



# THE SECRET LIFE OF A FRENCH FRY

## Overview

Many people do not fully understand where their food comes from. In addition, many do not know that one out of every four people is employed in production agriculture or in an agriculture-related business. This lesson makes the connection between how food is produced and agriculture.

## Objective

1. Students will make the connection between where food comes from and agriculture.
2. Students will learn how to make a french fry from beginning to end.

## **Suggested Grade Level:**

3rd-4th

## **Time:**

45 minutes

## **Subjects:**

Science

## Background Information

Today, one farmer feeds roughly 155 people. This means that we don't have to worry about where our food comes from. We use 19 cents of our disposable income dollars to pay someone else to grow our food, to process our food and to get it to us so we can eat it. We need to support all the people in agriculture, celebrate them, and make sure we support them when public policy or laws come along that could affect our food supply. We need to be watchful of what the public does to protect natural resources.

There are many different jobs that go into making a fast food meal. If you were to get chicken nuggets, the first step into making the chicken nuggets would be fertilizing the chicken egg for a baby chick to be born. The chick will grow into an adult chicken raised on good nutrition and a good health program done by **a farmer**. The chicken will be transported in a truck by **a truck driver**. The chicken will go to a packing plant where the chicken will be harvested by **a plant employee**. The chicken is then formed into chicken nuggets that need to be the right size which can be controlled by **the fast food restaurant's quality control inspector**. While the chicken nuggets are being formed, there needs to be **an employee inspecting the assembly line**. After the chicken nuggets are formed, they are packaged into bags and boxes by another **plant employee**. The boxes of chicken nuggets will then be transported to the fast food restaurant by **a truck driver**. At the restaurant, the chicken nuggets will be ordered, cooked, served and cleaned up after, providing **four more jobs**.

There are also jobs that are indirectly related to chicken nuggets. Such as, the people who built the restaurant, designed the advertising, produced the TV and radio advertisements, landscaped the restaurant grounds and much more.

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## Materials

- One kids' meal from a fast food restaurant

## Procedures

1. Begin the lesson by asking the students the following questions to start them thinking about the topic at hand:
  - How do you think your chicken nuggets or hamburger make it into the kid's meal sack?
  - Did you know there are lots of jobs that go into making your favorite kid's meal?
2. Share with the students how one food item, such as the chicken nugget, makes its way into a kids' meal sack. As you do this, make a note of how many different jobs can be identified during this process. Have them participate in this process. guiding them with thought-provoking questions when necessary.
3. Encourage students to think about the secret life of a French fry – how it makes its way to the kids' meal sack. Compare and contrast the process of getting a French fry from farm to plate to the process just discussed with the chicken nuggets. Have students lead this discussion, guiding them with thought-provoking questions when necessary.
4. Continue to do this with as many ingredients (i.e. pickles) or menu items as you wish to ensure students make the connection between where food comes from and production agriculture.
5. Share with student how agriculture makes this possible.