

**5<sup>th</sup> Grade Career Development**  
**Activity #1: Agriculture, Food, and Natural Resources Careers**  
**Estimated time: 30–45 minutes**

**National Career Development Guidelines Indicators**

- PS1 - Develop understanding of yourself to build and maintain a positive self-concept
- PS1.K1 - Identify your interests, likes, and dislikes
- PS2 - Develop positive interpersonal skills including respect for diversity
- PS2.K4 - Identify ways to get along well with others and work effectively with them in groups
  - PS2.K10 - Recognize that the ability to interact positively with diverse groups of people may contribute to learning and academic achievement
  - PS2.K11 - Recognize that the ability to interact positively with diverse groups of people is often essential to maintain employment
- ED1 - Attain educational achievement and performance levels needed to reach your personal and career goals
- ED1.K7 - Recognize that your educational achievement and performance can lead to many workplace options
  - ED1.K8 - Recognize that the ability to acquire and use information contributes to educational achievement and performance
- ED2 - Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy
- ED2.K3 - Recognize the importance of being an independent learner and taking responsibility for your learning
- CM3 - Use accurate, current, and unbiased career information during career planning and management
- CM3.K2 - Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available
  - CM3.K4 - Identify several ways to classify occupations
- CM4 - Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment
- CM4.K4 - Recognize that many skills are transferable from one occupation to another

**Goal:**

Students will investigate careers in the **Agriculture, Food, and Natural Resources** Career Cluster and identify careers they like based on their individual interests, skills, and aptitudes.

**Objectives:**

- Understand that a career cluster is a grouping of occupations based on commonalities
- Recognize that the **Agriculture, Food, and Natural Resource** Career Cluster includes careers in production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources
- Investigate careers in the **Agriculture, Food, and Natural Resource** Career Cluster

### Materials:

- 5<sup>th</sup> Grade Career Development Activity #1 handouts – **Agriculture, Food, and Natural Resources Careers: Occupations and Agriculture, Food, and Natural Resources Careers: Group Activity**
- O\*NET online for occupational research – [www.onetonline.org](http://www.onetonline.org) – (Find Occupations dropdown box; Career Cluster; click arrow; Agriculture, Food and Natural Resources; click Go) OR
- Occupational Outlook Handbook for occupational research
- Writing materials (e.g., pencil or pen)
- Chalk or whiteboard

### Activity:

1. *Greet students:* “Good morning, today we’re going to learn about occupations. Now, how many occupations or jobs do you think there are?” *Allow time for students to guess.* “Well, O\*NET Online lists nearly 1,000 occupations. That’s an awful lot of occupations to keep up with, but there is a method of categorizing occupations into career clusters and pathways. **A career cluster is a grouping of occupations based on things they have in common.**” *Write this definition on the board.*
2. “There are 16 career clusters and today we’re going to investigate the **Agriculture, Food, and Natural Resources Career Cluster**. The **Agriculture, Food, and Natural Resources Career Cluster** includes occupations involved in the production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.” *Write this on the board or have an overhead or poster made of it in advance.*
3. “Let’s have a look at some of the occupations this includes.” *Distribute the **Agriculture, Food, and Natural Resources Careers: Occupations** handout #1 to the class and go over the occupations in each group.*
4. *Tell students they’re going to participate in a small group activity using this handout. Have the class count off up to three, then have all the ones form a group, all the twos, etc. until you have three groups. Assign each of the three groups one of the occupational areas. Ensure that each group understands which area they’re assigned.*
5. *Distribute the **Agriculture, Food, and Natural Resources Careers: Group Activity** handout #2; give one to each of the three groups. Explain the directions and have each group choose a person to record their answers and be spokesperson for the group. Ensure that students understand the activity, answer any questions from students and allow enough time for students to complete the activity. When students have completed the activity, have group spokespersons present their results to the class followed by each person’s report on the occupation they chose.*

### Evaluation:

Students will be evaluated on their participation in the discussion and their handouts.

Handout #1

Agriculture, Food, and Natural Resources Careers: Occupations

5<sup>th</sup> Grade Career Development Activity #1

**Animal Systems:**

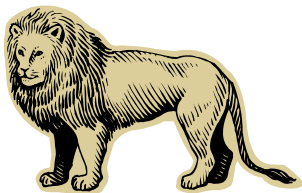
Animal Scientists  
Animal Trainers  
Aquacultural Managers  
Farm and Ranch Animal Workers  
Veterinarians  
Zoologists

**Plant Systems:**

Foresters  
Greenhouse Farmworkers  
Landscaping Workers  
Soil & Plant Scientists  
Vegetation Pesticide Sprayers

**Environmental Service Systems:**

Environmental Engineering Technicians  
Hazardous Material Removal Movers  
Recycling and Reclamation Workers  
Recycling Coordinators  
Water and Wastewater Treatment Plant Operators



Handout #2

Agriculture, Food, and Natural Resources Careers: Group Activity

5<sup>th</sup> Grade Career Development Activity #1

Directions: Work as a group to answer the following questions. Write your answers in the blanks. If you don't know what an occupation is, look it up on O\*NET, read about it in the *Occupational Outlook Handbook*, or ask your teacher. Do your best!

1. Write the name of your occupational group. \_\_\_\_\_

2. Do the occupations in this group involve mostly outside work, inside work or a combination of the two? \_\_\_\_\_

3. What skills do you think are important in these occupations? Check all that apply.

Reading skills \_\_\_\_\_ Writing skills \_\_\_\_\_ Mathematics skills \_\_\_\_\_

Listening skills \_\_\_\_\_ Speaking skills \_\_\_\_\_ Problem solving skills \_\_\_\_\_

Computer skills \_\_\_\_\_ Safety skills \_\_\_\_\_ Teamwork skills \_\_\_\_\_

4. Have each member of your group pick one job from the list that seems most interesting. Write their names beside their choice.

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