Incorporating Agriculture into Academia Lesson Plans

When will I ever use this again? Connecting other subjects to agriculture

Have you or your students sat in a class in school wondering that very same question? Do you wonder how that class will ever have an impact on your future education or career? Does it seem like it really has no connection to what you want to do in the future? **This career resource is designed to answer those questions for you!**

The Wisconsin Farm Bureau Foundation, through the Wisconsin Farm Bureau's Ag in the Classroom program, along with the Wisconsin Agribusiness Council developed a set of seven brochures and a set of lesson plans to help you understand **how agriculture relates to that high school curriculum area and possible careers related to the department**.

The brochures complement the Wisconsin Agribusiness Council's booklet "***An Agriculture Career for You***", a booklet explores the seven career pathways related to agricultural science careers, descriptions of some of the jobs, and website references for further exploration.

This project will develop seven brochures focusing on core middle and high school departments:

- Agri- Math – Math Departments
- Agri- English – English Departments
- Agri- Social Studies – Social Studies Departments
- Agri- Business- Business Education Departments
- Agri- Technology – Computers and Technical Education Departments
- Agri- Entry Level Careers – Special Education Departments
- Agri- Foreign Language – Foreign Language Departments

The lessons and activities cover

- Awareness of the variety of Wisconsin agricultural careers and job opportunities.
- The student brochures focus on how agriculture relates to the various core curriculum classes that high school students take.
- Understand how that subject relates to potential agricultural careers.
- How agricultural education courses and other related courses that will help you determine what career and education path you might like to pursue.
- Meet people in career areas that reflect on how their middle and high school classes helped shape their career focus.

Where to get the lessons, student brochures and *An Agricultural Career for You* booklets:

- Student handouts and lesson plans- A grant in 2007 helped develop this set of lessons and materials. There are limited supplies of printed materials available by contacting **darneson@wfbf.com** or 608-828-5719. All materials for the lessons are online at **http://www.wisagclassroom.org/programs-activities/lesson-plans/incorporating-agriculture-into-academia/**
- "***An Agricultural Career for You***" - contact the Wisconsin Agribusiness Council at 877-947-2474 or **fhavenswac@mhtc.net.**

WISCONSIN AGRIBUSINESS COUNCIL

Agriculture in the Classroom USDA

WISCONSIN AG in the Classroom

January 2013 update

Incorporating Agriculture into Academia Lesson Plans

A new resource to present to your students! How many times have we heard "When will I ever use this again?" in our classrooms? This resource is designed to answer that question for you and your students.

The Wisconsin Farm Bureau Foundation, through the Wisconsin Farm Bureau's Ag in the Classroom program, along with the Wisconsin Agribusiness Council presents seven brochures to help teachers and students understand how agriculture relates to that high school curriculum area and possible careers related to the department. The brochures complement the Wisconsin Agribusiness Council's booklet "An Agriculture Career for You," a booklet that explores seven career pathways related to agricultural science careers, descriptions of some of the jobs, and website references for further exploration.

This project will develop seven brochures focusing on core middle and high school departments including:

- Agri-Math: Math Departments
- Agri-English: English Departments
- Agri-Social Studies: Social Studies Departments
- Agri-Business: Business Education Departments
- Agri-Technology: Computers and Technical Education Departments
- Agri-Entry Level Careers: Special Education Departments
- Agri-Foreign Language: Foreign Language Departments

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Lesson One- Connecting Your Subject to Agriculture- This lesson can be taught by the subject teacher in a school with or without an agriculture education program. The lesson is designed to last one class period but could be extended.

Lesson Two- Team Teaching- Connecting to Agriculture- This lesson is designed to be team taught with the subject teacher and agriculture education instructor. The lesson is designed to last one class period but could be extended.

Lesson Three- Team Teaching- Exploring Careers- This lesson is designed to be team taught by the subject teacher and the guidance department in schools that don't offer agriculture education.

Student Worksheet- This worksheet can be used in all three lesson plans as an extension or homework for the one day lesson plan.

Entry Level Career Handout Guidelines- This handout has additional information for special needs instructors who will be using the Agri-Entry Level Careers brochures.

Career Day Outlines- Offers two formats for organizing an Agricultural Career Day for school settings.

"Incorporating Agriculture Into Academia" is a project coordinated by the Wisconsin Farm Bureau- Ag in the Classroom Program and the Wisconsin Agribusiness Council. The project was funded with a USDA Ag in the Classroom Enrichment Grant. You may download the student handouts, lesson plans and activities by visiting www.wisagclassroom.org.

WISCONSIN AGRIBUSINESS COUNCIL

Agriculture in the Classroom USDA

WISCONSIN AG in the Classroom

Incorporating Agriculture into Academia
Connecting Your Subject to Agriculture
A 1-Day Lesson Plan

This lesson plan is designed to be taught by the subject teacher in a school with or without agriculture education classes.

The students in your classroom are learning about a core subject, a foreign language, or an elective course that they have an interest in. The objective of this lesson is to help students connect their interest in your subject area to an agricultural career.

Supplies needed

- "An Agricultural Career for You" booklet for each student
- Incorporating Agriculture into Academia brochure for your subject area for each student

Introduction

When am I ever going to use this? Students often ask this question when they are in class or doing homework. Making the connection between your subject area and agriculture will be accomplished in this lesson.

1. Ask the students how they plan to use the information, skills, or background they are learning in your class in a career or future job? Some questions to ask . . .

    - How will you use math in your job?
    - What writing skills will you need in various types of jobs?
    - What jobs will use Spanish, German, French, or other languages?
    - How will the ability to relate to people be important in your career?
    - What accounting or business skills will you need in various jobs?
    - How will you use computers and technology in a job?
    - What skills do you need to find a job without additional education?

2. Ask the students how your subject area might relate to agriculture?

3. Pass out the booklet "An Agricultural Career for You"
    a. There are seven career pathways in agriculture and each has a page in the career booklet with a listing of careers relating to the pathway. As you read through the pathways, ask the students to review the various occupations listed.
        i. Plant Systems
        ii. Animal Systems
        iii. Power Structural & Technical Systems
        iv. Natural Resources Systems
        v. Environmental Service Systems
        vi. Agribusiness Systems
        vii. Food Products & Processing Systems

    b. Ask the students to open the booklet to the middle section where the mirror and all of the different careers are listed and ask them to circle all of the careers that relate to

your subject area. Have the students think about all of the different ways your subject area is used in the careers that they circled.

4. Refer to the student brochure for your subject area
   a. Review the top article on the front with the class.

   b. Ask how many students are from a farm? How many students have family members that are involved in agriculture? How many students take an agricultural education class in your high school (if offered)? Read the section **But I'm Not from a Farm** with the class.

   c. Review these statistics with students that are from the 2005–2010 Employment Opportunities for College Graduates in the U.S. Food, Agricultural, and Natural Resources System.
      i. The USDA predicts there will be 52,000 annual job openings for new graduates during 2005–2010 with some 49,300 qualified graduates available each year.
      ii. Annually, an average of 32,300 new graduates from U.S. colleges of agriculture and life sciences, forestry, and veterinary medicine are expected to take jobs in the system. Other job openings will be filled by 17,000 qualified graduates from allied higher education programs such as biological sciences, engineering, business, health sciences, communication, and applied technologies.
      iii. Four major factors will define the market for graduates during 2005–2010.
         1. Consumers and their preferences
         2. Evolving business structure in the U.S. food system
         3. New developments in science and technology
         4. Public policy choices and food system security
      iv. We need more qualified graduates and employees going into agricultural careers!

      According to the University of Wisconsin-Extension, "Wisconsin and the Agricultural Economy," Wisconsin agriculture provides almost 420,000 jobs, which is 12% of the state's workforce. Every new job in agriculture generates an additional 1.3 jobs in Wisconsin.

      Agriculture is a $51 billion industry in Wisconsin and one of our largest industries! As the industry constantly changes, we are looking for employees for jobs that haven't even been developed yet!

   d. **Review.** What classes should I take?
      i. What courses does your middle and high school offer that relate to those listed?
      ii. If you have an agriculture education program, what courses does it offer to help students learn more about specific interests or areas?

   e. **Read the feature articles as a group.** Discussion questions can include the following:
      i. What does that person do for a living?
      ii. How did your class subject have an influence on the person?

iii. Did the person have any recommendations on what they would have taken for classes, studied more, or done differently when in school?
iv. How does the person use the skills, information, or technology learned in your subject area in their job?
v. Are there people in your area that have similar jobs or careers?
vi. Do your students know of anyone that works in a similar field?
vii. What impressed you most about this person or the information shared?
viii. What was the person's key message to you?

f. Look at the back page of the student brochure, the map shows Wisconsin universities and technical schools that offer agricultural programs. Are there schools in your area?

5. **Additional activities, homework, or independent study ideas.**
   a. In "An Agricultural Career for You" booklet
      i. Complete the page on Identifying Careers
      ii. Complete the page on A Career Adds Up
   b. Ask the students to visit some of the university or technical college websites to learn more about programs or majors that they might be interested in.
   c. Have the students make a presentation (i.e., poster, three-minute speech, or small group sharing) about a career they are interested in, what education they will need, the high school classes that will be helpful, and what they will do in that job.
   d. Complete the student worksheet.

Wisconsin Model Academic Standards

Science	G.8.1 (8th)	G.8.2 (8th)				
Personal Finance	A.1 (8th)	A.1 (12th)				
Foreign Language	J.2	K.1	K.2			
Agriculture	A.9-12.2 (8th)	B.6-8.2 (8th)	B.12.5 (12th)	B.12.6 (12th)	C.6-8.2 (8th)	C.12.4 (12th)
	C.9-12.2 (12th)	D.6-8.1 (8th)	D.6-8.2 (8th)	D.12.4 (12th)	D.9-12.2 (12th)	E.6-8.2 (8th)

Incorporating Agriculture into Academia
Team Teaching- Connecting to Agriculture
A 1-Day Lesson Plan

This lesson plan is designed to be team taught with the subject teacher and agriculture education instructor. The lesson will highlight agricultural careers, the courses offered by your high school agriculture education department, opportunities in the FFA, and how they all connect together.

The students in your classroom are learning about a core subject, a foreign language, or an elective course that they have an interest in. The objective of this lesson is to help students connect their interest in your subject area to an agricultural career.

Supplies needed

- "An Agricultural Career For You" booklet for each student
- Incorporating Agriculture into Academia brochure for your subject area for each student
- Information about the local agriculture education program and FFA chapter

Introduction

When am I ever going to use this? Students often ask this question when they are in class or doing homework. Making the connection between your subject area and agriculture will be accomplished in this lesson.

1. **Subject Teacher.** Ask the students how they plan to use the information, skills, or background they are learning in your class in a career or future job? Some questions to ask . . .

    - How will you use math in your job?
    - What writing skills will you need in various types of jobs?
    - What jobs will use Spanish, German, French, or other languages?
    - How will the ability to relate to people be important in your career?
    - What accounting or business skills will you need in various jobs?
    - How will you use computers and technology in a job?
    - What skills do you need to find a job without additional education?

2. **Agriculture Teacher.** Ask the students how this subject area might relate to agriculture?

3. **Agriculture Teacher.** Pass out the booklet "An Agricultural Career for You"
    a. There are seven career pathways in agriculture and each one has a page in the career booklet with a listing of careers relating to the pathway. As you read through the pathways, ask the students to review the occupations listed.
        i. Plant Systems
        ii. Animal Systems
        iii. Power Structural & Technical Systems
        iv. Natural Resources Systems
        v. Environmental Service Systems
        vi. Agribusiness Systems

vii. Food Products & Processing Systems

b. Ask the students to open the booklet up to the middle section where the mirror and the careers are listed and ask them to circle the careers that relate to your subject area or that they are interest in. Ask the students to think about the different ways your subject area would be used in the careers that they circled.

4. **Agriculture Teacher**. Refer to the student handout for your subject area.

   a. Ask how many students are from a farm? How many students have family members that are involved in agriculture? How many students take an agricultural education class in your high school (if offered)? Read the section **But I'm Not from a Farm** with the students.

   b. Review these statistics with students that are from the 2005–2010 Employment Opportunities for College Graduates in the U.S. Food, Agricultural, and Natural Resources System.
      i. The USDA predicts there will be 52,000 annual job openings for new graduates during 2005–2010 with some 49,300 qualified graduates available each year.
      ii. Annually, an average of 32,300 new graduates from U.S. colleges of agriculture and life sciences, forestry, and veterinary medicine are expected to take jobs in the system. Other job openings will be filled by 17,000 qualified graduates from allied higher education programs such as biological sciences, engineering, business, health sciences, communication, and applied technologies.
      iii. Four major factors will define the market for graduates during 2005–2010
         1. Consumers and their preferences
         2. Evolving business structure in the U.S. food system
         3. New developments in science and technology
         4. Public policy choices and food system security

      iv. We need more qualified graduates and employees going into agricultural careers!

      According to University of Wisconsin-Extension, "Wisconsin and the Agricultural Economy," Wisconsin agriculture provides almost 420,000 jobs, which is 12% of the state's workforce. Every new job in agriculture generates an additional 1.3 jobs in Wisconsin.

      Agriculture is a $51 billion industry in Wisconsin and one of our largest industries! As the industry constantly changes, we are looking for employees for jobs that haven't even been developed yet!

   c. **Both teachers.** Read the feature articles as a group or break into two groups and each take a person. Discussion questions can include
      i. What does that person do for a living?
      ii. How did your class subject have an influence on the person?
      iii. Did the person have any recommendations on what they would have taken for classes, studied more, or done differently when in school?

iv. How does the person use the skills, information, or technology learned in your subject area in their job?
v. Are there people in your area that have similar jobs or careers?
vi. Do your students know of anyone that works in a similar field?
vii. What impressed you most about this person or the information shared?
viii. What was the person's key message to you?

d. **Review.** What classes should I take?
   i. **Subject Teacher.** What core courses do your middle and high school offer that relate to those listed?
   ii. **Agriculture Teacher.** What courses does your school's agriculture education department offer to help students learn more about specific interests or areas? Review the courses offered in your school, course requirements, and prerequisites.

5. **Agriculture Teacher.** What does the FFA have to offer in this subject area? Discuss Career Development Events, Supervised Agricultural Experience Programs, and other contests that relate to the career area. What other conferences and activities does your program offer?

6. **Additional activities, homework or independent study ideas.**
   a. In "An Agricultural Career for You" booklet
      i. Complete the page on Identifying Careers
      ii. Complete the page on A Career Adds Up
   b. Ask the students to visit some of the university or technical college websites to learn more about programs or majors that they might be interested in.
   c. Have the students make a presentation (i.e., poster, three-minute speech, or small group sharing) about a career they are interested in, what education they will need, the high school classes that will be helpful, and what they will do in that job.
   d. Have students complete the Student Worksheet.

Wisconsin Model Academic Standards

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Incorporating Agriculture into Academia
Team Teaching- Exploring Careers
A 1-Day Lesson Plan

This lesson plan is designed to be taught by the subject teacher and the guidance department in schools without an agricultural education program. The guidance department can highlight agricultural careers, educational options, scholarships and other resources.

The students in your classroom are learning about a core subject, a foreign language, or an elective course that they are interest in. The objective of this lesson is to help students connect their interest in your subject area to an agricultural career.

Supplies needed

- "An Agricultural Career For You" booklet for each student
- Incorporating Agriculture into Academia brochure for your subject area for each student

Introduction

When am I ever going to use this? Students often ask this question when they are in class or doing homework. Making the connection between your subject area and agriculture will be accomplished in this lesson.

1. **Guidance Counselor and Subject Teacher.** Ask the students how they plan to use the information, skills, or background that they are learning in this class in a career or future job? Some questions to ask . . .

    - How will you use math in your job?
    - What writing skills will you need in various types of jobs?
    - What jobs will use Spanish, German, French, or other languages?
    - How will the ability to relate to people be important in your career?
    - What accounting or business skills will you need in various jobs?
    - How will you use computers and technology in a job?
    - What skills do you need to find a job without additional education?
    - What other skills do you need other than book knowledge?
        - Good work ethic, i.e., being on time, being organized
        - Good grooming habits and personal hygiene

2. **Guidance Counselor**. Pass out the booklet "An Agricultural Career for You"
    a. There are seven career pathways in agriculture. Each pathway has a page in the booklet with a listing of careers relating to the pathway. As you look at each of the pathways, students can review the occupations listed for that pathway.
        i. Plant Systems
        ii. Animal Systems
        iii. Power Structural & Technical Systems
        iv. Natural Resources Systems
        v. Environmental Service Systems
        vi. Agribusiness Systems
        vii. Food Products & Processing Systems

b. Ask the students open the booklet up to the middle section where the mirror and the different careers are listed instruct them to circle all of the careers that relate to your subject area or that they may have an interest in. Ask the students to think about all of the different ways your subject area is used in the careers that they circled.

3. **Subject Teacher.** Refer to the student brochure for your subject area.

   a. Ask how many students are from a farm? How many students have family members that are involved in agriculture? Read the section **But I'm Not from a Farm** with the students.

   b. Review these statistics with students that are from the 2005–2010 Employment Opportunities for College Graduates in the U.S. Food, Agricultural, and Natural Resources System.
      i. The USDA predicts there will be 52,000 annual job openings for new graduates during 2005–2010 with some 49,300 qualified graduates available each year.
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      Agriculture is a $51 billion industry in Wisconsin and one of our largest industries. As the industry constantly changes, we are looking for employees for jobs that haven't even been developed yet!

   c. **Subject Teacher and Guidance Counselor.** Read the feature articles as a group or break into two groups and each take a person. Discussion questions can include the following:
      i. What does that person do for a living?
      ii. How did your class subject have an influence on the person?
      iii. Did the person have any recommendations on what they would have taken for classes, studied more, or done differently when in school?
      iv. How does the person use the skills, information, or technology learned in your subject area in their job?

v. Are there people in your area that have similar jobs or careers?
vi. Do your students know of anyone that works in a similar field?
vii. What impressed you most about this person or the information shared?

d. **Review.** What classes should I take?
   i. **Subject Teacher**: What core courses do your middle and high school offer that relate to those listed?
   ii. **Guidance Counselor**: What other courses does your school offer to help students learn more about specific interests or areas? Are there opportunities for distance education?

4. **Guidance Counselor**
   a. Discuss resources in the guidance department that students can use to learn more about agricultural schools and programs.
   b. What agricultural scholarships are available?
   c. Discuss campus visits, university days, and other career related workshops that are available.

5. **Additional activities, homework or independent study ideas**
   a. In "An Agricultural Career for You" booklet
      i. Complete the page on Identifying Careers
      ii. Complete the page on A Career Adds Up
   b. Have the students visit some of the university or technical college websites to learn more about programs or majors that they might be interested in.
   c. Have the students make a presentation (i.e., poster, three-minute speech, or small group sharing) about a career they are interested in, what education they will need, the high school classes that will be helpful, and what they will do in that job.
   d. Have students complete the Student Worksheet.

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Incorporating Agriculture into Academia
Student Worksheet

Name _____

1. If you are not from a farm and have no intention of farming, why would you want to go into an agricultural related career?

   How do you gain experience to help you better understand agriculture?

2. Read one of the featured person articles and answer the following questions:

   a. What does that person do for a living?

   b. How does that person use the subject area skills or information in their career?

   c. Did the person list any regrets or things that they would do differently?

3. Looking at all the career areas listed on the first page, list three that you might be interested in. Using "An Agricultural Career for You," can you find which career cluster those careers fit into? What type of education do you think is needed for that career? (i.e., college, technical school, no schooling). What high school classes do you think would be helpful in preparing for this career?

Career choice	1.	2.	3.
Career cluster			
Type of education			
Helpful high school classes			

Incorporating Agriculture into Academia

Entry Level Career Handout Guidelines

Agriculture offers opportunities for students with all abilities that will

- Develop good work habits
- Insure a consistent and reliable workforce
- Include repetitive jobs
- Train workers for a specific job or duty
- Provide understanding of safety precautions and practices

The Entry Level Careers brochure is designed for students that may not choose any type of higher education after high school. The focus of the brochure is on basic skills, personal hygiene and work habits, and a general introduction to three different career areas that students may find employment. The brochures do not feature interviews but rather provide a general overview of jobs related to agriculture.

For special needs teachers, this brochure can be used to help students understand that there are jobs available to them in agriculture. Obviously, safety and other considerations will need to be made when matching ability to job requirements.

Agriculture offers a variety of entry level positions that require different skill sets. As you work with the student brochures, you will be able to see what types of jobs may fit your student's abilities, interests, and capabilities.

Some jobs offer a consistent routine in the workday that offers a repetitive schedule, routine, and consistency. Some jobs related to plant care, greenhouse work, food service, and animal care may fall into this category. Training and supervision of employees to develop good work habits, general observation skills, and a comfort level with the job will facilitate good workers.

There are some entry level positions that work with machinery and tools. The ability to make quick decisions and to react to situations when machinery breaks down or malfunctions has to be considered when matching a student to a career. There are training and certifications that are required for certain jobs. Safety training and following procedures is essential for the well being of all employees.

Working with animals can be very rewarding and challenging. The need to observe changes in health, eating habits, and general appearance of the animals is critical to the welfare and production ability of the animal. Safety training and following procedures is essential for the well being of all employees and animals.

Incorporating Agriculture into Academia
Career Day Outline

An agricultural career day will give students an opportunity to meet people involved in a variety of agricultural careers. The two formats outlined provide two options for having a career day in a middle school or high school setting.

Suggested time: Within one month of students signing up for high school classes.

Option 1: Half Day Career Day Rotations

Space needed:
- Auditorium, gym, or room for all students to meet in at the beginning and end of the career day
- Individual classrooms for the presentations

Presenters:
- Ideally, two presenters from each of the seven agricultural career pathways. More presenters could be asked depending on the number of students.

  i. Plant Systems
  ii. Animal Systems
  iii. Power Structural & Technical Systems
  iv. Natural Resources Systems
  v. Environmental Service Systems
  vi. Agribusiness Systems
  vii. Food Products & Processing Systems

- Refer to "An Agricultural Career for You" booklet for specific careers
- Where to contact information for presenters in each area
  - Agriculture education instructors and FFA Alumni members
  - Chamber of Commerce or local telephone book
  - Wisconsin Agribusiness Council, **www.wisagri.com**
  - County Extension Office
  - Wisconsin Farm Bureau, Ag in the Classroom, **www.wisagclassroom.org** or County Farm Bureau Office
  - County agribusiness organizations

Schedule:
1. Organize a welcome session in a large room. Introduce presenters and give specifics for rotations.
2. Divide the students and dismiss them to their first rotation. The number of student groups will be determined by the number of students and presenters.
3. Each presentation is15 minutes. Encourage presenters to bring handouts, hands-on activities, and interactive demonstrations. Encourage presenters to refer students to the agricultural career pathway page in "An Agricultural Career for You" booklet that their job fits in.
4. Students will fill out **Career Trivia Hunt** from "An Agricultural Career for You" booklet.

5. Student will have a three-minute passing time between presentations.
6. At the end of the presentations, students, teachers, and presenters gather for a closing session. Thank the presenters and ask for questions. Ask the agriculture education instructor to provide comments on classes offered. FFA president provides information about chapter activities.

Option 2: Career Fair

Space and equipment needed:

- Gym or cafeteria
- Tables and chairs for presenters
- Speaker system

Invite a variety of presenters to the event. Try to have at least two to three from each of the career pathways. The number of presenters will be dependent on the number of students and the time allocated for the event. Ideally students would be dismissed into the exhibit area by classes (i.e., 8th grade, freshmen, etc.) so presenters are working with the same age groups.

Presenters will set up their displays. Encourage them to have a handout as well as hands-on and interactive demonstrations.

The amount of time will be dependent on the number of students and presenters. There should be a time period at the beginning for students to browse through the exhibit area to see who is there and what peaks their interest.

For example: If each class (i.e., 8th grade students) is allocated one hour:

- First 15 minutes is allocated for the students to browse through the exhibit areas
- At the bell or cue, students must go to one of the exhibits for a 10 minute presentation
- At the bell or cue, students move on to another 10 minute presentation
- At the bell or cue, students move on to another 10 minute presentation
- At the bell or cue, students move on to their last 10 minute presentation
- Students have the last five minutes to visit with any exhibits they visit.

The next class will enter and go through the same rotations.
Ask the students to fill out a survey during each of the 10-minute presentations. Or an interview type handout could be filled out featuring one of the presenters.

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	D.9-12.2 (12th)	E.6-8.2 (8th)								

Student _____

#1. Name of Exhibitor What does the person do? What type of education is needed? What type of classes should students take in school? What does the presenter like best about his/her job?	**#2. Name of Exhibitor** What does the person do? What type of education is needed? What type of classes should students take in school? What does the presenter like best about his/her job?
#3. Name of Exhibitor What does the person do? What type of education is needed? What type of classes should students take in school? What does the presenter like best about his/her job?	**#4. Name of Exhibitor** What does the person do? What type of education is needed? What type of classes should students take in school? What does the presenter like best about his/her job?

Career Fair Interview Sheet

Student _____

Exhibitor's name:

Position:

Duties:

Education needed:

High school classes that were helpful include:

What do they like best about their job?

Other comments: