

Planet Partners

Dear Educator,

Whether they live on a farm or in a city, students share the need for good nutrition and can be partners in protecting our planet. With this free educational program from United Dairy Industry of Michigan (UDIM) and the curriculum specialists at Young Minds Inspired (YMI), your students will learn how they can join this partnership as they explore how farm and city lifestyles connect to help both kids and our planet stay healthy.

We hope that you will share this program with other teachers in your school. Although the materials are copyrighted, you may make as many copies as needed for educational purposes.

In addition, please let us know your thoughts on this program by visiting ymiclassroom.com/feedback-milkmeansmore. We depend on your input 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

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MEANS MORE

YMI
YOUNG MINDS INSPIRED
For questions, contact us
toll-free at 1-800-859-8005 or by
email at feedback@ymiclassroom.com.

Adapted from a program developed by
American Dairy Association North East

Target Audience

Elementary school students in
grades 2-4 and their parents.

Program Objectives

- Help students understand how rural and urban lifestyles connect through the nutrition offered by locally grown produce and dairy products.
- Explore how dairy farmers promote sustainability by protecting the environment.
- Raise awareness of the importance dairy foods play in following the **MyPlate** nutrition guidelines for a balanced diet.

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 distribute the activity sheets before displaying the poster. Send each activity sheet home for students to share with parents. Visit ymiclassroom.com/milkmeansmore to review the program's alignment with educational standards for health, social studies, and science.

Activity 1 Farm or City, Life is Busy!

Review Annie and Kyle's "To Do" lists, then have students write activities that are common to both lists in the overlap area of the Venn diagram. Use the diagram to compare and contrast life on the farm and in the city. For example, point out that both children share a connection to nature in that Annie helps care for the cows on her family's dairy farm, while Kyle helps tend the garden at his school.

Extended Activity Ideas

- Your students can experience a real "Day in the Life" of a dairy farmer at usdairy.com/community/life-on-the-farm. Explore this online

resource with your classroom digital whiteboard, or have students and their families take a virtual field trip at home.

- Have students create their own personal "To Do" lists and compare them to Annie and Kyle's lists using a Venn diagram.

Activity 2 Farm and City – Planet Partners

Have students refer to the poster to help complete the puzzle. Then work as a class to fill in the Planet Partners list on the poster.

Answers: Across: 2—library; 5—City Hall; 7—forever; 9—pollution; 11—trash; 12—methane digester; 13—water.
Down: 1—wildlife; 3—recycle; 4—garden; 6—thrift shop; 8—cows; 10—trees.

Extended Activity Ideas

- Have students create individual posters for each of the Planet Partner ideas they have listed, then post their work next to the program poster.
- Have students create a Venn diagram to compare sustainable actions at the farm and in the city.

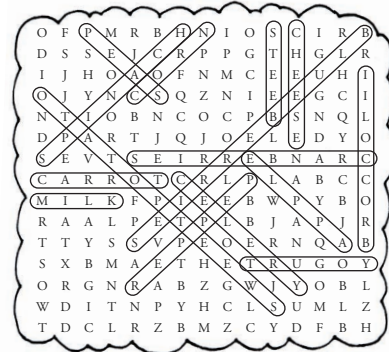
Activity 3 A Bounty of Healthy Foods

Introduce the activity by explaining to students that "bounty" means "plenty" — it's a word often used to describe an abundant harvest. Have students complete the word search individually or in small groups, then have each student select a food from the puzzle to use as inspiration for writing a *Bountiful* poem, following one of the poetry forms listed below. Schedule time for students to share their poetry in class, and assemble it into a class poetry book.

Poetry Forms

- **Acrostic:** First letter of each line is written vertically to form a word that is the subject of the poem.
- **Rhyming:** Couplets of verse whose last words rhyme.
- **Shape or Concrete:** Words that describe an object, positioned in a way to outline the image of that object.

Ask students to identify the fruits and veggies listed in the Word Bank that are grown or produced in your region of the country, then challenge them to work together to begin planning a school garden. Which veggies are favorites? Which do best in cool weather? Which require special conditions such as ample moisture or good drainage? For more about starting school gardens, visit www.farmtoschool.org.



Extended Activity Idea

- Have students create their own mini Dairy Dictionary with definitions and illustrations.



RESOURCES

Program Site

- Young Minds Inspired, ymiclassroom.com/milkmeansmore

Dairy

- United Dairy Industry of Michigan, milkmeansmore.org
- Undeniably Dairy: usdairy.com

Nutrition

- Got Milk, gotmilk.com

Sustainability

- EPA for Kids, epa.gov/recyclecity/index.htm

Activity

1 Farm or City, Life is Busy!



Hi! I'm Annie, and I live on a dairy farm. My family has been farming for many years. I can't imagine ever living anywhere else. Life on the farm is busy but fun. Check out my "To Do" list and you'll see what I mean.

Hi! I'm Kyle, and I live in the city. My family has lived in the city since before I was born. I can't imagine living anywhere else. Life in the city is busy but fun. Check out my "To Do" list and you'll see what I mean.



One Day in the Life

Annie's "To Do" List

- 6:30 a.m. Breakfast.
- 7:00 a.m. Help feed the cows and play with my dog.
- 8:00 a.m. Greet the veterinarian on my way to my school bus stop.
- 8:30 a.m. School starts!
- 12:45 p.m. School chore time: Collect game balls from field after lunch recess.
- 3:30 p.m. Help feed the calves and make sure the cows are comfy in their stalls.
- 4:00 p.m. Ride my bike to the pond and back.
- 5:00 p.m. Homework.
- 6:00 p.m. Dinner.
- 7:00 p.m. Play video games while mom and dad do farm record-keeping on the computer.
- 8:00 p.m. Time for bed!

Kyle's "To Do" List

- 6:30 a.m. Breakfast.
- 7:00 a.m. Walk my dog with dad while he picks up a coffee.
- 8:00 a.m. Say hi to my friends at the school bus stop.
- 8:30 a.m. School starts!
- 12:45 p.m. School chore time: Water the school veggie and herb garden.
- 3:30 p.m. Stop in the kitchen for a fruit or veggie snack.
- 4:00 p.m. Karate class.
- 5:00 p.m. Homework.
- 6:00 p.m. Dinner.
- 7:00 p.m. Play video games while mom and dad catch up with computer tasks.
- 8:00 p.m. Time for bed!

Annie

Kyle

Use this Venn diagram to compare Annie's life on the farm with Kyle's life in the city. In the middle where the two ovals overlap, write the activities that are common to both "To Do" lists. Can you find an activity that connects both Annie and Kyle to nature? If you had a "To Do" list, what connections would you have to Annie? To Kyle?

Parents!



Help your child discover what is common to both farm and city lifestyles with this fun scavenger hunt. If you live in a city, ask your child to find items around your home produced by farms (e.g., dairy products, produce, meats, clothing, etc.). If you live on a farm, have your child look for items produced in the city (e.g., DVDs, video games, magazines, electronics, etc.). Take note of what you find. Then help your child consider how farm and city lifestyles, while very different, have much in common.

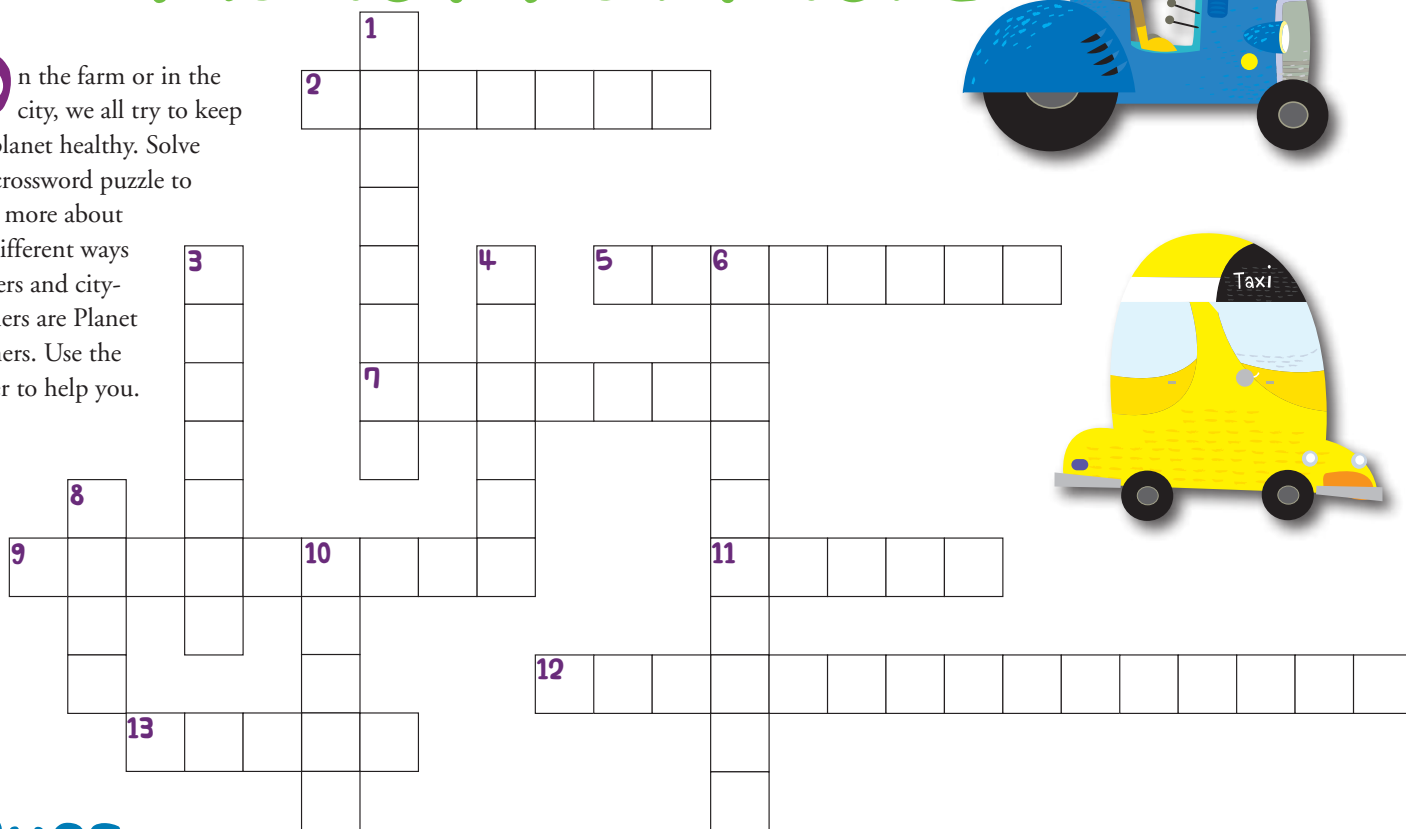


Activity 2

Farm and City – Planet Partners

Reproducible Master

On the farm or in the city, we all try to keep our planet healthy. Solve this crossword puzzle to learn more about the different ways farmers and city-dwellers are Planet Partners. Use the poster to help you.



Clues

Across

2. You can help save trees by going here for books.
5. City officials meet here to make rules about protecting the environment.
7. By working together, farm kids and city kids can help keep our planet healthy _____.
9. Farmers and city-dwellers can both help keep _____ out of our soil and water.
11. This goes to a special recycling center in many cities.
12. This turns cow manure into energy and fertilizer.
13. On a dairy farm, plants help the soil absorb this better.

Down

1. Letting plants and trees grow between the fields on the farm provides habitat for _____.
3. Reduce, reuse, and _____.
4. Planting one of these at school or at home is a tasty way to help protect our planet.
6. You can help reduce waste by taking items your family no longer uses to a _____, where they will be resold.
8. Dairy farmers use recycled materials to provide comfy bedding for their _____.
10. Dairy farmers plant _____ along streams to help protect against wind and soil erosion.



Parents!

Local dairy farmers are committed to providing fresh, wholesome, quality local milk every day to schools and grocery stores in your area. They are dedicated to running their farms in sustainable ways that help to care for the environment in your community. For more information, visit milkmeansmore.org.



Local milk is available 365 days a year.

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3 A Bounty of Healthy Foods

Hey kids!

Whether you live on a farm or in the city, you still need to eat a healthy diet. Part of that diet comes from local dairy products, as well as fresh or frozen fruits and vegetables. Complete this word search to find food words that are part of a daily healthy diet.



Word Bank

apple	celery	peas
beets	cheese	pepper
blueberries	corn	spinach
broccoli	cranberries	sweet potato
carrot	milk	yogurt

O F P M R B H N I O S C I R B
D S S E J C R P P G T H G L R
I J H O A O F N M C E E U H I
O J Y N C S Q Z N I E E G C I
N T I O B N C O C P B S N Q L
D P A R T J Q J O E L E D Y O
S E V T S E I R R E B N A R C
C A R R O T C R L P L A B C C
M I L K F P I E E B W P Y B O
R A A L P E T P L B J A P J R
T T Y S S V P E O E R N Q A B
S X B M A E T H E T R U G O Y
O R G N R A B Z G W J Y O B L
W D I T N P Y H C L S U M L Z
T D C L R Z B M Z C Y D F B H

Bountiful Poetry

Now choose a food name from the healthy food word search. Follow your teacher's directions to write a *Bountiful* poem about that food on the back of this sheet.



Parents!

The dairy group is an important part of the USDA **MyPlate** guidelines that show a balanced meal.* Here's why:



- Dairy products are high in calcium and Vitamin D, both crucial in building new bone cells as children grow.
- Dairy products include many other important nutrients, like protein for strong muscles and potassium, which help regulate a healthy heartbeat and the balance of fluids in the body.
- Nutrients in dairy help build strong bones by increasing bone mass and also build and maintain both strong teeth and healthy blood pressure.

* Children with dairy allergies must use other food sources for calcium and Vitamin D, such as dark green leafy vegetables or calcium-fortified foods. Children who are lactose intolerant can have lactose-free dairy products.

Try this recipe for a delicious breakfast idea! Don't forget to put your own spin on the recipe by trying an add-in from the list below.



Moo-berry Breakfast Smoothie

Ingredients
(serves 2)

- 1 cup frozen blueberries
- 1 medium banana, sliced
- 1 cup 1% or fat-free regular or lactose-reduced milk
- ¾ cup low-fat vanilla yogurt
- ¼ cup apple juice

Directions: Combine all ingredients in a blender and puree until smooth. Serve in a tall glass.

Optional Serving Suggestions:

For added flavor and nutrition, try one of the following:

- Substitute ½ cup frozen fruit of your choice for the banana (in addition to blueberries)
- 1 tablespoon oat or wheat bran



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Educational Standards

GRADES 2-4 SOCIAL STUDIES ¹	Activity 1	Activity 2	Activity 3
GRADE 2			
P1 Reading and Communication – Read and Communicate Effectively P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.	X		
P2 Inquiry, Research, and Analysis P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.	X		
G4 Human Systems Understand how human activities help shape the earth’s surface. 2 – G4.0.1 Describe land use in the community.	X		
G5 Environment and Society Understand the effects of human-environment interactions. 2 – G5.0.1 Suggest ways in which people can responsibly interact with the environment in the local community.	X		
E1 Market Economy 2 – E1.0.3 Describe the natural, human, and capital resources needed for production of a good or service in a community.	X		
GRADE 3			
P1 Reading and Communication – Read and Communicate Effectively P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.	X		
P2 Inquiry, Research, and Analysis P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.	X		
G4 Human Systems Understand how human activities help shape the Earth’s surface. 3 – G4.0.1 Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities.	X		
G5 Environment and Society Understand the effects of human-environment interactions. 3 – G5.0.1 Describe how people are a part of, adapt to, use, and modify the physical environment of Michigan.	X		

GRADE 4			
P1 Reading and Communication – Read and Communicate Effectively P1.1 Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.	X		
P2 Inquiry, Research, and Analysis P2.5 Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.	X		
G5 Environment and Society Understand the effects of human-environment interactions. 4 – G5.0.1 Assess the positive and negative consequences of human activities on the physical environment of the United States and identify the causes of those activities.	X		

GRADES 2-4 SCIENCE STANDARDS²	Activity 1	Activity 2	Activity 3
K-2-ETS1-1 Engineering Design Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.		X	
3-5-ETS1-2 Engineering Design Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.		X	
3-5-ETS1-2 Engineering Design Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.		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. Grades 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

Standard 2 Students will demonstrate the ability to access valid information, products, and services to enhance health. Grades K-2 <ul style="list-style-type: none"> 2.2.1 Identify how the family influences personal health practices and behaviors. Grades 3-5 <ul style="list-style-type: none"> 2.5.1 Describe how family influences personal health practices and behaviors. 			X
Standard 5 Students will demonstrate the ability to use decision-making skills to enhance health. Grades K-2 <ul style="list-style-type: none"> 5.2.1 Identify situations when a health-related decision is needed. Grades 3-5 <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
Standard 7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Grades K-2 <ul style="list-style-type: none"> 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health. Grades 3-5 <ul style="list-style-type: none"> 7.5.1 Identify responsible personal health behaviors. 			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. Michigan Department of Education, Michigan K-12 Science Standards, www.michigan.gov/documents/mde/K-12_Science_Performance_Expectations_v5_496901_7.pdf
3. 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