

# Careers in the Food Industry

**Unit:** Career Exploration Skills

**Problem Area:** Explore Family and Consumer Sciences Careers

**Lesson:** Careers in the Food Industry

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Investigate careers in the food industry.**
- 2 List the working conditions, training, and advancement opportunities for careers in the food industry.**
- 3 List employment, job outlook, earnings, and related occupations for careers in the food industry.**

■ **List of Resources.** The following resources may be useful in teaching this lesson:

“Occupational Outlook Handbook,” U.S. Dept. of Labor: Bureau of Labor Statistics. Accessed Nov. 15, 2007 <<http://www.bls.gov/oco/>>.

*O\*Net: Occupational Information Network.* Accessed Nov. 15, 2007 <<http://online.onetcenter.org/>>.

U.S. Department of Education. Accessed Nov. 15, 2007 <[www.ed.gov](http://www.ed.gov)>.

U.S. Department of Labor. Accessed Nov. 15, 2007 <[www.dol.gov](http://www.dol.gov)>.

Workinfo.com: Human Resources for Today’s Workplace. Accessed Nov. 15, 2007 <[www.IL.WorkInfo.com/ICRN](http://www.IL.WorkInfo.com/ICRN)>.



## ■ List of Equipment, Tools, Supplies, and Facilities

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

## ■ Terms. The following terms are presented in this lesson (shown in bold italics):

- ▶ advancement
- ▶ earnings
- ▶ employment
- ▶ job outlook
- ▶ nature of work
- ▶ qualifications
- ▶ related occupations
- ▶ training
- ▶ working conditions

## ■ Interest Approach. Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

*Ask students to name careers in the food industry. List these on the chalkboard or on the overhead transparency. Add to the list as needed.*

*Take one of the names of the careers and ask students if they know what the working conditions, qualifications, training, advancement, earnings, employment, job outlook, nature of the work, and related occupations would be for that career. The students will not know many of these aspects. Define the terms for the students so they can understand what the words mean for their investigation later. Use VM–A and VM–B.*

*Discuss where information can be found for career investigation. Guidance office materials, library materials, and the Internet are valuable resources. Textbooks usually have career information as well.*

*Students will choose a specific career in the food industry and do an in-depth investigation about that career. Specific points will be covered by the investigation. After gathering information, students will write a report on the chosen career. When the written reports are completed, an oral report will be given to the class so all students can gain from the information. The written report will be turned in for a grade. Oral reports will be given a grade, but the*

oral reports will not be worth as many points as the written report since the written report will take more time.

The students may know someone with a career in the food industry. If so, arrange to have various careers represented for a panel discussion in class. Students can compile questions from their investigation results. Often times, students will benefit from specific information (not gleaned from research) like personal feelings about working in a certain career.

## SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1:** Investigate careers in the food industry.

**Anticipated Problem:** Where can information be found about careers in the food industry?

- I. Where can you find information about careers in the food industry?
  - A. The Internet is a valuable resource with up-to-date information about the various aspects of careers.
    1. Many Web sites are helpful to students investigating careers.
    2. Within a Web site, there are often links to other sources of information to give additional information.
  - B. Students will use various Web sites to investigate careers in the food industry and will choose one career from this field to do in-depth research.

*Many techniques can be used to help students master this objective.*

**Objective 2:** List the working conditions, training, and advancement opportunities for careers in the food industry.

**Anticipated Problem:** What are the working conditions, training, and advancement opportunities of a chosen career?

- II. **Working conditions** refer to the environment where an individual is employed (e.g., working inside, outside, alone, with others). Hours of work may vary depending on the type of facility. Some small operations have only a few employees while large operations have many employees.
  - A. Some jobs are in large cities while others are in small towns.

- B. Types of equipment used vary according to the size of the establishment so that a larger facility may require more knowledge to run the various kinds of equipment.
- C. Conditions may also vary because of the type and amount of food prepared.
- D. Physical conditions must be taken into consideration (e.g., standing for long hours, heavy lifting, hot kitchens, and possible safety issues of the job).
- E. Hours will vary by the type of facility. For example, a public place like a school or a hospital will have different hours than a restaurant.
  1. Hours are often longer if you are in charge of a kitchen or a restaurant.
  2. Hours are often flexible; this entices part-time help (e.g., retired people, students, or working mothers).
- F. **Training** refers to preparation for a certain job. It can be on-the-job training (accomplished in a short time), formal training, or academic training that results in a college degree.
  1. Fast food usually involves on-the-job training. Bussers, servers, cashiers, dishwashers, and hosts are examples of positions with on-the-job training.
  2. Formal training would be for food-service managers, chefs, and cooks. This could start out as on-the-job training and extend to seminars, franchise-training programs, college, and advanced training.
  3. Junior college and four-year college degrees incorporate business training with specific skills needed for particular jobs.
- G. The **nature of work** is a simplified explanation of a specific job. For example, a server takes orders for food, delivers food and drinks to customers, and often cleans tables.
- H. **Advancement** is progress to a higher level job. A server could become a trainer after several years and train all of the new servers.
- I. **Qualifications** are necessary skills and abilities for a certain job.

*Many techniques can be used to help students master this objective. Use the provided PowerPoint.*

**Objective 3:** List employment, job outlook, earnings, and related occupations for careers in the food industry.

**Anticipated Problem:** What are employment, job outlook, earnings, and related occupations for a chosen career?

- III. Employment, job outlook, earnings, and related occupations for a chosen career are important considerations.
  - A. **Employment** is the breakdown of each area within a specific career field. Latest government figures are on many Web sites, making up-to-date information readily available.

- B. A **job outlook** shows the current need for certain careers and the future outlook.
1. There will always be a need for fast-food positions and short-order positions since it is a high turnover area that requires little skill or experience and offers lower pay.
  2. The more advanced positions do not have a high turnover rate, so these positions are not as available as the entry-level positions.
- C. **Earnings** show the approximate salaries for various careers in this field. Salaries range from minimum wage for entry-level fast-food jobs to six-figure incomes for some top chefs, restaurant managers, and owners. Benefits are included with the salary.
- D. **Related occupations** show jobs that have some of the same working conditions or required skills within the same field. A food-service worker often begins at the lowest job and continues into restaurant management or ownership.

*Many techniques can be used to help students master this objective. Use the provided PowerPoint.*

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Review the terms for this lesson with students. In addition, students will encounter the terms in their research and in writing the research paper. If a panel discussion takes place, have students summarize what was learned from hearing about the personal experiences of the panelists.
- **Application.** Use the included visual masters and lab sheets to apply the information presented in the lesson.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided. The written research paper and the oral presentation will be evaluated. Rubrics for the written and oral reports are included.

## ■ **Answers to Sample Test:**

### **Part One: Matching**

1. h
2. f
3. e
4. g
5. c
6. i
7. b
8. a
9. d

## **Part Two: Short Answer**

1. Answers may vary. Some examples include working inside, outside, alone, with others, days, or nights.
2. Answers may vary. Some examples include busser, host, or cashier.

## **Part Three: Completion**

1. Answers may vary. Some examples include on-the-job training, formal training, or academic training, resulting in a college degree.
2. Answers may vary. Some examples include [www.IL.WorkInfo.com](http://www.IL.WorkInfo.com), [www.dol.gov](http://www.dol.gov), and [www.ed.gov](http://www.ed.gov).

# Careers in the Food Industry

## ► Part One: Matching

**Instructions:** Match the term with the correct definition.

- |                        |                   |
|------------------------|-------------------|
| a. working conditions  | f. advancement    |
| b. qualifications      | g. job outlook    |
| c. earnings            | h. training       |
| d. employment          | i. nature of work |
| e. related occupations |                   |

- \_\_\_\_ 1. Preparation for certain job
- \_\_\_\_ 2. Progress to higher level job
- \_\_\_\_ 3. Similar occupations within a field
- \_\_\_\_ 4. Present and future expected opening
- \_\_\_\_ 5. Salary and benefits
- \_\_\_\_ 6. Explanation of job
- \_\_\_\_ 7. Work-related knowledge, education, experience
- \_\_\_\_ 8. Environment for work
- \_\_\_\_ 9. Distribution of various jobs in a career field



► **Part Two: Short Answer**

**Instructions:** Complete the following.

1. Name three kinds of working conditions.

2. Name three jobs related to a server.

► **Part Three: Completion**

**Instructions:** Provide the word or words to complete the following statements.

1. Three kinds of training for careers are \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_.

2. Two Web sites used for career research are: \_\_\_\_\_ and  
\_\_\_\_\_.



# CAREER EXPLORATIONS TERMS

- ◆ nature of work
- ◆ working conditions
- ◆ training
- ◆ qualifications
- ◆ advancement
- ◆ employment
- ◆ job outlook
- ◆ earnings
- ◆ related occupations



# CAREER EXPLORATION TERMS

- ◆ **Nature of work:** explanation of what a specific job entails
- ◆ **Working conditions:** environment for work
- ◆ **Training:** preparation for a certain job
- ◆ **Qualifications:** work related knowledge, education, experience
- ◆ **Advancement:** progress to a higher level within a career area
- ◆ **Employment:** distribution of various jobs within a career area
- ◆ **Job outlook:** present openings and future expansion
- ◆ **Earnings:** salary and benefits
- ◆ **Related occupations:** similar occupations within the same field



# Career Exploration Research

## Purpose

The purpose of this activity is to research a chosen career within the food industry and report findings in writing and orally.

## Objectives

1. Choose a career within the food industry and do investigation of that career.
2. Compile information into written form and present findings in written and oral form.

## Materials

- ◆ career information from guidance office
- ◆ library materials
- ◆ computers with Internet access
- ◆ textbook
- ◆ paper
- ◆ writing utensil
- ◆ note cards

## Procedure

1. Complete an investigation of your chosen career.
2. Write a research paper.
3. Present your oral report to the class.



Career field:

Specific career:

Working conditions:

Training:

Advancement:

Employment:

Job outlook:

Earnings:

Related occupations:

Sources used in investigations. (If it is a Web site, show the exact URL at the top of the page or at the bottom of the page.)

After investigating this career, I would still be interested in this career because:

After investigating this career, I would no longer be interested in this career because:

# Research Paper Directions

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Introductory paragraph

Working conditions paragraph

Training paragraph

Advancement paragraph

Employment paragraph

Job outlook paragraph

Earnings paragraph

Related occupations paragraph

Closing paragraph (telling whether this career is or is not still of interest after finding out all the aspects of it and why you feel this way)

Source listing (on separate sheet)

Book by One Author

Clark, George. *Careers in Foods*, 3rd ed. Harris Publications, 2006.

Book by Two or Three Authors

Harris, Mike, and Thomas, Ellen. *Introduction to Careers*. Williams Learning, 2006.

Book by Four or More Authors

Jones, Robert, et al. *Careers in the New Millenium*. White Publishers, 2005.

Web Sites

"Top 50 Fastest-Growing Occupations." *America's Career InfoNet*. Accessed October 11, 2007  
<<http://www.acinet.org/acinet/>>.