the coordination of all activities that contribute to the production, processing, marketing, distribution, financing, and development of agricultural commodities, plant and animal products, and other natural resources.

Production: Agricultural production management involves the combination of land, water, labor, and other inputs, such as seeds, nutrients, pesticides, and machinery, in the production of food and fiber. Farmers' objectives influence and complicate the process.

Processing: Agricultural and food products processing is a program that prepares individuals to receive, inspect, store, process, and package agricultural products in the form of human food consumables, animal or plant food, or other industrial products. Includes instruction in the nutrient and industrial properties of various agricultural products, logistics and storage procedures, chemical and mechanical processing operations, packaging, safety and health requirements, and related technical and business principles.

Marketing: It can be best defined as a series of services involved in moving products from the point of production to the point of consumption. It is a series of inter-connected activities involving: planning production, growing and harvesting, grading, packing, transport and storage, processing distribution and sale. Agricultural marketing covers the services involved in moving an agricultural product from the farm to the consumer. These services involve the planning, organizing, directing, and handling of agricultural produce in such a way as to satisfy farmers, intermediaries, and consumers.

Distribution: Distribution channels are the paths that agribusiness products take from the farm to the final consumer. They involve various intermediaries, such as wholesalers, retailers, processors, and brokers, who add value, reduce costs, and increase efficiency. Wholesale distributors are an important link in the agricultural supply chain. They supply the local and regional farmers and the growers with important products and services that help put food on the world's tables every day.

Financing: Agricultural finance, in general, refers to the study, examination, and analysis of the financial aspects of the farm business, which is the economy's key sector. Money concerns connected to agricultural product production and disposal are included in the financial elements. When we talk about financial aspects of agriculture, we're talking about the capital required for agriculture, the essential finances raised, and the pattern of use of those monies. Agricultural finance is also a part of agricultural economics that deals with the provision of bank services and financial farm units, as well as their management.

Development: Healthy, sustainable and inclusive food systems are critical to achieve the world's development goals. Agricultural development is one of the most powerful tools to end extreme

poverty, boost shared prosperity, and feed a projected 10 billion people by 2050. Growth in the agriculture sector is two to four times more effective in raising incomes among the poorest compared to other sectors. Agriculture is also crucial to economic growth: accounting for 4% of global gross domestic product (GDP) and in some least developing countries, it can account for more than 25% of GDP.

To learn more about the agribusiness pathway and related career opportunities, share a video such as:

What Is Agribusiness

<https://www.youtube.com/watch?v=eNFW186Ox3s>

Everything You Need to Know Agribusiness

<https://www.youtube.com/watch?v=xZx5u8LDMvA>

Agribusiness Systems Career Pathway

<https://www.youtube.com/watch?v=m8gx0ucilyS>

Agribusiness Systems Pathways Note Sheet

Pathway relating to agricultural commodities, plant and animal products, and other natural resources. – What Is.....?	Types of Occupations
Production	
Processing	
Marketing	
Distribution of Agriculture Commodities	
Financing	
Development	

Lesson One – Agribusiness Systems

LEARN: Research Project

30-90 minutes

Purpose:

The purpose of this activity is to have participants take a closer look at related agribusiness systems career options. Participants will research an occupation of their choice. Information learned from the research will be shared with the group via a brief presentation.

Materials:

- Library and internet resources
- *Career Exploration Research Summary*

Facilitation Steps:

1. Have students choose one of the careers to explore further. Give students the *Career Exploration Research Summary*. Tell them that they can use the internet or other sources in the library for their research. Here are a few helpful websites:

- www.bls.gov
- <http://www.bls.gov/ooh/>

2. Give students one or two class periods to complete their research. You can also assign this as homework. Students should prepare a short, five-minute presentation about this career including the information on the summary sheet.
3. Have each student present their chosen agribusiness systems career to the group.
4. Here is a suggested grading rubric for the class presentation:

30 points – Completed all information on the *Career Exploration Research Summary*

20 points – Prepared for the presentation

20 points – Presentation content was clear, concise, and demonstrated a good understanding of the chosen career

20 points – Demonstrated the ability to think critically, taking information from other sources to create something new

10 points – Demonstrated time management skills by delivering a well-planned, five-minute presentation

Name: _____ Date: _____

Career Exploration Research Summary

Identify and research one career related to the agribusiness systems pathway. Complete this worksheet for your career choice. Possible sources for information include your school library, public library, Bureau of Labor Statistics website, Occupational Outlook Handbook website, and other career-related websites on the internet.

Career name: _____

Degree or licenses required: _____

Length of time to complete training or earn degrees: _____

Average starting salary: _____

Job outlook: _____

Short job description:

Skills a person should have to be successful in this career:

Sources used for this project:

Lesson One – Agribusiness Systems

REVIEW: Career Panel Discussion

45-60 minutes

Purpose:

To hear from agriculture professionals who work in a variety of careers that fall within the agribusiness systems pathway.

Materials:

- Panel of three to five local professionals who work in production, processing, marketing, distribution, financing, and development of agricultural commodities, plant and animal products, and other natural resources

Facilitation Steps:

1. Contact local agribusiness systems-related businesses and invite them to attend a panel discussion in your class. Farm production workers, marketers, processing plant managers, distribution channel professionals and finance professionals would be great resources for students to have access to.

Local professionals from a variety of related businesses would provide additional and interesting perspectives.

2. The day of the panel discussion, set up your space so that there is a table with seating for all panel members at the front of the room.

If sound is an issue, have a microphone available.

3. Invite participants in the audience to ask questions to panel members. Remind participants ahead of time to keep questions relevant to work.

You may ask participants to submit questions in advance if desired.

Lesson Two – Auctioneering

Lesson Overview

In this lesson, participants will explore an occupation as an auctioneer. Participants will learn about typical job duties, pay, job outlook, and potential for several positions relating to being an auctioneer.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify what an auctioneer is and does
- Compare and contrast the roles and requirements of a variety of auctioneer-related careers
- Discuss the impact and job outlook of auctioneer-related jobs

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• Auctioneer occupations video • <i>What is an Auctioneer? Notes Page</i>	1. Print the <i>What is an Auctioneer professional? Notes Page</i> (one per participant).	10-15 minutes
LEARN	• Auctioneer chant/patter videos	1. Prepare to share videos.	25 minutes
REVIEW	• <i>Career Collage</i> • Career Collage Graffiti Space (made with a six large pieces of bulletin board paper) • Index cards • Glue • Markers	1. Before this activity, create a large poster space for each of the careers on the <i>Career Collage</i> . Label each space with one of the career titles on the worksheet list.	25 minutes

Lesson Two – Auctioneering

FOCUS: What Is It?

10-15 minutes

Purpose:

Participants gain an overview of what an auctioneer is.

Materials:

- Auctioneer career video
- *What Is an Auctioneer? Notes Page*

Facilitation Steps:

1. Share these statistics with the participants:
The projected auctioneer job growth rate is 8% from 2018-2028. About 58,800 new jobs for auctioneers are projected over the next decade. What is an auctioneer?

2. Define it for students. According to the Bureau of Labor Statistics:

Sell articles or farm products at auction to highest bidder. Appraise merchandise before sale and assemble merchandise in lots according to estimated value of individual items.

Select articles to be auctioned at suggestion of bidders or by own choice. Appraise items, provide background information, ask for starting price, continue to ask for bids, and close sale to highest bidder.

Here is another definition from a source called Zippia:

An auctioneer is a professional who conducts and manages auctions for various items such as cars, boats, RVs, trucks, trailers, oilfield and construction equipment, and real estate.

They are responsible for setting up the auction site, organizing the sale events, and maintaining customer relations. They also provide guidance on company policy and procedures and manage social media presence.

In addition, they compose images of the product using video or still cameras and photo editing software. They also assist auction bidders with the auction process and oversee teams for setup of multiple auction sites.

Ask participants what they think the benefits of working as an auctioneer are. Explain that they are going to watch a short video that introduces them to this as a career option. Give students the *What Is an Auctioneer? Note Page*.

3. Play a few auctioneer videos of your choice. Here are a few suggestions but there are many more available on YouTube.

<https://www.youtube.com/watch?v=wchakN5IJ4c>

<https://www.youtube.com/watch?v=F7nCPcE0csg>

<https://www.youtube.com/watch?v=xZzP6-rCtk0>

If you choose not to watch the video, you can have participants complete the note page using their own research or opinions on the answers.

4. After the video is done, go through the *What Is an Auctioneer Notes Page* and ask participants to share answers.

What Is an Auctioneer?

Notes Page

1. What qualities does a good auctioneer have?
2. How can you become a professional auctioneer?
3. What types of duties would you have as an auctioneer?
4. What kind of job market is there currently for auctioneers?
5. What would be the most difficult part of being an auctioneer?

Lesson Two – Auctioneering

LEARN: Adding to What You Know

25 minutes

Purpose:

The purpose of this activity is to have participants understand what it would be like to be an auctioneer.

Materials:

- Auctioneer Patter/Chant videos

Facilitation Steps:

1. Share that one of the most important skills auctioneers have is the speed talk or patter they do.

Share some videos about speed talking.

<https://www.youtube.com/watch?v=71PMLtrRDmQ>

<https://www.youtube.com/watch?v=1pJF4GUpk-E>

<https://www.youtube.com/shorts/8DVT609q8XA>

2. Divide the class into pairs. Share this video to help students practice chants:

<https://www.youtube.com/watch?v=-R2GV5xNzcs>

Each student should try one of the chants and then say it back to their partner. They should keep practicing to increase their speed.

Or show this chant to your students and have them practice with each other:

From the National Auctioneer Association:

Betty Botter bought some butter, but she said this butter's bitter. If I put it in my batter, it will make my batter bitter, so she bought a bit of butter, put it in her bitter batter, made her bitter batter better, so tis better Betty Botter bought a bit of better butter.

Lesson Two – Career as an Auctioneer

REVIEW: Reflection

25 minutes

Purpose:

Participants will reflect on the different paths you can take in an auction-related career. They will research to assess their desire for a career in one of these areas.

Materials:

- *Career Collage*
- Career Collage Graffiti Space (made with six large pieces of bulletin board paper)
- Index cards
- Glue
- Markers

Facilitation Steps:

Before this activity, create an ample poster space for each career on the *Career Collage* worksheet. Label each area with one of the career titles. Here are a few examples but there are many more: auction manager or coordinator, auction clerk, auction cataloger or report writer, auction lister, auction cashier, ringperson, seller ambassador, auction driver.

1. Give participants the *Career Collage* worksheet. Ask participants what they think a career collage might look like.
2. Explain that each participant will choose one of the auction-related careers on the list provided or one of their own.
3. Explain to participants that they will have about fifteen minutes to research one of these careers and take some notes.
4. From there, they will use the markers, index cards, and the *Career Collage* worksheet to add to their Career Collage Graffiti Space.

Encourage participants to write keywords and draw related images to create a graffiti wall all about the auction career they selected. All participants will work on the graffiti wall that goes with their chosen career, so that multiple

participants will work individually but on the same graffiti wall space.

5. Allow participants time to research their selected careers and then use the index cards and other resources to complete the Career Collage Graffiti Space.

Career Collage

Instructions: Choose one of the careers listed below or one of your own. Use the space provided to research key facts about the career. Collect as much information as possible to assist you in creating the Career Collage Graffiti Wall. After completing the research, use the index cards, markers, etc. to add to the graffiti wall that corresponds to the career you selected from the list below. Take information from the research notes below.

Auction-Related Careers: (choose one and circle it)

Auction manager or coordinator
Auction clerk
Auction cataloger or report writer
Auction lister
Auction cashier

Ringperson
Seller ambassador
Auction driver.
Other: _____

Main Duties:	Required Training:
Job Outlook:	Other:

Lesson Three – Agriculture Economist

Lesson Overview

In this lesson, participants will explore a career in ag economics. Participants will learn about typical job duties, pay, job outlook, and potential for several positions relating to being an agriculture economist.

Lesson Objectives

After completing this lesson, participants will be able to:

- Identify what an agriculture economist is and does
- Describe what a typical day is like for an agriculture economist
- Determine if this is a career path that could be a good choice for them

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• <i>A Day in the Life of an Ag Economist</i> video • <i>A Day in the Life of an Ag Economist Notes Page</i>	1. Print <i>A Day in the Life of Soil Scientist Notes Page</i> (one per participant). 2. Prepare video for viewing.	10-15 minutes
LEARN	• <i>Creating an Infographic: What's the Agriculture Economist Buzz?</i> • Internet access	1. Print the <i>Creating an Infographic: What's the Agriculture Economist Buzz?</i> (one per participant). 2. Model infographic sample websites.	45 minutes
REVIEW	• <i>Agriculture Economist Is/Is Not the Career for Me</i>	1. Print the <i>Agriculture Economist Is/Is Not the Career for Me</i> (one per participant).	20 minutes

Lesson Three – Agriculture Economist

FOCUS: What Is Agriculture Economics?

10-15 minutes

Purpose:

Agricultural economists have management-related jobs in agribusiness firms. They use modern analytical management tools to make profitable decisions.

Agricultural economists conduct financial analysis, develop marketing plans, and set up optimal production schedules in U.S. and international food and fiber firms.

Students will receive an overview of just how crucial the role is in agriculture.

Materials:

- *A Day in the Life of an Ag Economist* video
- *A Day in the Life of an Ag Economist Notes Page*

Facilitation Steps:

1. Share these statistics with the participants:
Employment of economists is projected to grow 6 percent from 2022 to 2032, faster than the average for all occupations.

About 1,200 openings for economists are projected each year, on average, over the decade. Many of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

2. Ask participants what they think a typical day is like in the life of an agriculture economist. Give participants the *A Day in the Life of an Ag Economist Notes Page* worksheet.

Have them complete the column about what they already know and what they would like to know about a career as an ag economist.

3. Play one of the *A Day in the Life of an Ag Economist* videos.

Here are a specific to Ag:

<https://www.youtube.com/watch?v=izNEwXPRnpU>

<https://www.youtube.com/watch?v=RoQL8N5n4qs>

Here is an ag econ student perspective:

https://www.youtube.com/watch?v=6gd_xDVKW1s

There are many more to chose from as just general economists:

<https://www.youtube.com/watch?v=1Bu7QmyfhJ8>

<https://www.youtube.com/watch?v=KdCYBRsRrZo>

It may be useful to preview the *Day in the Life of an Ag Economist Notes Page* before watching the video. Have them complete the third column identifying what they have learned in the video clip.

4. After the video is done, go through the *A Day in the Life of an Ag Economist Notes Page* and ask participants to share answers.

A Day in the Life of an Ag Economist

Notes Page

Instructions: Identify what you already know about being an ag economist, what you want to know, and what you have learned during the lesson.

Know	Want to Know	Learned

Lesson Three – Agriculture Economist

LEARN: Agriculture Economist Deep Dive

30-45 minutes

Purpose:

The purpose of this activity is to have participants better understand what agriculture economists do.

Materials:

- *Creating an Infographic: What's the Agriculture Economist Buzz?*
- Internet access

Facilitation Steps:

1. Distribute the *Creating an Infographic: What's the Agriculture Economist Buzz?* worksheet. Explain to participants that they will make a digital infographic about this career field.
2. Share a sample infographic so they understand the look and feel of a typical infographic.

<https://impact.economist.com/projects/ready-for-100/infographic-career/>

<https://inomics.com/infographic-economics-job-market-2012>

3. Encourage participants to make sure their infographics include the required information. Using color, images, and a unique layout will make the infographic visually appealing for others.
4. Have participants print and post their infographics in a conspicuous location for use during the REVIEW part of the lesson. Allow time for participants to view infographics created by their peers.

Creating an Infographic: What's the Agriculture Economist Buzz?

What is an infographic?

An infographic is a collection of pictures, charts, and text that gives an easy-to-understand overview of this occupation.

As you prepare to make your infographic digitally, use the Internet to research the following information:

- ☐ Career as an ag economist
- ☐ Education requirements
- ☐ Primary duties/responsibilities
- ☐ Professional organizations
- ☐ Work environment

Other requirements:

- ☐ At least one image or chart
- ☐ Neatness
- ☐ Use of some color
- ☐ Creative layout
- ☐ Large enough fonts ease of reading information

Lesson Three – Agriculture Economist

REVIEW: Reflection

20 minutes

Purpose:

Participants will reflect on what they have learned about being an ag economist and decide if this career is or is not a field for them to consider.

Materials:

- *Being an Agriculture Economist Is/Is Not the Career Field for Me*
- Infographics created and posted by participants in the LEARN portion of the lesson

Facilitation Steps:

1. Have participants access the *Being an Agriculture Economist Is/Is Not the Career Field for Me* worksheet.
2. Instruct participants to review *Being an Agriculture Economist Is/Is Not the Career Field for Me*. As participants walk through the gallery and look at different participants' infographics, they will respond to facts they observe on the infographic.

Based on the number of participants/infographics to review, provide about 15 minutes for this activity.

3. Once participants have completed *Being an Agriculture Economist Is/Is Not the Career Field for Me*, provide an opportunity for them to discuss what they recorded in each section of the worksheet.
4. Allow participants to share their thoughts about a career in in ag economics before wrapping up this lesson. Specific questions might include: What would you enjoy? What would you find the most challenging?

Being an Agriculture Economist Is/Is Not the Career Field for Me

Instructions: Record information from the infographics in the spaces provided. Circle in the title if this career is or is not for you.

This is interesting!	Shocking info?!?!?!?	Is this for real?
I want to know more about this:	This sounds like something I would like:	I am not too sure about this:
I have a question:	I want to remember this:	Other (you choose):

Lesson Four – Farm and Ranch Management

Lesson Overview

From planning and directing the management of farms to hiring and training farm workers, understanding what being a farm and ranch manager is like is the focal point for this lesson.

Lesson Objectives

After completing this lesson, participants will be able to:

- Compare and contrast the roles and requirements of careers in farm and ranch management
- Identify typical job duties performed by farm and ranch managers

Lesson at a Glance

Activity	Materials	Preparation	Approximate Class Time
FOCUS	• Farm and ranch management career videos • <i>Pros and Cons</i> worksheet	1. Print the <i>Pros and Cons</i> worksheet (one per participant). 2. Prepare to share videos.	15-25 minutes
LEARN	• <i>Farm and Ranch Manager for a Day</i> worksheet • Internet access	1. Print the <i>Farm and Ranch Manager for a Day</i> worksheet (one per participant).	20-30 minutes
REVIEW	• <i>Farm and Ranch Manager Careers Investigation Station</i> worksheet	1. Print the <i>Farm and Ranch Manager Careers Investigation Station</i> worksheet (one per participant).	20 minutes

Lesson Four – Farm and Ranch Management

FOCUS: Farm Versus Ranch – How Different Can It Be?

15-25 minutes

Purpose:

This lesson will take a look at what it's like to work in two related but different areas – farms and ranches.

Materials:

- Farm and ranch management videos
- *Pros and Cons*

Facilitation Steps:

1. Share these statistics with the participants:
Employment of farmers, ranchers, and other agricultural managers is projected to decline 5 percent from 2022 to 2032. Despite declining employment, about 88,800 openings for farmers, ranchers, and other agricultural managers are projected each year, on average, over the decade.
2. Ask participants how they think working in farm management differs from ranch management. Share the information in these videos about the differences.
<https://www.youtube.com/watch?v=b7ULrhxJwPs>
<https://www.youtube.com/watch?v=5Dyv9y80Htw>
3. Distribute the *Pros and Cons* worksheet. Have students use the internet or their own background knowledge to complete this worksheet.
4. After the video is done, go through the *Pros and Cons* worksheet and ask participants to share answers.

Lesson Four – Farm and Ranch Management

LEARN: Manager for a Day

20-30 minutes

Purpose:

The purpose of this activity is to have participants better understand what it is like to be a farm manager on a typical workday.

Materials:

- *Farm Manager for a Day*
- Internet access

Facilitation Steps:

1. Distribute the *Farm Manager for a Day* worksheet.
2. Explain to participants that, using the internet and their knowledge, they will create a detailed journal for what their day might be like as a farm manager.
3. Encourage participants to make sure their detailed journal entries contain accurate information for working as a farm manager.
4. If time allows, share a video A Day in the Life:
[A Day in the Life of a Farm Manager- Come to work with me! \(a fall day on the farm\) \(youtube.com\)](#)
[A Day in the Life of an Agricultural Manager \(youtube.com\)](#)
[A Day in the Life of a SOLO Rancher - THIS AIN'T YELLOWSTONE \(youtube.com\)](#)
5. Divide participants into groups of four and have them discuss their detailed journal entries.

Farm Manager for a Day

Use the space provided to record the details of your day as a farm manager. Use personal knowledge and information from the Internet to make your journal sound as interesting and accurate as possible.

Time	Activity	My Reaction

Lesson Four – Farm and Ranch Management

REVIEW: Reflection

20 minutes

Purpose:

Participants will reflect on the different careers in farm and ranch management. They will complete a short research project to learn more about career opportunities.

Materials:

- *Farm or Ranch Manager Career Investigation Station*

Facilitation Steps:

1. Distribute the *Farm or Ranch Manager Career Investigation Station* worksheet.
2. Instruct participants to complete a short research project to learn more about this career path.
3. Once participants have completed *Farm or Ranch Manager Career Investigation Station* worksheet, have them discuss what they recorded in each worksheet section.
4. Allow participants to share their thoughts about a career as a farm or ranch manager before wrapping up this lesson. Specific questions can be: What would you find most interesting? What would be the most challenging for you?

Farm or Ranch Manager Career Investigation Station

Instructions: Use the Internet to research more about a career in farm or ranch management.

Choose the type of occupation you wish to investigate: Farm manager • Ranch manager • Agricultural manager • Farm and home management advisors • Industrial production managers • Agricultural scientists • Buyers and purchasing agents • Conservation scientists • Farm and ranch workers • General and operations managers Other:	Job Description (list at least 3 requirements): 1. 2. 3. 4. 5.
Required Training:	