

Dear Educator,

Today, it's more important than ever to become aware of not only what we eat but also how it is produced, so we can be sure our food safely provides the nutrition we need while sustaining the land that supports the agriculture we depend on. Pig farmers work hard to practice sustainability as they care for their pigs, people, and the planet, serving as an example to their communities in providing food for the future — and for the world.

This informative, educational lesson from the National Pork Board and the curriculum specialists at Young Minds Inspired (YMI) highlights the advances pig farmers have made in sustainability practices over the past few decades, and how doing so has enabled them to increase pork production while minimizing impacts on the environment. An engaging, standards-based activity included with the lesson is designed to complement your FACS and English Language Arts curricula.

Please share this program with other Family and Consumer Science teachers in your school. Although these materials are protected by copyright, you may make as many copies as you need for your students. And be sure to look for more interactive lessons from the National Pork Board available at ymiclassroom.com/pork.

We hope you will visit ymiclassroom.com/feedback-pork to let us know your thoughts on this program. We look forward to your comments!

Sincerely,



Dr. Dominic Kinsley
Editor in Chief
Young Minds Inspired



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Questions? Contact YMI toll-free at 1-800-859-8005, or by email at feedback@ymiclassroom.com.

Pork: Fueling the Future

Target Audience

Students in middle and high school Family and Consumer Science classes

Program Objectives

- Encourage students to explore food sources and sustainability practices farmers implement to increase food production while minimizing environmental impacts
- Research international pork recipes to share with families

How to Use This Program

Make copies of this teacher's guide and the activity sheet to share with your colleagues. Download, copy, and distribute the sheet, or share the PDFs through your school's digital platform if you're connecting with students remotely. You can also share the program link with parents to do the activity with their children.

Teaching *Pork: Fueling the Future*

Ask students to think about their most recent meal. Was any part of the meal meat? If so, what kind of meat was it? As the students share, have one student record and tally the types of meat they ate. What was the most popular choice?

Ask students to guess the top meat choice in the world. Tell them that it is pork, which is lean, nutritious, and readily available. In America, pork can trace its roots back to the 1500s, when early explorers brought pigs with them to raise for food. Pork continues to be a favorite today. And due to farmers' continued dedication to increasing pork production while minimizing impacts on the environment, this trend is likely to continue.

Pass out the activity sheet and review the instructions. In Part 1, have students watch the video at www.youtube.com/watch?v=8UdpoiCtnTs (running time 2:07), filling in the fun facts on the sheet as they watch.

Answers: 1. 75.9; 2. 25.1; 3. 90; 4. 7; 5. refrigerator; 6. Feedstuffs; 7. 3, 4.5; 8. carbon footprint.

Discuss the video and quiz answers with the class. Then ask students:

- The concept that pork is fueling the future has two inferences: 1) pig farmers are applying farming techniques to protect the environment and take their businesses into the future; and 2) pig farmers continue to provide society with a protein source now and into the future. Why is it important for farmers to focus on sustainability and strive to find ways to improve pork production while decreasing land, water, and energy use?
- Why do pig farmers strive to increase food production on less land?
- How do sustainability and food production efforts impact society?
- Do you think farmers have an obligation to focus on sustainability and increasing food production?
- What are some other tactics pig farmers and other farmers might implement to reduce agricultural impact on society, while providing food sources?

In Part 2, students explore pork as a source of lean protein to fuel the body. Encourage students to explore the international appeal of pork by researching and sharing pork recipes from various regions or ethnic cuisines. Students can work independently or in teams to find recipes and assess if they might need to add foods from any additional food groups to make a balanced meal. Have students share their recipes as a class, discuss which recipes sound interesting, and compile a list of recipes and links that they can share with their families.

Resources

Pork Recipes:

yumly.com/page/pork

Pork Nutrition:

pork.org/cooking/pork-nutrition/

Travel the World of Pork – Regional Recipes:

pork.org/real-pork/

Pork as a Passport/Menu Urbano:

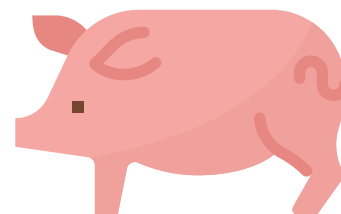
porkessabor.com/

Pork: Fueling the Future

PART 1: Watch the video titled *How U.S. Pig Farmers Are More Sustainable Than Ever*, found at [youtube.com/watch?v=8UdpoiCtnTs](https://www.youtube.com/watch?v=8UdpoiCtnTs).

It shows how much pork production has changed since 1960. As you watch, use the information to fill in the blanks in these fun facts.

1. Pig farmers use _____ percent less land than they did in 1960.
2. Pig farmers use _____ percent less water than they did in 1960.
3. The average U.S. citizen would have to shower _____ fewer times a year to save that much water.
4. Pig farmers use _____ percent less energy than they did in 1960.
5. The average American household would have to quit using a _____ to save that much energy.
6. _____ make up the biggest part of pork's sustainability footprint.
7. Today's pigs need less than _____ pounds of feed to produce one pound of pork, compared to _____ pounds of feed needed in 1960.
8. Pig farmers have reduced their overall _____ by 7.7% between 1960 and 2015.



PART 2: As they implement sustainable practices to help protect our planet, pig farmers continue to provide a flavorful source of protein and other nutrients to the planet's growing population. Pork is an excellent source of nutrients important in supporting our health, including protein, vitamin B-6, thiamin, phosphorus, niacin, and selenium, and a good source of zinc, riboflavin, and potassium.

Pork is the most popular protein around the world. And with its international appeal, pork allows us to connect with others by sharing recipes and favorite cuisines from many regions — from barbecue in the United States to paella in Spain. Regardless of where we live, food brings us together.

Check out pork recipes from around the globe at www.pork.org/real-pork/ and find one that sounds interesting to you. Think about dishes you might add to create a balanced meal around your recipe, one that aligns with MyPlate guidelines and includes all five food groups. (See www.choosemyplate.gov for more information.) Use the space below to share the recipe name, region, link, and your menu ideas with your class, then talk about the recipes you each select. Compile a list of the recipes presented and share them with your family so you can explore new flavors together.

Recipe name: _____

Regional cuisine of: _____

Recipe URL: _____

Add to the plate to create a balanced meal: _____





Pork: Fueling the Future Standards

National Standards for Family and Consumer Sciences Education*

Area of Study 2.0: Consumer and Family Resources

Comprehensive Standard: Evaluate management practices related to the human, economic, and environmental resources in a global context.

2.2 Analyze the relationship between the global environment and family and consumer resources.

- 2.2.3 Demonstrate behaviors that conserve, reuse, and recycle resources to maintain the environment.

Area of Study 8.0: Food Production and Services

Comprehensive Standard: Integrate knowledge, skills, and practices required for careers in food production and services.

8.1 Analyze career paths within the food production and food services industries.

- 8.1.1 Explain the roles, duties, and functions of individuals engaged in food production and services careers.

Area of Study 9.0: Food Science, Dietetics, and Nutrition

Comprehensive Standard: Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition.

9.3 Evaluate nutrition principles, food plans, preparation techniques, and specialized dietary plans.

- 9.3.6 Critique the selection of foods to promote a healthy lifestyle.

* National Standards for Family and Consumer Sciences Education. Copyright © 2018. Developed by National Association of State Administrators of Family and Consumer Sciences (NASAFACS). Available at http://www.nasafacs.org/uploads/1/8/3/9/18396981/fcs_national_standards_3.0_complete_6-12-17.pdf.