

HOW MANY JOBS IN A LOAF OF BREAD?

LEVEL: 7-8

SUBJECTS: Economics, Consumer Education, Language Arts, Career Education

VOCABULARY:
Job, career, interest area, agribusiness, production, processing, distribution, marketing

LEARNING GOAL:

Students shall develop their abilities to apply core concepts and principles from science, mathematics, social studies, arts and humanities, practical living studies and vocational studies to what they will encounter in life.

MATERIALS

“What’s My Line?” and “Ag Careers” student worksheets, loaf of bread

BACKGROUND

The grain, livestock and other products raised by one farmer feeds 97 people in the United States and 32 people overseas for a grand total of 129 people! Agriculture is the nation’s largest employee, with 21 million people working in some phase of agriculture – from growing food and fiber to selling it at the supermarket. Nearly one out of five jobs can be linked directly to agriculture which emphasizes the importance of farming to the national economy. Delivering agricultural products to the nation’s consumers involves an elaborate cycle of **production, processing, distribution and marketing**. Agricultural careers utilize many **interest areas** including science, art, English, math and social studies.

PROCEDURE

1. As an exploratory exercise in determining career interests, have students complete the “What’s My Line?” worksheet of their interests and skills. Next, have a class discussion to help students formulate their **workstyle** and **lifestyle priorities**. For discussion reference, list on the chalkboard: (1) **workstyle priorities** – financial reward, independence, leadership,

OBJECTIVE

The student will:

- complete a simple inventory of interests and skills to determine a career.
- develop an awareness of the agricultural link with many career choices.
- determine whether his/her particular interest area may be pursued through an agricultural career.
- identify the various jobs required to produce a loaf of bread.

CONCEPTUAL AREA

Economics – agricultural systems meet fundamental human needs and are the foundation of national economics.

creativity, teamwork, variety, challenge, orderliness; (2) **lifestyle priorities** – living near family members or where they grew up, in another state or country, living in a small town or large city, living near the mountains or water, living where the weather is mild or where there are definite seasons. By the end of the discussion, students should have some understanding of their individual interests, skills, and aptitudes, workstyle and lifestyle priorities. Conclude this part of the lesson by having students list some possible career interests on the “What’s My Line?” worksheet.

2. Provide students with the “Ag Careers” worksheet. Have each student complete the worksheet based on his/her interests. Direct students to consider their responses from the previous “What’s My Line?” exercise and compare with their answers for this worksheet. Point out that there is a vast range of career opportunities which combine interest in a specific subject area and agriculture.

3. Divide students into small work groups called: **Producers, Processors, Distributors** and **Marketers**. Display the loaf of bread and ask each group to identify the different jobs involved in each step required to provide the bread to consumers. Have each group share responses with the class.

RESOURCES

Background information and worksheet content were adapted from Farm Facts, The Choice is Yours (American Farm Bureau Federation), and Illinois Agriculture, A News Magazine for Illinois Kids, Issue 1.

EVALUATION

Responses from the small work groups can be used to determine students’ knowledge of the many jobs originating from an agriculture source.



"What's My Line?"

Directions: Under "What I Like to Do," list the activities/interests in which you enjoy being involved. Under "Things I Do Well," list any skills, abilities, or talents you may have.

"What I Like to Do"

"Things I Do Well"

"Jobs/Careers I'd Choose" (complete after the class discussion)

AG CAREERS

People you know may have jobs related to agriculture. Write down the jobs held by these people:

Mother _____

Father _____

Brother/Sister _____

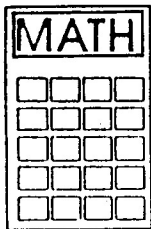
Aunt _____

Uncle _____

Neighbor _____

Place a check (✓) by those jobs related to food, fiber, and agriculture.

Many people choose jobs that match their interests and the subjects they liked in school. In the exercise below, find the school subject or interest area that is your favorite and circle it. Then, read about a few ag-related careers of interest to you.



- Accountant for farmers and agribusiness
- Banker
- Computer programmer
- Grain broker



- Veterinarian
- Horse trainer
- Pet shop owner
- Farmer



- Chef
- Grocer
- Butcher
- Food processor



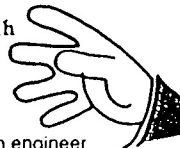
Growing Things

- Landscape Architect
- Farmer
- Soil conservationist
- Christmas tree grower
- Golf course greenskeeper
- Florist

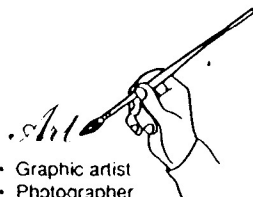


- Salesperson
- Restaurant Waiter
- Ag lawyer
- 4-H youth leader
- Home Economics teacher

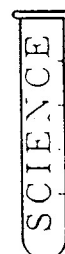
Working with your Hands



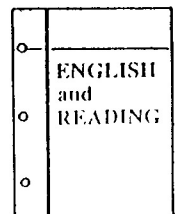
- Trucker
- Welder
- Construction engineer
- Ag mechanic



- Graphic artist
- Photographer
- Billboard designer
- Food photo designer



- Scientist
- Nutritionist
- Chemist
- Plant breeder
- Environmentalist
- Recycling manager
- Biotechnologist



- Writer for television, radio, newspapers or magazine
- Advertising executive
- Radio broadcaster