



Grade Level: 9-12
Subject: Careers, Family & Consumer Sciences, Food Production & Services

www.MaineAgintheClassrom.org

Lesson Developed by:



Lesson: Growing Aspirations - Sweet!

Lesson Description: This lesson's focus is on large concepts such as Habits of Minds, Food Systems of Maine, and Agribusiness. The unit may include lessons on other aspects of the standard such as positive self- concept, and the personal interests and skills lessons.

Estimated Total Time: 80-120 minutes

Learning Objectives:

Students will...

- be able to define a variety words often used to characterize of Habits of Mind (see handout) and/or **Habits of work**. (*If using Habits of Work, you will need to make adjustments.*)
- identify Habits of Mind or **Habits of work** needed for **agribusiness**.
- determine why it is important to have a positive self-concept when making career and life choices. (see definition below)
- become familiar with [Food Systems of Maine](http://extension.umaine.edu/maine-food-system/farming/)
(<https://extension.umaine.edu/maine-food-system/farming/>)

Definition of Food System: a well-functioning system in which policy, research, production, processing, commerce, nutrition, and food security and safety are integral and interrelated.

Student will view at least two University of Maine Cooperative Extension [Growing Maine](http://extension.umaine.edu/growing-maine/) videos
<https://extension.umaine.edu/growing-maine/>

- Maine Maple; Jillson's Family Farm or Treworgy Family Orchards
- Identify [Habits of Mind](#) - See Handout or the rubric according to your institution.
- Students will deduce the importance of Habits of Mind in having a successful **agribusiness**.
Definition of Agribusiness is included in the vocabulary list.



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- Students will engage in conversation about the importance of having **Habits of Mind** and a **positive self-concept** (see vocabulary list below) when making choices about career and other life decisions.
- Teacher will give examples of **Food Systems** in Maine (see vocabulary list below) and map of Maine food systems.

Essential Questions:

- How are Habits of Mind important in an ever changing agribusiness?
- How can being aware of your personal interests and skills, possessing Habits of Mind and having a positive self-concept help a person make (better) career and life choices?
- What skills do you have to contribute to the Food System in Maine? What pathways might a person take to a career to a food system in Maine.

Vocabulary List:

Habits of Mind - See Handout

(After Arthur L. Costa and Bena Kallick, Habits of Mind: A Developmental Series, Copyright © 2000)

The Habits of Mind are an identified set of 16 problem solving, life related skills, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. The understanding and application of these 16 Habits of Mind serve to provide the individual with skills to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome.

Agribusiness - An industry engaged in the producing operations of a farm, the manufacture and distribution of farm equipment and supplies, and the processing, storage, and distribution of farm commodities. A business as a result of a farm industry, supporting the production of an agricultural product. (Merriam-Webster)

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

Food System - The food system includes all those activities involving the production, processings, transport and consumption of food. Examples for the teacher: soil tester, diesel mechanic, entrepreneur skills, marketing, product development, food safety...

For the purpose of this lesson here are the brief definitions of **Job and Career**:

Job - Is a paid position involving a specific place, time and tasks set by an employer, often short term.

Career - Describes a lifetime work history or long-term participation in a particular field of expertise. An important, positive part of someone's life.



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Self Concept - is a general term used to refer to how someone thinks about, evaluates or perceives themselves. To be aware of oneself is to have a concept of oneself. For the purpose of this lesson remind students a positive self concept is embedded in the development of Habits of Mind. One might say the more Habits of mind you possess the more positive ones self concept.

Pathways - Multiple opportunities to obtain additional knowledge, skills and dispositions important to become career ready.

Vocabulary from Habits of Mind Worksheet:

Perseverance (As defined by Webster): continued effort to do or achieve something despite difficulties, failure, or opposition: the action or condition or an instance of persevering: steadfastness.

Impulsive: showing behaviour in which you do things suddenly without any planning and without considering the effects they may have.

Empathy: the term is now most often used to refer to the capacity or ability to imagine oneself in the situation of another, experiencing the emotions, ideas, or opinions of that person.

Interdependent: the state of being dependent upon one another: mutual dependence.

Some students may need to become familiar with the words that are used in The Habits of Mind. These may or may not necessarily be vocabulary words, it depends on the focus of your lesson.

Perseverance, Impulsive, Empathy, Interdependent, Deliberate, Perspective, Generalizations, Phenomena, Competence, Incongruous, Reciprocal, Complacency, Positive Self-Concept

Materials:

Computer, Flip chart/Whiteboard, Apple TV, Markers, earbuds, Habits of Mind pre tests, post test, resource pages

Process: Engage/Start Lesson Here:

Today we are going to start exploring words and concepts such as Habits of Mind, Food System, self-concept and agribusiness! Let's see what you might already know!

Please take the Literacy Quick Write Pre Test.

- Literacy Quick Write SWEET! Pretest (Included as a handout)
- Pretest: Formative Assessment: Habits of Mind vocabulary - Habits of Mind Pretest (Included as a handout)

Explain:

Step 1.

- Using the [Habits of Mind](#) resource (or your school's Habits of Mind or Habits of Work rubric resource) go over Habits of Mind with students. Together as a class, site examples of what Habits of Mind might look like to check for understanding.



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Maine Agriculture in the Classroom

- Ask students to go back to their Habits of Mind pretest and review how well they did identifying Habits of Mind.
- Optional: *Depending on student ability/grade level and TIME available:* Working in pairs or small groups, give each group a paper copy of Habit of Mind. Using flip chart paper and markers, in the small group have students define the Habit of Mind in their own words. Have the students do a sketch representing the Habit of Mind. Have the students give examples of who they have seen modeling the Habits of Mind (such as another student, a teacher, even a sports figure or celebrity) and what was he or she doing. Set a time limit appropriate for your class. Recommended - minimum 30 minutes.
- Each group report out. Using the Habits of Mind worksheet, as a teacher you may clarify or expand definitions by giving examples. You might say, “When I see Betty do this, that shows me she is **striving for accuracy**”.

Step 2.

- Guided Practice: As a class, watch **one** of the [Growing Maine](#) videos of **agribusinesses** such as Simply Macarons, Worcester’s Blueberries, A Lifetime of Farming: Cedar Run Farm, Mentorship is Key in Grass-fed Beef Production: Heartstone Farm, Dogs are Family Too: Stoneheart Farm. **NOTE:** this would be a good time to **define agribusiness**.
- **** DO NOT watch** Maine Maple: Jillson’s Family Farm, OR Start Small, Grow Big: Treworgy Family Orchards.
- While watching **one** of the documentaries, have the students identify (circle, check) the Habits of Mind they observed. After watching the video, review the documentary together as a class.
- Discuss what Habits of Mind look like in real life with real people with real **skills/jobs/careers?**
- This would also be a good time to discuss **Food System in Maine, Job, Career**
Example: As a teenager, a job might be working for McDonald’s or Dunkin Donuts just to earn money to buy your own clothes or gas for your car! Depending on the economy we also know a job can be longer term. An example of a couple of careers might be teaching (education would be the occupation) or being a firefighter (public safety might be the occupation). Skills - the examples are endless: computer skills, operating a tractor, to riding a horse, craftings, canning, gardening etc.

Step 3.

- Divide students into small groups (3-4) to watch either [Maine Maple: Jillison’s Family Farm](#) or [Start Small, Grow Big: Treworgy Family Orchards](#) documentary on [Growing Maine](#)
- Using a copy of the Habits of Mind, each small group(s) will view one of the assigned **agribusiness** videos below. While watching one of the videos have the students practice identifying examples of Habits of Mind.



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- In their small group have students predict/explain why Habits of Mind are important in an agribusiness.

Step 4.

- Show both of the videos to the entire class together before discussion. (optional)
- Bring students back together, to report out the Habits of Minds observed in either Maine Maple: Jillsons Family Farm and/or Start Small, Grow Big: Treworgy Family Orchards.
- By doing so you will develop a very complete list of the Habits of Mind needed for a successful agribusiness in Maine.
- Discuss what Habits of Mind looked like in an ever changing, successful agribusiness they watched.
- What elements of the Food System in Maine did they observe?

Jillson's Video: Possible examples of Habits of Mind Observed:

- **Listening with understanding and empathy:** respecting and understanding each others jobs
- **Gathering data through all senses:** making everything on the farm (maple syrup, vegetables)
- **Thinking and communicating clearly:** educating visitors to the farm
- **Finding humor:** referred to "togetherness"
- **Respond with wonderment and awe:** referring to the work each of them do and getting it all done

Treworgy Video: Possible examples of Habits of Mind Observed:

- **Persistent:** first set of trees died, but planted more
- **Thinking about your thinking:** how the father's job affected family's business decisions
- **Questioning/problem solving:** learned about the mistakes from first planting
- **Applying knowledge of the past to new situation:** the re-planting and growing of the farm, small ideas to start with
- **Respond with wonderment and awe:** talking about the growth and success of each part of the farm and the members of the family
- **Creating, imagining, and innovating:** start small with new ideas--veg, store, icecream, corn maze, animals
- **Thinking interdependently:** specific roles and jobs to make the whole work
- **Remain open to continuous learning:** Using University of Maine Cooperative Extension to help with problems, ideas

Elaborate: Reflection/Evaluation and Summary Essential Questions:

- Have students complete: [Habits of Mind Post Test](#) (Included as a handout)



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- How do Habits of Mind influence a successful Maine **agribusiness**?
- What actions/behaviors did you observe to suggest that the members of the Jillson or Treworgy family have positive self-concepts? Why is it important to have a **positive self-concept** when having your own business? For the purpose of this lesson remind students a positive self concept is embedded in the development of Habits of Mind. One might say the more Habits of Mind you possess the more positive one's self concept.
- How can being aware of your personal interests and skills, possessing Habits of Mind and having a positive self -concept help a person make positive career and life choices?
- What skills/work habits do you have that you could bring to a **Maine Food System**?

To introduce Career Clusters and Pathways identifying skills/careers

- Using the [Agriculture, Food and Natural Resources Career Cluster pathways](#) sheet have students locate (circle/underline) as many of the careers that might interest them in the field of agribusiness. (Project website or print out worksheet.)
- What skills/work habits do you have that you could bring to an agribusiness?

Evaluate: Student Assessment

- Literacy “quick write” in summative format and/or have students take the Habits of Mind Post Test: [Habit of Mind Post Test](#) (Included as a handout)

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

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.

What is FACS!? <https://www.aafcs.org/about/about-us/what-is-fcs>

Family and Consumer Sciences/Human Ecology/Human Sciences/Health and Human Sciences/Home Economics

Maine Organic Farmers and Gardeners Association (MOFGA) www.mofga.org

Mission: The Maine Organic Farmers and Gardeners Association is a broad-based community that educates about and advocates for organic agriculture, illuminating its interdependence with a healthy environment, local food production, and thriving communities.

Standards:

Maine Guiding Principles:

- B. Self Directed and Lifelong Learner
- D. Responsible and Involved Citizen

Connection to Performance Standards:

Maine Learning Results Career and Education Development

- A. Learning about self knowledge and interpersonal relationships
 - A.1 Student reflect on and/or analyze interests, skills, habits of work, and experiences to maintain a positive self-concept and to aid them in making career and life decisions.

Family and Consumer Sciences National Standards:

- 1.0 Career, Family, and Community** Integrate multiple life roles and responsibilities in family, work, and community settings.
 - 1.2 Demonstrate transferable knowledge, attitudes, and employability skills in school, community and workplace settings.

8.0 Food Production and Services: Integrate knowledge, skills, and practices required for careers in food production and services.

- 8.1 Analyze career paths within the food production and food service industries.



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