

A Day in the Life of a Pork Producer



A lesson based on the book, Kailey's Pig 'Tales', by Dan Yunk.

This book was written to educate young people, parents and teachers about where our food comes from.

America's food supply is safe, affordable and abundant but also vastly misunderstood by the consuming public. It is the intention of Kansas Farm Bureau to improve the public's knowledge about the importance farming and ranching plays in our quality of life.

BACKGROUND INFORMATION:

After reading *Kailey's Pig 'Tales'*, students should have a better understand of the pork industry in the United States. Our intention is to teach students about modern pork production.

Lesson Objectives

- Through the book, students will learn more about the pork industry so they will be more knowledgeable about daily farm activities
- Students will survey classmates on the jobs that their parents do
- Students will learn what a pork producer does throughout the day

Materials Needed

- *Kailey's Pig 'Tales'*
- Story of "A Day in the life of a Pork Producer."
- Careers Survey Sheet
- A poster/notecard of what job each student will have
- Props for the jobs
- Flip chart for jobs of parents

Conclusion

At the end of the story, have students write down their favorite job that the farmer does every day. Then you can read the story again and each student can act out their favorite job when it is read during the story.

Evaluation

At the end of the lesson, have the students write down what they learned about pigs and have them talk it over with a partner.

LEVEL: 2nd-4th

SUBJECTS/STANDARDS:

Subject: Life Science

Standard: Inheritance and Variation of traits

Benchmark: Growth and Development of Organisms

Indicators: Reproduction Cycle

Subject: Math

Standard: Measurement and data

Benchmark: Represent and interpret data

Indicator: Look for and make use of structure

Standards may change depending on grade.

ACTIVITY DESCRIPTION:

Students learn about their parent's jobs and all of the jobs that a pork producer has. The objective is to have the students realize the wide variety of jobs a pig farmer has.

Activity:

INTRODUCTION– Begin reading *Kailey’s Pig ‘Tales’* to the class. Discuss with the class what they know and don’t know about a pig farm/farmer. Talk as a class so that all students understand the processes that take place on a pig farm.

- Discuss what a career or job is. If a student is unsure of what their parents’ jobs are, assign homework for them to find out. Pass out the Career Survey Sheet and have the students survey each other so they can discuss where their parents work.
- Make a chart of all the different jobs that the parents have. Discuss the various jobs and the types of people that they work with.
- Begin to read or have the students take turns reading “A Day in the life of a Pork Producer” to identify the jobs that a pork farmer has to do. Discuss all the different roles that a pig farmer has. Does he have to do each job every day? Which ones? Which ones aren’t necessary every day? What equipment is needed for each of the jobs? Why does he need to do all of these jobs? What jobs was a pork farmer performing that the parents were not? Why? Were any of the jobs similar?

CONCLUSION– Review what a career or job is. Have the students write down their favorite job that the pig farmer does, then go back and read the story over and either the students can demonstrate the job or you can have them hold up a notecard when it’s their turn.

Resources

PHOTOS FROM GOOGLE IMAGE

WISCONSIN AG IN THE CLASSROOM

ESTIMATED TEACHING TIME: 1 HOUR

NEW VOCABULARY:

NUTRITIONIST: A person who advises on matters of food and nutrition aspects on health.

METOROLOGIST: A person who studies meteorology.

ACCOUNTANT: A person whose job is to keep or inspect financial accounts.

PUBLIC RELATIONS SPECIALIST: A person who maintains the public image of a company, organization or famous person.

SALESPERSON: A person who sells goods and services to other people.

AGRONOMIST: An expert in soil management and crop production.

ENVIRONMENTAL SPECIALIST: People who protect and preserve the well-being of the environment and human health.

MATERIALS NEEDED:

Kailey’s Pig ‘Tales’

Careers Survey Sheet

Story of “A Day in the life of a Pork Producer.

A poster/notecard of what job each student will be

Props for jobs

Flip chart for jobs of parents on a notecard.

Digs can run a 7-minute mile!

The average American eats 46 lbs. of pork a year!

“A Day in the life of a Pork Producer”

Name _____

The following story outlines a typical day for a swine farmer. Circle or underline the different jobs that are performed throughout the day.

This morning I woke up at 3:30 to the sound of an early spring storm. Knowing that our sows (mother pigs) would soon be having their babies, I was worried and went outside to check on them.

Outside I realized the storm was much worse than I thought and a piece of the roof had blown off our farrowing barn (the barn where the sows have their babies). Knowing that it was important to keep them warm and healthy, I quickly patched the roof to make sure the rain didn't damage too much inside. After the weather cleared, I would do a more thorough job of fixing it.

By the time the roof was fixed it was time for me to feed the animals. The mother pigs get a different recipe than the growing babies and the older pigs so I carefully fed the different groups of animals, making sure they got what was needed for their nutritional requirements.

While I was feeding, one sow began to farrow (have her babies). I checked on her and she was doing fine. As each of the piglets were born I watched to make sure they were healthy and gave them their needed shots to grow up strong.

After breakfast, I checked my e-mail and the weather to see what the rest of the day would include. Since it would be raining for most of the day, I took care of many inside responsibilities. I balanced the checkbook, paid bills, ordered some more medicines and supplies from the local co-op feed store and worked on advertisements that would appear in a pork producers magazine.

In my e-mail I received a message from a teacher who would be bringing her class to a farm tour the next day so I could teach them about my job of raising pigs. We focus our operation on raising quality breeding and show animals, so I also receive many e-mails from potential buyers and sellers and need to evaluate the best way to market and purchase new animals for my operation.

“A Day in the life of a Pork Producer”

Name _____

To allow my son and daughter to be involved in our operation, we also grow our own crops. As the rain stopped we began to prepare the machinery to plant corn and soybeans that we would feed our animals and sell in the upcoming year. Before taking machinery into the field, it is important to make sure things are running in top condition to operate the most efficiently and save our farm money.

As a team we repaired the roof of the farrowing barn. Things go much faster when there are more people.

After checking on the animals again, I went into town for an environmental education meeting put on by our local extension office. These meetings help me to be environmentally friendly so I can make sure the farm is in good condition when my son and daughter take over.

Before going to bed that night I made one final check on the pigs to see that they were doing all right and then went to bed to make sure I was ready for whatever happened the next day.

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