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Karen: Let's get started. We'll take about five minutes to go around and what I want you to do is I want you to state your name and what year you are, that's two things, and something that gets you excited about being in school. Okay. Anybody get started, it doesn't matter.

Dane: So I'm Dane. I'm a junior, and ...

Karen: Can you speak up just a little bit?

Dane: I'm a junior, and something that gets me excited about school is probably being able to come here and take aq classes.

Karen: Thank you, very good. Good role model.

Carson: I'm Carson, I'm a junior. I think something that gets me excited about school is definitely coming here, learning about aq and I just really like it here, so.

Karen: Thank you.

Sam: So I'm Sam, I'm a senior, and something that gets me excited for school is coming here and taking career classes.

Karen: Career classes.

Ryleigh: I'm Ryleigh and I'm a senior, and I have to say the same thing. I mean math is cool and all, but this is a lot more fun.

Kaitlyn: My name is Kaitlyn, I'm a senior, and one thing that gets me excited about going to school is coming to aq class.

Kara: I'm Kara, I'm a junior, and aq classes are like ... the same thing.

Karen: Wow, so it's really about aq class and being in a place like this. That's great, that's great. Let's talk a little bit about your future. Where do you see yourselves, whether you're a junior or a senior, where do you see yourselves after you leave this school?

Ryleigh: I want to go to college but I don't know what yet or where, what I'm going to do, any of that, but that's my goal.

Karen: If you could chose what would be super fun and exciting for you, what kind of place would your college be like?

Ryleigh: I'm kind of in between. I like the small scale but I also like the big scale. I'm not 100% certain. I like precision aq, so I've been looking at schools that offer that. I've been looking at CSU and AIMS.

Karen: CSU and AIMS?

Ryleigh: Mm-hmm (affirmative).

Karen: Thanks. Anybody else?

Kaitlyn: For me, after high school, I want to go to college and study to be an aq teacher, and an FFA advisor, so coming back to one of these and having students of my own.

Karen: So you want to work at a high school as an aq teacher?

Kaitlyn: Yeah.

Karen: Okay, great.

Kara: After high school, I want to go to college and do equine science.

Karen: Equine science? What do you want to do with that?

Kara: I want to become a horse trainer.

Karen: A horse trainer? Alright, that's cool.

Carson: I think I want to go to CSU, actually, and hopefully get a degree in range management and work for BLM some day.

Karen: Why do you want to go to CSU?

Carson: For one, it's not too far away and I get all the benefits of being in state, but also I just think their aq school and also some people I've talked to from bureau of land management who have gone to CSU have just said really great things about it.

Karen: Oh, wow. Okay.

Dane: After this, hopefully I go to college, but it don't know what for or what I want to do yet.

Karen: You're pretty undecided at this point?

Dane: Yes, ma'am.

Sam: After high school I want to ... I'm not sure about college yet, but I want to be a game warden.

Karen: You said you want to do what Sam?

Sam: A game warden.

Karen: A game warden, oh okay, wow. Lots of potential for things to do and areas to explore. Five of you have that in mind and some of you are still thinking about that. What is it about a college degree that you value? Why would a college degree be something that you aspire to?

Sam: You can show people from any job that you're applying to that you went to college and did all the work for that degree.

Karen: So you think a college degree is helpful? In what way?

Sam: It can get you into jobs and it can get you that one step closer than a person applying for the same job who doesn't have that college degree.

Karen: Okay, so it kind of opens some doors for you? Is that what you're saying? I see, okay. What else?

Kaitlyn: I think growing up, it shows that you're motivated enough to go and get a degree. It gives you additional experience in whatever field you end up going into.

Carson: I think it really will set you up well for the future, because if you do end up getting your college degree, I feel like it's just going to be the right thing to do to get you into whatever field you want to go into because it's a lot easier to enter once you have that college degree.

Karen: So when you say it sets you up for the future, what specifically were you thinking of?

Carson: Your career choice, I would say. If you majored in, like range land management, like what I want to do, I know the bureau of land management is looking for people who know about all sides of issues that public lands share. I think getting a degree will help kind of set you up for that.

Karen: Okay. Who have we not heard from yet? Dane, I haven't heard from you yet.

Dane: I'm just going off of what Carson and everybody else has said, how it helps you set up for your future. If you go to college and get a degree in something that you're really passionate about, it sets you up for getting a job that you'll have more fun doing than just working.

Karen: A job that's more fun than just working?

Dane: Yeah, it's something that you enjoy and don't mind going to.

Karen: So if you imagine you have a job that you say you're passionate about, what would your day be like?

Dane: You'd still have that work aspect to it, but if it's like he wants to be a game warden, if you're a game warden, then you are out doing stuff ... if you enjoy that type of thing,

you're enjoying your days, it's not necessarily waking up and dreading going to work, it's something whereas you wake up and you get to go do something you like doing.

Karen: Okay, so you don't want to dread showing up at work every day is what you're saying?

Dane: Yes, ma'am.

Karen: Okay, let's go the other side of the table, what are you all thinking?

Ryleigh: I'd have to agree, just getting a degree sets you up for better compared to other people who obviously don't have one because a lot of jobs now won't take you seriously without one.

Karen: Mm-hmm (affirmative), so you need to be taken seriously when you're applying?

Ryleigh: Mm-hmm (affirmative).

Karen: Anything else? Cover it all? Let me ask this question. If you go to any campus, sometimes you'll hear people talk about the aspect of being in college as it relates to getting to know other people and to network and to make connections, does that seem like an important part of being in college or does that seem like not so much really, it's really more about me learning skills?

Ryleigh: You need connections to get through, because some professors you may know if you're close to them or not might have connections for you for internships, like the admissions office as well helps you ... or the counselors, stuff like that. I know with AIMS, they have permissions to [inaudible 00:08:02] stuff like that, so that helps you, especially if you're in precision aq.

Kaitlyn: I think connections are a really important thing because even if it doesn't benefit you right then and there, in the future maybe someone writes you a letter of recommendation for a job or if you're planning on going into graduate school or something, you have a bunch of people that you can keep on hand that in case you need something or if you need a contact from them, if they're someone high up in the business or whatever, if you have connections, it can help you get further.

Kara: I think connections are important because eventually you're going to get to a point where you don't know what to do and then you have somebody to go back to and ask who might have more knowledge than you.

Karen: Mm-hmm (affirmative), okay. Anybody else about connections?

Dane: Kind of what like all three of them said, the degree is helpful and it can be useful, but I think the connections are something that might ... I don't want to take it further, but it's useful at different times whereas the degree is good to show you have an education and you know what you're doing in that field, but the connections, even if it's not like now, it could be like five or ten years down the road when you need something or you could go

apply somewhere and you might know somebody that knows somebody else that can help you.

Karen: So it could be long term out before you really realize that connection has some value to you?

Dane: Yeah, exactly.

Carson: Kind of what everyone else said, it will help with your degree and your foot in the door if you have someone that could recommend you for a job or for a title or a place like that.

Karen: So it helps you get your foot in the door, yeah. I'm thinking about how a university reaches out to ... some of you are big seniors, this is probably already happening. As juniors, maybe, maybe not as much. How do you think it would be helpful for a university to reach out to you and say we have a program that might be of interest to you, we'd like to help you make connections, we'd like to help you get your career started, what kind of ways could they reach out to you and start to establish that?

Kara: I think it helps because ... his name is Reuben, he comes from CSU and talks to us here, that helps a lot, but what doesn't help is all the emails I get every day from random colleges, because I just ignore that. You don't see them and I probably get five emails from each of the colleges every day, it's pretty annoying.

Karen: Annoying? All the emails ...

Kara: It's not effective either, because I'm not watching it. When people come in and talk to you about it, kind of thing, especially when he came in and talked about the aq college, it helps a lot.

Karen: How did it help you a lot? What was it about Reuben that was really helpful?

Kara: He lays it out pretty simply. I was asking him about the applied information technology major for soil and crop sciences, and he tells you this professor does this and ... he just helps you learn more about, more than what you can find out online.

Karen: Oh okay, let's say Reuben said exactly the same thing that was available online, would it still have been helpful to have Reuben show up, or does it not really matter at that point?

Kara: Yeah, because he gave us his contact information and if we ever need to get a hold of him or that kind of thing, he said we could text him if we had any questions about anything, not even just regarding the aq part.

Karen: Wow.

Kaitlyn: I think it's helpful to have someone in person just because a spur of the moment you know you're online and if you have a specific question but it's not online or something

but you have someone in front of you who has either been through the school or works for the school, I think that's really beneficial to have someone there you can ask questions and they have first hand experience rather than trying to find something on a website or like googling it. You have someone there who can give you the insider information.

Karen: Oh okay. Any other thoughts?

Sam: Like both of them have said, the emails, I get some of them, sometimes I don't even open them just because there's like some information but there's not like stuff that's necessarily relevant. I like talking to people in person because online everything might not be there and if it is, you really have to dig for it, look for it, whereas if you have somebody in front of you, you can just ask them, they can answer it.

Karen: It sounds like what you're saying is some of the emails that come to you are not only not at the right time, but may not even be relevant?

Sam: Exactly.

Karen: I'm seeing nodding here, is that right?

Sam: Yes, ma'am.

Karen: Anybody else have thoughts about how colleges reach out to you?

Dane: Just meeting people first hand and getting that connection at the door and meeting the person you're going to be working with if you choose to go to that college.

Karen: It sounds like you're pretty consistent on having somebody show up and meet you face to face and help you think things through is what you prefer, is that right?

Dane: Yes ma'am.

Karen: That's a yes?

Kaitlyn: If I were to receive an email, I tend to prioritize emails that I see that are directly from someone from the school not just like saying ... for example, Colorado State, that's who it's from, but if it's from ... like say Reuben emailed me directly or a certain professor, even if I reach out to them, I normally prioritize those because I know I can get more answers just from one person to one person versus one person looking on a website for someone's email or whatever, but I found that I get my most information either face to face or if I'm directly emailing admissions or a specific teacher or something.

Karen: That's pretty interesting. I'm thinking about then ... you all said you had some particular interest in ... whether it's EQA and science or range or specific areas of aq, I'm wondering about the college experience as it relates to the sort of traditional classes, like you have to take math or you have to take language arts. How are you thinking

about that fitting in to the program that you envision for yourself when you're in college? Is it like I have to do it so I'm going to just suck it up and do it or I'm excited to take these core courses? Where are you kind of feeling about those types of classes?

Ryleigh: I think for core courses, it's mostly just there, you've got to get them done and then you can eventually work on what you want to do.

Karen: So it's a requirement more than something you want to do?

Ryleigh: Yeah, exactly.

Carson: I feel like core courses there are some that aren't bad, like you think you have to get them done so you might as well just do them, but there are some that aren't as bad as others, like math isn't horrible, but then there's other ones like science, stuff like that, that's bad.

Dane: You can get them out of the way first, then you can go to what you want to do.

Karen: Just kind of do those and then move on and get to what you want? What if some of those core courses were specifically targeted to support you in your aq interest, so a math class that was more applied, or a science class that was more specific to aq or range land. How would you feel about that?

Kaitlyn: I think if there were like math classes ... especially for me, because I hate math, but if there was a math class that applied more to what I'll be doing in the future, or made more sense to me in terms of agriculture, like if it was related to that, I think I would, not necessarily look forward to it, but I would dread going to math class less, or if it was more specific to what I'm passionate about.

Kara: It'd be more enjoyable because you know that after college you're going to use that again. Since it's already applied to something that is relevant to what you want to do, it kind of helps you think about it on that side of things.

Dane: ... thanks ... I think it would keep me engaged a lot more, because I know that if I just have to sit through an hour and a half geometry class, I'm a little more apt to kind of just doze off ... well, not really doze off, but just not be as present as I could be if I was more interested and engaged.

Sam: If it was more in mind with what you're going to do, it'd be more enjoyable, it'd be easier to pay attention, and it would probably be easier to stay engaged, like he said, if it's something you know you'll use in the future, and if what you're doing is something you enjoy, then it makes it not as bad.

Karen: I want to ask you about when you're thinking about choosing your university or your college, how much importance would you put on your field opportunities in your major? Doing applied classes, working with the professor on research, as opposed to just taking a "lecture class?" How do you think about that?

Sam: I think smaller classes are better for me, personally, because I get to actually work with the professor and not in a classroom with a ton of other kids all writing down the same notes. It's more specialized towards the kids. [inaudible 00:17:40].

Karen: How do you figure that out? Would you think you would look on the department website and look for specific professors or would you expect them to help you think that through or what?

Sam: Just talk to professors and students how have gone through the degree before and just ask how on hand was it, engaged, and stuff like that.

Karen: Okay.

Dane: For the field part of it, like ...

Karen: Oh, Dane I'm just going to ask you to speak a little louder, I'm just thinking about this microphone now.

Dane: For the field part of it where like he said, I like smaller classes, which it's just nicer because it's more inclusive. If it's like you're doing stuff on the sides, just lectures, it's more engaging and it's teaching you what you need but it's also giving you some experiences as well.

Carson: I think having experience is also really important because you might be able to take the class and have everything out on paper if it was just a lecture class, but if you actually get into the field, there's some of those experiences that you might not get from just being in a traditional classroom setting. I feel like I'd personally like to start crops and train horses, so I can watch millions of people do stuff, and sure it'll help me gain the knowledge, but I can't really put that into play until I take it and try it out on a horse. I feel like that is kind of how the education that I want to go through should happen.

Kaitlyn: I really like aq class because it is more hands on and they are a lot smaller classes. We do have notes obviously, but the notes, we go and take those and put them towards something, we don't just take sometimes what feels like meaningless notes just to take a test on it. We take these notes and then we go and make ice cream. We take notes on what's in it and how you make it or whatever, the dairy industry, and then we go and apply it somehow.

Kara: For college, if you're writing notes for something that you're learning about that's in that industry and then you actually go and do it. Precision aq you're talking about drones or something and then you get a chance to go actually fly one, that helps a lot too because you're not just blindly led once you graduate.

Karen: Any last words on that, Kara?

Kara: I don't think so.

Karen: We covered it. Okay, so let's do this. I want you to shut your eyes for just a second and I want you to imagine the perfect college experience when you're thinking about your learning. I want you to think about how technology is used, I want you to think about your applied opportunities, I want you to think about mentoring, I want you to think about anything that you can imagine would make your university learning experience the best you can possibly dream of. I'm going to give you about a minute to think of somethings and then we're going to share what we're thinking of, so we're just going to be quiet here for a few seconds.

When you think you have some ideas, put your thumb up, just so I know you're not sleeping, when your eyes are shut after you've had pizza. Okay, open your eyes. This is like the perfect utopia college experience for you, what are the kinds of things that it would include?

Carson: Some of the things it would have, like you said earlier, smaller classes. It doesn't have to have like 20 kids in it, but not like 200 kids in it. Just somewhere in between that. It's interactive, so you're not just sitting down in a big lecture hall every class and taking notes, just taking notes and going back and studying. If you're taking notes, then you're going out and doing stuff with what you've learned and applying it to your education.

Karen: Why is sitting down and taking notes not part of your dream college experience?

Carson: Because I get bored very easily.

Karen: Because you get bored, okay thanks.

Kara: I think it's like a really small feel with a mentor, like one on one type, outside of class as well to get that experience with somebody that you can go to and ask questions and kind of see how it's done from someone who's been in the industry for a while.

Karen: So you want industry connections? Having somebody ... how did you phrase that? See how it's done?

Kara: Yeah, have somebody who's been in the industry to see what they do and tips from them, stuff like that, because I think you can get a lot of information from a textbook, but there's a lot more information you can get from someone who's actually doing it every day.

Karen: How would you imagine that, would they show up in your classroom, would they be like an online mentor? Would you ...

Kara: Maybe somebody outside of class that ... like experience time that you can go outside of class and view how they kind of do their job.

Karen: Oh, like go to their workplace?

Kara: Mm-hmm (affirmative).

Karen: Oh okay, I see, sure. What else? This perfect place?

Ryleigh: I see a lot of opportunities to be in a field or on a field, like gaining the experience around, and seeing how things are done, versus a video is helpful, but if you can go first hand and see exactly how everything is done, or reading it in a textbook, I care, so you get a lot more experience when you are going to a person or a place or seeing it.

Karen: So you're like right in the setting that you imagine yourself when you have your career, is that what I'm ... I don't want to put words in your mouth, but that's what I think I'm hearing. Yeah, okay. Thanks, what else?

Sam: Just in the field experience, getting out and getting some value your degree is aimed at, getting out in the field and doing that.

Karen: Doing what your degree is aimed at, so you're actually involved ... almost like an apprenticeship it sounds like.

Sam: Yeah, for sure.

Karen: I'm seeing nodding here, Carson, you're nodding like this, yes?

Carson: Mm-hmm (affirmative), that's kind of what I was thinking, I just having an apprenticeship is really helpful. I'm doing a little bit of farrier work also on the side.

Karen: Ferry work?

Carson: Farrier work.

Karen: I don't know what that is.

Carson: Like horse hooves.

Karen: Oh, I don't know anything about that, that's cool.

Carson: I mainly do barefoot trimming, so horses that don't wear shoes, I can just help care for their feet and we see a lot of lame horses.

Karen: So you're like a horse pediatrician.

Carson: Kind of.

Karen: Oh that's cool. You're the first person I've ever heard of that.

Carson: Yeah, well you guys actually have a great farrier up at CSU.

Karen: Yeah, I know nothing of that.

Carson: It's kind of interesting.

Karen: Thanks, I have to go find out.

Carson: Yeah, but I'm actually getting to do an apprenticeship with a farrier here pretty soon. I think that's going to be really neat because I trim all our own horses and starting to do some farrier for outside horses, so I think though it's really good for somebody who is learning to get hands on experience with somebody who is an expert in the field.

Karen: So that's why you were nodding when Sam said about apprenticeship, that sounds very similar to an apprenticeship format.

Carson: Right, mm-hmm (affirmative).

Karen: Let's talk about technology. You swim in technology, that's your whole life, you don't even remember a world without cell phones, I know that. How do you image technology should be used on a college campus in terms of learning and staying connected to whoever you think you need to stay connected to?

Kaitlyn: I think depending on the technology, I personally don't really like the iPads we have just because they can be really hard to use. Technology that is helpful, because I personally like to have a bigger screen, I would bring a laptop to college probably, rather than some iPad to have, just because it's a bigger screen for me to see everything that I have, I have a keyboard to type, because I like to do more of my assignments online just because it's all in one place, rather than all over.

I see technology being handy there, especially since it's used so much in school. I think technology is important to use where it applies in your career.

Ryleigh: I agree, I like laptops a lot better than the iPads because Saint Blaine issued iPads, I don't know, three years ago, so we've been using those for a while and I never took to them, so I prefer a bigger screen and I'll bring a laptop to school instead.

Sam: The size ... the class aspect, I think dependin gon the field you're in, you can either use technology to help you a lot, like for precision [inaudible 00:27:11] Ryleigh wants to do. The technology that's in drones, that's going to help her a lot, whereas somebody like Sam who wants to be a game warden, you might not use as much technology.

Karen: So let's try this. As we were talking this just came to my mind. I didn't have this pre-thought out. What if apprenticeship and being in the field is super important and apprenticeship is kind of where a lot of you are thinking, what if you could participate in that way through virtual reality technology? Does that make any sense?

Sam: Yeah.

Karen: Yes or no?

Dane: It would be really cool, but there's some things that would be really cool and really useful to do, then there's other things, like for Carson, like a farrier apprenticeship, it won't really help you, it's kind of like taking the notes and not using them. You're watching somebody do it but you're not putting what you learned in developing your skills to use.

Karen: I see, and there was an alternate ... I forget who it was, one said yes and one said no. Luke, was that you?

Luke: Yeah.

Karen: Okay, say more about that.

Luke: I don't know, I feel like I have a really hard time with technology. I just don't get along with it very well. I don't find myself using it too often, but I feel like there's something that kind of gets lost in doing, say, a virtual tour or something like that. I feel like being there in person has a lot to do with gaining experience.

Karen: Sure.

Kaitlyn: I think virtual reality can be useful when doing ... I think ... is it this year they have it for ... and kids can look at anatomy on it? Yeah. I think that's really helpful because you can look at the individual anatomy of whatever it is that you're looking at and you can see the scientific name of it and everything, you know get some facts on it. I think that would be really useful and have it more interactive that way, but like Carson was saying, certain things I think you use a little bit through technology.

Karen: Anything else?

Luke: [crosstalk 00:29:35].

Karen: Go ahead.

Sam: You just don't get the first hand feel of doing it.

Karen: You won't get the first hand feel, so that would be a problem for you?

Hannah: I think it's like a middle ground between it's better than just sitting down and reading a textbook, but it's still not hands on yet. It's still good to see somebody doing the job but you don't get to be there.

Ryleigh: I agree with Carson, I wouldn't want to do it. I'd be like hmm, it's alright.

Karen: I want to just be out there ... yeah. Let's talk about your classroom experience, how important is it to have an opportunity to work in small groups with your classmates versus having a professor with power points and video and so forth? What do you think about the ways in which you learn best, besides you've said you want hands on in the

field, I'm thinking about when you do have some classroom experiences because that's part of being in the university.

Ryleigh: I'm better with just having individual notes for myself and then I pay attention, focus a little bit more. Sometimes it gets a little boring, but if you sit down and try to pay attention ... like when I work with people I don't get stuff done.

Sam: It's [inaudible 00:30:52] taking individual notes when you're working with others because then in the group you get everyone's point of view and not just yours, so you can learn a little bit better with the groups.

Karen: So you like a mix?

Sam: And you get other people's perspectives on whatever you're working on, but you also get better at communicating. If you're just in the back of a lecture with like 300 people you aren't really going to learn how to communicate with other people that are surrounding you in your every day life.

Kaitlyn: Yeah, I agree. I like the kind of 50/50 where sometimes I'm taking notes on my own with a power point, but sometimes I'm also working with other people to get other perspective. I sometimes learn better when I can learn from other people, what they kind of have to say about this same exact thing I read. There can be 500 different interpretations of the exact same thing. I think it's both helpful to interpret it for yourself but also see other people's interpretations.

Karen: Anything more? Good? Let me ask you then, because we're talking about the classroom, I want to ask you about some curriculum topics. Most jobs in agriculture don't involve farming, that's just the fact of the ways things are now days. They support the production and distribution of food, that's one of the aspects. Much of the work really revolves around understanding how food is produced and distributed, so forth. What I want you to do, is I'm going to give you about six different topics, and I want you to use your **thumb** ... so this is called a thumb-o-meter, maybe some of your teachers have used this, does that sound familiar? I don't know.

This is, that sounds super interesting to me, I have no idea exactly what it is or maybe I really understand it, but either way, the topic, the title sounds, yeah I might be interested in knowing more. Eh, I don't know I'm kind of ambivalent, I'm in the middle, or really? No, I'm not at all interested. Ignore Sydney because it has nothing to do with her, this are just some ideas that we've come up with. You won't hurt her feelings if you go like this or like this, it doesn't matter. Don't even look at her.

Which of these topics, this is A, if I said **food and food production**, where on your thumb-o-meter would you put your interest level for that topic? Food and food production. I'm seeing ... let me count it up here, so we see, one, two, three, four, **five sideways** and **one up**. Okay. How about this one, **sustainable agriculture**? I'm seeing one, two, three, four, five, **six up**. **Invasive pests and how they affect natural,**

agricultural, and urban systems? I'm seeing let's see ... one down, one, two sideways, and one, two, three up, okay.

How about improving food security? I'm seeing two sideways and four up. Okay, you have two more. How pests impact agriculture and how to manage them? Six sideways, okay. How plants, insects, and microbes function in natural systems? Down, down ... I see five downs and one sideways. So there were two that you kind of went like this on, and I'm thinking about which two those were and let's find out what makes it interesting to you.

I should have marked it down, do you remember which one really sounded really exciting to you or more interesting to you? Maybe, did you take notes?

Kara: Sustainable agriculture.

Karen: Okay, sustainable agriculture.

Kara: The second place was food security.

Karen: And food security. Okay, so let's talk about why sustainable agriculture seems like it might be an interesting topic for you in a college class.

Hannah: I meant that's basically what I'm looking at, precision ag stuff, so that's why I had the thumbs up.

Kaitlyn: Assuming the population continues to grow as they expect, we're going to have to figure out a way to have sustainable agriculture because you know how it's better than it was 50 years ago, but we need to keep improving so that we can have twice the crops for half the land. We need to be able to sustain agriculture because that's pretty much what keeps people alive because we create the food, the clothing, everything that a lot of people need to survive comes from agriculture.

If the population keeps growing, then there's going to be less space for it, which means we need to come up with new ways to sustain it.

Karen: Thank you, Kara, why did you have your thumb up on that one?

Kara: I agree with what Kaitlyn said, but also whether or not you want to be in the agriculture industry, I think it's important for everybody to understand where their food comes from and as the population grows, how are you going to continue to yield this food for everybody and take of everyone.

Karen: So you're interested in Equine, but that's still possibly an interesting topic for you personally, as opposed to career-wise? How about over here on this side? Thumbs up for you guys, for what reason?

Dane: Like they all said, like you always need food but also we're going to need more food as time goes on and you're always going to need food, you're always going to need clothes, you're always going to need stuff like that, that's the way it works.

Karen: There's a need?

Dane: Yes, ma'am.

Sam: We need to feed the world, too, and then educate other countries who aren't as developed as America and show them how to succeed, farm, stuff like that.

Karen: So being a leader across the globe, is what you're saying Sam? Carson, thumbs up for what reason?

Carson: I think what everybody else has been saying, really, we've got to figure out how to feed the world, but also there's not really the next generation of farmers is kind of getting more scarce. I feel like not a lot of people want to go into a farming career because they feel like it's not going to be a lucrative business option or they're not going to get their money out. Really, I think it boils more down to who is going to feed us?

Karen: I mean this may seem simplistic, but why do we care? Why do we care if we have enough food people?

Sam: Because we want to be able to eat.

Karen: We want to be able to eat?

Sam: We want to make sure ... yeah, we want to be able to eat, we want to make sure other people can eat.

Karen: We want to make sure other people can eat. How many of you are concerned about what Carson said about people maybe not choosing farming and that that's one of his concerns? Anyone else feel that way?

Dane: Yeah, I agree with him.

Karen: You do too?

Kaitlyn: Yeah I think that's a pretty big concern. We did ag issues and I remember talking about how the average farmer is ... the newer farmers ... it's just really hard to get into farming and a lot of the younger farmers are going to be first generation farmers. It's really hard to be a first generation farmer without certain brands or anything, because it's pretty expensive to get all the equipment and everything that you need. I think a lot of people are, like Carson said, scared to go into farming because it is expensive and it is hard to start off as a farmer. It is a little concerning.

Carson: Land isn't cheap, that's for sure.

Karen: Land is not cheap, that is right, and it is expensive for all the start up, you're right Kaitlyn for sure. Do you think people would be more interested in being small family farms or just like getting into some big ag business? Based on who your friends are, what do you think about it?

Sam: Probably, at least at the beginning, people would be more interested in starting smaller, family farms or small neighborhood farms, stuff like that, just because it'll cost them less to start. There won't be as big of a return, but there's not as much of an investment.

Karen: What about the idea ... we were thinking about farms, but what about we think about food production as it relates to urban food deserts, we're thinking about community gardens, we think about how we don't waste food when we've got fruit producing trees maybe in your backyard, you're just not even making use of it, it falls and goes to waste. Do you think any of your friends are thinking about that kind of ag work, as opposed to having their own farm? These other sort of supplemental ways to think about agriculture?

Kara: Not at all. I think that's a big thing too, I grew up in Denver, so until I came here and got more interested into ag, I wouldn't have known the difference between any of it. Most kids think it's just farming and that kind of thing, so when I say I do ag classes or FFA, they're like are you going to be a farmer? I'm like no, probably not, but what I want to do is help farmers, but also there's a lot more to it than just farming and like you said, the urban food deserts, people can help people, cities get food if they don't have it readily available.

I don't know, there's a lot more. I think education about ag should be required in a lot of places, I think that'd be really helpful for kids in ... like I said, Denver, who, not necessarily that ag isn't there, but it's just not as prevalent.

Karen: Thanks.

Kaitlyn: I think the idea of a community garden is brought up everywhere, oh we'll have a community garden, but how it actually gets executed isn't always ... you can make a community garden but if you're growing tomatoes in the middle of winter ... if you don't know about how to grow your crops for a community garden, then it just turns out to be more of a failure and you're less likely to start it up again and then you're lost somewhere in there. I agree with Ryleigh, where there should be at least a little bit of education on ag to show that yes, a community garden can be beneficial if you know what you're doing or you know what to plant when and how much.

Karen: So having an ag background to some degree, even if you're not going into farming or Equine or working in the areas of you're thinking of, that that seems like an important aspect of going through your high school education, is that what you're saying?

Dane: Yeah, it's definitely important because if you do want to start a community garden or something, you can't have a bunch of people that don't know what they're doing, you

need somebody that's kind of going to help them and make sure it's successful ... not really make sure it's successful, but try and help them make it successful.

Karen: You talked about food insecurity as being the other one that was interesting to you, do we have anything we want to say about why that is interesting to you? What is it that resonates with you?

Sam: I think part of it is just that everything is growing, the population is growing, technology is growing, but we can't make the land grow, so while the population grows we have to build more houses and build more factories and stuff to make clothes for everybody, and then everybody still needs food and places to grow crops and stuff like that, so part of it is trying to integrate everything together, like the technology and the crops and all that stuff to make sure that we can keep growing.

Kaitlyn: I think food security does tie back into the sustainable agriculture, so I think that's part of why a lot of us had our thumbs up for both, because they do kind of go hand in hand because with sustainable agriculture comes I think more food security because there are places in this world that don't have food security and I think it's important that every place has some sort of food security because it's an essential part of life. I don't know, I think that's an important thing and they kind of tie in well together.

Karen: Thank you. So we have about ten minutes left, and I wanted to ask you another question, two more questions and then I have a little exercise for you. How are you going to make your final decision about where to go to college based on these parameters that you have been describing, having personal connections, having something that gives you some hands on experience, is there anything else that's going to help you make your decision about where to go to school?

Kara: Cost.

Karen: Cost, okay sure absolutely.

Luke: My mom, well I guess our family, we have a non-profit that helps the wild horses here in Colorado, and what I've seen from the meetings we went to, is I'm really interested in range land management, like I said earlier, but specifically wild horse and burrow. I was going to go maybe shadow, I guess, one of the people there that's actually Colorado wild horse and burrow on range lead. I was going to kind of get his opinions, because I think he went to CSU and kind of see what I need to get a job kind of like his because that's what I'm interested in doing.

Karen: So you're valuing other people's opinions that are not just in your family?

Luke: Right.

Kaitlyn: For me, it was a big combination of how the campus felt, how close it was to home, because I knew I wanted to stay at home, pretty close to home, also places that offer the degree I was interested in, since there are schools that don't have ag programs,

those ones weren't going to be the ones that I picked. Cost, like Ryleigh said, and I think you can kind of tell when you go and you talk to people and you know you'll have connections there or you won't, it's a combination of everything, kind of how you decide.

Karen: So a whole bunch of things that are wrapped up together, is what you're saying, Kaitlyn?

Sam: Just cost and then how the campus feels when you go.

Karen: What does how the campus feels mean to you, Sam?

Sam: It feels more like home, or kind of just like fades in the background.

Karen: So if it feels more personal, you said it feels like home, you're not just a number in the crowd? Yeah, so it really is personal. You feel like you could see yourself there. My last question to you is, is there something that you would suggest is import to anything about the conversation today that you just didn't get asked, that you think that it would be helpful for us to know? About an ag program, about choosing a major, going to college, anything related to that? As they're thinking about their new degree program.

Kaitlyn: I guess it helps to choose your major and, just thinking about for this one, if there's information on what you'll be learning and what you'll be doing, not just here's the major we have, this is a little bit about it. I like to know what I'll maybe be doing, some possible things I'll be learning, who I might be working with kind of stuff, just to help me decide if it's a right fit for me.

Karen: So you want enough details that helps you know, this is for me specifically because it matches what I'm interested in.

Dane: Kind of going off that, somewhat of what you'll be learning and how you'll be learning it.

Karen: Oh, how you'll be learning it, in addition to what you're learning?

Dane: Yes, ma'am.

Karen: Okay, thanks Dane. Anything else, anybody? Alright, so then this one last exercise requires that you have a pencil or a pen, it doesn't matter.

Hannah: Help yourself to those too.

Karen: Those are freebies, that's a little thank you in addition to something else we have for you. On the table, what you have here is the name of the undergraduate major. Part of the work of the undergraduate major is what's the content, as you all have been saying, and that's absolutely true. The other part is so what does it sound like? What I want you do, is this. Remember how you did your thumb-o-meter, like up, sideways, down, in the boxes that say high, medium, and low, you can make an arrow that's kind of like your thumb, up, sideways, or down arrow, or just put a checked box there in high medium or

low, maybe that's probably better, just put a check mark beside the name. Which seems like ... how does that sound to you and why does the name have high medium or low interest to you. If you have a better name, put that in the far right box. Let me give you a couple minutes to do that.

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