

Lesson Developed by:



## Lesson: Maine Blueberries and Macarons - Delicious Possibilities!

**Estimated Time:** 60 minutes

**Lesson Description:** Through class discussion, self reflection, viewing University of Maine Cooperative Extension videos (blueberries and macarons), students will explore how habits of work and learning (habits of mind) impact future career success.

### Learning Objectives:

Students will...

- Be able to assess their skills and work habits as it relates to careers
- Be able to identify specific positive work habits
- Explain benefits of lifelong learning and changing opportunities

### Essential Questions:

How can your habits of work and learning support you in a future career?

### Vocabulary List:

Habits of mind or habits of work and learning, Value Added Product, Maine Food System, Career Path, Growth Mindset

### Materials:

Habits of Work and Learning Worksheets:

- 1.1 Habits of Work and Learning Self-Reflection Sheet
- 2.1 Habits of Work and Learning Checklist for videos
- 3.1 Habits of Work and Learning - Goal Setting Sheet

University of Maine Cooperative Extension [Growing Maine Videos](http://growingmaine.org): Macaron and Blueberries  
<https://extension.umaine.edu/growing-maine/>





### **Background Information:**

University of Maine Extension - Growing Maine video series: "Worcester's Blueberries" tells the story of Lee and Everett Worcester (Orneville Township), how they began growing blueberries and then expanded their agribusiness to include value-added products. The video "Simply Macarons" relates the story of a high school student and entrepreneur, Jaelin Roberts, and her quest to make and market an ideal macaron here in the state of Maine. All of the people featured in the videos demonstrate critical habits of work (aka. habits of mind) that have led to their success. *Following the videos, students will reflect on the positive habits of work evident in the stories and will relate those attributes to themselves and future occupational opportunities.*

### **Process:**

#### **Engage -**

Warm Up- "Vocab Lab" Guessing Game

Goal - using verbal clues, one student tries to get another student to say each of the four words projected followed by the theme. When the partner guesses the theme they "high five." Then, students switch roles.

Students choose partner.

Lead student stands facing the project/screen/board (they will give verbal clues to other student).

Project the first set of words and theme:

Grit

Cooperation

Responsibility

Self-Control

Theme - Habits of Work/Work Habits

Students switch roles. Project second set of words and theme:

Interests

Skills

Choices

Income

Theme - Career

#### **Explain -**

1.1 Ask: What does "habits of work and learning" really mean?

How can your habits of work and learning support you in a career?

Students complete habits of work and learning rubric self reflection (teachers can use their own or the one attached).



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## Elaborate -

2.1 Habits of work and learning are important now, in school, and are critical to success in a job/career. So is a growth mindset (discuss growth mindset).

Today we're going to view two different videos of people who have chosen vocations that are a part of our Maine food system (discuss food system, Maine food system).

- Hand out work and learning checklist, form 2.1.

As you watch the videos checkoff positive work habits that the people exhibit. Write down notes that show evidence of that work habit.

- Show Blueberry video (Worcester Family).

<https://www.youtube.com/watch?v=lWmjnTXNPOQ&feature=youtu.be>

Students evaluate (use checklist).

Think-pair-share results.

Discuss:

What habits of work do these people need to be successful?

What knowledge did these business owners need to be successful?

What "jobs" did you see in this video ("only" a blueberry farmer or more)?

What is a value-added product? Why were the products included in their business? How did they get to where they are now? (their journey)

- Show Macaron (Jaelin) video.

<https://www.youtube.com/watch?v=i-Y UNLS1Jc&feature=youtu.be>

Students evaluate (use checklist).

Think-pair-share results.

Discuss:

What habits of work does this person need to be successful?

What knowledge did this business owner need to be successful? What "jobs" did you see in this video (only a baker)?

What do you think is the most important quality that has led to her success? Why did she win her award?

Do you think Jaelin will be successful if she chooses a different career? Why/why not?

Compare and Contrast: Are there any parallels between the two these career journeys? Any parallels between work habits?

## Evaluate

Reflect on the checklist of your work habits. (What are similarities and differences between yourself and the people featured in the video.) What are your strengths? What are your areas of growth?

Goal setting? (form 3.1)



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Pair/Share

**Cool Down** - "Vocab Lab" Guessing Game (Same as introduction)

Goal - using verbal clues, one student tries to get another student to say each of the four words projected followed by the theme. When the partner guesses the theme they "high five." Then, students switch roles.

Students choose partner.

Lead student stands facing the project/screen/board (they will give verbal clues to other student).

Project the first set of words and theme:

Jelly

Honey

Macarons

Blueberry Pie

Theme - Value Added Products

Students switch roles. Project second set of words and theme:

Farmers

Processors

Nutrition

Markets

Theme - Maine Food System

### **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)



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**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.

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**

##### **A1: Learning about Self-Knowledge and Interpersonal Relationships**

Self-Knowledge and Self-Concept - Students reflect on and/or analyze interests, skills, habits of mind, and experiences to maintain a positive self-concept and to aid them in making career and life decisions.

##### **C3: Learning to Make Decisions, Plan and Create Opportunities, and Make Meaningful**

Contributions Influences on Decision-Making - Students identify behaviors that influence career and education decision-making.

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

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

1.2 Demonstrate transferable knowledge, attitudes, and technical and employability skills in school, community and workplace settings.



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