**Engage and Explore**

After watching each video, examine the concepts by asking the Exploration Questions. Sentence or Picture Frames are provided to guide student responses. Possible answers are provided to help educators through the discussion.

**Lesson 1**

**Exploration Questions**

1. What kind of foods can I eat to grow and feel well?
2. What are the 5 food groups?
3. How many dairy servings does your body need each day?
4. What is your favorite way to eat dairy foods?

**Sentence or Picture Frames**

***Use words or pictures to complete the sentences below.***

1. I can grow and feel well by eating \_\_.
2. The 5 food groups are \_\_.
3. The number of dairy servings to aim for each day is \_\_.
4. My favorite dairy food is \_\_ because\_\_.

**Answer Key**

1. I can grow and feel well by eating many kinds of foods from all 5 food groups.
2. The 5 food groups are Dairy, Vegetables, Fruits, Grains, and Protein.
3. The number of dairy servings to aim for each day is 3.
4. Any thoughtful response is OK.

**Lesson 2**

**Exploration Questions**

1. How does the sun help cows make milk?
2. How is a cow’s stomach different from a human’s stomach?
3. How are cows great recyclers and upcyclers?

**Sentence or Picture Frames**

***Use words or pictures to complete the sentences below.***

1. First, plants need \_\_\_. Second, cows need \_\_\_. Third, cows get energy from \_\_\_, which goes \_\_\_\_. Then, people \_\_\_.
2. A cow’s stomach is different from a human’s stomach because \_\_\_
3. Cows are great recyclers and upcyclers because \_\_\_.

**Answer Key**

1. First, plants need sunlight to grow. Second, cows need plants for food. Third, cows get energy from food, which goes to make milk. Then, people drink milk for energy and nutrients.
2. A cow’s stomach is different from a human’s stomach because cows have 4 stomach compartments and humans only have one stomach compartment.
3. Cows are great recyclers and upcyclers because they eat byproducts like cottonseed and orange peels, keeping these byproducts from going into the landfill.

**Lesson 3**

**Exploration Questions**

1. What happens to milk after it leaves the farm.
2. Why is milk heated up (pasteurized) and forced through tiny holes (homogenized)?
3. What are some other dairy foods that can be made from milk?

**Sentence or Picture Frames**

***Use words or pictures to complete the sentences below.***

1. First, milk leaves the farm. Next, \_\_\_. Last, \_\_\_.
2. Milk is pasteurized to \_\_\_. Milk is homogenized to \_\_\_.
3. Other dairy foods that are made from milk include \_\_\_\_.

**Answer Key**

1. First, milk leaves the farm. Next, milk is loaded into a large truck and transported to a processing plant. Last, milk is packaged into bottles and cartons or made into other dairy foods.
2. Milk is pasteurized to kill germs and keep it safe. Milk is homogenized to make the cream within the milk smooth so the cream doesn’t separate and float to the top.
3. Other dairy foods that are made from milk include cheese and yogurt

**Lesson 4**

**Exploration Questions**

1. How does your culture eat dairy foods?
2. Were you surprised to learn how other cultures eat dairy foods? What did you learn that surprised you?
3. What dish from another culture do you want to try?

**Sentence or Picture Frames**

***Use words or pictures to complete the sentences below.***

1. First, milk leaves the farm. Next, \_\_\_. Last, \_\_\_.
2. I was surprised/not surprised that people from \_\_\_\_ eat \_\_\_ because \_\_\_\_.
3. A dish from another culture I want to try is \_\_\_.

**Answer Key**

Any thoughtful response is OK.

**Lesson 5 Reflection Activity**

**Option 1: Dairy Foods Collage**

Collect magazines, grocery store inserts, or promotional materials for dairy foods. Invite students to create a collage featuring different foods made from milk. Older students can also add pictures that represent milk’s nutritional benefits, like strong bones and teeth. Students may work in small groups to cut out the images and arrange them onto large sheets of paper or poster board and create colorful collages. After completing their collages, students can take part in a show-and-tell session, briefly sharing the dairy foods they included and what they learned throughout the unit.

**Option 2: 4 Corners Activity**

Label each corner in the room a letter (A, B, C, D). Ask review questions to assess student understanding. Students move around the room to answer the questions. After each round, consider having students justify   
why they chose their answer.

1. Which of these is a dairy product? A. watermelon B. chicken C. cheese D. carrots
2. Which dairy product do you prefer? A. milk B. yogurt C. cheese D. other
3. What is it called when a cow chews its food for a second time? A. digesting B. chewing the cud C. processing D. absorbing
4. Milk is \_\_\_\_\_\_\_\_, or mixed up, to make it smooth and creamy. What was the vocabulary word you learned that fits in the blank? A. homogenized B. shaken C. digested D. fermented
5. Food can look and taste different from one culture to another. What cultural food would you like to try? A. mango lassi (Indian) B. habichuelas (Puerto Rican)  C. quiche (French) D. baklava (Turkish)

**Option 3: Team Quiz Game**

Use some or all of the questions above to have students recall their knowledge. The Team Quiz game could utilize whiteboards, with student teams agreeing on an answer and drawing or writing it on the whiteboard. Teams could be asked to justify why they chose their response for points or just general discussion.

A game can also be created on Kahoot.com for tech-friendly classrooms.