

Agricultural Business: Management

Media Type: Microsoft® PowerPoint® Presentation

Duration: 131 slides

Goal: To learn the various types of business associated with agriculture as well as the laws which govern these businesses.

Description: Have you ever wondered how businesses vary? In this Microsoft® PowerPoint® presentation the various forms of agricultural business (e.g., producer, processor, manufacturer, intermediary, service firm and non-profit organization) and types (e.g., sole proprietor, partnership, corporation, franchise and cooperative) are fully described to give students an in-depth look at the business world. Additionally, students will gain a full understanding of the laws which govern employment in the agricultural world.

Objectives:

1. To identify the various types of agricultural business.
2. To compare the different forms of business organization and ownership.
3. To understand the various agricultural employment laws.



Agriculture, Food & Natural Resources Career Cluster (AG)

Cluster	Standard
	Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster™.
	Evaluate the nature and scope of the Agriculture, Food & Natural Resources Career Cluster™ and the role of agriculture, food and natural resources (AFNR) in society and the economy.
	Describe career opportunities and means to achieve those opportunities in each of the Agriculture, Food & Natural Resources Career Pathways.
	Analyze the interaction among AFNR systems in the production, processing and management of food, fiber and fuel and the sustainable use of natural resources.
Agribusiness Systems Career Pathway (AG-BIZ)	Apply management planning principles in AFNR businesses.
	Use record keeping to accomplish AFNR business objectives, manage budgets, and comply with laws and regulations.
	Develop a business plan for an AFNR business.
	Use sales and marketing principles to accomplish AFNR business objectives.

Business Management & Administration Career Cluster (BM)

Cluster	Standard
	Describe laws, rules and regulations as they apply to effective business operations.
	Explore, develop and apply strategies for ensuring a successful business career.
Business Information Management Career Pathway (BM-BIM)	Describe and follow laws and regulations affecting business operations and transactions.
	Access, evaluate and disseminate information for business decision making.
General Management Career Pathway (BM-MGT)	Describe and follow laws and regulations affecting business operations and transactions.

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Business Management & Administration Career Cluster (BM)

Cluster	Standard
Human Resources Management Career Pathway (BM-HR)	Describe and follow laws and regulations affecting human resource operations.
Operations Management Career Pathway (BM-OP)	Describe and follow laws and regulations affecting business operations and transactions.

College & Career Readiness Anchor Standards for Reading

Reading Standards for Informational Text	
Key Ideas & Details	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	<i>9-10.1</i> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Craft & Structure	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	<i>9-10.4</i> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
Integration of Knowledge & Ideas	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	<i>9-10.7</i> Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.
	<i>11-12.7</i> Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

College & Career Readiness Anchor Standards for Writing

Writing Standards	
Text Types & Purposes	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	<i>9-10.2</i> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
Production & Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	<i>9-10.4</i> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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College & Career Readiness Anchor Standards for Writing

Writing Standards	
Research to Build & Present Knowledge	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	<i>9-10.7</i> Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
	<i>9-10.8</i> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	<i>9-10.9</i> Draw evidence from literary or informational texts to support analysis, reflection, and research.
<i>11-12.8</i>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards	
Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	<i>9-10.1</i> Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	<i>11-12.1</i> Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Presentation of Knowledge & Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
	<i>9-10.4</i> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	<i>9-10.5</i> Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
	<i>9-10.6</i> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

 **Class 1:** Distribute the *Agricultural Business: Management Vocabulary Handout* to be used during the presentation. Show slides 1 to 13 of the *Agricultural Business: Management - Types of Agricultural Businesses* segment. Discuss in detail the product flow chart from the presentation. Assign the *Product Flow Chart Activity* and allow the remainder of the class for students to work.

 **Class 2:** Show slides 14 to 22 of the *Agricultural Business: Management - Types of Agricultural Businesses* segment. Students should complete the corresponding *Assessment*. Students should complete and share their *Product Flow Chart Activity* with the class.

 **Class 3:** Show slides 27 to 34 of the *Agricultural Business: Management - Types of Ownership* segment. Distribute the *Evolution Project* and allow the remainder of the class for students to work.

 **Class 4:** Show slides 35 to 48 of the *Agricultural Business: Management - Types of Ownership* segment. Students should complete the corresponding *Assessment*. Allow the remainder of the class for students to work on their *Projects*.

 **Class 5:** Show slides 49 to 58 of the *Agricultural Business: Management - Management* segment. Distribute the *Skills Activity* and allow the remainder of the class for students to work.

 **Class 6:** Show slides 59 to 68 of the *Agricultural Business: Management - Management* segment. Allow students the remainder of the class to finish and share their *Skills Activity* with the class.

 **Class 7:** Remind students to continue using the *Vocabulary Handout* as reference materials. Show slides 69 to 81 of the *Agricultural Business: Management - Management* segment. Distribute the *Business Plan Project* and allow the remainder of the class for students to work.

 **Class 8:** Show slides 82 to 89 of the *Agricultural Business: Management - Management* segment. Students should complete the corresponding *Assessment*. Allow the remainder of the class for students to work on their *Projects*. Hand out the *Crossword* for homework.

 **Class 9:** Show the *Agricultural Business: Management - Government Regulations & Policies* segment. Students should complete the corresponding *Assessment*. Allow the remainder of the class for students to finish up their *Projects*.

Class 10: Distribute the *Agricultural Business: Management Final Assessment* and allow time for students to finish it. Students should present their *Business Plan Project* to the class.

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Lesson Links

Environmental Protection Agency

- <http://www.epa.gov>

United States Department of Labor

- <http://www.dol.gov>
- **Bureau of Labor Statistics**
- <http://www.bls.gov>

Career & Technical Student Organizations

DECA

- Principles of Business Management and Administration
- Business Law and Ethics Team Decision Making

FFA

- Agricultural Sales

Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50131, Jon Scholl, President, American Farmland Trust
- iCEV50611, Lee Loveless, Business & Cooperative Specialist, USDA Rural Development
- iCEV50707, Colin Woodall, Vice President of Government Affairs, National Cattlemen's Beef Association
- iCEV50731, Beth Bechdol, Director of Agribusiness Strategies, Ice Miller, LLP
- iCEV50680, James Rietkerk, Ranch Manager
- iCEV50681, Greg Grupe, Farm Manager, Betteravia Farms

Lab Activities

Product Flow Chart

Directions:

Divide the class into groups of four or five. Groups should select an agricultural product and create a flow chart on a large poster showing its journey from raw good or live animal to consumer. Students should research the different places the product goes and provide short informational paragraphs about each stop. Students will present their flow chart to the class.

Skills

Directions:

Students will develop a hypothesis surrounding the characteristic traits and interpersonal skills needed to effectively run an agriculture-related business and determine which individual traits and skills can be developed and create a plan for personal growth. Students should determine alternative management strategies which would benefit an organization which will lead to either better financial outcomes or improved employee motivation. Students will create a visual representation on the hypothesis to share with the class.

Projects

Evolution

Directions:

Using the Internet, library or any other available resource, students should explore the evolution of agribusiness in the United States and develop an informative essay detailing the following: modern agribusiness sectors, historical milestones impacting development, timeline analyzing major developments, employment laws/regulations which have evolved within the agribusiness sectors, economic and societal implications, scientific advancements and the rise of large corporations. Remind students to create a citation information sheet listing all sources used.

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Projects

Business Plan

Directions:

Using the information gathered during the presentation, students should imagine they are in the process of starting their own agricultural business and need to create a business plan to help persuade potential investors to help fund the business. Students should select an agricultural business which interests them and conduct further research to develop a business plan which includes the following: name of business, type of business, type of products/services offered, product/service information, budget (profits and expenses), target customers, facilities and equipment needed, risk assessment, government policies affecting management decisions and any other information you deem necessary. Students should develop a three minute speech utilizing the information from their business plan to pitch the business to the prospective investors. Remind students to create a citation sheet detailing all sources used. Students will present their speech to the class and should be prepared to answer questions.