
4-H CAREER EDUCATION ACTIVITY

“Where Does It Come From?”

About This Activity

Age:

10 and up

Objectives:

Participants will:

- Learn about the process of manufacturing.
- Understand origins of food and other products that we use in everyday living.
- Realize the numerous careers and jobs that are involved with the production of a product.
- Learn the value of teamwork and that every job involved is important to the outcome.

Learning and Life Skills:

- Understanding of systems
- Speaking
- Listening
- Working in a group
- Thinking creatively

Michigan Curriculum Framework:

The following Michigan benchmarks are addressed in this curriculum. More information can be found at http://www.michigan.gov/documents/MichiganCurriculum-Framework_8172_7.pdf

- Able to think scientifically and use scientific knowledge to make decisions about real-world problems
- Able to construct new knowledge for themselves through research, reading and discussion
- Use knowledge of the production, distribution, and consumption of goods and services to make personal, career and societal decisions about the use of scarce resources
- Thinks analytically and creatively about important themes, concepts and ideas
- Uses the English language arts to develop insights about human experiences

What You Will Need

Materials:

- Candy bar or some sort of food or other product that has been through a process to become the finalized product (non-food examples: lumber, shoes, clothing or other manufactured product)
- Sugar-free product (optional)
- Raw product (optional)

Time:

20 to 30 minutes

Setting:

Anywhere where participants can work in small groups

Procedure:

Before the meeting:

Gather the following:

- Candy bars (or other product you chose) for handing out to the entire group. This makes the activity more fun.)
- Paper and pen for recorder to take notes
- A raw product such as an apple if the additional activity is done

During the meeting:

Have the participants split into small groups of three to six people. Have each group identify a recorder and reporter. Give each participant a candy bar. (Have a sugar-free option like sugar-free gum.) The participants who are in the same group should all get the same candy bar. Then ask each group to brainstorm jobs that are involved in the making of this candy bar. Give the participants at least 15 minutes to brainstorm jobs. Then have each group give a short presentation on what jobs they came up with. After each group has shared their findings discuss the differences between the groups.

Try This, Too:

Start with a raw product such as an apple that wouldn't have as much manufacturing to go through.

Have each group try to come up with a process of what is done first to make the product all the way through the finalized product (from the producing of the sugar to the candy bar wrapping to selling it in stores).

Talking It Over:

- What are some jobs that differed between each group?
- How does this help you to understand the manufacturing process?
- What are some important ideas that you learned with this activity?
- Did this change your mind about how many careers are out there? How?
- Was it hard to work in groups? Do you think it would be harder or easier to work in a smaller or larger group? Why?
- How is working in a group related to the workplace? Can you apply working in groups to the workplace? Make sure to take the opportunity to talk about the importance and value of teamwork. Discuss how each job is just as important as the other in the making of a product. If one job isn't done, the product won't turn out successfully.

For More Information

To explore other Michigan 4-H Youth Development career development information, visit <http://4h.msue.msu.edu>. Click on the "Programs" tab then select "Careers."