



National Agriculture in the Classroom

Relevancy and Engagement: agclassroom.org

An Agricultural Interview

Companion Resource

An Agricultural Interview

This activity prepares students to interview someone in an agricultural career. Students will gain a greater awareness of the role agriculture plays in the American economy, practice oral and written communication skills, and learn about numerous agricultural careers.

Materials

For the class:

- A list of potential people for students to interview or potential contacts for locating interviewees

For each student:

- *Worksheet: An Agricultural Interview*

Procedures

1. Discuss the importance of agriculture in your state and nation. Statistics can be obtained from various resources and websites.
2. Discuss the goals of the assignment with your students. Prior to this discussion you should have reviewed the purpose of the lesson and the content standards emphasized. Revise the lesson to meet the needs of your students. When appropriate, discuss and role play how one should and should not act during an interview.
3. Inform the students that they will work in teams of two and are responsible for the following:
 - Identifying an owner or manager of farm, ranch, or agribusiness that they will interview.
 - Obtain the basic information on the company and person to be interviewed and complete the appropriate section of the interview sheet.
 - Set up an interview time and location.
 - As a team, determine whether the interview questions need to be altered and write several questions they wish to ask the person.
 - Upon arrival, the students should provide a brief greeting and introduction and then conduct the formal interview.
4. Allow two or three weeks for students to conduct interviews. Distribute a clean copy of the interview sheet to recopy their work and/or have the students write a summary of what they learned about the person they interviewed and what they learned about agriculture
5. Have each team present their findings to the class.
6. Have the students write thank you letters to the people they interviewed. Perhaps the school can provide envelopes and postage.

An Agricultural Interview

Names of Interviewers _____

Instructions

1. Schedule an appointment for an interview with a local farmer, farm manager, or an owner or manager of a farm-related business. (You may not interview an immediate family member.)
2. Before your interview, familiarize yourself with the operation as best you can. Request flyers or Web site addresses that will give you information about the operation. Learn about the commodities that this person/company produces. This will make your interview more meaningful.
3. The interview must take place at the business site. Obtain accurate directions, and secure a responsible method of transportation. Be sure to complete the *Pre-Interview Information* prior to your arrival at the interview site.
4. One or two days prior to the interview, call and confirm your appointment.
5. This completed form is due on _____. Recopy and/or write a summary about your findings, as instructed by your teacher. Proof your work for proper spelling, punctuation, and grammar. Be prepared to discuss your interview with your classmates.

Pre-Interview Information

Name of farmer or person to be interviewed _____
 This person's title _____
 Name of farm or agriculture-related business _____
 Address of farm or business _____
 Business phone number(s) _____
 E-mail address and/or Web site _____
 Date and time of interview _____
 Telephone number of farm or firm _____
 Date and time of interview _____

Additional Activities:

- Tour the farm or business and write a summary of what you saw and learned.
- Make a photo gallery or PowerPoint presentation of your experience.
- Interview another employee of the same operation and compare and contrast the information you obtain.

File, Map, or Graphic

- https://naitc-api.usu.edu/media/uploads/2015/09/21/An_Agricultural_Interview_worksheets.pdf

Author(s)

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Organization Affiliation

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Lessons Associated with this Resource

- [Cruisin' for a Bruisin' Food Packaging Specialist](#)
[https://www.agclassroom.org/teacher/matrix/lessonplan.cfm?lpid=288]
- [Food on the Move: Food Transportation Specialist](#)
[https://www.agclassroom.org/teacher/matrix/lessonplan.cfm?lpid=289]
- [Got Guts?](#)
[https://www.agclassroom.org/teacher/matrix/lessonplan.cfm?lpid=292]
- [Grow it Now, Drive it Later?](#)
[https://www.agclassroom.org/teacher/matrix/lessonplan.cfm?lpid=280]
- [High-Tech Food](#)
[https://www.agclassroom.org/teacher/matrix/lessonplan.cfm?lpid=21]
- [Journey 2050 Lesson 6: Careers for 2050 and Beyond! \(Grades 6-8\)](#)
[https://www.agclassroom.org/teacher/matrix/lessonplan.cfm?lpid=594]
- [Journey 2050 Lesson 6: Careers for 2050 and Beyond! \(Grades 9-12\)](#)
[https://www.agclassroom.org/teacher/matrix/lessonplan.cfm?lpid=588]
- [Mix It Up! Food Scientist](#)
[https://www.agclassroom.org/teacher/matrix/lessonplan.cfm?lpid=287]
- [Significant Surroundings](#)
[https://www.agclassroom.org/teacher/matrix/lessonplan.cfm?lpid=118]

Curriculum Matrix: [agclassroom.org/teacher/matrix](https://www.agclassroom.org/teacher/matrix)