

Jobs That Help Feed The World

A lesson from the New Jersey Agricultural Society's Learning Through Gardening program

OVERVIEW: If you ask your students “where does your food come from?” what will they answer? Will they say it comes from the grocery store? In this lesson, students will discuss not only where their food comes from, but who are the people who make sure there is food in the grocery store. From farmer to scientist to mechanic, your students will explore the jobs that help feed the world.

GRADES: 3-5

OBJECTIVE: The student will be able to:

- Explain the meaning of the word “agriculture.”
- Describe some jobs that help bring food for people to eat everyday.
- Explain why one job in agriculture is the most interesting to them.



MATERIALS:

One career card for each student. There are 16 career cards. Cards may be duplicated so that each child has one.

One *Agriculture Careers Race Board* for each student

One pencil or pen per student

INTRODUCTION:

Ask students where their food comes from. After discussion, explain that at the beginning, all food comes from a farm. Ask students if they have ever heard the word “agriculture” and if they know what it means. Explain that agriculture means growing crops or raising animals on the land.

PROCEDURE:

Ask students what jobs must be done in order to produce food for them to eat. List suggestions on the board or chart paper. Ask students the meaning of the word “career.”

Tell students they will play a game about careers in agriculture. They each will receive one career card. Ask them to quietly read their cards without showing it to any of their classmates. Pass out the cards. Ask students to raise their hands if they have a question about their cards. Respond to questions one-on-one.

Give each student an *Agriculture Career Race Board* sheet to use in the game. Ask each student to get out a pen or pencil.

Explain directions for the game: Each person has received a game card that describes a career in agriculture. This is your career for today. When someone asks, “What do you do?” you respond, “I am a ____ . I _____” and fill in the blank with the career you’ve been given and what

you do. For example, “I am a veterinarian. I am a doctor for animals. I keep them healthy through check-ups, medicine, and diet.”

You have also received an *Agriculture Career Race Board*, which has different careers listed. Your goal is to get the initials of classmates who have each of the careers listed on your board.

When I say “Go”, begin meeting your classmates. Walk up to someone and ask “What do you do?” He or she will respond, “I am a ____ and I ____”. Find this career box on your board, and have your partner write his or her initials in it. Then tell your partner about your career and initial his or her board. Only one initial is required for each box. If you meet a student with a career you already have initialed, tell that student your career and move on. Ask two students to demonstrate the process to the class.

The first person to have all squares initialed wins. You can make the game more challenging by timing the game and giving students five or 10 minutes to complete it. You may opt to remove the race component from the game if you have plenty of time, or if a slower-paced activity would be more suited to your students. Monitor student progress and answer questions as needed. Have all students complete their race boards.

If students finish early, ask them to return to their seats and review the careers listed. Ask them to put a star next to the three careers that are most interesting to them.

Ask students if any of the careers they learned about were new to them. Ask if they can think of any jobs in agriculture that were not on the race board. Ask them to share which careers they thought were the most interesting and why.

EVALUATION:

Students write a paragraph describing the three agricultural careers they find most interesting and why.

New Jersey Learning Standards

Social Studies: 3-5:6.1.5.EconEM.1, 6.1.5.EconEM.2, 6.1.5.EconNM.7

*English Language Arts: 3:W.3.2.A-D, W.3.4,8 4:W.4.2.A-E, W.4.4,8
5: W.5.2.A-E; W.5.4,8*



<p>VETERINARIAN</p> <p>I am an animal doctor. I keep farm animals healthy through check-ups, medicine, and diet.</p>	<p>DAIRY OPERATOR</p> <p>I run a dairy full of cows that produce milk twice a day.</p>	<p>AGRICULTURAL METEOROLOGIST</p> <p>I study how the weather impacts crops, farm animals, and soil to help farmers grow more food.</p>	<p>ENTOMOLOGIST</p> <p>I study insects. I help farmers protect pollinators and protect crops from insects that eat them.</p>
<p>FARM MECHANIC</p> <p>I keep tractors, harvest combines, and other machinery running on the farm.</p>	<p>PLANT PATHOLOGIST</p> <p>I am a plant doctor. I study plant diseases and look for cures.</p>	<p>FRUIT AND VEGETABLE FARMER</p> <p>I grow vegetables in fields and fruit in orchards for people to eat.</p>	<p>POULTRY FARMER</p> <p>I raise chickens, turkeys, ducks, or geese for eggs and for meat.</p>
<p>ENVIRONMENTAL ENGINEER</p> <p>I work to make sure the water, air, and soil is healthy for people, animals, and crops.</p>	<p>FISH FARMER</p> <p>I raise fish and shellfish such as oysters and clams on farms in the ocean, bays, or ponds. This is called aquaculture.</p>	<p>AGRICULTURE TEACHER</p> <p>I teach students about agriculture and help prepare them for careers in agriculture.</p>	<p>SOIL SCIENTIST</p> <p>I study how to keep the soil healthy and full of nutrients that vegetables and fruit need to grow.</p>
<p>GREENHOUSE MANAGER</p> <p>I supervise buildings where vegetables and fruit are grown.</p>	<p>ANIMAL NUTRITIONIST</p> <p>I am a scientist who helps farmers decide what animals should eat in order to be healthy.</p>	<p>BOTANIST</p> <p>I am a plant scientist. I look for new uses for plants as food and medicine, and new ways to grow them.</p>	<p>CATTLE RANCHER</p> <p>I raise cows, bulls, and steers for beef on farms that are very large.</p>

