



# Before We Eat

## From Farm to Table

### Volunteer Ag Literacy Project

#### Book

Food doesn't magically appear on our tables. This book provides a glimpse at the hard work and dedication it takes to produce food. "Before We Eat: From Farm to Table" takes us on a journey to see the many workers involved in providing the food we eat.

#### How the Project Works

- Volunteer reads to students in K-5 classrooms and completes a simple hands-on-activity with the students (total time approximately 45 minutes)

##### Materials needed:

- 6 brown paper grocery or lunch bags with the 'F words' of agriculture taped to the front
- printed career cards
- printed Career Cluster Guide

##### Checklist

- ✓ Collect teacher evaluation after the presentation.
- ✓ Complete the attached feedback form once you have completed project.

#### Part 1: Introduction (SUGGESTED TIME: 5 MINUTES)

1. Briefly introduce yourself and discuss your connection to agriculture.
2. If you live on a farm or ranch, you may want to bring props, crop samples or photos of the farm, equipment, or animals.
3. Ask students a question about agriculture. (What does the word agriculture mean? Where does your food come from? Who grows your food?)

#### Part 2: Words of Agriculture (SUGGESTED TIME: 10 MINUTES)

1. Introduce the 'F words' of agriculture. Example: "Agriculture is a big word and it covers many different things. I am going to teach you the 'F words' of New Mexico agriculture to help you understand agriculture in our state.

The first 'F' is Farming..." Place a brown paper grocery bag with that 'F word' on a table after you have described the word. Leave bags on table while you read the book so that they are available for the career card activity. The 'F words' of agriculture are:

- **Farming and ranching** – raising crops and animals to feed all of us
- **Food** – food for us and our animals; e.g. dairy, onions, pecans, alfalfa, etc.
- **Fabric** – wool, cotton
- **Flowers** – nurseries, greenhouses
- **Forestry** – Lumber for homes, Christmas trees
- **Fuel** – Ethanol (made from plant material such as corn) and biodiesel (a diverse mix of raw materials including recycled cooking oil, soybean oil and animal fats).

**Handy Resource:** F Words of Agriculture Poster found at [nmaitc.org](http://nmaitc.org) with 'Who Grew My Soup?' Project

##### Common Core Standards - English

K.RI.1	2.RI.1	4.RI.1
1.RI.1	3.RI.1	5.RI.1

\*Ask if there are any questions about the 'F words.'

### **Part 3: Book Reading (SUGGESTED TIME: 10 minutes)**

1. Introduce the story. For example, "I am going to read a story about the people who work in agriculture to get food to our tables."
2. Show off the great images in the book.
3. PRACTICE reading the book before your classroom visit! Time yourself.
4. Become familiar with the different careers in the book and on the career cards.

### **Part 4: Transition Activity – (SUGGESTED TIME: 5 MINUTES)**

1. After reading the book, follow up with questions such as:  
"Who should we thank for our food?"
2. Reiterate the careers that are important to bring food and resources to our schools and homes (last page of the book).
3. If the students have been sitting for a while, it is beneficial to create some physical movement so they can focus on the next activity. Presenters should pick three to four of the careers in the book and come up with a movement that the person in that career might do. For example:
  - Farmer: Hoeing weeds or driving a tractor (pretend you are hoeing or driving).
  - Rancher: Feeding animals (pretend you are throwing hay to cows or emptying a bucket of feed for pigs).
  - Fisherman: Fishing (pretend you are casting a fishing line)
  - Truck Driver: Driving (pretend to be steering a big truck)
  - Grocery Store Clerk: Checking out groceries (pretend to scan items for prices or put into bags)
  - Cook/Baker: Cooking (pretend to knead/roll out dough)
4. Have students repeat the selected movements three or four times before moving into next activity.

### **NM Ag Literacy Project Sponsored by:**



## Part 5a: Career Awareness Activity I (SUGGESTED TIME: 15 MINUTES)

### MATERIALS:

- printed career cards
- printed Career Cluster Guide
- 6 brown paper grocery or lunch bags with the 'F words' of agriculture taped to the front



Presenters may want to sort cards according to class size and age to make sure students have a variety of the 'F words' of agriculture represented.

1. Space the paper bags with the 'F words' of agriculture labels on them out so that there is room for several students to place cards in the bags at the same time.
2. Younger students may need help identifying what career the picture represents, if they are unable to read the words on the back of the card.
3. Explain the activity to the students before starting:
  - A. The presenter will hand each student a career card.
  - B. Each student is to find the 'F word' of agriculture that best fits the career card in their hand.
  - C. After all students have placed their career cards in the bags, the presenter will go through each bag and determine if each career belongs with that 'F word' of agriculture. If the career card does not fit, place it in the correct 'F word' of agriculture bag.
  - D. There are several careers that could be placed in more than one bag.

*This lesson was adapted from Oregon Ag In The Classroom lesson "Agriculture Networking."*

## Part 5b: Career Awareness Activity II (if time allows)

1. Shuffle career cards and redistribute to the students.
2. Tell students that the objective this time is to find (1-3) other classmates that they would most likely do business with if they had the job on the card they are holding. For example, a dairy farmer would need a milk truck driver to get the milk to the processing plant. Give students a few minutes to find who they might work with and then have each group tell how they would work together in the jobs that they have. This exercise shows the number of jobs needed to get food to our table!

### Helpful Tip:

Try to keep completed clusters together (see Career Cluster Card). There are 44 cards and 11 clusters of 4. If you know your class size, sort the cards ahead of time so that each card has at least one other card in the career cluster.

## Part 6: Wrap Up (If Time Allows)

1. Ask if there are any questions.
2. If you have time, review the 'F words' of New Mexico agriculture.
3. Leave the book with the teacher. Collect the teacher evaluation.

## QUESTIONS:

Contact New Mexico Ag In The Classroom with any questions you may have on the Ag Literacy Project or to request a training session.

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Visit [www.nmaitc.org](http://www.nmaitc.org) for free lessons and resources.





## 2017 “Before We Eat” Agricultural Literacy Project Participation Form

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Please complete and return this form to  
New Mexico Ag in the Classroom  
agclass1@nmflb.org

Volunteer: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

### Classroom Presentations:

School	Teacher	Grade	# Of Students	#of Presenters	Provided Teacher with Evaluation Sheet (Y or N)

Please see other side.

Comments are greatly appreciated about your participation. We value feedback that lets us know what worked or didn't work or what we could do next time to make the presentations easier for our volunteers.

**Please return this form to:**

**E-mail: Cheryl at [agclass1@nmflb.org](mailto:agclass1@nmflb.org)**

**Fax: 575.532.4710**

**or**

**Mail: New Mexico Ag in the Classroom**

**533 Four Winds Dr.**

**Ft. Sumner, NM 88119**



## 2017 Agriculture Literacy Project Teacher Evaluation Form

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Presentation: "Before We Eat: from farm to table" by Pat Brisson

School:

Grade Level:

Presenter(s):

Do you feel the information presented helped your students have a better understanding of agriculture? (If yes, please explain.)

Share any comments on what you found valuable as well as ways we could improve the presentation:

NM Ag in the Classroom [www.nmaitc.org](http://www.nmaitc.org) has great resources for teachers and offers free teacher trainings, workshops, and classroom presentations. Please feel free to provide your e-mail address to receive the NM Ag in the Classroom E-newsletter.

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Please answer these questions using this scale:

1-Strongly Disagree    2- Disagree    3- Neutral    4- Agree    5- Strongly Agree



- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. The presenter communicated clearly and effectively.                 | 1 | 2 | 3 | 4 | 5 |
| 2. The presentation was well organized and used your time effectively. | 1 | 2 | 3 | 4 | 5 |
| 3. You will use the lessons/activity in your classroom in the future.  | 1 | 2 | 3 | 4 | 5 |
| 4. The presenter(s) invited and answered questions.                    | 1 | 2 | 3 | 4 | 5 |
| 5. I would participate in another Ag Literacy Project event again.     | 1 | 2 | 3 | 4 | 5 |

**Please feel free to contact us at [agclass1@nmflb.org](mailto:agclass1@nmflb.org)**

**We really appreciate your feedback and hope you enjoy your book.**

**Thank you for your hard work and dedication in educating our future generations!**