



Government Agency Karaoke

Middle School Food and Agricultural Literacy Curriculum

Precepts

- B. Relationships
- B2. Interact and work with others

National Standards

- CS.01.02.02.b. Utilize communication skills to collaborate in a group setting.
- ESS.02.01.01.b. Identify the purposes of laws associated with environmental service systems.
- FPP.01.01.02.a. Identify and explain environmental and safety concerns about the food supply.
- FPP.01.02.01.b. Evaluate the changes in the food products and processing industry brought about by industry organizations or regulatory agencies.
- FPP.01.02.02.b. Discuss the application of industry standards in the food products and processing industry.
- FPP.02.02.02.a. Identify the seven principles of HACCP.
- FPP.02.03.03.a. Describe the effects food-borne pathogens have on food products and humans.
- NL-ENG.K-12.12 – Applying Language Skills
- NS.5-8.6 – Science in Personal and Social Perspectives
- NSS-C.5-8.1 – Civic Life, Politics, and Government
- NSS-EC.5-8.16 – Government in the Economy
- NSS-USH.5-12.10 – Era 10: Contemporary United States (1968 to the Present)

Student Learning Objectives

- As a result of this **unit** the student will...
- Recognize how food product pathways affect consumers.
- As a result of this **lesson** the student will...
- Describe government agencies' involvement in regulating food safety.

Time

Instruction time for this lesson: 45 minutes.

Resources

National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success. — United States Department of Agriculture. (2004). About USDA. Retrieved August 8, 2009, from http://www.usda.gov/wps/portal/ut/p/s.7.0.A/7.0.1OB/cmd/ad/ar/sa.retrievecontent/c/6.2.1UH/ce/7.2.5JN/p/5.2.4TR/d/0/th/J.2.9D/s.7.0.A/7.0.1OB?PC.7.2.5JN.navid=MISSION.STATEMENT&PC.7.2.5JN.navtype=RT&PC.7.2.5JN.parentnav=ABOUT_USDA#7.2.5JN — United States Department of Agriculture, Agricultural Marketing Service. (2008). Grading, Certification, and Verification. Retrieved August 8, 2009, from <http://www.ams.usda.gov/AMSv1.0/standards> — United States Department of Agriculture, Food Safety and Inspection Service (2007). Agency History. Retrieved on August 8, 2009, from http://www.fsis.usda.gov/About_Fsis/Agency_History/index.asp — United States Environmental Protection Agency. (n.d.). About EPA. Retrieved August 8, 2009, from <http://www.epa.gov/epahome/aboutepa.htm> — U.S. Food and Drug Administration. (2009). About FDA. Retrieved August 8, 2009, from <http://www.fda.gov/AboutFDA/WhatWeDo/default.htm> — Winter, C. (2008). Food Safety Music: Music Tracks: U.S.D.A. Retrieved August 7, 2009, from University of California, Davis, Food Safety Music Web site: MS.FS.1.6.docx

Tools, Equipment, and Supplies

USDA song found at <http://foodsafes.ucdavis.edu/html/audio/usda.html>
Computer with Internet access and sound
Speakers
Overhead projector/transparencies
MS.FS.1.6.ASSESS.A – one per student
MS.FS.1.6.TM.A – one per teacher and/or one per student
MS.FS.1.6.AS.A - Karaoke Cards – one copy, cut into pieces, one piece per team
MS.FS.1.6.ASSESS.B – one copy for the teacher per team

Key Terms

The following terms are presented in this lesson and appear in bold italics:

United States Department of Agriculture (USDA)
Food and Drug Administration (FDA)
Food Safety and Inspection Service (FSIS)
Environmental Protection Agency (EPA)



Government Agency Karaoke

Content Outline

Objective 1. Describe government agencies' involvement in regulating the food supply.

- I. **Government agencies are responsible for setting standards and regulations for the food supply, including safety, processing, handling, production, labeling, and other issues.**

A. **United States Department of Agriculture (USDA)**

1. Abraham Lincoln founded the **USDA** in 1862.
2. The **USDA**: main organization that houses many smaller agencies responsible for the sectors of food, agriculture, and natural resources.
3. **FSIS** is an example of a service branch of the **USDA**.
4. **USDA**: sets quality industry standards for products like beef, poultry, eggs, dairy, and many others.

B. **Food and Drug Administration (FDA)**

1. The **FDA**, once a part of the **USDA** and now a part of the Department of Health and Human Services, was established in 1927.
2. Responsible for protecting public health by ensuring the safety, efficacy, and security of human and veterinary drugs, biological products, medical devices, our nation's food supply, cosmetics, and products that emit radiation.

C. **Food Safety and Inspection Service (FSIS)**

1. Promotes public health by protecting against food-borne illness and ensuring that meat, poultry, and egg products are safe, wholesome, and correctly packaged.
2. Responsible for the development of HACCP.
3. Monitors recalls of meat and poultry products.
4. Researches food safety hazards and issues.

D. **Environmental Protection Agency (EPA)**

1. The **EPA** was established in 1970.
2. Works to promote a clean, healthy environment.

3. Writes the regulations for the laws set by Congress, educates the public on environmental issues, and researches environmental issues.
4. Regulates pesticides and chemicals used on the food supply

Interest Approach

Option 1: We are about to listen to the best song ever! It's a song about the **USDA**. Have you ever heard of the **USDA**? Well, if you haven't, you are in for a treat. As we listen to the song, the lyrics will be visible for you to sing along. So, for this activity, you will need a sheet of paper and something to write with so we are ready to take some notes. Pay attention to key information as it is presented in the song, such as the different responsibilities of the **USDA**.

Begin the song. The **USDA** song can be found at <http://foodsafety.ucdavis.edu/html/audio/usda.html>. You can download the slideshow for students to watch as they listen to the music. This music can also be ordered from the website in the form of an audio CD, which is free of cost.

So, what was the main idea of the song?

Possible responses: to tell us about the **USDA**, talk about agriculture and the government, different agencies that work with agriculture, etc

Excellent! You are correct. The song gave us a little preview of what we are going to learn about today about the government agencies' involvement in regulating the food supply. Get ready to be creative rock star performers!

Option 2: If technology is not available for the activity listed above, try this interest approach.

Bring in food products that are marked with **USDA** approval, such as packaged meat. Show students each package by passing them around the room and ask them if they can identify what each product has in common. Once it is identified that each package says **USDA**, ask students to think about what role the **USDA** played in the production of that product.

Here we have some different food products, and today we are going to closely examine the packaging to determine what they have in common. As we pass around each item, make a note of the similarities among the products. Be prepared to discuss this in about two minutes.



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Pass around the packages, keep track of the time, and tell students when time is up.

Great! So, what did we find out about each product?

Responses will vary depending on the products; however possible answers could include similarities between ingredients, nutritional information, packaging, etc.

Awesome! Who noticed the **USDA** label on each package?

Allow time for students to respond.

Great. Well, the **USDA** happens to be what we are really interested in today. Since each package is marked with the **USDA** logo, let's think about what role the **USDA** plays in the production of each of these products.

On the same paper you have been taking notes on, write a few sentences about why the **USDA** is important. Don't worry if you aren't exactly sure, just brainstorm some ideas. You have one minute.

Give the class about one minute for this.

Let's hear some of your thoughts.

Allow students to share their ideas about how the **USDA** is important to our foods.

Summary of Content and Teaching Strategies

Objective 1. Describe government agencies' involvement in regulating the food supply.

Use the Karaoke e-Moment® to create a song with lyrics based on the content presented in the lesson. The song can be an original tune or a tune to an existing song, but the lyrics should be original. The song should be based on one of the agencies, the **USDA**, **FSIS**, **FDA**, or **EPA**. Students will perform their songs for the class, providing them with the opportunity to teach each other the content for the day.

We just finished listening to a song about the **USDA**. To learn more about the role government agencies play in regulating the food supply, we are going to become singing sensations. To accomplish this team activity, each team is going to receive some information about one of the four government agencies mentioned in class today.

Your team must use the information to write original lyrics for either a new tune or a tune to an existing song, but no matter what, remember the lyrics must be original. Your song should be long enough to cover the key information, so it shouldn't be more than two or three minutes. When we finish this activity, each team should be prepared to perform your songs for the class. A handwritten copy of your lyrics will be collected at the end of the class. We will have 20 minutes for this activity. What questions are there?

Great. Now to select our teams, I am going to come around the room with a deck of karaoke cards

MS.FS.1.6.AS.A.

You are going to pick a card and find other people in the room with your matching card. When I say MUSIC, that means everyone has a card and we can find our teams and begin. At the end of work time, I am going to play the **USDA** song once more. That will be your cue to finish working. What questions are there?

Go around the room and give out the cards. It's not a problem if you have more than four teams – repeats are a good thing. MUSIC!

Be sure to walk around the room to help students and answer questions while they are working. Remember to give the class a five-minute warning before time is up. When their work time is complete, begin the **USDA** song again as their cue to stop working.

The rest of the class time should be used for students to sing their songs. Use **MS.FS.1.6.ASSESS.B** to evaluate the songs.

Review/Summary

Great job presenting your songs! You all did a wonderful job. Let's have a quick review of what we learned today. What were the government agencies we learned about today?

Answer: **FDA, FSIS, USDA, EPA.**



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Great! How exactly do these organizations play a role in food safety?

Possible responses: they set regulations, inspect different operations and processing plants, conduct research, etc.

Right! How do these organizations work together to ensure a safe food supply?

Elicit student responses.

Excellent! Within these agencies, the people who work for them are always interacting and working with other people, whether they are people in the industry they are trying to help, or professionals of other organizations. If you think about inspectors, for example, their job can be a little bit scary. They are coming into a facility to inspect it, and if it doesn't meet the standards, the manager or owner will probably be upset with the results. So the inspector really has to know how to communicate and interact with all different kinds of people. Think about a time when you were in a similar situation.

Give students about 30 seconds to reflect on the question.

Great. Who will share an example of a time when they had to interact or work with other people, aside from writing your songs today?

Call on a few students to share.

Awesome! Great job today!

Application

Extended classroom Activity:

Have students work in groups or with a partner to search for a current article that mentions the **USDA**, **FSIS**, **EPA**, or **FDA** in some way related to food.

They can use newspapers, magazines, or the Internet, if you have access, to search for current events. Using the information from the article, create a news report to present to the class.

The news report should highlight the key information from the news story, and specifically include the way in which the particular government agency is involved. It is recommended that a rubric be developed for the grading of this assignment.

FFA Activity:

Explore the different groups associated with the National FFA Organization, such as FFA Alumni, FFA Foundation, and Collegiate FFA. Have students compare these groups to the different government agencies that regulate and monitor the agriculture industry. Just as the different government agencies have different roles and responsibilities, so do the different groups associated with FFA. This exploration can be done through exploration of the National FFA Organization website, where students have to find three facts about each group, or through a video, books, guest speakers, etc.

SAE Activity:

Make a recruitment brochure about one of the agencies. List possible career opportunities in addition to information about the agency for the agency of choice. Students can decide which agency they want to research using the links provided, in addition to other resources they may find. Explore the following websites to learn more about careers within each agency:

<http://www.fsis.usda.gov/Careers/index.asp>

<http://www.epa.gov/careers/>

<http://www.usda.gov/wps/portal/!ut/p/s.7.0.A/7.0.1OB?navtype=MA&navid=CAREERS>

<http://www.fda.gov/AboutFDA/WorkingatFDA/default.htm>

Evaluation

MS.FS.1.6.ASSESS.A

MS.FS.1.6.ASSESS.B– rubric

Answers to Evaluation

1. United States Department of Agriculture
2. D
3. Environmental Protection Agency
4. Monitor recalls, research food safety hazards/issues
5. A
6. A



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D. Environmental Protection Agency (EPA)

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Karaoke Cards

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Name _____

Directions: Read each statement and decide which response is appropriate by circling the correct letter that corresponds with the selected response, or by writing the response in the space provided.

1. **USDA stands for** _____.
2. **The USDA sets quality standards for** _____.
 - A. Beef
 - B. Poultry
 - C. Eggs
 - D. All of the above
3. **EPA stands for** _____.
4. **List two responsibilities of the Food Safety and Inspection Service related to the food supply.**
 - A.
 - B.
5. **The EPA is responsible for regulating pesticides and chemicals used on the food supply.**
 - A. True
 - B. False
6. **The Food and Drug Administration started out as part of the USDA, but now belongs to the Department of Health and Human Services.**
 - A. True
 - B. False



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Presentation Check-List

_____ Lyrics are original (4 points)

_____ All key information is included (2 points)

_____ Song presentation demonstrates effort (2 points)

_____ Song and presentation are creative (2 points)

_____ Followed directions (2 points)

Total Score _____