

Making Connections

JOBS IN THE DAIRY INDUSTRY

ESSENTIAL QUESTION

What jobs are involved in the global and New Zealand dairy industry?

WHAT ARE WE LEARNING?

- The reach and scale of jobs involved in the global and New Zealand dairy industry
- Career opportunities in New Zealand's dairy industry. Choosing relevant criteria for sorting
- Sorting and categorising according to criteria

TRY THIS WITH

- Years 6-8
- Students who have an interest in farming as a career
- Students who like to organise their thinking visually

FIND

- Choose
- Recognise
- Explain
- Recall
- Compare
- Observe

Predict what jobs people involved in the dairy industry could have. Discuss that sometimes the connection to the dairy industry isn't as obvious as being a dairy farmer.

Watch at least two of the Fonterra Documentaries. There are many, but 'Trade and Operations' is an excellent starting point.

Play stop the clock. Every time students see or hear something they think is connected to a job in the dairy industry they should call out 'stop'. Stop the documentary and have the student that 'stopped the clock' identify the connection. Students should record everything they think might be a job involved in the dairy industry on a large piece of paper.



APPLY

- Classify
- Distinction
- Relate
- Differences
- Point out
- Discover

Explore the Dairy New Zealand Career Explorer and Get Ahead. Add notes about the different jobs on a dairy farm to the list they compiled from the documentaries

Discuss the benefits that all of these jobs bring to the people and communities in New Zealand.

List all the jobs involved in each connection that the students made to the dairy industry from the class session. Categorise the jobs under different sectors of the dairy industry. These sectors need to be relevant to the students' list. Examples are: farm, factory, export, dairy products, import.

PRODUCE

- Validate
- Model
- Prove
- Improve
- Decide
- Formulate

Colour code the jobs that belong to each sector. Identify the sectors that can be joined together under a category heading that includes them both. For example, import and export could both be categorized under the category heading of Products. Alternatively is, dairy food and factory could both come under the category of heading of Production

Aim in the end to have only about four main headings that all the information can be re-grouped under. Choosing the right headings under which to categorise is the important skill. Use Post-it notes and photograph each stage as it is completed. This will make it easier to move the ideas around while still recording each stage of the categorising process.



SUCCESS CRITERIA

Students can check they have completed the task successfully by:

- Discussing their work with their peers, and making changes where necessary
- Including a variety of jobs
- Appropriately categorising jobs using the relevant headings

PRINCIPLES	VALUES	KEY COMPETENCIES	LEARNING AREAS	WORD BANK	RESOURCES REQUIRED
Coherence High expectations Future focus	Innovation, inquiry and curiosity Excellence Community and participation.	Thinking Participating and contributing	Social Sciences Technology CREST	Global International Connections Categories	Rosie's Education YouTube