

## Lesson 8: The People in the Industry.

If you are planning to [attend a LU Dairy, Science and Sustainability Workshop](#) at the Lincoln University Dairy Farms (Canterbury) or Owl Farm (Waikato) please **do not do use** the “People in the Industry” Cards.

Instead please contact Lauren ([lauren.roberts@lincoln.ac.nz](mailto:lauren.roberts@lincoln.ac.nz)) to discuss dates and student numbers.

If there is substantial demand (4 schools) in a region then we will look into site availability. Co-ordination around schools and dates is much appreciated.

<b>Starter</b>	<p>“<b>L8_Spot the Career</b>”. An old resource (not developed by Lincoln) but a good one. Get students to do the activity on page 3 where students need to identify as many jobs/ careers as they can. It may be worth putting a time limit in place and/or doing a class version on the board. Repeat this activity at the end of the lesson and see if students can add to their list.</p>
<b>Activity</b>	<p><b>People in the Industry</b></p> <p>Many people are employed directly or in-directly by dairy. These 23 career cards focus on the people who have a connection with the farm. Access the resource called “<b>L8_People in the Industry</b>”. Decide how many groups and sets of the cards you need for the lesson.</p> <p><b>Task 1: Careers.</b> Students mix and match career title cards with description cards (31 roles are covered). You can do it as a class where each student finds their description and reads it out loud or you could do it in their groups.</p> <p><b>Task 2: Who is on-site?</b> Students will need to be in groups for the following steps, so ensure each group has a set of cards.</p> <p>Students sort the career titles into three columns. The first is “on-farm”. The next is “on/off farm” for the roles where people come and visit the farm but also have another base like an office, factory or workshop. The last is “off-farm” and these roles do not have to visit the farm but still support the farm.</p>
<b>Activity</b>	<p><b>What careers sound interesting?</b> <i>If you are attending a dairy workshop then this can activity can be done afterwards, back at school.</i></p> <p>For this task students should be aware that we need to be supportive of others because different people want and are interested in different things. If a student has a firm idea of what they want to do, support them. At the same time this task is about what they found <b>interesting</b> not what they <b>are going to do</b>.</p> <p>Give students access to the following brochures and get students to have a read and/or discuss which careers sounded interesting. Get them to each choose a career title. Then using the ‘kiwi careers’ card can they pick out 3 kiwis that they think help show what the job involves.</p> <p style="text-align: center;"><b>Or</b></p>

	<p>Students use the brochures and to create an A-Z of Careers. They can select a <i>maximum of 20 careers that are mentioned in the brochures</i>. Any that are missing they need to either brainstorm or research. To make it more interesting you can give them the following challenges and see how many bovines they can collect...</p> <p><b>Cow:</b> Got at least one career for each letter.  <b>Water Buffalo:</b> Got four letters with more than 4 career titles.  <b>Bison:</b> Got seven letters with more than 4 career titles.  <b>Yak:</b> Got three letters with more than 6 career titles.</p> <p><a href="https://www.lincoln.ac.nz/Student-Life/careers-and-employment/Students-and-graduates/">https://www.lincoln.ac.nz/Student-Life/careers-and-employment/Students-and-graduates/</a></p> <p>Or email <a href="mailto:lauren.roberts@lincoln.ac.nz">lauren.roberts@lincoln.ac.nz</a> to get a physical set sent out to you.</p>
<p><b>Exit pass</b></p>	<p>List two careers that you thought sounded interesting.</p> <p style="text-align: center;"><b>Or</b></p> <p><b>Career Claim:</b> students start by standing up. Pick a student to start and they say one career involved in the Primary Sector. They sit down and pick the next student who says a different career. Each student needs to say a different career and by the end they should all be seated and no career title should have been repeated. Up to you and the class if notes or 'call a friend' is allowed.</p>

## Careers

A significant amount of New Zealand land is managed by the primary sector and its management can have a significant effect on the environment, society and economy. The primary sector is also a major part of overseas economies and consequently there is a large exchange of people between countries. This provides the opportunity to learn new management practices, technology and network into different areas of expertise or markets.

There are a lot of variables that can occur within the natural environment and farming system which can impact decision making. Farmers and managers are important decision makers about how a farm is run and the condition of the animals and the environment. In modern farming data and information is an important part of the decision making process.

Farm consultants read the current research and developments that are occurring in New Zealand and overseas, have an idea of what new plant variants are being developed, work within the local region and across farms to get an in-depth understanding of what is working and work with the farm to get the best results for stock wellbeing, environmental health and profit. They also take samples from animals, feed and the environment (eg. Soil or water)

and send it in to the labs. Overseas travel offers good opportunities to learn about practices and new technology (including genetics) and how they might work within the New Zealand context.

Researchers work at understanding processes, problems and environment to develop ways to either resolve, minimise or mitigate problems that are affecting our land and society. Often researchers go overseas so they can investigate how others are operating or to share discoveries and technology. There is millions of dollars in research which is done through Universities, Crown Entities (AgResearch, Plant and Food, Government Ministries) and Industry (Dairy NZ, Ravensdown etc.).

Contractors have the equipment needed to prepare, harvest and process crops and pastures. They can also help with earth moving, farm infrastructure and breeding of plants and animals. Infrastructure can include milking sheds, water infrastructure, effluent management and farm systems. GPS, computer software, heavy machinery, animal scanning and breeding technologies are all tools that different types of contractors use. Often there are contracts involved with either work that is being commissioned to be done on farm or the supply of a specific feed or animals to another farm or processing plant.

Vets help with sick animals, parasite management, breeding and improved animal welfare outcomes. Feed and weather conditions can have a big impact on animal health and wellbeing and vets have a good idea of what is happening in a region and across farms.

Legislation around consents has become a big part of farming. Farmers can work with industry and the regional council to get advice, understand their farm in the wider regional context and develop farm management plans.

Resource management officers and consultants need to have a good understanding of legislation, regional developments and plans, latest developments and research, ability to do field work and collect data and understand farm systems. Once consents are granted then they are monitored by the regional council on a regular basis (around 1-3 years).

Consents have a range of actions that a consent holder must take which could include new farm environmental plans every year, records of water use and environmental affects, requirements around infrastructure and specific environmental conditions when activities can be carried out. Consents have expiry dates and therefore consents need to be renewed. The work and knowledge involved means that consents can be expensive as it is a 'user pays' model but this speciality is another important part of this sector.

Farms are million dollar businesses and there are careers that specialise in the development, investment, accounting and marketing around farms and farm products. Often this can involve overseas travel as it is about building relationships, partnerships and understanding what consumers want and value.