

DEAR EDUCATOR,

As a teacher, you know that eating a balanced diet every day is especially important for students, who need good nutrition to support their growth and development. The eating habits that children develop now will stay with them throughout their adult lives. United Dairy Industry of Michigan (UDIM) and the award-winning curriculum specialists at Young Minds Inspired (YMI) are pleased to provide you with these free standard-based teaching materials that will engage your students in learning about the role of dairy foods in eating a balanced and nutritious diet each day.

We hope that you will share this valuable program with other teachers in your school, and with your school nurse as well. Although the materials are protected by copyright, you may make as many copies as needed for educational purposes.

Please let us know your thoughts on this program by visiting ymiclassroom.com/feedback-milkmeansmore. We depend on your feedback to continue providing free educational programs that make a real difference in students' lives.

Sincerely,
Youth Wellness Team at
United Dairy Industry of Michigan

Dr. Dominic Kinsley
Editor in Chief, Young Minds Inspired

Target Audience

This program is designed for use with students in grades 2-4. Tailor the activities to suit your students' needs and abilities.

Program Objectives

- Raise student awareness of the importance of making healthy food choices each day
- Teach students about the role dairy foods play in a balanced diet
- Help students understand how dairy products and the other foods that make up the MyPlate food icon provide nutrients needed for proper growth and development

Program Components

Available at ymiclassroom.com/milkmeansmore:

- This one-page teacher's guide
- Three reproducible student activity sheets
- A colorful wall poster for display in your classroom
- A feedback form

How To Use This Program

Photocopy the teacher's guide and student activity sheets before displaying the wall poster in your classroom. Depending on your students' age and ability level, adjust the activities as you see fit and have students complete them individually or as a class. Have students take each activity sheet home so they can complete it with their parents, then provide time in class for students to share their experiences. Please visit ymiclassroom.com/milkmeansmore to review the program's standards alignment.

How To Use the Wall Poster

Before beginning the program, review the information on the poster with students to introduce them to the MyPlate icon and the foods that make up a balanced diet. Encourage students to personalize the poster by filling in a star and writing their name under it when they have completed the five nutrition missions on the poster.

ASSIGNMENT 1: Mission Nutrition

Review the contents of the refrigerator/freezer on the activity sheet and point out the five food groups on the MyPlate icon. Explain that all fluid milk products and many foods made from milk are considered part of the dairy food group, and that most dairy-group choices should be fat-free or low-fat. Foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not part of the dairy group. For the lactose intolerant, smaller portions (such as four fluid ounces of milk) may be tolerated; lactose-free and low-lactose products are also options. Remind students that they should limit beverages and snacks that are low in nutrients and high in sugar or calories. Younger students can use crayons and older students colored pencils to color the foods or label them with the letters F (fruit), G (grains), V (vegetables), P (protein), D (dairy). *Answer Key:* Vitamin A, eyes; Vitamin B-2, body; Vitamin B-3, energy; Vitamin B-12, cells; Vitamin D, bones.

ASSIGNMENT 2: Minerals for Me

This activity sheet focuses on the important minerals that dairy foods provide—calcium, phosphorus, magnesium, Pantothenic Acid, and zinc—which help kids grow and stay healthy. Depending on their ages, have students use crayons or colored pencils to identify the body systems. Provide time for students to share their favorite dairy foods. To add a math component for older students, have them work in groups to create different types of graphs that depict the class favorites.

ASSIGNMENT 3: Operation Breakfast

Begin by explaining that breakfast is the most important meal of the day, especially for children, who need the nutrition it provides to learn and perform better in school and the energy needed for 60 minutes of daily exercise. After completing the first part, lead a class discussion about different breakfasts that follow the MyPlate guidelines. *Answer Key:* Breakfasts 1 and 2 follow the guidelines. Breakfast 3 does not; it contains lots of nutritious fruit, but there is no dairy, and it's important to have dairy with every meal. As a follow-up, have students create and exchange visual breakfast "recipes" and gather them into an Operation Breakfast cookbook.

NOTE: If your school does not currently participate in the Breakfast in the Classroom program, consider talking to your principal about beginning such a program. See the link below.

Resources

United Dairy Industry of Michigan – www.milkmeansmore.org
Breakfast in the Classroom – www.breakfastintheclassroom.org
Fuel Up to Play 60 – www.fueluptoplay60.com
MyPlate – www.choosemyplate.gov
YMI – ymiclassroom.com/milkmeansmore



For questions, contact us toll-free at 1-800-859-8005 or by e-mail at feedback@ymiclassroom.com.

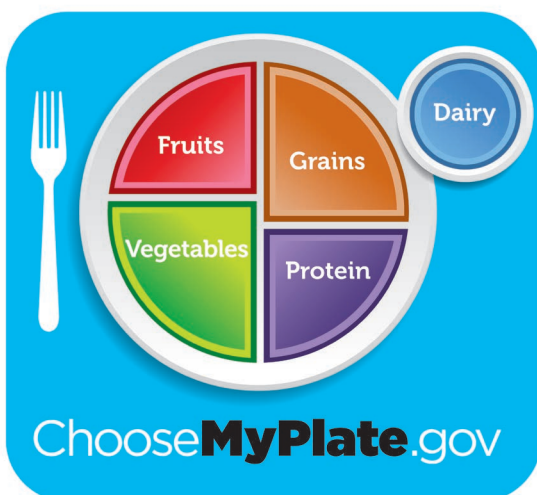


ASSIGNMENT 1: Mission Nutrition

Let's check out the fridge and the freezer! How many of your favorite foods do you see? Look at the MyPlate icon and identify the category each food belongs to by coloring or labeling the fruits in red, veggies in green, dairy products in blue, protein foods in purple, and grains in orange.

- ★ Which foods are your favorites? Put a star next to those.
- Which foods did you eat today? Draw a circle around those.
- ✕ Which foods should you limit? Mark those with an X.

? Did you know that dairy foods are an important part of a healthy and nutritious diet? That's because dairy foods have vitamins and minerals that help you stay healthy. Pair every meal with a glass of fat-free or low-fat milk to make sure you get enough dairy every day!



ATTENTION PARENTS! Focus on mission nutrition. Serve dairy with each and every meal! Check out www.nationaldairycouncil.org/recipes for information and tips.



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Unscramble the scrambled word in each of the following sentences to learn more about how some of the vitamins in dairy foods help you stay healthy.

Vitamin A: Good for your **yees** _____ and skin.

Vitamin B-2 (riboflavin): Helps your **doby** _____ turn food into energy.

Vitamin B-3 (niacin): Helps give you **genery** _____.

Vitamin B-12: Makes red blood **clles** _____.

Vitamin D: Keeps your **nobes** _____ strong.



TAKE-HOME ACTIVITY

How much do your parents know about the vitamins that are found in dairy foods? Challenge them to unscramble the words above!

ASSIGNMENT 2: Minerals For Me

The human body is an amazing thing. Let's take a look at what's on the inside to find out just how amazing it is!

Your bones are called the **skeletal system**. They help protect important organs such as the brain and heart. And because your muscles—your **muscular system**—are attached to the bones, they also allow you to move. Speaking of muscles, did you know that you have more than 600 of them? You control some of your muscles, like when you decide to move your arms and legs. But other muscles, like your heart, work without you having to do a thing. What are nutrients? When you eat, your body's **digestive system** breaks the food down until all those vitamins and minerals it contains—the nutrients—can be absorbed into the bloodstream. Other nutrients, like carbohydrates, fats, and protein, can be used for fuel, which helps our **nervous system**.

It is important to eat healthy, balanced meals that include dairy—because that's how you get the minerals you need for strong bodies! Here are some of the important minerals that you get when you have that glass of milk with each meal. Show each body system or body part below in the color listed.



Dairy products have:

- **Calcium**, which builds strong bones. (skeletal system: blue)
- **Magnesium**, which helps keep your muscles strong. (muscular system: green)
- **Pantothenic Acid**, which helps nutrients convert to fuel to produce energy. (nervous system: red)
- **Phosphorus**, which helps turn the food you eat into energy. (digestive system: purple)
- **Zinc**, which boosts your senses of smell and taste so you can enjoy all that delicious food. (nose and mouth: orange)

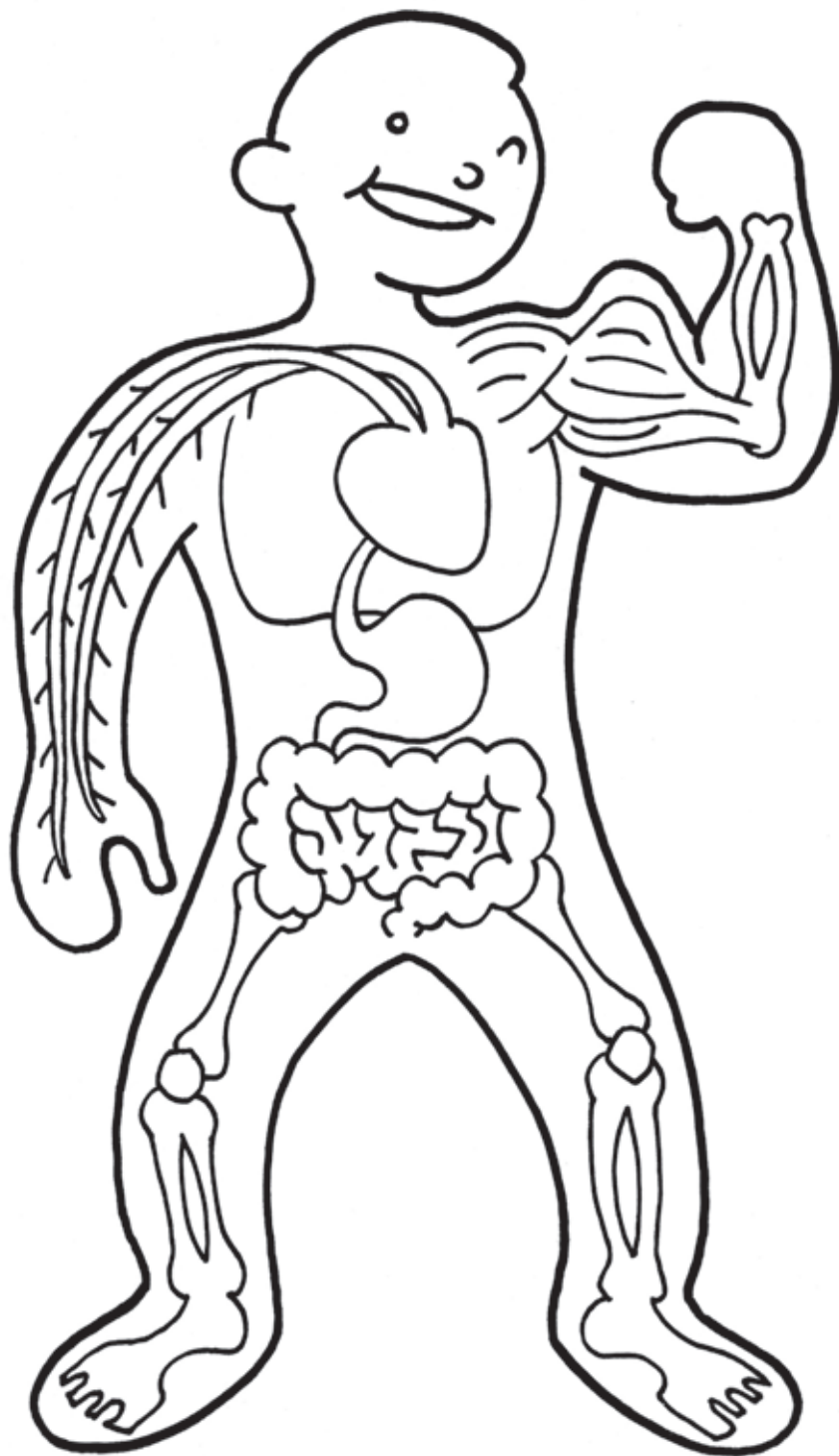


TAKE-HOME ACTIVITY

What are your family's favorite dairy foods? Talk with your parents about them, and then list them in the space below and share your choices with the class.

ATTENTION PARENTS!

Add minerals to your menus. Serve dairy with each and every meal! Check out www.nationaldairycouncil.org/recipes for information and tips.

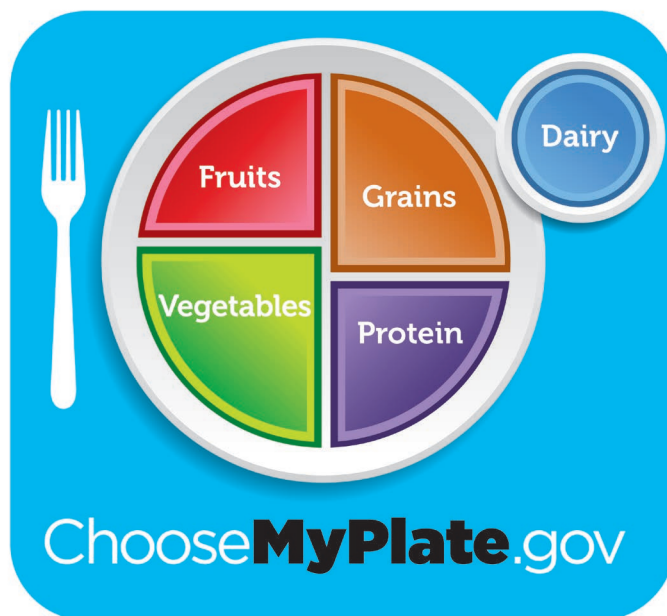


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ASSIGNMENT 3: Operation Breakfast

Starting the day with a balanced breakfast doesn't just help you feel better. You think better and learn better, too! The MyPlate icon can help you remember what to include on your breakfast plate. Remember: These are just guidelines, so it's okay if you don't want veggies for breakfast. Just make sure you have them with another meal. The one thing you don't want to skip, however, is that glass of milk!



Which of the breakfasts pictured below do you think follows the MyPlate guidelines?

Breakfast 1 ☐ Yes ☐ No

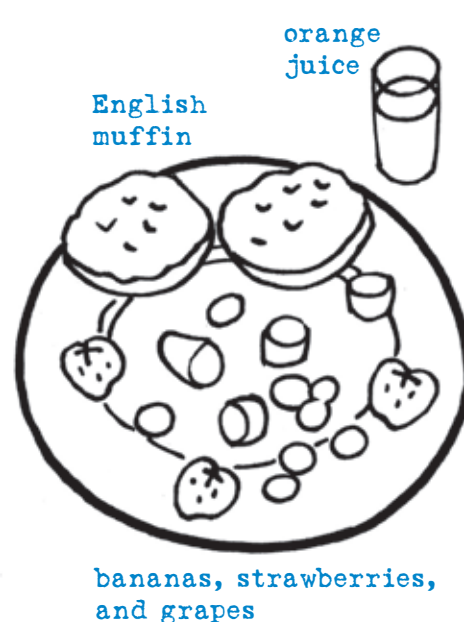
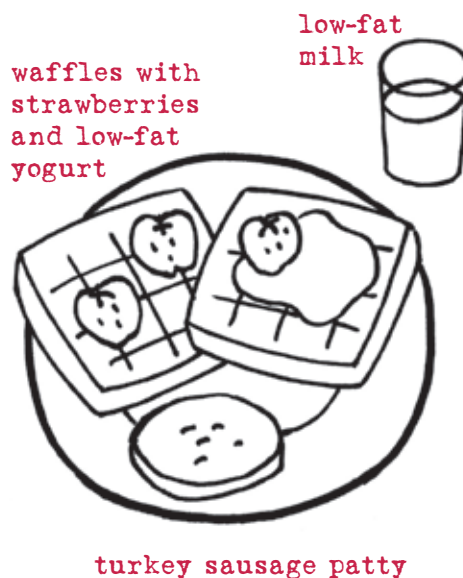
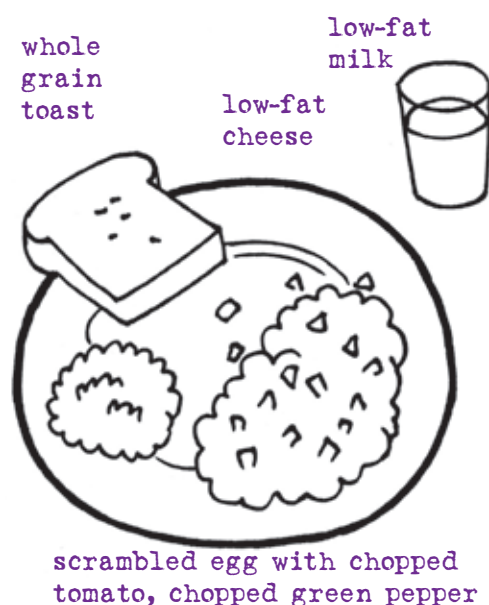
Why? _____

Breakfast 2 ☐ Yes ☐ No

Why? _____

Breakfast 3 ☐ Yes ☐ No

Why? _____



What did you have for breakfast this morning? Draw a picture of it on the back of this sheet. Next, think about how you could make that breakfast better. Draw a picture of your better breakfast below the picture of today's breakfast. You can try that one tomorrow!

ATTENTION PARENTS!

Start every day in a healthy way. Check out www.nationaldairycouncil.org/recipes for information and tips.



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TAKE-HOME ACTIVITY

With your parents, plan a breakfast menu that you would like to try. Write your menu in the space below and be prepared to share it with your class. Don't forget the milk!

GRADES 2-4 ENGLISH LANGUAGE ARTS ¹	Activity 1	Activity 2	Activity 3
GRADE 2			
Speaking & Listening: Comprehension and Collaboration 1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	X	X	X
Reading Informational Text: Key Ideas and Details 1. Ask and answer questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	X	X	X
Reading Informational Text: Integration of Knowledge and Ideas 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	X	X	X
Reading Foundational Skills: Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words.	X	X	X
Reading Foundational Skills: Fluency 4. Read with sufficient accuracy and fluency to support comprehension.	X	X	X
Language: Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X
Language: Knowledge of Language 2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X
GRADE 3			
Speaking & Listening: Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	X	X	X
Reading Informational Text: Key Ideas and Details 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	X	X	X
Reading Informational Text: Integration of Knowledge and Ideas 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	X	X	X

Writing: Text Types and Purposes 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	X	X	X
Language: Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X
Language: Conventions of Standard English 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X
Language: Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X
GRADE 4			
Speaking & Listening: Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	X	X	X
Reading Informational Text: Key Ideas and Details 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	X	X	X
Reading Informational Text: Integration of Knowledge and Ideas 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	X	X	X
Writing: Text Types and Purposes 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	X	X	X
Language: Conventions of Standard English 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X
Language: Conventions of Standard English 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X
Language: Knowledge of Language 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X

GRADES 2-4 NATIONAL HEALTH STANDARDS²	Activity 1	Activity 2	Activity 3
Standard 1 Students will comprehend concepts related to health promotion and disease prevention to enhance health. Grade 2 <ul style="list-style-type: none"> 1.2.1 Identify that healthy behaviors impact personal health. 1.2.2 Recognize that there are multiple dimensions of health. Grades 3-4 <ul style="list-style-type: none"> 1.5.1 Describe the relationship between healthy behaviors and personal health. 1.5.2 Identify examples of emotional, intellectual, physical, and social health. 	X	X	X
Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health. Grade 2 <ul style="list-style-type: none"> 5.2.1 Identify situations when a health-related decision is needed. Grades 3-4 <ul style="list-style-type: none"> 5.5.5 Choose a healthy option when making a decision. 5.5.6 Describe the outcomes of a health-related decision. 	X	X	X
Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Grade 2 <ul style="list-style-type: none"> 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health. Grades 3-4 <ul style="list-style-type: none"> 7.5.1 Identify responsible personal health behaviors. 	X	X	X

Sources:

1. Michigan Department of Education, Michigan K-12 Social Studies Standards, www.michigan.gov/documents/mde/Final_Social_Studies_Standards_Document_655968_7.pdf
2. Joint Committee on National Health Education Standards. (2007). *National Health Education Standards, Second Edition: Achieving Excellence*. Washington, D.C.: The American Cancer Society. Available at www.cdc.gov/healthyschools/sher/standards/index.htm