

## ***Activity: Agriculture is Everywhere***

### ***Activity Level: Intermediate***

Source: Nebraska Agriculture in the Classroom

#### **Purpose**

Identify how what we eat and products we use in our everyday lives are connected to agriculture

#### **Example Topics It Supplements**

Spelling; writing; working with others/collaborating; career exploration

#### **Activity Snapshot**

1. Organize and Prepare Supplies
2. Read Background Information
3. Interest Approach
4. Conduct Activity  
Distribute handouts and have students complete the “My Day” column. Work with a partner to complete the “Connection to Agriculture” and “Agriculture Jobs and Careers” columns. Share answers and lead discussion with entire class.
5. Ask follow up questions and make the connection to agriculture.
  - What were some common items on our lists?
  - What agricultural products did those come from?
  - What are some jobs and careers connected to daily activities and agriculture?
  - What does that tell us about agriculture?
  - What can we tell our family and friends about what we did today?

#### **State Standards It Supports**

LA 4.1.5.c—Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.  
SS 3.2.2—Students will categorize natural, human, and capital resources and how they are combined to make goods and deliver services.

#### **Materials**

- Handout “Agriculture is Everywhere”—1 per student
- Additional Resources available from Nebraska Farm Bureau Foundation:
  - Beef A to Z poster
  - Corn A to Z poster
  - Pigs A to Z poster
  - Soybeans A to Z poster

#### **What’s the Connection to Agriculture?**

Agriculture is a big part of everything we do each day. The food we eat, the clothes we wear, the products we use—most can be easily connected to agriculture. In addition, the food, clothes, and products we use provide jobs and careers for people across the United States. It is important to know how food and products connect to agriculture and that the production and transportation of them create opportunities for jobs and careers.

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**PROCEDURES:**

1. Organize and Prepare Supplies  
See “Materials” on cover page.

2. Background Information

Agriculture employs nearly 24 million people in the United States. Every dollar in agricultural exports generates \$1.22 in economic activities such as transportation, financing, warehousing and production. Nebraska’s \$6.4 billion in agricultural exports in 2015 translate into \$7.8 billion in additional economic activity. And 1 in 4 jobs in Nebraska is related to agriculture. (Nebraska Department of Agriculture Fact Card). These jobs are related to the food, fiber and fuel we use and consume each day. This makes an economic impact on our communities, state, nation and world. It is important for people to understand the connection between our everyday activities and agriculture. And equally important that students become aware of the jobs and careers that are available to produce the food and products we use.

3. Interest Approach

Ask students this question: *What do you do each day that is connected to agriculture?* Give students 20 seconds to think about their answer. Find a partner and discuss for 30 seconds. Have pairs report out their answers to entire class. Capture a list on a writing surface.

Explain that agriculture is everywhere. Agricultural products are used from the time we wake up in the morning until we go to bed at night. Agriculture is not only the food we eat; it is also our clothes, shelter, and other necessities of life. And these necessities also provide jobs and careers for many people in our state and nation. Let’s think about how agriculture impacts each of our lives every day.

4. Conduct Activity

- a) Distribute handouts, one per student. Have students picture a typical school day. Under the column, “My Day,” have them write down all the things they do in a day—from when they get up in the morning until going to bed at night. Some examples might include: wake up, eat breakfast, take a shower, get dressed, brush teeth, get a ride to school, etc.
- b) When completed, have students work with partners to complete the “Connection to Agriculture” and “Careers in Agriculture” column. Partners should brainstorm ideas on how each part of their day is connected to agriculture and what they think potential related career(s) in agriculture are. Each person completes his/her own page, but works together and helps each other. The connection could be food, a product, or a by-product. Example: taking a shower involves soap—an agricultural by-product. Soap can contain oil from corn, soybeans, or cattle. A related career might be transportation of oil processed from corn, soybeans, or cattle to a production facility where the soap is made. Another example: eating lunch of a hamburger and corn chips. Agriculture connections include beef for hamburger; wheat which produces the bun, and corn used in the corn chips. Related careers might include: beef producer, wheat farmer, and corn farmer.
- c) Have students share examples of agricultural products in a typical day and any related careers. May need to do some additional research as a class—use on-line resources and/or resources available from Nebraska Farm Bureau Foundation.

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5. Ask Follow Up Questions and Make the Connection to Agriculture

- What were some common items on our lists?

*Answers will vary*

- What agricultural products did those come from?

*Answers will vary*

- What are some jobs and careers connected to daily activities and agriculture?

*Answers will vary*

- What does that tell us about agriculture?

*Agriculture is connected to the majority of things we use each day and is where all of our food comes from. In addition, agriculture also provides jobs and career opportunities.*

- What can we tell our family and friends about what we did today?

*The food we eat is from agriculture and things we use during the day also come from agriculture. Each of the food and agriculture products provides jobs for millions of people in the United States.*

