



Slides 06.18: Careers in Food Systems, and the Unit 6 Review and Test

Lesson 6.18, two days, 18 slides. Day 1 is slides 1 to 11. Day 2 is slides 12 to 18. The test slides stay up for the last twenty minutes of Day 2.

DAY 1: Careers across the whole chain

Slide 1: Do now

- Name one job somebody had to do before the food we cooked last week reached this room.
- Not a cook. Somebody earlier in the chain. Notes: Take six answers and write them along a chain drawn left to right across the board.

Slide 2: Thirteen jobs are on the cards in front of you

- Two of them you can start at sixteen with a certificate that takes two days.
- One of them exists on a farm twenty-five miles from here.
- One of them is why the prices on that circular are what they are.

Slide 3: The chain has jobs at every link

- **GROW** to **PROCESS** to **INSPECT** to **MOVE** to **SELL** to **COOK** to **SERVE**, with **STUDY** feeding all of it Image: the eight links drawn across the slide as boxes with arrows, STUDY sitting above with lines down to every box. Notes: Name one job per link and one fact that makes it real: the inspector has legal authority to close a kitchen; the logistics coordinator decides whether the truck comes Tuesday or Thursday; the buyer is why the circular says what it says.

Slide 4: The honest part about pay and hours

- Kitchen jobs start low. The hours are nights, weekends, and holidays.
- The science and inspection jobs pay more and take a degree.
- The sales and logistics jobs are the ones most people have never heard of, and there are a lot of them. Notes: Do not oversell kitchen work. Let the cards argue.

Slide 5: The chain mat, then the education sort

- Sort 1: put all thirteen cards on the chain mat. Some belong in two links; write them in both and be ready to say why.
- Sort 2: re-sort the same thirteen by education needed, into four columns.
- Write one job per education column on the strip.
- Mark the two cards that were hardest to place and say why. Notes: 11 minutes. The two that move most are the caterer and the baker. Let them argue.

Slide 6: The four education columns

- **No degree needed:** on-the-job training or a short certificate
- **Certificate or apprenticeship**
- **Two-year (associate) degree**
- **Four-year degree or more**

Slide 7: The five training paths

1. **On-the-job training.** You get hired and they teach you

2. **A short food safety certificate: ServSafe**
3. **A registered apprenticeship.** Paid work plus required classroom hours
4. **A certificate or a two-year degree.** Community college
5. **A four-year degree or more.** Some jobs add a master's, a doctorate, or a license
- Write next to each one the earliest age or grade a person could start it.

Slide 8: ServSafe, because this one is real and close

- It is a food safety program, run through the National Restaurant Association's training arm.
- **Food Handler** is a short course and exam.
- **Food Protection Manager** is the one many restaurants require of a supervisor.
- **High school CTE programs can offer it.** You can walk out of high school with it.
- It is the difference between an application that gets a call and one that does not. Notes: *[Sal: confirm which level your school or the local BOCES can offer and proctor, what the exam costs, and the county health department's current food handler requirement.]*

Slide 9: Would I like this?

- Pick two cards: one you would consider, one you would not.
- The part of the day I would like. The part I would not.
- The training I am willing to do.
- One sentence: "I would / would not want to be a ___ because ___."
- Then compare it to the self-check you wrote back in Unit 1, Lesson 1.22. Did your answer change?

Slide 10: These jobs are here

- Farms and vineyards on the North Fork and the East End. Farmers markets in most towns
- Shellfish and fishing on the Sound, the bays, and out of Montauk
- Supermarket chains. King Kullen is a Long Island company, widely credited as the first American supermarket, Queens, 1930. **Somebody with the buyer's job wrote the circular we priced this project from**
- Food distribution warehouses and trucking across the Island
- Restaurants, delis, bakeries, and heavy seasonal catering on the East End
- Hospitals, nursing homes, and school districts, each with a food service operation and usually a dietitian
- The Suffolk and Nassau county health departments. Cornell Cooperative Extension of Suffolk County Notes: Circle every job on the cards that exists within about 25 miles. *[Sal: localize this for your school's actual neighborhood before you teach it.]*

Slide 11: The closing question

- Which link in the chain has the **most** jobs?
- Which link has the jobs **nobody applies for**? Notes: The answers are SELL and COOK for the most, PROCESS and MOVE for the ones nobody applies for. Four students read



their “I would / would not want” sentence, one per education column. Self-check goes in the FACS folder next to the Lesson 1.22 one; Unit 7 uses both.

DAY 2: Review game and the Unit 6 test

Slide 12: Do now (Day 2)

- Your Rubric 06 is in your hand.
- Read it.
- Write one line: the criterion I scored highest on, and the one thing I would change if we ran this project again. Notes: Hand the scored rubric back at the door, before anything else. Take three answers, no names on scores. Say one sentence about what the class did well and one thing to carry into Unit 7.

Slide 13: Today

- 15 minutes: **Four Links**, the review game.
- 20 minutes: **the Unit 6 test**.
- Calculators out for items 16 and 17.

Slide 14: Four Links, the rules

- Four teams, the same station teams.
- 24 cards, four piles: **Where Food Comes From / Methods and Science / The Feed the Class System / Careers**
- I read a card. Every team writes an answer and holds it up on the cue.
- **Correct answer: 1 point. Correct answer with a reason: 2 points.**
- **The walls are fair game.** Your flowchart, your posters, and the two waste numbers are all up there.

Slide 15: The four piles

- Pile 1: supply chain, food miles, factors affecting the food supply, food deserts, our waste audit, sustainable practices
- Pile 2: dry heat and moist heat, the leavening experiment, baking powder versus baking soda, the place setting, one dish in two cuisines
- Pile 3: scale factor, rounding up, unit price, the critical path, the clock rule, one list versus four, the approval checklist, cost per person
- Pile 4: who can close a kitchen, which jobs need which degree, ServSafe Image: the four piles drawn as four stacks of cards, labeled.

Slide 16: Scoreboard

- Station 1: _____
- Station 2: _____
- Station 3: _____
- Station 4: _____ Notes: Keep it fast. About 35 seconds per card including scoring. If an answer is arguable, give the point and move on. No debrief; the test is next.

Slide 17: The Unit 6 test

- 20 items. 20 minutes. Pencil.

- Show your work on items 16 and 17. You can earn points for the work even if the final number is wrong.
- Items 19 and 20 are the long ones. Do not spend all your time at the top of the page.
- Calculators for 16 and 17. Image: a large timer at 20:00. Notes: Read the directions once. Collect at the bell. Never shorten the twenty minutes.

Slide 18: One word at the door

- The best thing about this unit, in one word.
- Next unit: you build a resume and pitch a business. **Two of the thirteen cards from yesterday come back.** Notes: Write the words on the board for the next section to see.