

# Working with Soil

Discover Career Opportunities!



A lesson based on the Book, *The Soil Neighborhood*, by Dan Yunk and Steve Swaffar.

America's food supply is safe, affordable and abundant but misunderstood by the public. Kansas Farm Bureau seeks to improve consumer knowledge of the importance of farming and ranching through the *Kailey's Ag Adventure Series*, of which this book is a part.

## OBJECTIVES:

Students will...

- Recall different careers available that work with soil
- Create newspaper props or hats representing careers
- Share and discuss different soil career opportunities

## MATERIALS:

Career Clusters Worksheet 1

Newspaper

Duct tape

Career Handouts:

Go to [www.ffa.org/About/NationalFFA/Jobs/Pages/Career-Explorer.aspx](http://www.ffa.org/About/NationalFFA/Jobs/Pages/Career-Explorer.aspx)

Enter "Soil" as keyword

Hit "Click here to Search" button

Or go to: [www.soils.org/careers/career-profiles](http://www.soils.org/careers/career-profiles)

## BACKGROUND INFORMATION:

"According to the United Nations' agency specializing in world labor and employment issues, agriculture accounts for over 36 percent of world employment. In the United States, more than one in seven people hold a career in the agriculture industry; in Kansas, nearly one in five people are employed in the agriculture industry. There are more than 250 career fields in agriculture, including careers in science, business and communications. Many people employed in these career fields do not have a farm background or experience in production agriculture." *Adapted from Kansas Ag in the Classroom lesson*

**LEVEL: 3– 5th**

**ESTIMATED**

**TEACHING TIME: 45 minutes**

**SUBJECTS/STANDARDS:**

Reading: 3rd Grade

Foundational Skills- Fluency

**CCSS.ELA-Literacy.RF.3.4**

Read with sufficient accuracy and fluency to support comprehension.

Key Ideas and Details

**CCSS.ELA-Literacy.RI.3.1**

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

*Standards may be adjusted to fit other grade levels.*

**ACTIVITY DESCRIPTION:**

Students will each be given a soil career profile description to read. They will create a hat or prop that represents that career then share the information they learned through a role playing activity.

### ACTIVITY:

Begin by introducing agriculture careers background information and discussing the importance of agricultural related jobs to our well-being and quality of life. Inform the students that today, they will be discussing agricultural jobs related to the soil.

After a short introduction, pass out *Worksheet 1, Soil Career Clusters*. Have students brainstorm soil related careers for a couple minutes. Once students have recalled jobs, ask for volunteers to share a couple of their answers.

Next pass each student a different soil career profile description. These can be found at the National FFA website or go to: [www.ffa.org/About/NationalFFA/Jobs/Pages/Career-Explorer.aspx](http://www.ffa.org/About/NationalFFA/Jobs/Pages/Career-Explorer.aspx). Enter "Soil" as keyword and then hit "Click here to Search" button. Or [www.soils.org/careers/career-profiles](http://www.soils.org/careers/career-profiles).

Give the students a few minutes to read over the career they were given. After they have all finished, instruct them that they will be using newspapers and Duct tape to create a prop or hat to represent the career they were given.

Place piles of newspapers and Duct tape around the room. Give the students 5-10 minutes to construct their prop or hat.

When students have finished creating their prop, divide them up into pairs. Inform the students that they will be doing some role playing. For the first rotation, one member of the group will act like a news reporter and interview their partner about their soil career. The interviewee will describe their soil career using the information they read and the prop they created.

Give the students five minutes and then have them swap roles. The news reporter will now be the person being interviewed, and the interviewee will now be the news reporter. Give the students another five minutes to act out their roles.

When groups have completed their role playing, have the students direct their attention back to the front of the class. Go around the room and have each person name the soil career they were given and display the prop or hat they created to accompany it.

### CONCLUSION:

Ask the students...

As a group, list off eight soil career opportunities.

Which careers did you find interesting?

Does anyone think they will pursue a soil related career?

### PREPARE AHEAD:

- Gather old newspapers and Duct tape

- Print off enough Soil Career Profile Descriptions so each student has a different career.

Can be found at

[www.ffa.org/About/NationalFFA/Jobs/Pages/Career-Explorer.aspx](http://www.ffa.org/About/NationalFFA/Jobs/Pages/Career-Explorer.aspx)

Or [www.soils.org/careers/career-profiles](http://www.soils.org/careers/career-profiles)

- Print off *Worksheet 1* for each student

Name \_\_\_\_\_

Date \_\_\_\_\_

# Soil Careers Cluster

## Brainstorming Activity

