

Your Food Dollar (and Cents)

Objective

Students will learn about all the people who work to bring our food to the table and count plastic coins to show how much each group gets of every food dollar.

Background

For every dollar we spend on food at the grocery store, only about 20 CENTS goes to the American farmer who grew it. From that amount, the farmer must pay expenses—for seed, feed, equipment, fertilizer, rent, labor, energy, etc. The remaining 80 cents goes off the farm to pay for getting the food to us at the grocery store or a restaurant. Of this 80 cents:

39 CENTS goes to pay the workers who handle the farm products after they leave the farm. These include assemblers, manufacturers, wholesalers, retailers (including grocery store workers) and workers in restaurants.

9 CENTS goes to pay for packaging.

4 CENTS goes to pay for transportation—moving raw materials to storage and processing facilities, distribution centers and, finally, to the grocery store or restaurant.

3 CENTS goes to pay for electricity, natural gas, and other fuels used in food processing, wholesaling, retailing, and running food service establishments.

4 CENTS is profits earned by the businesses that manufacture and sell the food.

4 CENTS goes to pay for advertising food products on TV and radio and in newspapers and magazines.

5 CENTS goes for depreciation—the cost of repairing or replacing old equipment and buildings.

4 CENTS goes to pay rent for warehouses and other facilities for processing and selling food.

8 CENTS goes to pay for interest on loans, business taxes and other miscellaneous expenses.

Agriculture provides jobs for many people besides the farmer. One of every six jobs in our country is agriculture-related. In Oklahoma agriculture generates 255,00 jobs, 17 percent of the all the jobs in the state.

English Language Arts/Social Studies

1. Ask students to identify their favorite foods.
 - Students will say how much they think the food costs.
 - Where does the favorite food come from? Let students explore several different theories.
 - Ask who gets the money they pay for their food?

Oklahoma Academic Standards

GRADE 2

Speaking and Listening:
R.1,2,3; W.1,2. Vocabulary:
R.1,4

Number & Operations:
4.1,2

GRADE 3

Speaking and Listening:
R.1,2,3; W.1,2. Vocabulary:
R.1,4

Number & Operations:
4.1,2

GRADE 4

Speaking and Listening:
R.1,2,3; W.1,2. Vocabulary:
R.1,4

Number & Operations: 3.1

Materials
plastic coins

plastic cups

Vocabulary

advertise—to call public attention to something, especially by pointing out desirable qualities so as to create a desire to buy or to do business with

buy—to get by paying money for

energy—usable power (as heat or electricity)

expense—a cause of spending

income—a gain usually measured in money that comes in from labor, business, or property

interest—a charge for borrowed money that is generally a percentage of the amount borrowed

labor—the services performed by workers for wages

price—the quantity of one thing and especially money that is exchanged or demanded in exchange for another

profit—the gain after all the expenses are subtracted from the amount received

retail—the sale of products or goods in small quantities to people for their own use

sell—to exchange in return for money or something else of value

spend—to pay out

transport—to transfer or convey from one place to another

warehouse—a building for the storage of goods

wholesale—the sale of goods in large quantity usually for resale (as by a store owner)

2. Use the vocabulary words to discuss opposites (spend/save, buy/sell, income/expense).

Math

1. Divide students into groups of four or five and provide each group with \$1 in plastic pennies (or other tokens) and a plastic cup.
—Read the background to explain to students where their food dollars go.
—For each category, students will take turns counting out the correct number of pennies and dropping them into the cup.
2. Bring an assortment of change to class, and review the value of each coin. Discuss what kind of food each coin will buy.
3. Hand out student worksheets.
—Students will label the coins.
—Students will write the values of the coins in the spaces provided.
—Students will shade or color in the correct coins to represent the distribution of the food dollar.
4. Each student will bring one empty food package to school.
—Tag each item with a price, from five cents to one dollar.
—Students will use plastic coins to buy and sell to each other for 10 minutes. Instruct students to buy what they really want or like.
—When the time is up, check to see who has the most money and who has the largest number of items.

Additional Reading

Maynard, Christopher, *Jobs People Do*, DK, 2001.

Mollel, Tololwa M., and E.B. Lewis, *My Rows and Piles of Coins*, Clarion, 1999.

Williams, Rozanne Lanczak, *The Coin Counting Book*, Charlesbridge, 2001.

Name _____

Your Food Dollar (and Cents)



= _____ cents

Name of coin _____



= _____ cents

Name of coin _____



= _____ cents

Name of coin _____



= _____ cents

Name of coin _____

Who gets the money when your mom or dad buy food at the grocery store? Every dollar gets divided up by many people who work to provide your food.

1. Electricity and natural gas costs 3 cents. Shade in the coins to show energy costs.



2. Moving the food from place to place costs 4 cents. Shade in the coins to show how much the package costs.



3. Rent for warehouses and other buildings costs 4 cents. Shade in the coins to show the cost of rent.



4. Advertising costs 4 cents. Shade in the coins to show the cost of advertising.



5. The businesses that handle the food get 4 cents profit. Shade in the coins to show profits.



6. Repairs and buying new equipment and buildings costs 5 cents. Shade in the coins to show the cost of repairs.



7. Interest on loans, taxes and other expenses cost 8 cents. Shade in the coins to show these costs.



8. The package the food comes in costs 9 cents. Shade in the coins to show how much the package costs.



9. The workers who handle the food after it leaves the farm get 39 cents. Shade in the coins to show how much the workers get.



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