

**4<sup>th</sup> Grade Career Development**  
**Activity #1: Agriculture, Food Production, and Natural Resources Careers**  
**Estimated time: 30-45 minutes**

**National Career Development Guidelines Indicators**

ED1 - Attain educational achievement and performance levels needed to reach your personal and career goals

- ED1.K7 - Recognize that your educational achievement and performance can lead to many workplace options
- ED1.K8 - Recognize that the ability to acquire and use information contributes to educational achievement and performance

ED2 - Participate in ongoing, lifelong learning experiences to enhance your ability to function effectively in a diverse and changing economy

- ED2.K3 - Recognize the importance of being an independent learner and taking responsibility for your learning

CM3 - Use accurate, current, and unbiased career information during career planning and management

- CM3.K2 - Recognize that career information includes occupational, education and training, employment, and economic information and that there is a range of career information resources available
- CM3.K4 - Identify several ways to classify occupations

CM4 - Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment

- CM4.K4 - Recognize that many skills are transferable from one occupation to another

**Goal:**

Students will investigate careers in **Agriculture, Food Production, and Natural Resources**.

**Objectives:**

- Understand that a career cluster is a grouping of occupations based on commonalities
- Recognize that the **Agriculture, Food Production, and Natural Resources** Career Cluster includes careers in production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources
- Investigate careers in the **Agriculture, Food Production, and Natural Resources**.

**Materials:**

- 4<sup>th</sup> Grade Career Development Activity #1 handout –**Agriculture, Food Production, and Natural Resources Careers: Decoding Careers**
- 4<sup>th</sup> Grade Career Development Activity #1 answer sheet
- Online or printed occupational resources
- Writing materials (e.g., pencil, pen)
- Drawing Paper
- Crayons, markers, or colored pencils

**Activity:**

1. *Prior to the lesson, find information on the following occupations and make a copy or print of what you find: food inspector, geologist, hydrologist, farm manager, and botanist. Use printed resources, such as the **Occupational Outlook Handbook**, or online resources such as [www.onetonline.org](http://www.onetonline.org). Additional online resources include the following websites: [www.bls.gov/search/oooh.asp?ct=OOH](http://www.bls.gov/search/oooh.asp?ct=OOH) and [www.delawareworks.com/oolmi](http://www.delawareworks.com/oolmi)*
2. *Greet students: “Today we’re going to learn about occupations in the **Agriculture, Food Production, and Natural Resources** Career Cluster. But first, we need a definition for what a career cluster is.” Write this definition on the board: **A career cluster is a grouping of occupations based on things they have in common.** “Think of these career clusters like a television channel. How many of you watch Cartoon Network? And there are all sorts of cartoons on Cartoon Network, right? But what they have in common is that they’re all cartoons. That’s the way it is with these career clusters: There are all sorts of jobs in these clusters, but they have things in common.”*
3. *“Now what kinds of occupations or jobs do you think are in the **Agriculture, Food Production, and Natural Resources** Career Cluster? How about growing things like crops?” Write this on the board. “Or flowers? Or animals? What else can you think of that might be in the **Agriculture, Food Production, and Natural Resources** Career Cluster Program?” Allow time for students to contribute their ideas and write them on the board. Prompt them to consider things such as forestry, conservation, animal training, farm equipment mechanics, landscaping, plant and animal sciences, and recycling. Give definitions, if necessary.*
4. *“As you can see, what all these occupations have in common is that they’re involved in the production, processing, marketing, distribution, financing, and development of agricultural produce like food, fiber, wood products, natural resources, horticulture, and other plant and animal products or resources.”*
5. *Assure that students understand the concept and answer any questions before moving on..*
6. *Distribute the **Agriculture, Food Production, and Natural Resources Careers: Decoding Careers** handout #1. Explain the directions, ensure that students understand the activity, answer any questions from students and allow time for students to complete the activity. Once students have completed the activity, go over the answers.*
7. *Have students count off up to five. When they reach five, start over at one until the entire class has been counted. Put the ones in a group, the twos in a group, the threes in a group, etc., until you have five groups. Assign each group one of the occupations on the handout. Distribute the information sheets on each occupation to the group assigned to the occupation.*
8. *When students have completed going over the information sheets, distribute drawing paper. Have them draw a picture of someone doing their assigned occupation based on the information they find from research.*
9. *When students have completed their drawings, have a spokesperson from each group briefly share and explain his/her drawing.*
10. *When students have completed sharing their drawings, ask the class which occupation they like best. Have them explain why they like the chosen occupation. Collect their drawings and display them around the classroom.*

**Evaluation:** Students will be evaluated on their participation in the discussion, completion of the handouts, and their drawings.

Handout #1

Agriculture, Food Production, and Natural Resources Careers: Decoding Careers  
4<sup>th</sup> Grade Career Development Activity #1

Directions: Spell out Agriculture, Food Production, and Natural Resources occupations by matching letters to the numbers.

1	2	3	4	5	6	7	8	9	10	11	12	13
A	B	C	D	E	F	G	H	I	J	K	L	M
14	15	16	17	18	19	20	21	22	23	24	25	26
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

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22 5 20 5 18 9 14 1 18 9 1 14  
— — — — — — — — — — — — — — — — — —  
23 9 12 4 12 9 6 5 2 9 15 12 15 7 9 19 20  
— — — — — — — — — — — —  
6 1 18 13 23 15 18 11 5 18  
— — — — — — — — — — — — — — — —  
16 12 1 14 20 19 3 9 5 14 20 9 19 20  
— — — — — — — — — — — — — — — — — —  
16 5 19 20 3 15 14 20 18 15 12 23 15 18 11 5 18



**Answer Sheet**

**Agriculture, Food Production, and Natural Resources Careers: Decoding Careers**  
**4<sup>th</sup> Grade Career Development Activity #1**

- 1) VETERINARIAN
- 2) WILDLIFE BIOLOGIST
- 3) FARMWORKER
- 4) PLANT SCIENTIST
- 5) PEST CONTROL WORKER