**DAIRY**

INSTRUCTOR GUIDE

**Objectives**

* I will be able to identify 10 or more dairy products made from milk.
* I will be able to explain what I know about the dairy industry.
* I will be able to work with my peers.
* I will be able to listen to Nellie Holstein owners share about their dairy operation.
* I will be able to explain where the dairy farms are located around our community.
* I will be able to write a letter to a farmer and send it in the mail.
* I will be able to identify which dairy products my family consumes at home.
* I will be able to illustrate what a dairy farm looks like.

**Interest Approach**

1. Place several dairy products in front of the classroom.
2. Items like a carton of milk, an ice cream bar, or a yogurt container to name a few. (You could even borrow these items from your school nutrition services department, so you do not have to go out and purchase them).
3. Ask students to identify what all the products have in common.
4. Once they have identified the commonality that they are all dairy products move to Nellie Holsteins Pre-video activity of “What can milk get processed into.”

**Pre- Video activity: What can dairy milk get processed into?**

1. Print “What can dairy milk get processed into”. Either one per student or one per group.
2. Pass out the handout and place it upside down on the student’s desk. Direct them not to touch yet.
3. Have a song playing system ready to go while they work.
4. Give the following verbal directions. “When I say the “go” word “flip” you will do so to the piece of paper in front of you. You will have the length of the following song to fill in this sheet with as many dairy products as you can. Specific products such as cheddar cheese, and blue cheese will be accepted, (but of course since I just gave you those ideas no one can use cheddar and blue cheese for their C and B words now). Fill in as many alphabet letters as possible within the length of this song. Once the song is complete, we will determine who has the most full and unique dairy product list. Be sure to keep your conversations quiet so your classmates do not take your ideas. What questions are there on this task? Alright, “FLIP”.
5. Start the song you wish to play. Then walk around the class to gage previous knowledge of dairy products.
6. Once the song has elapsed, call for time and instruct the students to put down their writing tool.
7. Assign a student to pass out another writing tool to each group (or have each group grab another writing tool that is different that the one they used to complete the activity). i.e if they wrote with a pencil originally give them a purple colored pencil.
8. Read the next set of directions. “We will now go group by group to hear all of your answers. When it is your group's turn, slowly read each letter and then the product you placed there. If you are in a different group from the one that is reading and you have the same product on your list, shout out, “GOT IT” and then BOTH the group reading and the one that shouted will cross off the product. If you read off a product and no other group has that product, then you can place a star next to it. Once you have read all of your letters and the dairy products you have placed next to them, count up your stars. This is how many unique dairy products your group thought of. Once each group has been able to share their answers, the group with the highest number of unique products will win a special prize (I suggest a dairy treat from the lunchroom).
9. Once all have read and a winning group has been determined have a brief discussion using the following discussion questions.
	1. Raise your hand if there was a dairy product listed that you have never heard of. What was that product?
	2. What are your favorite dairy products?
	3. What kind of animals produce milk? (cows, goats, sheep are the most common in US)
	4. Stand up if you have ever consumed a dairy product. (everyone will most likely be standing up.)
	5. Since each of us consume dairy products, we should learn how the animals that provide us with nutritious and delicious products are raised and cared for. We will now learn about Nellie Holsteins, a 5th generation dairy farm in Eau Claire, WI.

**Video**

1. Print and handout Nellie Holsteins- Video Sheet.
2. Watch the video.
3. Give students a few minutes to answer questions 9-11 on the video sheet which are not included in the video.
4. Go through the video with the students asking for their input, discuss the questions from the video sheet and other ideas that come up.

**Conclusion and or extensions**

1. Ask the students if they know any dairy farmers or if they have driven past one around your community. Connecting the students with a dairy farmer in your own community can give much value. Look on google maps to show the students where the farm is in relation to the school, in relation to their home.
2. Look up the website or Facebook page for your county or town dairy breakfast. Send a note home to families in May (most dairy breakfasts occur in June) encouraging them to attend!
3. Connect with a local dairy farmer to do an in person or virtual tour of their farm. Have the students create questions prior to the tour and take turns asking the questions. Once the tour has concluded, have the students create a summary on flipchart or poster paper using photos and words from what they experienced and hang their work on the classroom or hallway walls.
4. Have the students take a photo of all of their dairy products they have at their home and share with the class the following day.
5. Write individual or an all-class letter to a dairy farmer in your area. Teach students how to write a formal letter, find a mailing address, address the letter, and send it through USPS. This can be a thank you letter or an inquiry letter asking them questions about their operation.