

Agriculture Career Race

Lesson Snapshot

Related “My American Farm” Game



My Little Ag Me
Available at www.myamericanfarm.org

Grade Levels

- Third - Fifth

Content Areas

- Social Science

Standards

NSS-CK-4.2 Values and Principles of a Democracy

National Social Studies and History Standards, National Council for the Social Studies

Objectives

By the end of this activity, the students will be able to:

- Recall at least ten careers related to agriculture.

Materials

- Career Tracker race board – 1 per student. See last page of this lesson plan for race board.
- Career cards – 1 per student. 15 cards are attached. Copy and distribute so that each student has 1 card. It is fine if more than one student has the same card.
- Pen/pencil – 1 per student.
- Blank sheet of paper – 1 per student.
- Computers and internet access – 1 per student or student pair. This is optional and only necessary if you elect to have students play the game in class.

Preparation

- Visit the My American Farm online game (www.myamericanfarm.org) to preview the “My Little Ag Me” game.
- Review the lesson. There are a couple of places where you will see an asterisk (*). These are areas where you can choose to modify the lesson. To determine if you need to make these modifications, ask:
 - » How much time would you like to allocate for the activity?
 - » How would you like students to demonstrate what they’ve learned?

Introduction

Set Context for the Activity

Step 1: Introduce “Agriculture”

- Write the word “agriculture” on the board in front of the class.
- Instruct students to take 30 seconds and recall any information they know about agriculture.
 - » What words come to mind when you hear the word “agriculture”? What is “agriculture”?
- Pair share: After 30 seconds, have students share their definitions and thoughts with a partner.
- Collaboration: Ask students to share their thoughts with the entire class. Capture words and phrases on board around the word “agriculture”.
- Provide students with this definition of agriculture, to bring all of their ideas together:
- Agriculture refers to the production and delivery of food, fiber and fuel that humans need to survive and thrive.





- *If time allows, create a flow chart or a concept map exploring further the definition of food, fiber and fuel. Pull examples from students for each category.

Step 2: Civics and Careers

- Facilitate a brief discussion surrounding the values and principles of a democracy: *America is a democracy, and in a democracy we have the freedom to choose. One big choice we have is our career path. As citizens of this great nation, it is our responsibility to make a positive contribution by being the best in our chosen careers.*

Body

Main Content

Step 2: Introduce Ag Career Race

- Inform students that you will be giving each a card with a career and brief description. Students are to quietly read their card, without showing it to any of their classmates. Pass out cards. *One card has been left blank. Add in an ag career connected to your local area if you like! There is a blank square on the Career Tracker race board for you to add in this career. If you choose not to add a career, this is a free spot for all students.
- Ask students to raise their hand if they have a question about their card. Respond to questions one-on-one.
- Pass out Career Tracker race board for use in the game.
- Ask each student to get out a writing utensil (pen or pencil).
- Carefully explain directions for the game:
 - » *Each person has received a game card with an agriculturally related career. This is your career for today. When someone asks, "What do you do?" you respond, "I am a ___ and I ___" and fill in the blank with the career you've been given and what you do. For example, "I am a veterinarian, and I help sick and injured animals."*

- » *When I say "Go", begin meeting your classmates. Ask "What do you do?" and they will respond, "I am a ___ and I ___". Find their square on your board, and get their signature. Pull two students forward and demonstrate the process to the class. *For general game play, students can get initials in any order. To increase difficulty, inform students they must complete the race board by getting initials in the order listed on the race board.*
- » *The first person to have all squares initialed wins. * You may opt to take the race component out of this if you have plenty of time, or if the teacher indicates that a slower paced activity would be more suited to the students.*
- » *Pick up your race board, career card, and pencil. Stand up. Go!*

Step 3: Students Complete Ag Career Race

- Monitor student progress and answer questions as needed.
- Have all students complete their race card before moving forward.
- * If students finish early, ask them to return to their seat and review the careers listed. Have students put a star next to the top three careers which are most interesting to them. Ask students to be prepared to share why these careers stood out!

Step 4: My Little Ag Me

- At this point you may elect to have students play "My Little Ag Me", available at www.myamericanfarm.org. Students can work individually or in pairs.
- Inform students that they will be jumping into a fun game, in which they will create their very own avatar, or virtual character. Each character will explore a different agriculture career.
- * You may choose to have students play this game before you arrive, after you have left, or at home with adult permission.



» *You have also received a Career Tracker race board, which has different careers listed. Your goal is to get the initials of each person who has the career listed on your board.*



Wrap Up

Review, Assess, Challenge

Step 5: Review Relevant Concepts

- Ask students if they would like you to clarify any careers listed.
- Have students refer back to their completed Career Tracker Race Boards. Ask students to identify and place a star next to the three careers that are most interesting. Invite students to share the careers they starred. *Early finishers have completed this and may be prepared to share first.

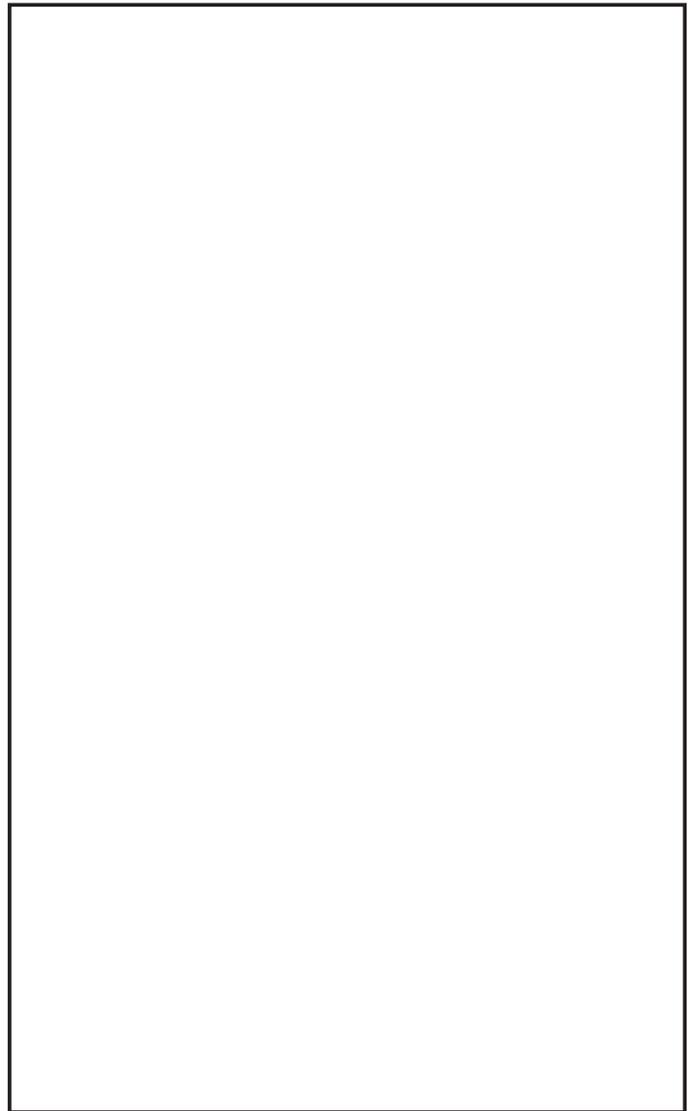
Step 6: Assess Learning

- Collect Career Tracker Race Boards and Career Cards and give to teacher.
- Have students pull out a blank sheet of paper. Encourage students to silently recall as many careers as they can and write each on their paper. *If students are challenged, you may have students work in pairs or small groups for this assessment.
- Popcorn Share: Students jump up, one at a time - immediately following one another, and share one career they recall. Students check off that career on their list and add any they forgot.

Step 7: Challenge

- Remind students that agriculture is the number 1 industry in the United States and the only industry that provides our most basic needs - food, fiber and fuel!
- Refer back to the terms surrounding “agriculture” on the board, and reinforce the concept that there are countless jobs connected to agriculture.
- Encourage students to consider exploring careers in agriculture in the future.

Teaching Notes



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CAREER CARDS

VETERINARIAN

I keep animals healthy through check-ups, medicine, and diet.

CATTLE RANCHER

I raise cows, bulls, steers and heifers. Steers are raised for meat.

FLORIST

I love designing flowers for weddings and special events.

COTTON FARMER

I grow cotton which is sent to factories to make clothing and fabric.

TRACTOR MECHANIC

I keep tractors and equipment running on the farm.

BOTANIST

Botony is the study of plants. I am a plant researcher!

AGRICULTURE TEACHER

I teach students about agriculture in school!

HORSE TRAINER

I keep horses healthy and train them for events like racing.

DAIRY OPERATOR

I own a dairy full of cows that produce milk twice a day.

FARRIER

I am a blacksmith and I make shoes for horses.

MARKETING DESIGNER

I use art skills to design ads and commercials for food products.

SHEEP RANCHER

I raise sheep that are used for meat, and sheep used for wool to make fabric.

PIG FARMER

I raise pigs which are used for meat and many other products.

HEAVY EQUIPMENT OPERATOR

I drive huge tractors and equipment on farms.

AGRONOMIST

I study soil (dirt) and crops that grow in the soil, like corn and soybeans.

CREATE YOUR OWN

