

**Lesson Developed by:**



## **Lesson: A Lifetime of Farming**

**Lesson Description:** Students will explore career clusters and occupations related to family farm life and the Maine food system.

### **Learning Objectives:**

Students will...

- Identify various challenges of family farm life.
- Explore formal and informal educational opportunities that support the success of the family farm.
- Examine various career clusters and career pathways related to Agriculture, Foods and Natural Resources in support of the Maine food system.

### **Essential Questions:**

How can personal strengths, interests and occupation(s) contribute to the overall success of a family farm and support the Maine food system?

### **Vocabulary List:**

Maine food system, career cluster, career pathway / career planning vocabulary documents

### **Materials:**

Maine Food System (graphic image)

Scenarios - jigsaw

“Growing Maine - Cedar Run Farm” <https://extension.umaine.edu/growing-maine/>.

Venn diagram - label son, daughter, family

[Career cluster frame - Agriculture, Food and Natural Resources](#)

Career Planning Vocabulary

Career Pathways (MS and HS versions)

Exit Tickets





### **Background Information:**

**Maine Food System:** <https://extension.umaine.edu/maine-food-system/>

University of Maine Cooperative Extension helps support, sustain, and grow the \$3.9 billion food-based economy in Maine. Sales from farms are led by potatoes, milk, poultry and livestock, eggs, greenhouse/nursery, wild blueberries, and other fruits and vegetables. The Maine Food System illustrates how policy, research, production, processing, commerce, nutrition, and food security and safety are integral and interrelated. As students explore “farm to table” concepts, it is helpful to look at the Maine Food System in a broader context - both as a consumer and producer in Maine’s food based economy.

Rebar, John. “About the Maine Food System.” University of Maine Cooperative Extension., [extension.umaine.edu/maine-food-system/farming/](https://extension.umaine.edu/maine-food-system/farming/).

University of Maine Extension - [Growing Maine](https://extension.umaine.edu/growing-maine/) <https://extension.umaine.edu/growing-maine/> video series: “A Lifetime of Farming” tells the story of Cedar Run Farm in Bradford, Maine, a natural grass-fed beef and pork operation. Leanne and Billy Waters started the farm when their kids were young. Their children, Cierra and Colby, are active in the farm operation. Their participation started in the UMaine Extension 4-H program and grew into a full-scale beef operation. Leanne, Cierra and Colby talk about the past, and the vision for the future, as each of the youth plan on staying connected to agriculture when they finish high school. *Following the video, student are encouraged to think about both formal and informal educational opportunities as well as traditional and non-traditional vocations.*

### **Career Clusters -**

<https://cte.careertech.org/sites/default/files/CCFrame-AgricultureFoodandNatResources.pdf>

The Common Career Technical Core (CCTC) includes a set of standards for each of the 16 Career Clusters™ and their corresponding Career Pathways that define what students should know and be able to do after completing instruction in a program of study. The CCTC also includes an overarching set of Career Ready Practices that apply to all programs of study. The Career Ready Practices include 12 statements that address the knowledge, skills and dispositions that are important to becoming career ready. *The selected career cluster for this lesson is “Agriculture, Foods and Natural Resources”.*

### **Process:**

Introduction: Today we are going to explore the foundation of the Maine food system - food production (crops and livestock) and the family farm. According to the U.S. Department of Agriculture, more than 95 percent of Maine farms are classified as small, many of these are family farms. Sales from farms are led by potatoes, milk, poultry and livestock, eggs, greenhouse/nursery,



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wild blueberries, and other fruits and vegetables. We often think of the family farm as pastoral and simple lifestyle.

However, family farms face both challenges and opportunities especially those who wish to be an integral part of the Maine food system and sustain family farm life.

Introduce the Maine Food System.

### Engage

Jigsaw activity - A challenge is presented on each piece. Working with a partner(s), each group will be given a scenario and asked to explain how a family farm in Maine might be affected by the situation. Record your ideas on the back. *Be prepared to discuss.*

Predict: What are some consequences and challenges? (brainstorming)

Scenario: (examples)

- A. Power goes out - no electric fence, no computers, etc.
- B. Tractor breaks down - who will repair it? how much will it cost?
- C. Weather extremes (drought) - planting, growing, and harvest? how will it affect the the hay crop? grains? pasture?
- D. Animal illness - what is the problem? is it contagious? can it be treated or cured? call a veterinarian? how much will it cost?

### Explain

Students will view "Growing Maine - Cedar Run Farm"

<https://extension.umaine.edu/growing-maine/>

Compare and contrast (Venn diagram worksheet) - identify the **personal strengths and interests family members**. Label son, daughter, family (middle). Complete activity using "think, pair, and share" to report back to class.

[Career cluster frame - Agriculture, Food and Natural Resources](#). Based on the video and Venn diagram, select one primary "career cluster" for each teen featured in the video utilizing this document. *Explain what is a career cluster.*

Review **career planning vocabulary** and definitions

Optional - matching game or quizlet: <https://quizlet.com/61ff0g>

**Explain a career pathway depicting both formal and informal educational experiences**

*Model an example - select a career cluster & occupation from the AFN career cluster frame - identify an example(s) of a career path. Use vocabulary to illustrate formal and informal educational opportunities.*



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**Elaborate:** Explore a career pathways for each sibling and self. Using the Career Cluster framework, Maine Food System and Career Pathways (worksheets); identify a career pathway, career/occupation, informal and formal educational opportunities and relate career pathways to the Maine food system.

**Extension:** (optional)

Middle school: Working with a partner(s), select one teen (video) and his/her future occupation - create a visual and illustrate with words and images.

High school: Select your own career cluster and create a career pathway - create a visual and illustrate with words and images.

**Evaluate**

In conclusion:

How does each family member's knowledge, skills, and career path benefit the success of the family farm?

What job or career might you be interested in and how does it connect to the Maine Food System?

Exit ticket: Student choice - select and complete one exit ticket.

**Additional Resources:**

**University of Maine Extension** <https://extension.umaine.edu/>

Mission: The mission of University of Maine Cooperative Extension is to help Maine people improve their lives through an educational process that uses research-based knowledge focused on issues and needs.

Extension educators engage in teaching and learning, listen to audiences across the state and revise educational programs accordingly. Their role as university educators working in Maine communities is to remain relevant and flexible by teaching practical life skills and providing contemporary information. The University of Maine Extension is part of the Cooperative Extension System, a publicly funded partnership of federal (USDA), state, and local governments authorized by the Smith-Lever Act 1914 to bring educational resources from universities to local communities.

**Maine Association of Family and Consumer Sciences (Maine AFCS) and American Association of Family and Consumer Sciences (AAFCS)** [www.aafcs.org/home](http://www.aafcs.org/home)

Mission: To provide leadership and support for professionals whose work assists individuals, families, and communities in making informed decisions about their well being, relationships, and resources to achieve optimal quality of life.



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The American Association of Family & Consumer Sciences (AAFCS) is the only professional association dedicated to family and consumer science students and professionals from multiple practice settings and content areas. AAFCS connects FCS professionals and enables them to share knowledge, research, and experience and work towards better outcomes for the general public. AAFCS understands today's complex social and economic issues and helps members make an impact on the quality of life for individuals, families, and communities.

### **Standards:**

#### **Maine Learning Results - Career and Education Development**

##### **B: Learning about and Exploring Education and Career and Life Roles**

B1: Relationships Among Learning, Work, Community, and the Globe

- Performance Indicator: Students explain how educational achievement and lifelong learning lead to increased participation in school, work, community and the world.

##### **C: Learning to Make Decisions, Plan, and Create Opportunities, and Make Meaningful Contributions**

C3: Influences on Decision Making

- Performance Indicator: Students identify behaviors that influence career and education decision making.

#### **Family and Consumer Sciences National Standards**

##### **1.0 Career, Community and Family Connections**

1.1.3 Analyze ways that individual career goals can affect the family's capacity to meet goals for all family members.



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