



# Job Shadowing Project in Agriculture

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## **Overview:**

“What do you want to be when you grow up?” How many times does a young adult get asked this question? This is an important decision and definitely not an easy one. This lesson (semester project) allows the student to take a closer look at what they might enjoy as a career or more importantly – what they might discover isn’t what they want in a job!

## **Featured Externship Business:**

Cooperative Resources International (CRI)

## **Subject:**

Agriculture Careers

## **Grade Level:**

9-12

## **Learning objectives:**

*After doing this activity, students should be able to:*

- Identify and explain what traits/skills are necessary for a career of their choice.
- Participate in job shadow opportunity with an area agriculture business.
- Create a reflection paper/presentation as a follow-up to their job shadow opportunity.

## **Workplace Readiness Skill:**

X Social Skills

Teamwork

X Attitude and Initiative

X Professionalism

X Communication

Critical Thinking

X Planning and Organization

Media Etiquette

## **Type of Activity:**

X Individual

Small group

X Whole class (if using extension activity ideas)

## **Wisconsin Model Academic Standards for School Counseling:**

### **Academic Development Domain:**

School Counseling Content Standard C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.

### **Career Development Domain:**

School Counseling Content Standard G: Students will acquire the self-knowledge necessary to make informed career decisions.

School Counseling Content Standard H: Students will understand the relationship between educational achievement and career development.

School Counseling Content Standard I: Students will employ career management strategies to achieve future career success and satisfaction.

## **Wisconsin Common Career Technical Standards:**

CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals.

CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.

CD4: Students will identify and apply employability skills.

**Time:** 45 minutes to discuss project and expectations; one semester to complete

### **Materials:**

- Whiteboard & Markers
- Agriculture business connections
- Advanced Animal Science Semester Project Handout (attached)
- Permission Form (attached)

### **Directions:**

1. On one of the first days of the semester, ask the interest approach questions of “How many of your parents are involved in agriculture? How many of you plan to have a career in agriculture?” Some students may not realize how closely they or their parents are to a career in agriculture as most can be traced back quite easily. Continue with brainstorming agriculture businesses and agriculture careers from around the community on the whiteboard.

2. Introduce the job shadowing semester project and discuss expectations of the project using the attached handout and permission form.
3. The semester project is to complete a half day job shadow experience with a local agriculture business. It is up to the student to schedule a time to complete the job shadow experience with an agriculture professional. It is up to the student to determine where their career interest lies: office area, lab, marketing, animal care, international sales, etc. This job shadow may take place any time during the semester, but it is the student's responsibility to make arrangements with the agriculture business. The student must realize that they are job shadowing with a professional ~ please act appropriately as they are interacting on this opportunity!
4. Following the job shadow, the students will summarize their experiences from that job shadow in a paper format. This paper should be at least two FULL pages double-spaced typed with one-inch margins, 12-point font using Times New Roman. It should be jam-packed with things that they observed, participated in, people they worked/interacted with, work situations, skills/training needed for the job, at LEAST 3 advantages and disadvantages of this career, whether they would enjoy this job as a career or not and why, etc. They must also have the agriculture professional that they worked with for the half-day sign their completed paper before handing it in, and they are required to deliver a thank-you letter to the agriculture professional (see attached rubric for details).
5. Allow time for planning and individual discussion with students and placement during the semester.

### **Wrap-up:**

The written reflection paper at the end of the semester will be the wrap up to this project. The grading rubric is attached.

### **Extension Activity:**

This project could easily be modified to include a presentation component instead of the reflection paper so all students could benefit from seeing different careers. If using presentation boards, they could all come together to form a "career fair" for younger classes, the middle school agriculture exploratory class, or just their own class. The contacts from the agriculture businesses could be invited to be a part of the presentation day as well.



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# Advanced Animal Science Semester Project

worth 125 points

due date: \_\_\_\_\_

Your semester project is definitely going to give you a glimpse into the field of animal science. You will complete a half-day job shadow with a professional in the animal science career field. It is up to you to schedule a time to complete the job shadow portion of the project. This project is due no later than \_\_\_\_\_ by 3:00pm. Absolutely NO late projects will be accepted (regardless of the excuse!!!)

The first task that awaits you is to set up a half-day block of time to spend with an ag professional. It is up to you to determine where your interest lies: office area, vet office, lab, marketing, animal care, international sales, etc. You MUST have the permission slip signed by your parents and on file with both the business and me/school. This job shadow may take place any time during the semester but it is YOUR responsibility to make arrangements with the ag business. PLEASE GIVE THEM AT LEAST ONE WEEK'S NOTICE!!! You must realize that you are job shadowing with a professional ~ please act appropriately as you are interacting on this opportunity! If I receive any complaints from the business on your behavior, you will receive a zero on the entire project. Please ask questions and learn all that you can from this unique and memorable experience! Have fun!!!

The second task that you must complete to gain full points for this project is to summarize your experiences from that job shadow in a paper format. This paper should be at least two FULL pages typed. This should be double spaced, one-inch margins, 12-point font using Times New Roman. It should be jam packed with things that you saw, people you worked/interacted with, work situations, skills/training needed for the job, would you enjoy this job or not and why, etc. These will be very interesting for me to read considering each will provide a different insight. You must also have the ag professional that you work with for the half-day sign your completed paper before handing it in.

The key to a successful semester project is to PLAN EARLY!!! Do NOT wait until the last minute to try to complete this project. Again, you are representing yourself, the ag department, and the entire high school as you work side by side with these professionals. Enjoy this once-in-a-lifetime opportunity!



# Advanced Animal Science Semester Project Liability Waiver

I grant permission for \_\_\_\_\_ to complete a half-day job shadow through the \_\_\_\_\_ High School Agriculture Department and \_\_\_\_\_ (Name of Ag Business). I understand that my son or daughter will be job shadowing at the ag business. I hold no liability towards \_\_\_\_\_ High School or the ag business hosting the job shadow opportunity.

Any problems or health issues that we should be aware of? If so, please list them below.

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Parent/Guardian Signature

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Date

# Job Shadow Reflective Essay Rubric

	<b>Unsatisfactory</b> <b>0-10 points</b>	<b>Fair</b> <b>11-15 points</b>	<b>Good</b> <b>16-20 points</b>	<b>Excellent</b> <b>21-25 points</b>
<b>Initial Contact</b>	Student does not initiate contact with ag business.	Student needs a great deal of assistance to research possible businesses or employers to contact; Students requires a great deal of assistance to set up the date and time of his/her job shadowing.	Students needs some assistance to research possible businesses employers to contact; student sets up the date and time of his/her job shadowing but requires some assistance	Student works proactively and independently to contact the business or employer; student sets up the date and time of his/her job shadow on their own.
<b>Demonstration of Self-Reflection</b>	Writing shows no self-reflection on values, skills and strengths and no connection made with future plans.	Writing shows minimal self-reflection on values, skills and strengths and a weak connection made with future plans.	Writing shows a general amount of self-reflection on values, skills and strengths and some connection made with future plans.	Writing shows an in-depth of self-reflection on values, skills and strengths and a strong connection made with future plans.
<b>Grammar</b>	There are many grammar and spelling areas in each paragraph and there is little proof of editing. The majority of the sentences are simple and have little if any variety. Spell check was not used.	There are four or more grammar or spelling errors in each paragraph and it is not clear that the paper had been edited.	There are no more than four grammar or spelling errors in each paragraph and it appears that there was editing done. Spell check was utilized.	There are no more than two grammar or spelling errors in each paragraph and it has been well-edited. Paragraphs include complete sentences. Spell check was used.
<b>Concluding Paragraph</b>	The closing paragraph shares less than two advantages, disadvantages and personal reflection concerning why this career is or is not personally appropriate for the student.	The closing paragraph shares two advantages, disadvantages and personal reflection concerning why this career is or is not personally appropriate for the student.	The closing paragraph shares three advantages, disadvantages and personal reflection concerning why this career is or is not personally appropriate for the student.	The closing paragraph shares more than three advantages, disadvantages and personal reflection concerning why this career is or is not personally appropriate for the student.
<b>Follow up Thank You Letter</b>	Student did not send (or it was very informal) a follow up thank you letter to the business/ag professional for the experience.	Spacing and formatting errors, spelling/grammatical errors; poor sentence structure; difficult to read; errors in listing of business contact.	Letter includes most of the following: thank you for the job shadow opportunity, reason for the shadow, includes a lesson learned during the job shadow, few spelling and grammatical errors, business contact listed correctly	Includes thank you for the job shadow opportunity, reason for the shadow, a lesson learned during the job shadow, lists contact information correctly, no spelling and grammatical errors, no spacing and formatting errors