

NEW YORK STATE EDUCATION DEPARTMENT
MIDDLE LEVEL CAREER AND TECHNICAL EDUCATION
AGRICULTURAL EDUCATION
INTRODUCTION TO AGRICULTURE AND LEADERSHIP
CONTENT MODULE
Z & K Z D dMAY 2023



3.

COMMUNICATION AND INTERPERSONAL RELATIONSHIPS

POSTER PRESENTATIONS

Students prepare a poster, summary sheet, and public presentation on a job in the agriculture industry. Poster, summary, and presentation should detail specifics of a particular job including education needed, salary range, working conditions, potential for career growth, advantages, and disadvantages. Students may participate in the related FFA Jr. "People in Agriculture Career Development" event ([New York State FFA People in Agriculture Contest](#))

FINANCIAL AND CONSUMER LITERACY

COMMODITY MAPS

As a class, develop a working definition of the term "agricultural commodity." Provide students with a map of New York State and a list of New York's agricultural commodities. Assign small groups of students to one of the growing regions in the state. Groups research the region and place the appropriate commodities in their region on the map. Groups present their maps to the class and point out the features of the region that support the commodities produced there. Discuss how a community's economy is related to the contribution of its region's agricultural commodities.

HEALTH, SAFETY, AND WELLNESS

FARM-TO-SCHOOL MENUS

Students work in small groups to develop school lunch menus for Farm-to-School Week, featuring local agricultural products. Students present their menus to the school cafeteria manager and work to include their menus into the school lunch offerings.

PROBLEM SOLVING AND INNOVATION

WINDMILL PROJECT

Students research the use of wind energy in agriculture, both historically and in the present. Small groups design and build windmills using everyday supplies, such as wooden sticks, wooden spoons, bendable wire, string, paperclips, rubber bands, toothpicks, aluminum foil, tape, dowels, glue, paper, cardboard, and plastic wrap. Students test their windmills with blow dryers or fans, evaluate their results, and present reflections to the class. Discuss how coexisting wind farms and agricultural farms might benefit a community.

SUSTAINABILITY

SUSTAINING AN ORGANIZATION

Students research the background and development of career and technical student leadership organizations, including FFA. Students create timelines showing milestones in the organizations' histories. Invite high school FFA leaders and alumni to class to share their experiences in the organization. Ask guests to focus some comments on the organization's plans to stay relevant and active in the future. Following the presentation, students add future milestones to their timelines.

STANDARDS ADDRESSED

NEW YORK STATE CAREER DEVELOPMENT AND EDUCATION STUDIES (CDOS) STANDARDS

STANDARD 1: CAREER DEVELOPMENT

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions

STANDARD 2: INTEGRATED LEARNING

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings

STANDARD 3A: UNIVERSAL FOUNDATION SKILLS

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace

COMMON CAREER TECHNICAL CORE STANDARDS

CAREER READY PRACTICES

1. Act as a responsible and contributing citizen and employee
2. Apply appropriate and academic and technical skills

ADVANCE CTE MIDDLE LEVEL CAREER INTEREST INVENTORY

<https://cte.careertech.org/sites/defa>