



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

Georgia Department of Education
Grade 1 Career Development Activity
Agriculture, Food & Natural Resources
Estimated Time: 45 minutes

Goal

- Students will identify **Agriculture, Food & Natural Resources** as a Georgia career cluster

Objectives

- define a career cluster as a grouping of occupations with common skills and knowledge
- identify sample occupations aligned with the **Agriculture, Food & Natural Resource** career cluster

Aligned Indicators and Standards

National Career Development Guidelines Indicators

- CM3.K4 Identify several ways to classify occupations
- ED2.A7 Demonstrate participation in informal learning experiences

American School Counselor National Standards

- C:B1.4 Know the various ways in which occupations can be classified
- PS:A2.6 Use effective communication skills
- PS:A1.9 Demonstrate cooperative behavior in groups
- A:A3.5 Share knowledge

Related Georgia Performance Standards (GPS) and Common Core GPS

- S1CS7(d) Much can be learned about plants and animals by observing them closely, but care must be taken to know the needs of living things and how to provide for them
- SS1E1 The student will identify goods that people make and services that people provide for each other
- M1GM.1 Singing, alone and with others, a varied repertoire of music
- VA1PR.1 Creates artwork based on personal experience and selected themes
- ELACC1SL Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups

Materials

- Georgia's Career Clusters Chart (In an effort to be cost effective, it is recommended that the Georgia's Career Clusters charts be laminated and reused during each cluster activity; print on front and back to save paper.)
- occupational frame
- drawing paper, crayons, colored pencils, or markers



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Activity

- *Say:* "Today we will learn about a career that involves taking care of animals in the career cluster, **Agriculture, Food & Natural Resources**. A career cluster allows us to organize occupations into groups with similar working skills." *Write:* *Agriculture, Food and Natural Resources on the board or flip chart.* *Say:* "You will continue to learn about these clusters throughout your education. Today we will focus on only one, **Agriculture, Food & Natural Resources.**" *Utilize the Georgia Career Clusters chart to better show the different types of clusters. Ensure students understand that every job or occupation can align to one of the clusters based on what people do and need to know in order to work in that occupation.*
- *Introduce students to the concept of a career.* *Say:* "A career is a person's WORK or JOB. Most people work for about 30 years or longer. Wow! That's a long time. So it is important that you learn as much as you can about the career/work opportunities you will have and that you select a career that you will be happy doing. That's the reason we will begin to learn about different careers. In order to make a good decision about your career, you will need lots of information. To help you, all jobs, and there are thousands, have been sorted into larger groups called clusters." *Point to the board.* *Say:* "Today we will focus on the **Agriculture, Food & Natural Resources** career cluster."
- *Introduce the cluster **Agriculture, Food & Natural Resources** through brainstorming.* *Ask questions such as "Where does our food come from?" and "What are some of the plants and animals grown and raised for food in Georgia?" Allow students time to respond. If time allows or this lesson is extended into an additional session, one might consider a word wall with pictures to help children remember and learn the related words.*
- *Ask:* "Where do we find animals?" *Possible answers: in the forest, on farms, in the zoo, in the pet store, in our homes. Allow students time to answer the question. Ask:* "What are the differences between the animals we have in our homes and the animals in the forests, farms and zoos?" *Allow students to answer the question. Ask:* "How many of you have pets?" *Allow students to name the pets they have—dogs, cats, birds, snakes, etc. and list them on the board. Ask:* "How do you take care of animals you might have in your home?" *To generate conversation consider a pair-share activity to discuss their experiences. Allow several students to report on their conversation.*
- *Say:* "Raise your hand if you have taken an animal to the doctor because the animal was sick." *Ask:* "Does anyone know what you call an animal doctor?" *Allow students to respond until the right answer is given. Veterinarian. Say:* "A veterinarian is an occupation that is in the **Agriculture, Food & Natural Resource** career cluster." *Ask:* "How much do you know about being a veterinarian?" *Allow students time to answer. Encourage them to say things that represent knowledge and skills. Probe by asking:* "What do you think a veterinarian should know? What do you think a veterinarian should be able to do?" *Allow students time to discuss each question. List the knowledge and skills on the board or flip chart.*
- *Review the board list.* *Say:* "The one thing all these animals, and even the ones in the zoo, have in common is that when they get sick they need a special kind of doctor to



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come and take care of them. They need a veterinarian, a doctor who is trained to take care of animals like our doctors take care of us. Sometimes, we shorten the word and call that doctor a vet. We say, "The cat is sick. We need to take her to the vet!" *Repeat:* "A veterinarian is one occupation in the **Agriculture, Food & Natural Resources** career cluster." Say: "There are many other occupations in this cluster; let's name some other occupations" (*provide a couple of examples to encourage participation like park ranger, farmer, logger, landscaper, food scientist*) Allow time for the students to respond. (*List 6 or 7 occupations on the board that grade 1 students would recognize*) See the attached **Agriculture, Food & Natural Resources** occupational frame for occupations aligned to this cluster.

- Say: "I have a special song about a vet and how he/she takes care of our pets. The song is sung to the tune of 'Jingle Bells'. Let's practice the words and see if we can sing this special song about the vet. Ready?" *Review the words to the song with the students using the board and then have them join in singing. Go through the song until all students have the spelling and the tune is mastered. (might be helpful to add movement or possibly give each child a letter for the words and have them hold them up in that order while singing)*
 - D-O-G, D-O-G, D-O-G spells dog.
 - C-A-T, C-A-T, C-A-T spells cat.
 - P-E-T, P-E-T, P-E-T spells pet
 - And when my cat or dog gets sick, I take him to the vet.

 - V-E-T, V-E-T, V-E-T spells vet.
 - He can cure my D-O-G and take care of my pet.
 - V-E-T, V-E-T, V-E-T spells vet.
 - He can cure my C-A-T and take care of my pet.

- Give students a round of applause for their song. Say: "Raise your hand if you would like to be a vet." Ask students the following questions about vets. Allow time for students to answer and record their answers on the board. Ask: "How many have visited a vet or taken a pet to a vet?" Allow students time to respond. Ask: "Do you think being a vet would be a fun job?" Ask: "What types of things would you need to like to be a vet?" (*Possible answers, like animals, like medicine, like hard work, like messy work, etc.*) Ask: "What about going to school and studying science?" Ask: "Do you think math and science would be important classes for you?" Allow students to respond. Ensure students understand how the core subjects are related to the cluster occupations.

- If time permits, say: "We've certainly learned a lot about being a vet. Let's sing our song one more time and then I want you to draw a picture of one of the jobs that we talked about today and write a sentence or story explaining your picture." Sing the song then distribute drawing paper and markers, crayons or colored pencils to each student.

- Once students have finished their drawings, display on a bulletin board. Say: "I have had so much fun. I loved hearing you sing your song. I will see you the next time we meet; and, remember to continue to think about what you want to be when you grow up. It is an important question that we want to help you answer."



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Evaluation

- Students will be evaluated on their participation in the song and, if time permits, completion of their drawings

Enhancements

- Utilize the **Agriculture, Food & Natural Resources** sorting activity on page 5 to assist with the concept of sorting or ask students to identify a job they think might be connected to the picture

DISCLAIMER

The sources and web links listed in the activities may be of help to you as you consider the career awareness activities. While these sources are provided to assist you in your search, it is your responsibility to investigate them to determine their value and appropriateness for your situation and needs. These sources are provided as a sample of available resources and are for informational purposes only. THE GEORGIA DEPARTMENT OF EDUCATION DOES NOT MONITOR, EVALUATE, OR ENDORSE THE CONTENT OR INFORMATION OF THESE RESOURCES. NONE OF THESE RESOURCES SHOULD BE CONSIDERED THE ADVICE OR GUIDANCE OF THE GEORGIA DEPARTMENT OF EDUCATION.



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To help 1st grade students understand the concept of a cluster, cut multiple sets of the pictures below. Divide the students into groups of 4. Ask students to identify the occupation that best represents the picture.

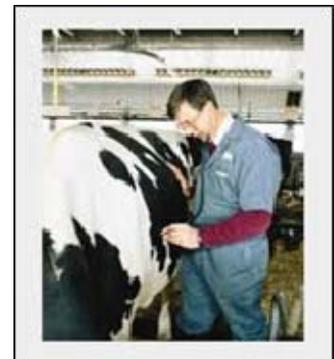
Give students time to finish the task. Ask students to name the occupations in the Agriculture, Food & Natural Resources career cluster. *Recommend:* Print in color then laminate the pieces for multiple use. All the pictures represent occupations in the cluster. *Pictures from www.images.google.com/*





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The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fuel, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.



Occupational Frame						
<ul style="list-style-type: none"> Agricultural Sales Agricultural Communications Specialists Agricultural-Educators Food Scientists Meat Processors-Toxicologists Biochemists-Nutritionists-Dieticians Food Brokers-Food Inspectors Meat Cutters-Meat Graders Meat Science Researchers Food Meal Supervisors Cheese Makers Microbiologists Produce Buyers Bacteriologists Food & Drug Inspectors Bioengineers Biochemists Food & Fiber Engineers Food Processors Storage Supervisors Fieldman Quality Control Specialists 	<ul style="list-style-type: none"> Bioinformatics Specialists Plant Breeders and Geneticists Biotechnology Lab Technicians Soil & Water Specialists Crop Farm Managers Agricultural Educators Plant Pathologists Aquaculturists Representatives Botanists Tree Surgeons Education & Extension Specialists Agricultural Journalists Commodity Marketing Specialists Grain Operations Superintendents Custom Hay/Silage Operators Forest Geneticists Golf Course Superintendents Greenhouse Managers Growers Farmers Ranchers 	<ul style="list-style-type: none"> Agricultural Educators Livestock Producers AI Technicians Agricultural Managers Animal Caretakers-Poultry Managers Equine Managers Veterinarians-Veterinary Assistants Feedlot Specialists Animal Scientists Embryo Technologists Livestock Buyers Feed Sales Representatives Viviparian Technicians Wildlife Biologists Livestock Geneticists Animal Nutritionists Dairy Producers Livestock Inspectors Feed Sales Specialists Animal Health Salespersons Meat Science Researcher Reproductive Physiologists Embryo Transfer Technicians Pet Shop Operators USDA Inspectors 	<ul style="list-style-type: none"> Machine Operators Electronics Systems Technicians Agricultural Engineers Agricultural Extension Engineers Heavy Equipment Maintenance Technicians Waste Water Treatment Plant Operators Equipment Parts Managers Welders Machinists Communication Technicians Agricultural Applications Software Developers Programmers Database Administrators Computer Service Technicians Technical Support Technicians Information Lab Specialists GPS Technicians Remote Sensing Specialists Agricultural Educator 	<ul style="list-style-type: none"> Cartographers Wildlife Managers Range Technicians Ecologists Park Managers Environmental Interpreters Fish and Game Officers Loggers Forest Technicians Log Graders Pulp and Paper Manager Soil Geology Technicians Mining Geologists Engineers Fisheries Technicians Water Monitoring Technicians Fish Hydrologists Fish Hatchery Manager Commercial Fishermen Fishing Vessel Operators Vessel Crew Agricultural Educator 	<ul style="list-style-type: none"> Pollution Prevention and Control Managers Pollution Prevention and Control Technicians Environmental Sampling and Analysis Scientists Technicians Health and Safety Sanitarians Environmental Compliance Assurance Managers Hazardous Materials Technicians Managers Water Environment Managers Water Quality Managers Waste Water Managers Toxicologists Solid Waste Disposers Recyclers Solid Waste Technicians Solid Waste Managers Solid Waste Specialists Agricultural Educator 	<ul style="list-style-type: none"> Salesperson Sales Manager Banker/Loan Officer Field Representative for Bank, Insurance Company or Government Program Farm Investment Manager Agricultural Commodity Broker Agricultural Economist Farmer/Rancher Feedlot Operator Farm Manager Livestock Rancher/Breeder Dairy Head Supervisor (DHIA) Agricultural Products Buyer Animal Health Products Distributor Livestock Sellar Feed and Supply Store Manager Produce Commission Agent Ag Lenders Agricultural Chemical Dealer Field Service Representative Chemical Sales Representative Agricultural Educator

Occupational frames can be printed at www.careertech.org under the tab Career Clusters.



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<u>Georgia's Career Clusters:</u> Groupings of occupations with common knowledge and skills	
Cluster	Cluster Description
Agriculture, Food & Natural Resources	Careers with common knowledge and skills related to production, processing, marketing, financing, distribution, and development of agricultural commodities and resources. These commodities include food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
Architecture & Construction	Careers with common knowledge and skills related to the designing, planning, managing, and building of structures.
Arts, A/V Technology & Communications	Careers with common knowledge and skills related to designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
Business, Management & Administration	Careers with common knowledge and skills related to the preparation of students with computer skills for future college and career plans. Cluster skills mastered include planning, organizing, directing, and evaluating as well as owning and operating a successful business.
Education & Training	Careers with common knowledge and skills related to planning, managing, and providing education and training services as well as related learning support services.
Energy	Careers with common knowledge and skills related to preparing individuals for careers in the design, planning, maintaining, generating, transmission and distribution of traditional and alternative energy.
Finance	Careers with common knowledge and skills related money management, including planning, investing, and spending. Students gain career development skills for the finance world with opportunities that expand beyond basic business skills into financial literacy, banking, investing, insurance, and risk management.
Government & Public Administration	Careers with common knowledge and skills related to the planning and performing of government management and administrative functions at local, state, and federal levels. Careers are available in national security, foreign service, revenue, and regulations.



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Health Science	Careers with common knowledge and skills related to planning, managing, and providing services in therapeutics, diagnostics, health informatics, support areas, and biotechnology research and development
Hospitality & Tourism	Careers with common knowledge and skills related to the management, marketing, and operations of restaurants, and other food services, lodging, attractions, recreation events, and travel related services.
Human Services	Careers with common knowledge and skills related to family and human needs such as nutrition and food science, counseling and mental health services, family and community services, personal care, and consumer services.
Information Technology	Careers with common knowledge and skills related to the preparation for careers that create, use, modify, and engage technology skills. Graphics, multimedia animation, web design, game and application development, networking, and computer repair are all possibilities.
Law, Public Safety, Corrections & Security	Careers with common knowledge and skills related to employment in emergency and fire services, legal services, protective services, and homeland security.
Manufacturing	Careers with common knowledge and skills related to the processing of materials into intermediate or final products and related professional and technical support activities, such as production control, maintenance, and process engineering.
Marketing	Careers with common knowledge and skills related to the process of anticipating, managing, and satisfying consumers' demand for products, services, and ideas. The Marketing career cluster generates the strategy that underlies advertising and promotional techniques, business communication, and business development.
Science, Technology, Engineering & Mathematics	Careers with common knowledge and skills related to planning, managing, and providing scientific research and professional and technical services.
Transportation, Distribution & Logistics	Careers with common knowledge and skills related to planning, managing, and moving people, materials, and goods by road, pipeline, air, rail, and water, and also includes other related professional and technical support services.