

Teacher's Guide

Lessons For Grades 6-12

An Agricultural Career for You

Inside...

Unlimited Opportunities
More than 400 agricultural related careers listed!
LOOK INSIDE...

Where's the Money?
Current salaries, benefits and job potential!
LOOK INSIDE...

When work is this much **fun**,
just imagine how **happy** you could be
working in an **agricultural career!**
The possibilities are **endless.**
~ LOOK INSIDE...!



Where to Go
Top agricultural university and technical college information! LOOK INSIDE...



Wisconsin Agriculture
The State's biggest employer and largest industry at \$88 billion...LOOK INSIDE!



Using “An Agricultural Career for You”

Overview

Agriculture is Wisconsin’s biggest employer, and the career opportunities are limitless. During this lesson, students explore agricultural career pathways and identify careers that interest them. They also evaluate salaries and personal expenses, as well as reasons people choose their careers.

Grades

6-8 and 9-12

Time

90 minutes

Standards

Wisconsin Common Career Technical Standards

CCTS.CD3.b.3.m Demonstrate openness to exploring a wide range of occupations and career pathways.

CCTS.CD4.d.4.m Use cooperative behavior in helping peers accomplish goals and tasks.

CCTS.LE1.a.11.h Demonstrate skills such as enthusiasm, creativity, conviction, mission, courage, concept, focus, principle-centered living and change when interacting with others in general.

Common Core State Standards for Literacy in All Subjects

RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.11-12.2 Determine the central ideas or information of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Learning Targets

Students will describe seven agricultural career pathways.

Students will identify careers that interest them and reasons why people choose their career.

Students will evaluate salaries and personal monthly expenses.

Materials

An Agricultural Career for You (one for each student)

Lesson Procedure

As a whole group, ask students to evaluate *An Agricultural Career for You's* cover and share what they believe is the purpose of the booklet. A possible response is, "The purpose of this booklet is teach us about various agricultural career opportunities."

Next, ask students, "What are the different career pathways one could pursue in agriculture?" List the students' responses on the front board or a large piece of paper. Responses will include:

- Plant Systems
- Animal Systems
- Power Structural and Technical Systems
- Natural Resources System
- Environmental Service System
- Agribusiness Systems
- Food Products and Processing

With the class, write a short description of each pathway. Possible descriptions are:

- Plant Systems – *Growing, processing, using, and studying plants*
- Animal Systems – *Growing, processing, using, and studying animals*
- Power Structural and Technical Systems – *Applying engineering and technology skills to design machinery, equipment, and structures; also the conservation of soil and water*
- Natural Resources System – *Protecting and managing natural resources like water, forests, and soil*
- Environmental Service System – *Evaluating hazardous wastes, as well as developing and designing environmental hazards management systems*
- Agribusiness Systems – *the promotion and development of agriculture businesses*
- Food Products and Processing – *the development of new foods and food inspection, processing, preservation, packaging, and storing*

Next, review the list of careers listed on each of the career pathway pages (*An Agricultural Career for You*, pages 2-6 and 9-10), discussing any careers unfamiliar to the students.

Instruct students to turn to *Identifying Careers*, found on page 11 of *An Agricultural Career for You*. Have students independently complete the activity. It is helpful if the classroom is silent, providing students with a work environment that encourages personal reflection.

When all students are complete, have them share their responses with a partner. Students should next find and circle specific careers listed on pages 9-10 of *An Agricultural Career for You* that fit the career areas or types of jobs the students listed at the bottom of *Identifying Careers*.

Ask the class, "Do you notice a pattern or any similarities in the jobs you chose on pages 9-10?" Tell students to choose one career pathway they seem to favor with their job choices. It is okay if students do

not favor any of the agricultural career pathways and prefer to choose a career pathway in a different field, such as medicine or education.

Guide students in completing *A Career Adds Up* on page 12 of *An Agricultural Career for You*. First review how to read the table. Using the information listed, ask student the following question and statement sequence:

1. What is one of the pathways listed?
2. Name a career in that pathway.
3. What is the average or median salary for that job?
4. What is the salary range for that job?
5. What is a benefit or perk of the career?

Afterward, instruct students to complete one line of the table. To do so, students should first identify a pathway, which may or may not be an agricultural career pathway listed in the booklet. They then must list a career, the median salary, the salary range, and a benefit, or perk, of the job. Students may use a computer or other resources to research the salary information.

Next, assist students in completing the *Budgeting Makes Sense* table on page 12. You may need to research monthly expenses prior to the lesson so that you can provide your students with numbers accurate for your community. Encourage students to adapt the expenses to fit their lifestyle. For example, if the student regularly goes shopping, they should list a higher number for “Clothing Purchases” compared to a student that rarely goes shopping. Approximate monthly expenses are listed below:

Rent.....	\$500
Utilities.....	\$100 (for electric, water, and sewer)
Food.....	\$120 (food for one person)
Car Payment.....	\$350
Insurance.....	\$200 (health and car insurance)
Fuel for vehicle.....	\$150
Entertainment or for fun....	\$75
Clothing Purchases.....	\$100
Charitable donations.....	\$50
Miscellaneous costs.....	\$150

Have students calculate their expenses total, listing them in the bottom cell of the *Budgeting Makes Sense* table.

Tell students to individually complete the question bubble titled “Which career did you select?” on page 12 of *An Agricultural Career for You*. To calculate their monthly wages, each student should divide the median salary of their chosen career by 12. For example, if they chose to be a landscape worker, their median salary is \$23,900. The student should divide \$23,900 by 12, getting an answer of \$1991.67.

Optional: To get a more accurate estimate for “Total Monthly Wages,” have students remove state income tax, federal income tax, Medicare, and social security from their monthly wage. For those in Wisconsin, first take the job’s monthly salary, and divide by 12. Multiply the result by 0.76. This number reflects removing state income tax, federal income tax, Medicare, and social security from their monthly wages.

Instruct students to complete the bubble that asks, “How can you responsibly use your remaining money?” A possible response is, “Put the money in a savings account.” Ask three to five students to share their responses.

Lastly, describe to students, “People choose careers for different reasons. Each career has its own set of benefits and challenges. It is important to choose a career that is meaningful and that you will enjoy.”

Assign students page 13 titled *Career Trivia Hunt*. They must ask people the questions listed on the page, recording the person’s name, career, and response. People should not answer more than two questions. When complete, all questions should have a response.

Exploring Career Pathways

Overview

Do you enjoy working with animals? Do you prefer to work inside or outside? Students are asked these questions as they investigate the agricultural career pathways. In addition, students research three careers, learning each job's responsibilities, salary, location, and required education and training.

Grades

6-8

Time

75 minutes

Standards

Wisconsin Common Career Technical Standards

CCTS.CD3.a.5.m Demonstrate the ability to use technology to retrieve and manage career information that inspires educational achievement.

CCTS.CD3.b.2.m Describe educational levels (e.g., work-based learning, certificate, two-year, four-year and professional degrees) and performance skills needed to attain personal and career goals.

CCTS.CD4.b.3.m Use technology to assist in career exploration and job-seeking activities.

CCTS.IMT1.b.6.m Analyze various sources of data and information for relevance, validity and timeliness.

Common Core State Standards for Literacy in All Subjects

WHST.6-8.8 Gather relevant information from multiple print and digital resources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Learning Targets

Students will be able to identify and describe seven agricultural career pathways.

Students will research three careers, learning each job's responsibilities, location, required education and training, and salary.

Materials

An Agricultural Career for You (one for each student)

Exploring Career Pathways worksheet (provided, one for each student)

Computer or device (tablet, phone, etc.) with internet access

Helpful Career website links can be found at: www.wiaglink.org

Lesson Procedure

As a whole group, first ask students to create a list of agricultural careers, recording their responses on the front board or a large piece of paper. Possible responses include: farmers, custom harvesters, animal researchers, etc.

Next, distribute *An Agricultural Career for You*. Inform students, "Agriculture is Wisconsin's biggest employer. Not all of you will choose a career in agriculture, but many of you may have a job connected to agriculture in some way."

Tell students that a career pathway is another way of describing the track or route one has to take to get to a specific job or job field. Ask students, "Using *An Agricultural Career for You*, what are different career pathways within agriculture?" Responses will include:

- Plant Systems
- Animal Systems
- Power Structural and Technical Systems
- Natural Resources System
- Environmental Service System
- Agribusiness Systems
- Food Products and Processing

Provide each student an *Exploring Career Pathways* worksheet. With a partner, instruct students to write a short description and list three jobs for each career pathway. When complete, have students share their responses with the class.

Next, instruct students to review the careers listed on pages 2-10 of *An Agricultural Career for You*, choosing three unfamiliar to them. They should list the career names and the pathway it belongs in on their *Exploring Career Pathways* worksheet. Using a computer or device with internet access, students must independently research and record the following information about each of the three unfamiliar careers they listed:

- Short description of the job's duties
- Where in the United States the career may be found
- Required education or training
- Salary or salary range
- Any other interesting information

When complete, have students share what they learned with either a small group or with the class.

Exploring Career Pathways

Write a short description and list three careers for each career pathway.

<p>Plant Systems</p> <p>What is it?</p> <p>Careers:</p> <ol style="list-style-type: none">1.2.3.	<p>Animal Systems</p> <p>What is it?</p> <p>Careers:</p> <ol style="list-style-type: none">1.2.3.
<p>Power and Structural Technical Systems</p> <p>What is it?</p> <p>Careers:</p> <ol style="list-style-type: none">1.2.3.	<p>Natural Resources System</p> <p>What is it?</p> <p>Careers:</p> <ol style="list-style-type: none">1.2.3.
<p>Environmental Service System</p> <p>What is it?</p> <p>Careers:</p> <ol style="list-style-type: none">1.2.3.	

Agribusiness Systems	Food Products and Processing
What is it?	What is it?
Careers:	Careers:
1.	1.
2.	2.
3.	3.

Name three jobs listed in *An Agricultural Career for You* that are unfamiliar to you. Research the three careers, and provide the following information:

- Pathway the career belongs in
- Short description of the job's duties
- Describe where in the United States the career may be found
- Tell about education or training required
- List the salary or salary range
- Provide any other interesting information

Career:

Pathway:

Job Duties:

Job Location:

Required Education and Training:

Salary:

Other Interesting Information:

Career:

Pathway:

Job Duties:

Job Location:

Required Education and Training:

Salary:

Other Interesting Information:

Career:

Pathway:

Job Duties:

Job Location:

Required Education or Training:

Salary:

Other Interesting Information:

Conducting an Interview

Overview

People choose careers for different reasons. In this lesson, students identify a career they are interested in pursuing. They then conduct an interview of a professional to discover reasons why someone may consider entering that career. Once complete, students give a presentation to their peers to share what they learned during the interview.

Grades

6-8

Time

3-6 weeks

(Not all of this time is spent in class as 2-3 weeks are dedicated to students scheduling and conducting an interview. Students may need 2 days in class to create their presentation, and 2-4 days may be required for students to give their presentations during class.)

Standards

Wisconsin Common Career Technical Standards

CCTS.4C3.b.6.m Demonstrate the use of various tools to communicate effectively with an individual or a group.

CCTS.CD3.c.3.m Identify work values and needs.

CCTS.CD4.d.3.m Interact with others in a respectful and non-judgemental manner.

Common Core State Standards for Literacy in All Subjects

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.5 Include multimedia components (e.g. graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, and details and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Learning Targets

Students will use the questions from *Career Trivia Hunt* to conduct an interview in order to learn more about a career of their choice.

Students will use technology to create a visual report summarizing what they learned during their interview. The report will be used during their presentation to their peers.

Students will assess their peers' presentations using a rubric, providing their peers with constructive feedback.

Materials

An Agricultural Career for You – Career Trivia Hunt, Page 13 (one for each student)

Presentation Rubric (provided, one for each student)

Computer

Lesson Procedure

First instruct students to create a list of at least five careers that interest them. Students may use the careers listed on pages two through ten in *An Agricultural Career for You* or another career of interest to them. For students struggling to identify careers, encourage them to use *Identifying Careers* on page 11 of *An Agricultural Career for You*.

Next, have students choose one career from their list they would like to research further. Student must then identify a person that has that career that they can interview. The interview can take place over the phone or in person. It is recommended that the interview occurs orally and not over email or mail so that students can have verbal contact with the interviewee.

After the student has identified a person to interview, instruct them to contact the person and schedule a time and location for the interview. Remind students that in-person interviews should take place in a public location. Coach the students in proper interview techniques including:

- Prepare specific questions before the interview.
- Set aside enough time for the interview.
- Be on time and stay within the time allowed.
- Take a notebook and writing utensil, an audio recorder, or a video camera to record the interviewee's responses.
- Be polite, using "please" and "thank you."
- Send a thank you note after the interview.

Tell students to prepare a list of at least fifteen questions for their interview. Encourage them to use the questions from *Career Trivia Hunt* found on page 12 of *An Agricultural Career for You*.

Give students two to three weeks to conduct the interviews. After the students have completed their interviews, instruct them to use creativity and technology to develop a visual report to share what they learned during the interview about their chosen career. The report will be used during a five to six minute presentation each student will give during class. Possible report ideas are:

- a series of video clips produced by the student from the interview
- a PowerPoint or slideshow
- a digital photo album with captions

Students should develop a five to six minute oral presentation using their visual report. They may use note cards to record talking points for their presentation. Requirements for the presentation include:

- Presentations should last between five to six minutes.
- Each presentation can have up to two minutes after the presentation for questions. Questions should not be answered during the presentation.
- Make eye contact with the audience.
- Speak in a loud, clear manner and at a reasonable pace.
- Presentations should be well organized and easy to understand.
- Use the visual report as support for the presentation. If the visual report has text, the presentation should not simply be the presenter reading the report.

Encourage students to practice their presentation.

Have students give their presentations to their peers during class. Designate one student in the class as the time keeper, having them record the length of each presentation. Tell students to use the *Presentation Rubric* to assess each student's presentation.

Collect the students' rubrics after each presentation, giving them to the presenter after all presentations are complete.

Presentation Rubric

Listen attentively to your peers' presentations. After each presentation, assess the presenter using the rubric. Place a check in the column you feel most appropriate.

Presenter's Name:	Excellent	Good	Needs Improvement
Presentation was between five to six minutes.			
Questions were answered after the presentation.			
The speaker made eye contact with the entire audience.			
The speaker spoke loudly and clearly, as well as at a reasonable pace.			
The presentation was well organized and was easy to understand.			
The visual report was used effectively. If it had text, it was not simply read to the audience.			
Comments:			

Presentation Rubric

Listen attentively to your peers' presentations. After each presentation, assess the presenter using the rubric. Place a check in the column you feel most appropriate.

Presenter's Name:	Excellent	Good	Needs Improvement
Presentation was between five to six minutes.			
Questions were answered after the presentation.			
The speaker made eye contact with the entire audience.			
The speaker spoke loudly and clearly, as well as at a reasonable pace.			
The presentation was well organized and was easy to understand.			
The visual report was used effectively. If it had text, it was not simply read to the audience.			
Comments:			

Building a Resume

Overview

For this lesson, students evaluate agricultural career pathways and choose a career that interests them. They then reflect on the skills they already possess and the skills they need to gain so they can be successful in the career they choose. To summarize their skills, students create a resume using past and future experiences.

Grades

9-12

Time

2-3 days

Standards

Wisconsin Common Career Technical Standards

CCTS.CD1.a.3.h Evaluate various occupations and career pathways to identify personal, academic and career goals based on personal strengths, aptitudes and passions.

CCTS.CD2.b.7.h Interpret and analyze the impact of current education, training and work trends on life, learning and career plans.

CCTS.CD2.b.8.h Assess education and training opportunities to acquire new skills necessary for career advancement.

CCTS.CD4.b.6.h Prepare a resume, cover letter, employment application.

Common Core State Standards for Literacy in All Subjects

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Learning Targets

Students will choose a career and evaluate which skills are required for the job.

Students will create a resume to summarize which skills they already possess and which they need to gain in order to be successful in their chosen career.

Materials

An Agricultural Career for You (one for each student)
Building a Resume Student Guide (provided, one for each student)
Computer or device (tablet, phone, etc.) with internet access

Lesson Procedure

First, divide students into five groups. Instruct each group to create a list of at least ten careers in agriculture, activating their prior knowledge. Have each group share five careers from their list with the class.

Next, distribute *An Agricultural Career for You*, and assign each group one career pathway from the booklet (Plant Systems Pathway, Animal Systems Pathway, etc.). Instruct the groups to choose one job from the list and create a list of skills required for the job. For example, students may list the following skills for agricultural educator: Bachelor's degree, creativity, public speaking, time management, and organization.

Have the students write the career and required skills on the front board or large piece of paper. As a class, discuss each career and the skills listed, having the class add additional skills to the lists.

Next tell students to work independently and choose an agricultural career that interests them using *An Agricultural Career for You*. Looking into the mirror and reviewing the jobs on pages seven and eight may be helpful for some students.

After each student chooses a career, they must record the career's name and the skills required for the job on *Building a Resume Student Guide*. For students struggling to choose a career or list skills required for a career, researching careers on the internet or using reference books may be helpful. Tell students to share their career and skills with a partner. They should suggest additional skills for their partner's career. Each student must have at least ten skills listed when complete.

Next, instruct students to circle the skills they believe they already possess. They should write next to the skill a description of an experience they had which serves as evidence they possess the skill. The experience may be from a job, club, school event, etc.

Then have students create two fictitious experiences they would like to complete in the future that will help them gain the skills they need to acquire for their chosen career. Students must state what the experience is, the name of the company or organization, where it takes place, when it occurs, and which skills they gain. These experiences may be an internship, a job, an event, etc. A sample experience description is:

Experience: Mechanical Design Internship

Company or Organization: Case IH

Where: Racine, Wisconsin

When: June 2018-August 2018

Skills:

- Learned how to negotiate contracts while working with an independent developer located in California
- Demonstrated leadership while managing a team and leading weekly meetings

Helpful Career website links can be found at: www.wiaglink.org

Students must next create a resume using *Building a Resume Student Guide*. They should complete all parts of the resume template. At least fifteen skills should be listed on the resume.

Afterward, students should use a computer word processor to create a resume. The resume should fit on one side of a piece of paper, but one side of two pieces of paper is acceptable.

Extension Activity

Have students choose a job outside the agricultural industry and create a resume for it. Then have them compare and contrast the skills listed on the two resumes. Students may discover many of the skills are similar.

Building a Resume Student Guide

Use this guide to evaluate your skills and experiences. You will use the information to build a resume.

Part 1

Choose one career, and record it on the line.

Career: _____

List a least ten skills required for this career.

Examples of skills: organized, time management, leader, etc.

After, circle the skills you already possess. For the skills you circled, next write a short description of an experience you have had, providing evidence you possess the skill. The experience may be from a job, club, school event, etc.

Example: Skill - leadership; Experience - Gave instructions to Breakfast on the Farm volunteers in 2017.

Skills	
_____	Experience: _____
_____	Experience: _____
_____	Experience: _____
_____	Experience: _____
_____	Experience: _____
_____	Experience: _____
_____	Experience: _____
_____	Experience: _____
_____	Experience: _____
_____	Experience: _____
_____	Experience: _____
_____	Experience: _____

Part 2

Think of two or three future experiences you would like to have that will help you acquire the skills not circled in Part 1. These may be internships, clubs, events, etc. For each experience,

1. Write a location for where you think the experience may take place.
2. Write a date or date range of when you think you might complete the experience.
3. Write short descriptions about potential skills you may use or acquire.

Example:

Experience: Mechanical Design Internship

Company or Organization: Case IH

Where: Racine, Wisconsin

When: June 2018-August 2018

Skills Used or Acquired:

- Learned how to negotiate contracts while working with an independent developer located in California.
- Demonstrated leadership while managing a team, leading weekly meetings and assessing work progress.

Experience:
Company or Organization:
Where:
When:
Skills Used or Acquired:

Experience:
Company or Organization:
Where:
When:
Skills Used or Acquired:

Experience:
Company or Organization:
Where:
When:
Skills Used or Acquired:

Part 3

Complete the following resume template. Be sure to use the experiences and skills from Parts 1 and 2. It is acceptable to use fictitious information, such as information about post-secondary education or personal contact information.

When complete, type your resume using a computer or tablet. Your resume should fit on one side of one page. It can extend to one side of two pages if necessary.

Education

University Name, Graduation Date _____

Degree Earned: _____

Grade Point Average: _____

High School Name, Graduation Date _____

Grade Point Average: _____

Experiences *(list most recent experiences first)*

	<i>Experience Name</i>	<i>Experience Location</i>	<i>When Experience Occurred</i>
Skills Used or Acquired			

	<i>Experience Name</i>	<i>Experience Location</i>	<i>When Experience Occurred</i>
Skills Used or Acquired			

	<i>Experience Name</i>	<i>Experience Location</i>	<i>When Experience Occurred</i>
Skills Used or Acquired			

	<i>Experience Name</i>	<i>Experience Location</i>	<i>When Experience Occurred</i>
Skills Used or Acquired			

Honors and Awards (*List honors or awards you received from school, clubs, organizations, sports, etc.*)

-
-
-

Creating a Career Booklet

Overview

For this activity, students research a career of their choice, discovering the job's challenges, salary, location, required education and training, future outlook, and more. To share what they learned, students collaboratively create a career booklet they can use as a career reference tool.

Grades

9-12

Time

2-4 days

Standards

Wisconsin Common Career Technical Standards

CCTS.CD3.a.12.h Evaluate changes in local, national and global employment trends, societal needs and economic conditions related to career planning.

CCTS.CD4.c.7.h Summarize key activities necessary to retain a job in an industry.

Common Core State Standards for Literacy in All Subjects

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Learning Targets

Students will research a career of their choice, discovering the job's location; required education, training, certifications, and licenses; future outlook; salary; challenges; history; and similar careers.

Students will use technology and follow text formatting instructions to collaboratively create a career reference booklet with their peers.

Materials

An Agricultural Career for You (one for each student)
Career Research Guide (provided, one for each student)
Computer or device (tablet, phone, etc.) with internet access

Lesson Procedure

First, provide each student with *An Agricultural Career for You*, instructing them to scan the booklet for careers that interest them. Have students discuss these careers with a partner. After five minutes, have the students work with a different partner, once again, discussing careers that interest them.

Next, instruct students to independently make a list of five careers they find interesting and would like to learn more about.

Distribute the *Career Research Guide* to each student. Tell students they will be researching a career and creating a class career reference book that summarizes their research.

Review the *Career Research Guide* with the students, clarifying the categories as needed. (The research categories are *similar jobs, career locations, etc.*)

Next, tell students to choose one career from their list the career they would like to research. Have students take turns telling the class which career they choose. Each student must research a different career. It may be helpful for you to list the careers named on the board or a large piece of paper so students have a visual reminder of which careers are already being researched.

Provide students approximately 60-120 minutes to conduct the research on their career. The students should record their responses on the *Career Research Guide*. Once complete, students must use a computer word processor to create a report containing their research. Instruct students to follow the report formatting guidelines found on the *Career Research Guide*.

Students may email or print their report so that it can be assembled into either a print booklet or saved online, such as in a folder on Google Drive. If the documents are saved online, all students should have “read only” status, not “editor” status. This will prevent students from changing their peers’ work.

Career Research Guide

Research information about a specific career, recording your findings on this guide. When complete, you will create a report that will be assembled into a career reference book for you and your peers.

Career: _____

Name four to six careers that are similar to this job. *For example, careers similar to veterinarian are doctor, veterinary technician, marine biologist, and zoo keeper.*

-
-
-
-
-
-

Name cities, counties, or regions of Wisconsin where you would find this career. If the job cannot be found in Wisconsin, list cities, states, or regions of the United States or world where you could find this career.

List certifications or licenses required for this career.

List the education and/or training required for this job. Include the length of training. *For example, 5 to 8 years of Veterinary School.*

List four to six places you can receive the education or training necessary to do this career.

-
-
-
-
-
-

Describe this career's future outlook. *Will it be around in 5 years? 10 years? 50 years?*

List the salary range for this career.

List four to six benefits, or “perks,” of this job.

-
-
-
-

List four to six challenges of this job.

-
-
-
-

Write five to ten sentence describing this career’s history. *How did it come to exist? How has it changed over the years?*

After you have concluded your research, create a one- to two-page report that will be assembled into a career booklet for you and your peers. Follow the below page formatting guidelines.

- **All text should be typed using the font called TIMES NEW ROMAN.**
- **Except for the career name, the font size must be size 12.**
- **Lists must have a circle bullet.**
- **Page margins should be set to one inch.**
- **You must use the subheadings listed below and in the order listed.**
- **Type your name at the end of the document using “Created by *Your Name*”.**

Use this outline as a guide for creating your one-to two-page career description for the career booklet.

Career Name (size 14, centered)

Similar Careers

-
-
-
-
-
-

Career Locations

-
-
-
-
-
-

Required Certifications or Licenses

-
-
-

Education and Training Required

-
-
-
-
-
-

Possible Locations for Education and Training

-
-
-
-
-
-

Career's Future Outlook

Salary Range

\$##### - #####

Benefits

-
-
-
-
-

Challenges

-
-
-
-
-

Career History

Thank you to the following sponsors of this book:



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- Pilgrim's
- Barron Electric Cooperative
- La Crosse County Dairy Promotions
- Racine County Farm Bureau
- Calumet County Farm Bureau
- Manitowoc County Farm Bureau
- Rock County Farm Bureau
- Envision Greater Fond du Lac Agri-Business Council
- TH Agri-Chemicals, Inc

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