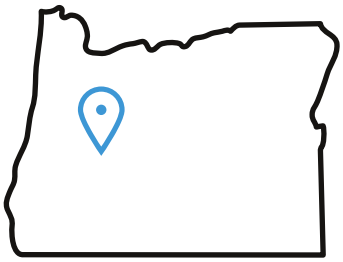
Jordyn Coon

Ag. Marketing Consultant



Tangent, OR

About Jordyn

Jordyn Coon is a communications and marketing consultant for the agriculture industry. Whether it's creating educational content or developing a website, Coon helps farmers tell and share their stories with customers. It's work that's close to her heart.

Coon grew up working on a farm in Shedd, Oregon, and feels a deep connection to the land that supported her family. In high school she was a Future Farmers of America (FFA) member, and she graduated from Oregon State University with a degree in agricultural sciences.

After college, Coon landed a sales and marketing job at Syngeta, an international crop protection and seed company. Though she admitted she knew little about her position at first, Coon displayed a willingness to learn that helped her succeed.

In addition to consulting, Coon loves working through her blog and social media to educate people about common agriculture misconceptions. She also wants to inspire more students to enter the fold, highlighting the viable career paths (not just the labor-intensive farmwork) that exist in the industry.

Objectives:

Students will:

- Learn about potential career paths in agriculture.
- Understand the skills and requirements needed for marketing and communication.
- Learn some of the challenges and benefits of working as a consultant.

CAREER JOURNEYS

Lesson 6

Resources

1. Career Journeys Video: Jordyn Coon – Ag. Marketing Consultant (time)

2. Career Journeys Video: Q&A with Jordyn Coon (time)

3. Career Journey Lesson Plan Guidebook

Teacher Prep

Preview the 2 videos listed in the resources section at left.

Instructor's Note:

The videos can be screened for groups of students or assigned individually for self-guided study.

Lesson Plan

WARM-UP

Share the following:
Jordyn Coon is a marketing and communications consultant working in the agriculture industry. She helps farmers share their stories with customers.

To focus student engagement, provide the following grounding questions prior to viewing the Profile Video:

- What comes to mind when you think about jobs in agriculture? Are there positions other than farming?
- When you think of marketing, what activities come to mind?
- Why might someone choose marketing as a career path?
- What new career terminology or language did you encounter that needs explanation or definition?

Provide students with the Profile Video (linked above) for synchronous or asynchronous viewing.

After viewing the Profile Video, ask students to engage in a brief dialogue, quick write, or table talk on the grounding questions provided.

INSTRUCTION

Provide students with the following discussion questions prior to viewing the Q&A Video:

- How different is your perception of agriculture work after watching the video?
- What kinds of work tasks might someone in marketing use on a daily basis?
- How was Jordyn inspired to work in agriculture generally, but marketing in particular?
- Why might someone choose agriculture or marketing as a career path?
- What barriers or obstacles did Jordyn overcome to achieve her goals?
- What strengths or other assets did you hear and recognize in her sharing?

Provide students with the Q&A Video for synchronous or asynchronous viewing.

After viewing the Q&A Video, ask students to engage in a dialogue based upon the discussion questions as a class, group or partner.

Ask students to complete a Quick/Extended Write and/or Individual/Group Research project.

Quick/Extended Write

- Students can evaluate, analyze, or apply their understanding by completing a quick write based upon a topic from the above discussion items.
- Ask students to write a journalistic 250-350 word profile story that would introduce Coon and describe her career path to readers.
    - Here's a **useful link** you can use to help students craft their profiles.

Individual/Group Research

- Students can choose this career path or related field and complete research to determine necessary education, work experience, day in the life, core tasks, job availability, and salary range. Information can be shared back to the instructor or with other learners.
- What career terminology related to this video subject do individuals or groups need to further investigate to deepen their knowledge and understanding of this occupation?

EXTENDED LEARNING ACTIVITES

Provide students with Extended Learning Activities for deeper engagement through the following ways:

- Small group discussion
- Socratic Seminar
- Word Walls
- Gallery Walk
- Career path and/or career vision poster
- Resumes; what are they, how to build
- How to fill out a job application
- Mock Interviews

REFLECTION OF LEARNING

Students should be able to reflect upon, and:

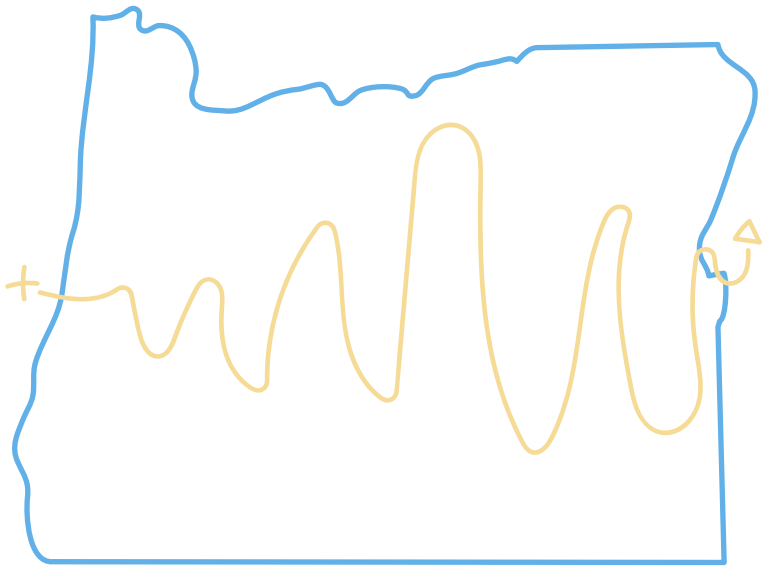
- Identify the skills needed to work as a marketing consultant. This includes academic, technical and essential employability skills that students can learn about, explore, and develop in their middle school and high school environments.

- Identify and describe careers that are related to or share similarities to the career in this video.

- Categorize this career into the CTE Career Clusters and determine the academic courses, experiences, and opportunities that are available to them at their school and region.

- Envision themselves in this career area and consider if they would have the desire to pursue opportunities to further explore and prepare for this occupation.

Thank you for following us on this journey!



Share with us!

Join **Oregon Open Learning** and become a member of the **Oregon Career Awareness and Exploration Group**!

Share your unique lesson plans and units developed around the Career Journeys Video Series with educators, counselors, mentors and families around the state.

A collaboration between the Journalistic Learning Initiative, the Oregon Department of Education and the University of Oregon School of Journalism and Communication

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