

TIES *2003*

Teachers in Industry for Educational Support

Careers in Agriculture

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Careers in Agriculture Curriculum Unit Overview

Summary

The unit is designed for juniors and seniors who are enrolled in an agricultural education program and is designed to be implemented over a period ten to fifteen classroom instruction hours. The unit is of significance to students enrolled in an agricultural education program because it provides them with the opportunity to research, and in many situations, experience first-hand the numerous careers available in the agricultural industry. The unit is designed in such a way that it may also be useful in many other subject areas as well, as a means of providing students with the opportunity for career exploration. While teaching career exploration, the unit teaches communication skills, employability skills, and computer technology skills.

Big Picture

In an effort to cause the students to realize the vast array of job opportunities available in the agricultural industry, I will require each of them to research and report to the class on three jobs related to agriculture. In their research, the students will be locating information pertaining to particular careers and that information should include job description, salary range, educational requirements, working conditions, job trend, and job location. The students will obtain their information from The Occupational Outlook Handbook website. The students will each be provided with an opportunity to job shadow an agricultural industry as a conclusion to the unit of instruction.

Preparation for the Unit

Work with (whomever) to:

Secure the use of the computer lab in order that the students will be able to complete the “hook” activity. The students will need to use the internet to complete the activity.

Arrange for classroom speakers who are currently or have worked in an agriculturally related career within the last three years. The speakers need to represent different careers in agriculture.

Arrange for a field trip to a local agricultural firm.

Secure a list of possible job shadowing sites where students will later have the opportunity to select from and then job shadow at their chosen site for up to one day.

Overview

On the following page is a summary of the unit including brief summaries of each Authentic Learning Task (ALT). This table provides an overview of the tasks in the unit sections and shows how the activities in the different teaching areas relate to each other.

**Careers in Agriculture
Curriculum Unit Summary**

Personal Development	Technology	Employability
<p>ALT 1 - Examine Career Options in Agriculture 1. Define agriculture and its major divisions 2. Describe opportunities for agricultural careers 3. Identify resources for obtaining agricultural career preparation</p>	<p>ALT 1 – Research a Topic on the Internet 1. Determine internet site to utilize as a means of research 2. Using an internet site, research an agricultural careers and attain necessary information</p>	<p>ALT 1 – Job Seeking Skills 1. Identify traditional and nontraditional agricultural careers 2. Utilize employment sources 3. Research agriculture job opportunities</p>
<p>ALT 2 – Apply Communication Skills 1. Determine means of communication 2. Refine verbal and nonverbal communication skills 3. Participate in group discussions</p>	<p>ALT 2 – Correspond with business and industry personnel via Internet 1. Using the internet, communicate with business and industry personnel 2. Identify appropriate communication skills</p>	<p>ALT 2 – Job Retention Skills 1. Identify and evaluate employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene 2. Become aware of company policies and procedures 3. Examine the role/relationship between employee and employer</p>
<p>ALT 3 – Prepare and Deliver Oral Presentations 1. Gather information 2. Compose presentation outline 3. Compose speech 4. Deliver speech</p>	<p>ALT 3 – Create a PowerPoint Presentation 1. Using PowerPoint software, create a presentation illustrating three agricultural careers</p>	<p>ALT 3 – Economic Education 1. Identify characteristics of various enterprise systems 2. Examine the relationship between competition, risk, and profit potential 3. Illustrate how supply and demand influence price.</p>
<p style="text-align: center;">Transfer or Culminating Activity</p> <p>The transfer activity will be a job shadowing experience at an agricultural industry worksite. The students will use the job-shadowing experience as a means with which to expand on the competencies that they have learned thus far through the classroom activities. The job-shadowing experience takes place at the end of the unit and is placed their in order that the students can take with them to the worksite the knowledge they have obtained.</p>		

Section One: Personal Development

ALT One: Examine Career Options in Agriculture

Summary

Utilizing the internet, the students will visit the Occupational Outlook Handbook Website located at <http://www.bls.gov/oco/>. The students will learn how to navigate the website through a hands-on demonstration and then will choose three agricultural careers that are of interest and research them.

Competencies

1. The student will be able to accurately define agriculture and list its major divisions.
2. The student will be able to accurately describe working conditions, job outlook, salary range, educational requirements, job trend, and job location for any given job by using the internet resource site.
3. The student will be able to search for and identify resources for obtaining agricultural career preparation

Time

Estimated time for completion is 90 minutes.

Materials

Computer
Printer
Paper
Pen/Pencil
Access to Internet
Overhead projection unit connected to the internet

Instructions

1. The instructor will introduce the unit to the students and through various probing questions will create a felt need amongst the students to learn of the various career options in agriculture.
2. The instructor will discuss the procedures for accessing the necessary information on the internet.
 - A. Connect to the internet.
 - B. Locate the website <http://www.bls.gov/oco/>

- C. On the above mentioned website, locate Occupational Outlook Handbook 2003 and select it.
 - D. Select the career cluster Agricultural and Environmental Science.
 - E. Browse through the career options.
3. The instructor will discuss, via the overhead projection screen, what will need to be included in each of the student’s presentations with regards to job description, salary ranges, educational requirements, etc.
 4. The students will continue to research and attain information from the website while the instructor remains available for assistance.
 5. The students will print information pertinent to their three career options and submit the information to the instructor for evaluation.

Evaluation/Assessment of Student’s Competency

The instructor will evaluate the ALT based on the following criteria.

5-4	3-2	1-0	Points
The student actively participated in the activity and was on task at all times	The student actively participated in the activity and was on task most of the time	The student participated in the activity but spent a great deal of time off task	
The student submitted research information on three agricultural career options.	The student submitted research information on two agricultural career options.	The student submitted research information on one agricultural career option.	
The student submitted research information that contained at least 6 descriptors of each career option. (Ex. salary, working conditions, educational requirements, etc.)	The student submitted research information that contained 3-5 descriptors of each career option. (Ex. salary, working conditions, educational requirements, etc.)	The student submitted research information that contained 3 or less descriptors of each career option. (Ex. salary, working conditions, educational requirements, etc.)	
Total Points			

Closure

The instructor will summarize the ALT by engaging the class in a discussion about the process of locating the career information. At this time, any concerns with the process will be addressed by the instructor. The instructor will describe the next ALT to the students.

Section One: Personal Development

ALT Two: Apply Communication Skills

Summary

The students will engage in groups discussions designed to provide the opportunity for them to refine both verbal and nonverbal communication skills and to gain experience in group discussions. The student will discuss, within their respective groups, their findings as a result of ALT One and will share their thoughts pertaining to insights gained about career options in agriculture.

Competencies

1. The student will be able to accurately list means of communication.
2. The student will demonstrate improvement in their individual verbal and nonverbal communication skills.
3. The student will actively participate in a group discussion.

Time

Estimated time for completion is 45 minutes.

Materials

Paper
Pen/Pencil
Research findings from ALT One

Instructions

1. The instructor will discuss the procedures for sharing information with one another in a group setting.
2. The instructor will assign students to groups in an effort to reach the maximum amount of diversity in each group with regards to social/emotional maturity.
3. The instructor will assign the students to groups of three and will instruct the students to move near their group members.
4. The instructor will offer several lead questions to the class that may be used as starter questions by individual groups to jumpstart conversations.
 - A. What agricultural career options did you research?
 - B. What was the most interesting thing you learned about a particular career that you researched?

- C. Was there anything that surprised you about a career that you researched? (Salary range, educational requirements, etc.)
- D. If I want to make a lot of money, which career would I pursue?
- 5. The students will actively participate in their group discussions and the instructor will monitor the progress of each group and its individuals.
- 6. The instructor will stop the activity when he or she sees it to be appropriate and will then lead the class in a discussion about the group discussion process. What were the various types of verbal and nonverbal communication that took place during your groups' discussion? Was there one individual who led the discussion? What are some things that could have been done to ensure equal participation by all members of the group?
- 7. The instructor will review the process

Evaluation/Assessment of Student's Competency

The instructor will evaluate the ALT based on the following criteria.

5-4	3-2	1-0	Points
The student actively participated in the activity and was on task at all times	The student actively participated in the activity and was on task most of the time	The student participated in the activity but spent a great deal of time off task	
The student demonstrated the effective use of both verbal and nonverbal communication skills during the activity.	The student demonstrated the effective use of both verbal and nonverbal communication skills during a portion of the activity.	The student failed to demonstrate the effective use of both verbal and nonverbal communication skills during the activity.	
The student demonstrated his or her complete understanding of the importance of communication skills during the class discussion session.	The student demonstrated some understanding of the importance of communication skills during the class discussion session.	The student demonstrated his or her failure to understand the importance of communication skills during the class discussion session.	
Total Points			

Closure

The instructor will summarize the ALT by engaging the class in a discussion about the process of group discussion. At this time, any concerns with the process will be addressed by the instructor. The instructor will describe the next ALT to the students.

Section One: Personal Development

ALT Three: Prepare and Deliver Oral Presentations

Summary

The students will prepare and deliver an oral presentation that encompasses the research that was done with regards to exploring career options in agriculture. The students will present relevant information to the class about each of the three career options they researched.

Competencies

1. The student will gather and review information relevant the oral presentation.
2. The student will compose a presentation outline that will be useful in preparing the presentation.
3. The student will deliver a speech that provides relevant information about career options in agriculture.

Time

Estimated time for completion is 85 minutes.

Materials

Computer
Printer
Paper
Pen/Pencil
Research findings from ALT One
Speaking podium

Instructions

1. The instructor will provide the students with the steps necessary to complete the ALT.
 - A. Organize information that resulted from earlier research of career options in agriculture.
 - B. Prepare an outline of the presentation.
 - C. Practice the speech delivery.
 - D. Deliver the speech.

2. The instructor will demonstrate a sample speech to the students and discuss the dos of speech delivery.
 - A. Do utilize both verbal and nonverbal communication skills.
 - B. Do maintain eye contact with the audience.
 - C. Do talk at a pace and tone that is pleasant to the listener.
 - D. Do dress to impress and stand with good posture.
3. The instructor will review the content of the speech.
 - A. Introduction
 - B. Career Option 1
 - a. job description
 - b. job outlook
 - c. salary range
 - d. educational requirements
 - e. working conditions
 - f. opportunity for advancement
 - g. etc....
 - C. Career Option 2
 - D. Career Option 3
 - E. Summary and Conclusion
4. The students will sign up for a speech delivery order.
5. The students will deliver their oral presentations to the class

Evaluation/Assessment of Student’s Competency

The instructor will evaluate the ALT based on the following criteria.

5-4	3-2	1-0	Points
The student actively participated in the activity and was on task at all times	The student actively participated in the activity and was on task most of the time	The student participated in the activity but spent a great deal of time off task	
The student demonstrated the effective use of both verbal and nonverbal communication skills during the speech.	The student demonstrated the effective use of both verbal and nonverbal communication skills during a portion of the speech.	The student failed to demonstrate the effective use of both verbal and nonverbal communication skills during the speech.	
The student presented thorough information about each of the previously researched career options.	The student presented information, most of which was thorough, about each of the previously researched career options.	The student presented information about each of the previously researched career options but the information lacked relevance.	
The student held the attention of the class during the entire	The student held the attention of the class for most of the	The student could not hold the attention of the class.	

speech	speech.		
			Total Points

Closure

The instructor will summarize the ALT by engaging the class in a discussion about the process of individual presentations. At this time, any concerns with the process will be addressed by the instructor. The instructor will describe the next ALT and how it applies to the unit of instruction to the students.

Section Two: Technology

ALT One: Research a Topic on the Internet

Summary

Utilizing the internet, the students will do a search for information on an agricultural career selected by the instructor. The students will learn how to navigate the website through a hands-on demonstration and then will complete the ALT.

Competencies

1. The student will be able to select suitable web sites that will allow them to attain information relevant to the topic being researched.
2. Using the internet, the student will research an assigned agricultural career and attain relevant information about that career.

Time

Estimated time for completion is 45 minutes.

Materials

Computer
Printer
Paper
Pen/Pencil
Access to Internet
Overhead projection unit connected to the internet

Instructions

1. The instructor will review the procedures for accessing the necessary information on the internet.
 - A. Connect to the internet.
 - B. The instructor will provide the students with an agricultural career to research.
 - C. The students will have the option of using any reputable website as a means of attaining information and will not be limited to The Occupational Outlook Handbook website.
2. The instructor will discuss, via the overhead projection screen, what will need to be included in each of the student's presentations with regards to job description, salary ranges, educational requirements, etc.

3. The students will continue to research and attain information from the website while the instructor remains available for assistance.
4. The students will print information pertinent to the assigned career options and submit the information to the instructor for evaluation.

Evaluation/Assessment of Student’s Competency

The instructor will evaluate the ALT based on the following criteria.

5-4	3-2	1-0	Points
The student actively participated in the activity and was on task at all times	The student actively participated in the activity and was on task most of the time	The student participated in the activity but spent a great deal of time off task	
The student submitted research information that contained at least 6 descriptors of the career option. (Ex. salary, working conditions, educational requirements, etc.)	The student submitted research information that contained 3-5 descriptors of the career option. (Ex. salary, working conditions, educational requirements, etc.)	The student submitted research information that contained 3 or less descriptors of the career option. (Ex. salary, working conditions, educational requirements, etc.)	
Total Points			

Closure

The instructor will summarize the ALT by engaging the class in a discussion about the process of locating the career information. At this time, any concerns with the process will be addressed by the instructor. Was it beneficial to have numerous websites available to use for research? If so, why? If not, why not? The instructor will describe the next ALT to the students.

Section Two: Technology

ALT Two: Correspond with business and industry personnel via the internet.

Summary

Utilizing the internet, the students will correspond with area agricultural business and industry worksites in an attempt to set up job shadowing experiences. Prior to the communication, the students will learn to identify appropriate e-mail communication skills.

Competencies

1. The student will effectively communicate with area business and industry via the internet.
2. The student will accurately identify appropriate e-mail communication skills.

Time

Estimated time for completion is 90 minutes.

Materials

Computer
Printer
Paper
Pen/Pencil
Access to Internet
Overhead projection unit connected to the internet

Instructions

1. The instructor will discuss with the students the job shadow process and the importance of the process in preparing for the future.
2. The students will brainstorm possible agriculturally related job sites within a forty mile radius of the school and the class will compile their information. The students will attach contact information to each potential job site.
3. The students will compose an e-mail correspondence that could be sent to one of the business and/or industry sites of the list compiled by the class.
4. The instructor will evaluate each of the students sample correspondence and offer suggestions for improvement.

5. The students will make improvements to their correspondence as recommended by the instructor and will then send correspondence to at least five agriculturally related job sites in the area requesting a job shadowing experience.
6. Review the lesson

Evaluation/Assessment of Student’s Competency

The instructor will evaluate the ALT based on the following criteria.

5-4	3-2	1-0	Points
The student actively participated in the activity and was on task at all times	The student actively participated in the activity and was on task most of the time	The student participated in the activity but spent a great deal of time off task	
The student submitted a sample correspondence that was complete, containing all the necessary letter writing components.	The student submitted a sample correspondence that contained almost most of the necessary letter writing components.	The student submitted a sample correspondence that was not complete, containing only a few of the necessary letter writing components.	
The student contacted five of more agricultural business and industry sites, requesting job shadowing opportunities.	The student contacted between two and four agricultural business and industry sites, requesting job shadowing opportunities.	The student contacted less than two agricultural business and industry sites, requesting job shadowing opportunities.	
Total Points			

Closure

The instructor will summarize the ALT by engaging the class in a discussion about the process of locating job shadowing sites through e-mail correspondence. At this time, any concerns with the process will be addressed by the instructor.

Section Two: Technology

ALT Three: Create a PowerPoint Presentation

Summary

The students will prepare and deliver a PowerPoint presentation that encompasses research that was done with regards to exploring career options in agriculture. The students will present relevant information to the class in PowerPoint format about any agricultural career.

Competencies

1. The student will create an effective PowerPoint presentation of at least five slides. The slideshow will demonstrate the student's ability to insert text and clipart/pictures, slide animation, and slide transition.

Time

Estimated time for completion is 160 minutes.

Materials

Computer
Printer
Research findings from ALT One
Monitor connected to a computer

Instructions

1. The instructor will provide the students with the steps necessary to complete the PowerPoint presentation project.
 - A. Organize information that resulted from earlier research of career options in agriculture.
 - B. Prepare an outline of the presentation.
 - C. Develop the PowerPoint presentation.
 - D. Deliver the PowerPoint presentation.
2. The instructor will demonstrate a sample PowerPoint presentation to the students.
3. The instructor will review the content of the PowerPoint presentation.
 - E. Introduction
 - F. Career Option
 - a. job description

- b. job outlook
- c. salary range
- d. educational requirements
- e. working conditions
- f. opportunity for advancement
- g. etc....

G. Summary and Conclusion

- 4. The students will sign up for a PowerPoint presentation delivery order.
- 5. The students will deliver their PowerPoint presentations to the class

Evaluation/Assessment of Student’s Competency

The instructor will evaluate the ALT based on the following criteria.

5-4	3-2	1-0	Points
The student actively participated in the activity and was on task at all times	The student actively participated in the activity and was on task most of the time	The student participated in the activity but spent a great deal of time off task	
The student demonstrated the effective use of both verbal and nonverbal communication skills during the presentation.	The student demonstrated the effective use of both verbal and nonverbal communication skills during a portion of the presentation.	The student failed to demonstrate the effective use of both verbal and nonverbal communication skills during the presentation.	
The student presented thorough information about researched career.	The student presented information, most of which was thorough, about the researched career.	The student presented information about the researched career options but the information lacked relevance.	
The student held the attention of the class during the entire presentation	The student held the attention of the class for most of the presentation.	The student could not hold the attention of the class.	
The students’ presentation contained at least five slides, two different transitions, two clipart/pictures, two different slide animations.	The students’ presentation contained between two and four slides, at least one transition, one clipart/picture, one slide animations.	The students’ presentation contained less than two slides. One or more of the following was missing: transitions, clipart/pictures, slide animations.	
Total Points			

Closure

The instructor will summarize the ALT by engaging the class in a discussion about the process and importance of PowerPoint presentations. At this time, any concerns with the process will be addressed by the instructor. The instructor will describe the next ALT and how it applies to the unit of instruction to the students.

Section Three: Employability

ALT One: Job Seeking Skills

Summary

Utilizing the internet and newspapers, the students will identify job opportunities available in agriculture.

Competencies

1. The student will identify traditional and nontraditional agricultural careers.
2. The student will identify and utilize employment sources.
3. The student will research agriculturally related job opportunities.

Time

Estimated time for completion is 90 minutes.

Materials

Computer
Printer
Paper
Pen/Pencil
Access to Internet
Area newspapers

Instructions

1. The instructor will discuss with the students the difference between traditional and nontraditional agricultural jobs.
2. The students will brainstorm possible traditional and nontraditional agriculturally related job related to a local poultry operation.
3. The students will travel to a local poultry operation where they will see first hand traditional agricultural jobs and then will become aware of the numerous nontraditional agricultural jobs that serve the poultry operation.
4. The students will utilize the internet and area newspapers to determine the traditional and nontraditional job opportunities currently available.
5. The students will submit a list of at least five agriculturally related job postings with sources of each job listed.

6. Review the lesson

Evaluation/Assessment of Student’s Competency

The instructor will evaluate the ALT based on the following criteria.

5-4	3-2	1-0	Points
The student actively participated in the activity and was on task at all times	The student actively participated in the activity and was on task most of the time	The student participated in the activity but spent a great deal of time off task	
The student’s behavior on the field trip was excellent. The student utilized the opportunity to have relevant questions answered.	The student’s behavior on the field trip was acceptable. The student did not utilize the opportunity to have relevant questions answered.	The student’s behavior on the field trip was unacceptable. The student did not utilize the opportunity to have relevant questions answered.	
The student submitted a list of five or more agricultural traditional or nontraditional job opportunities.	The student submitted a list of two to five agricultural traditional or nontraditional job opportunities.	The student submitted a list of less than two agricultural traditional or nontraditional job opportunities.	
Total Points			

Closure

The instructor will summarize the ALT by engaging the class in a discussion about the process of locating job opportunities. At this time, any concerns with the process will be addressed by the instructor.

Section Three: Employability

ALT Two: Job Retention Skills

Summary

In conversations with parents, teachers, administrators, relatives, and local employers, the students will attempt to gain insight into the relationships that exist between employers and their employees and their effects on job retention.

Competencies

1. The student will identify and evaluate employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene.
2. The student will become familiar with company policies and procedures.
3. The student will examine the role/relationship between employee and employer.

Time

Estimated time for completion is 90 minutes.

Materials

Paper
Pen/Pencil

Instructions

1. The instructor will discuss with the students the expectations that employers have of their employees with regards to job performance, work habits, attitudes, personal appearance, and hygiene.
2. The instructor will discuss with the students common policies and procedures in place by businesses and industry pertaining to job retention.
3. The students will interview at least six individuals: parents, teachers, administrators, relatives, and local employers in an attempt to gain insight into the relationships that exist between employers and their employees and their effects on job retention.
4. The students will engage in a classroom discussion of their findings related to job retention skills through their interviews outside of the classroom.
5. Review the lesson

Evaluation/Assessment of Student's Competency

The instructor will evaluate the ALT based on the following criteria.

5-4	3-2	1-0	Points
The student actively participated in the activity and was on task at all times	The student actively participated in the activity and was on task most of the time	The student participated in the activity but spent a great deal of time off task	
The student conversed with at least six individuals outside of the classroom about job retention skill.	The student conversed with between three and five individuals outside of the classroom about job retention skills.	The student conversed with less than three individuals outside of the classroom about job retention skills.	
The student has a record of all conversations with individuals outside of the classroom concerning job retention skills.	The student has a record of some conversations with individuals outside of the classroom concerning job retention skills.	The student has no record of conversations with individuals outside of the classroom concerning job retention skills.	
Total Points			

Closure

The instructor will summarize the ALT by engaging the class in a discussion about the process of speaking with individuals outside of the classroom to attain an understanding of job retention skills. At this time, any concerns with the process will be addressed by the instructor.

Section Three: Employability

ALT Three: Economic Education

Summary

The students will be placed into groups of three individuals and will select a topic related to economics. The students will research that topic and then will prepare and deliver a PowerPoint presentation to the class.

Competencies

1. The student will identify characteristics of various enterprise systems.
2. The student will examine the relationship between competition, risk, and profit potential
3. The student will illustrate how supply and demand influence price.

Time

Estimated time for completion is 120 minutes.

Materials

Computer
Printer
Paper
Pen/Pencil
Monitor connected to the computer

Instructions

1. The instructor will provide the students with the steps necessary to complete the PowerPoint presentation project.
 - A. Organize information that resulted from economics research
 - B. Prepare an outline of the presentation.
 - C. Develop the PowerPoint presentation.
 - D. Deliver the PowerPoint presentation.
2. The instructor will review the content of the PowerPoint presentation.
3. The students will sign up for a PowerPoint presentation delivery order.
4. The students will deliver their PowerPoint presentations to the class

Evaluation/Assessment of Student’s Competency

The instructor will evaluate the ALT based on the following criteria.

5-4	3-2	1-0	Points
The student actively participated in the activity and was on task at all times	The student actively participated in the activity and was on task most of the time	The student participated in the activity but spent a great deal of time off task	
The student demonstrated the effective use of both verbal and nonverbal communication skills during the presentation.	The student demonstrated the effective use of both verbal and nonverbal communication skills during a portion of the presentation.	The student failed to demonstrate the effective use of both verbal and nonverbal communication skills during the presentation.	
The student presented thorough information about researched economics topic.	The student presented information, most of which was thorough, about the researched economics topic.	The student presented information about the researched economics topic but the information lacked relevance.	

Closure

The instructor will summarize the ALT by engaging the class in a discussion a. At this time, any concerns with the process will be addressed by the instructor.

Transfer Activity

The transfer activity is a job shadowing experience. The students have corresponded with numerous area agricultural business and industry sites and now have a pool of job shadowing sites from which to select for a job shadowing experience. In the Careers in Agriculture Unit, students have improved their communication skills, have a greater understanding of job seeking and job retention skills, and have an increased understanding of the role of economics on careers in agriculture. Through classroom activities and discussions, the students are now more prepared to interact with employers. The job shadowing experience will provide the students with an opportunity to see first hand what they have been studying in the classroom. The job shadow experience will last a minimum of four hours and a maximum of eight hours. The students will select a job site of interest to them and following approval by the instructor and local school administrator, the job shadowing experience will be scheduled. The job shadowing experiences will take place over a period of two weeks. The students will be required to share their experience with the members of the class upon completion.

