

Global Agriculture Careers Discussion Guide

Teachers: These discussion questions may be used at any point in exploring global agriculture with your students. If your students do not have significant prior knowledge of this career area, it may be best to use this guide after viewing some of the other links on our [Global Agriculture careers page](#).

Discussion questions

1. If you have taken the Student Interest Survey on our site, do your results align with the Global Agriculture career area? What interests and skills do you possess that may be a good fit for global agriculture? If you possess skills and interests that appear to differ from those that may be involved in global agriculture, can you see how they may be of value in a connected field (such as precision farming or bioproduct development)?
2. There are many opportunities for travel in global agriculture. Does the possibility of traveling to negotiate trade agreements, research consumption trends, or teach about sustainable agriculture practices interest you? What aspects of traveling for your career appeal most to you?
3. **Scenario Practice:** Use the following scenario and questions to explore the field of global agriculture and how it might relate to you. (Teachers: At the end of this discussion guide, a Scenario Practice Solution is provided as guidance in solving the practice scenario).

Coffee growers in Peru have a perfect climate for producing a quality coffee bean crop. However, they are in need of fertilizer to maximize production. They cannot afford the fertilizer. There are companies in the U.S. that would like to import Peruvian coffee and may be in a position to provide a loan to do so. However, these companies must make sure they make money back on the coffee beans they import and make sure they are in compliance with all international trade laws when importing and distributing the coffee beans.

Problem solving:

- How can the Peruvian coffee workers and U.S. purchasing and processing companies work together to solve this dilemma? Brainstorm at least one solution.
 - Break your solution down into action steps to accomplish the goal of your solution.
 - What types of professionals are involved in each action step you have created (farmers, crop scientists, lawyers, international trade experts, distributors)?
 - Which profession would you enjoy doing in this scenario? For example, would you enjoy negotiating trading prices and conditions as a business person? Would you enjoy planning the most efficient shipping route as a transportation expert? Write down your preferred professions and their specific role in this solution.
4. There are many ways to get involved in global agriculture, even before you graduate from high school.
 - Join a related school club or start one yourself.
 - Ask your teacher about global agriculture virtual field trips your class could take online.
 - Contact one of the GrowNextGen Industry Leaders introduced on the [Global Agriculture page](#) and ask them to visit or share some resources with your class.
 - Incorporate this career area into a school project. Link up with an online project like [Revolution Hunger](#) or get involved with the [Ohio Youth Institute](#).

Which of these suggestions sounds most feasible for you? What other ways can you brainstorm to involve yourself in global agriculture before you graduate, or during your post-high school training?

Suggested activities

- Have a round table discussion in which students attempt to solve the “Scenario Practice” portion of this discussion guide. A class flowchart may be constructed of the solutions they invent and the professionals needed to accomplish the solution. The flowchart could include the following:

- A box at the top of the page summarizing the problem to solve
- Branching “solution” boxes from the top “problem” box, summarizing suggested solutions
- “Steps” boxes flowing down from each “solution” box, which break each solution down into doable steps.
- Beside each “step” box, students could list the professionals need to accomplish that step, placing a star next to each career they list in which they might have an interest.
- Modification: Students could have the option of choosing only one solution to break down into steps, and list professionals by each step. This limits the number of solutions, so students may give more effort and focus to one solution instead of several.
- Exit ticket: Instead of doing a flowchart based upon the practice scenario, the activity may be shortened by having students listen and write down 3 careers that would be part of the solution to the Scenario Practice in this discussion guide. As an exit ticket, students could list the careers and briefly describe the role that each one would play in solving the Scenario Practice problem.
- As an entrance or exit ticket, ask students to list 3 career paths they starred on their flow chart or 3 ways they could take some “next steps” toward a career in global agriculture before they graduate.

Scenario practice solution

- A U.S. supplier could provide an interest-free loan to coffee growers for a given amount of time. In exchange, Peruvian coffee growers could sell their crop to this company for a “fair trade” price. The U.S. company could adjust their pricing in the U.S. to ensure a profit on the beans and fertilizer. Encourage students to think of other solutions that might solve this scenario.