

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 the Dairy Council of Florida 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. The *Planet Partners* curriculum also provides a chance to introduce students to Florida industry.

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 opinion of the program by responding online at ymiclassroom.com/feedback-fdf. We depend on your input to continue providing free educational programs that make a real difference in students' lives.

Sincerely,

Michele Cooper
CEO
Florida Dairy Farmers

Dr. Dominic Kinsley
Editor in Chief
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

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Target Audience

Elementary school students in grades 2-5 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
- Introduce students to the Florida dairy industry

Program Components

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

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/fdf to review the program's alignment with Florida standards (FL NGSSS) for health, social studies, and science.

Activity 1 Farm or City, Life is Busy!

Review Olivia and Caleb'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 Olivia helps care for the cows on her family's dairy farm, while Caleb helps tend the garden at his school. Have students highlight similarities in yellow and differences in orange as they compare the "To Do" lists. Use the annotated lists to complete the Venn diagram. Have students work with a partner to compare Venn diagrams, then collaborate to write a summary together.

- Your students can experience a real "Day in the Life" of a dairy farmer at www.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 Olivia and Caleb'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–thrifty shop; 8–cows; 10–trees.

- Assign student teams to research and create a poster for one of the Planet Partner ideas they 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.
- Discuss sustainable actions that students can take individually or as a class to be a Planet Partner.

Activity 3 A Bounty of Healthy Foods

Introduce the activity by asking students what they think "bounty" means. Explain that it means "plenty" and is often used to describe an abundant harvest. Ask students to discuss what the word "healthy" means in terms of food. Let them know that throughout this activity, they will be making connections to a bounty of healthy foods.

Part 1. Food Chain

Have students read the text in the "Hey Kids!" box. Ask them to discuss the message being conveyed. Students will use this information to help them construct a basic food chain representing the flow of energy from the sun to a glass of milk.

- Have students closely observe the images in the bordered box and record their observation on a T-chart. Share the observations as a class, being cautious to list any inferences separately. Now ask students to consider what they think the images show and add their inferences to the T-chart. As a class, discuss the difference between observation and inferences.
- Ask students to number the images based on the flow of energy from the

sun to a glass of milk. **Order:** sun, grass, cow eating grass, child drinking a glass of milk

- Prompt students to draw arrows to show how energy moves between the four images.
- Share that students have created a food chain for a dairy cow. Direct students to write their own description for each term listed in the Important Words box. [**Consumer:** an organism in a food chain that obtains nutrients from producers or other consumers; **producer:** an organism that produces its own food; **food chain:** a diagram representing the transfer of energy from the sun through producers and a series of consumers.]
- Ask students to use the poster to help them consider how conservation buffers might help to protect the food chain. Allow students to discuss in teams and then share with the class.

Part 2. Poetry Forms

Have students work with a partner to share a list of favorite fruits and vegetables. Encourage them to select a favorite from the list as the inspiration for writing a Bountiful poem, following one of the poetry forms listed below. Schedule a time for students to share their poetry in class. Consider asking the art teacher to help students illustrate their poems.

- **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.



RESOURCES

Program Site

- Young Minds Inspired, ymiclassroom.com/fdf
- Dairy
- Florida Dairy Farmers, www.FloridaMilk.com
- Undeniably Dairy, www.usdairy.com
- Nutrition
- Dairy Council of Florida, www.FloridaMilk.com/in-the-schools
- Sustainability
- Dairy Sustainability, www.usdairy.com/sustainability

Activity

1 Farm or City, Life is Busy!



Hi! I'm Olivia, 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 Caleb, 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

Olivia'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. Soccer practice.
- 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!

Caleb'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 yogurt parfait topped with fruit.
- 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!

Olivia

Caleb

Use this Venn diagram to compare Olivia's life on the farm with Caleb'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 Olivia and Caleb to nature? If you had a "To Do" list, what connections would you have to Olivia? To Caleb?

Parents!



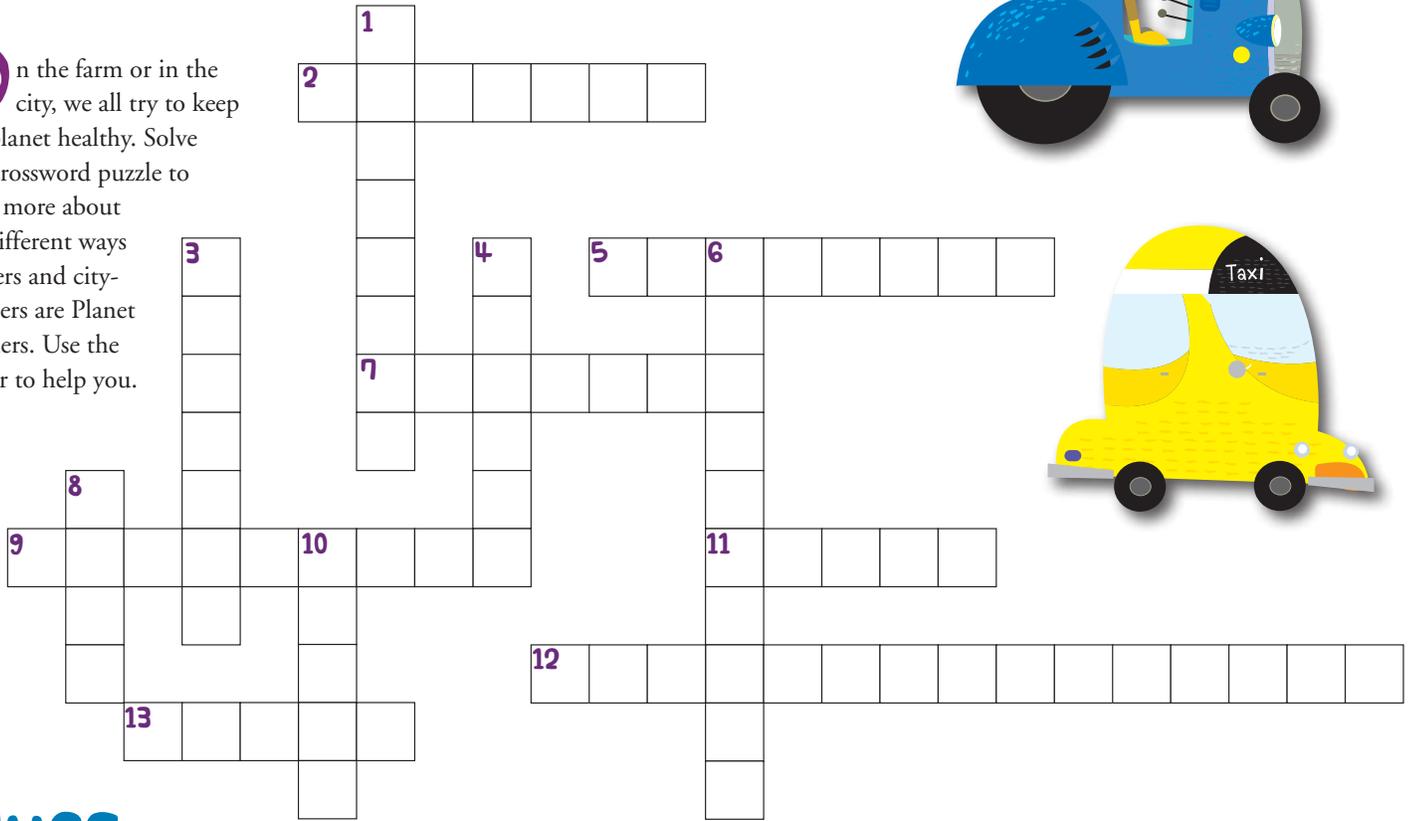
Help your child discover what is common to both farm and city lifestyles with this fun scavenger hunt. If you live in a city, ask your child to find items around your home produced by farms (e.g., dairy products, produce, meats, clothing, etc.). If you live on a farm, have your child look for items produced in the city (e.g., 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



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 www.FloridaMilk.com.

Local milk is available 365 days a year.



3 A Bounty of Healthy Foods

Part 1. Food Chain

Hey kids!

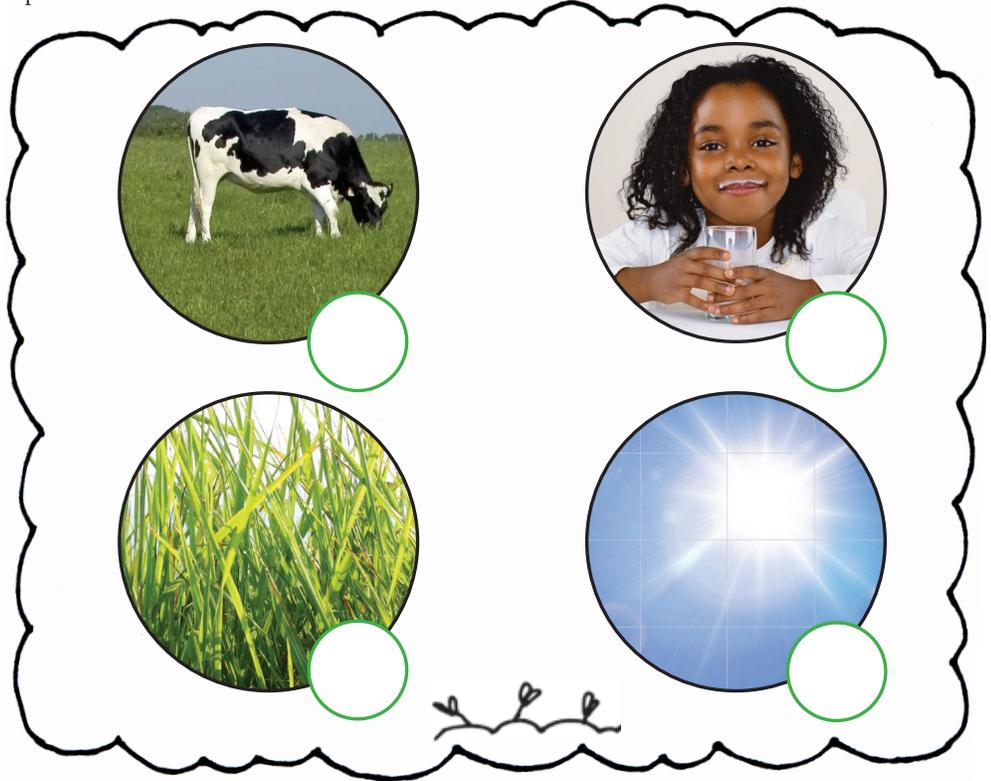
Whether you live on a farm or in the city, you still need to eat a healthy diet. Dairy cows do too. They get the energy they need to make milk from the food they **consume**. The grasses and hay that dairy cows eat **produce** their own food using energy from the sun.



Important Words

- Consumer _____
- _____
- Producer _____
- _____
- Food Chain _____
- _____

Use the green circles to number the images to show how energy would be transferred from the sun to the young girl. Next add arrows to illustrate the flow of energy between the pictures. Remember to start with the sun.



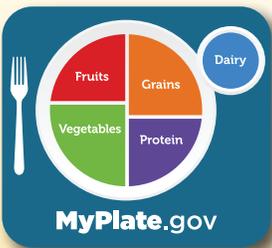
Part 2. Bountiful Poetry

Work with a partner to make a list of fruits and vegetables you like. Follow your teacher's directions to write a Bountiful poem about the food you listed.



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! For more recipes like this, visit www.floridamilk.com/in-the-schools/education-materials.stml.

Sunshine Smoothie

Ingredients

- ½ cup milk
- 1 cup plain yogurt (or vanilla)
- 1 cup Florida cantaloupe
- 1 cup Florida watermelon
- 2 cups strawberries (assorted berries), frozen
- 1 tablespoon Florida honey
- Strawberry and orange for garnish

Add watermelon, cantaloupe, berries, yogurt, honey, and milk into blender. Blend until smooth. If the consistency is too thick, add some more milk, and continue blending. Once you reach your desired consistency, pour into a glass, and garnish with an orange slice and strawberry.



Local milk is available 365 days a year.



Dairy Farmers are Planet Partners

Dairy farmers do their part to help take care of the planet!



Barns with lots of bedding to keep cows comfy.

Sustainable Practice: Sand bedding that is washed and reused similar to sheets on a bed.

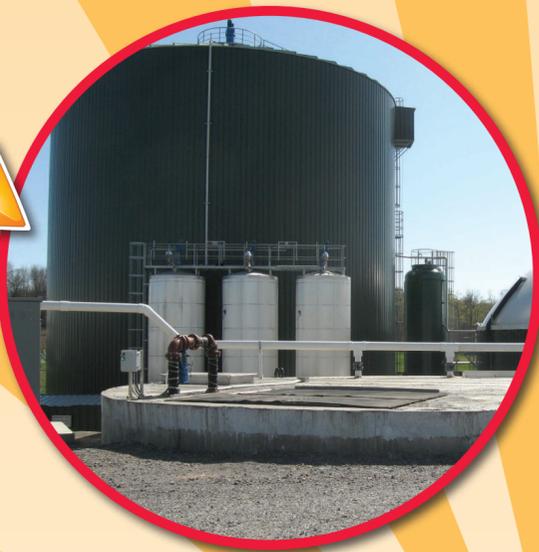


Methane digester

that collects cow manure.

Sustainable Practice: Converts cow manure into two renewable products.

- Energy for the dairy farm and nearby homes.
- Fertilizer for farm crops.



Conservation buffers

planted near fields, pastures.

- Sustainable Practice:**
- Preserve native trees and grasses.
 - Provide habitat for wildlife.
 - Conserve soil, air, and water.



Sustainable means "keeping something going forever." Sustainable practices are things we can do to make sure the Earth stays healthy to provide a home for all people, animals, and plants forever.



What can you do to help protect our planet where you live?



Add your own ideas to this list!

Farm and City — Planet Partners

- Recycling
- Taking shorter showers
- Unplugging appliances when not in use
- Planting a garden
- _____
- _____
- _____



Local milk is available 365 days a year.



Planet Partners



Florida Standards Alignment

The activities in the *Planet Partners* curriculum support the development of student understanding for the identified standards.

Grade 2 Standards Alignment	Activity 1	Activity 2	Activity 3
Florida B.E.S.T. English Language Arts			
ELA.2.R.2.1 - Explain how text features—including titles, headings, captions, graphs, maps, glossaries, and/or illustrations—contribute to the meaning of texts		X	X
ELA.2.R.2.2 - Identify the central idea and relevant details in a text.	X	X	X
ELA.2.R.3.2 - Retell a text to enhance comprehension.	X	X	X
ELA.2.V.1.3 - Identify and use context clues, word relationships, background knowledge, reference materials, and/or background knowledge to determine the meaning of unknown words.	X	X	X
Florida Next Generation Sunshine State Science			
SC.2.N.1.5 - Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).			X
SC.2.L.17.1 - Compare and contrast the basic needs that all living things, including humans, have for survival.			X
Florida Next Generation Sunshine State Social Studies			
SS.2.E.1.1 - Recognize that people make choices because of limited resources.	X	X	
SS.2.C.2.4 - Identify ways citizens can make a positive contribution in their community.		X	
Florida Next Generation Sunshine State Health Standards			
HE.2.C.1 - Comprehend concepts related to health promotion and disease prevention to enhance health.	X	X	X
HE.2.B.3 - Demonstrate the ability to access valid health information, products, and services to enhance health.	X	X	X
HE.2.B.4 - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.	X	X	X

HE.2-5.B.6 - Demonstrate the ability to use goal-setting skills to enhance health.		X	
HE.2-5.C.2 - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	X		

Grade 3 Standards Alignment	Activity 1	Activity 2	Activity 3
Florida B.E.S.T. English Language Arts			
ELA.3.R.2.2 - Identify the central idea and explain how relevant details support that idea in a text.	X	X	X
ELA.3.C.1.3 - Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.	X	X	
ELA.3.C.2.1 - Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.		X	
ELA.3.V.1.1 - Recognize and appropriately use grade-level academic vocabulary in speaking and writing.		X	X
ELA.3.R.2.2 - Identify the central idea and explain how relevant details support that idea in a text.	X	X	X
Florida Next Generation Sunshine State Science			
SC.3.N.1.6 - Infer based on observation.			X
SC.3.L.14.1 - Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.			X
SC.3.L.17.2 - Recognize that plants use energy from the Sun, air, and water to make their own food.			X
Florida Next Generation Sunshine State Social Studies			
SS.3.G.2.6 - Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.	X		
Florida Next Generation Sunshine State Health			
HE.2.C.1 - Comprehend concepts related to health promotion and disease prevention to enhance health.	X	X	X
HE.2.B.3 - Demonstrate the ability to access valid health information, products, and services to enhance health.	X	X	X
HE.2.B.4 - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.	X	X	X
HE.2-5.B.6 - Demonstrate the ability to use goal-setting skills to enhance health.		X	

HE.2-5.C.2 - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	X		
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Grade 4 Standards Alignment	Activity 1	Activity 2	Activity 3
Florida B.E.S.T. English Language Arts			
ELA.4.R.2.1 - Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.		X	X
ELA.4.R.2.4 - Explain an author’s claim and the reasons and evidence used to support the claim.	X	X	
ELA.4.R.3.2 - Summarize a text to enhance comprehension.	X	X	
ELA.4.C.1.3 - Write to make a claim supporting a perspective with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions.	X	X	
ELA.4.C.2.1 - Present information orally, in a logical sequence, using nonverbal cues, appropriate volume, and clear pronunciation.		X	
Florida Next Generation Sunshine State Science			
SC.4.L.17.2 - Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.			X
SC.4.L.17.3 - Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.			X
SC.4.L.17.4 - Recognize ways plants and animals, including humans, can impact the environment.		X	X
Florida Next Generation Sunshine State Health			
HE.2.C.1 - Comprehend concepts related to health promotion and disease prevention to enhance health.	X	X	X
HE.2.B.3 - Demonstrate the ability to access valid health information, products, and services to enhance health.	X	X	X
HE.2.B.4 - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.	X	X	X
HE.2-5.B.6 - Demonstrate the ability to use goal-setting skills to enhance health.		X	
HE.2-5.C.2 - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	X		

Grade 5 Standards Alignment	Activity 1	Activity 2	Activity 3
Florida B.E.S.T. English Language Arts			
ELA.5.R.2.2 - Explain how relevant details support the central idea(s), implied or explicit.		X	X
ELA.5.R.2.4 - Track the development of an argument, identifying the specific claim(s), evidence, and reasoning.	X		
ELA.5.C.1.3 - Write to make a claim supporting a perspective with logical reasons, relevant evidence from sources, elaboration, and an organizational structure with varied transitions.	X	X	
ELA.5.V.1.1 - Recognize and appropriately use grade-level academic vocabulary in speaking and writing.		X	X
Florida Next Generation Sunshine State Social Studies			
SS.5.G.4.1 - Use geographic knowledge and skills when discussing current events.	X	X	
SS.5.C.2.5 - Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society.		X	
Florida Next Generation Sunshine State Health			
HE.2.C.1 - Comprehend concepts related to health promotion and disease prevention to enhance health.	X	X	X
HE.2.B.3 - Demonstrate the ability to access valid health information, products, and services to enhance health.	X	X	X
HE.2.B.4 - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.	X	X	X
HE.2-5.B.6 - Demonstrate the ability to use goal-setting skills to enhance health.		X	
HE.2-5.C.2 - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	X		