

## Topic 2 - Dairy Goodness-Making the Most of Milk

*Students will have the opportunity to:*

- recognize milk's role in healthy living by analyzing essential nutrients found in milk and their functions in maintaining a healthy body;
- identify different milk products available and interpret their nutritional information; and
- explore the use of milk in different cultures.

### How Do We Connect?

The Dairy Education Program can be adapted for most grade levels to enhance your programming in the classroom. The following outlines some of the many specific curriculum connections that can be realized by inviting a dairy educator into your classroom. (Please note that other connections are also possible.)

#### **KINDERGARTEN**

##### **Science**

- conduct simple investigations through free exploration, focused exploration and guided activity, using inquiry skills (observing, questioning, planning an investigation, carrying out the investigation and communicating findings).

##### **Language**

- communicate by talking and by listening and speaking to others for a variety of purposes and in a variety of contexts;
- demonstrate an understanding and critical awareness of a variety of written materials that are read by and with the teacher; and
- demonstrate a beginning understanding and critical awareness of media texts.

##### **The Arts**

- demonstrate an awareness of themselves as artists through engaging in activities in visual arts, music, drama and dance; and
- communicate their ideas through various art forms.

##### **Health and Physical Activity**

###### *Health and Well-Being*

- begin to demonstrate an understanding of the effects of healthy, active living; and
- investigate the benefit of nutritious foods.

##### **Career Education (Choices in Action Policy)**

- learn and apply decision-making and problem-solving skills.

## **GRADE ONE**

### **Language**

#### *Oral Communication*

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; and
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

#### *Media Literacy*

- demonstrate an understanding of a variety of media texts.

### **Healthy Living**

- Describe how foods in Canada's Food Guide can be used to make healthy food choices; and
- Explain why people need food to have healthy bodies.

### **Career Education (Choices in Action Policy)**

- learn and apply decision-making and problem-solving skills.

## **GRADE TWO**

### **Language**

#### *Oral Communication*

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; and
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

#### *Media Literacy*

- demonstrate an understanding of a variety of media texts.

### **Healthy Living**

- Use Canada's Food Guide to assess the nutritional value of meals and identify food and beverage choices that enhance healthy growth and development.

### **Canada and World Connections - Features of Communities Around the World**

- describe some similarities and differences in the ways communities around the world meet their needs (e.g., food, shelter and clothing).

### **Career Education (Choices in Action Policy)**

- learn and apply decision-making and problem-solving skills.

## **GRADE THREE**

### **Language**

#### *Oral Communication*

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; and
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

#### *Media Literacy*

- demonstrate an understanding of a variety of media texts.

### **Healthy Living**

- demonstrate an understanding of how the origins of food affect its nutritional value and environmental impact; and
- describe the relationship among healthy eating practices, healthy active living and healthy bodies.

### **Science and Technology**

- describe the different ways in which plants are grown for food (e.g., on farms) and explain the advantages and disadvantages of locally grown and organically produced food, including environmental benefits.

### **Career Education (Choices in Action Policy)**

- learn and apply decision-making and problem-solving skills.

## **GRADE FOUR**

### **Language**

#### *Oral Communication*

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; and
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

#### *Media Literacy*

- demonstrate an understanding of a variety of media texts.

## **Healthy Living**

- identify key nutrients provided by foods and beverages and describe their importance in growth, health, learning and physical performance;
- analyze personal food selections through self-monitoring over time, using the criteria in *Canada's Food Guide* and develop a simple healthy-eating goal appropriate to their age and activity level;
- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- demonstrate the ability to make connections that relate to health and well-being;
- identify ways of promoting healthier food choices in a variety of settings and situations; and
- explain the role of healthy eating practices.

## **Science and Technology**

- describe ways in which humans are dependent on plants and animals (e.g., for food products, medicine, clothing, lumber).

## **Career Education (Choices in Action Policy)**

- identify their personal interests, strengths, competencies and accomplishments; and
- learn and apply decision-making and problem-solving skills.

## **GRADE FIVE**

### **Language**

#### *Oral Communication*

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; and
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

#### *Media Literacy*

- demonstrate an understanding of a variety of media texts; and
- create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques.

## **Healthy Living**

- demonstrate an understanding of factors that contribute to healthy development;
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- demonstrate the ability to make connections that relate to health and well-being - how their choices and behaviours affect both themselves and others;
- explain how to use nutrition facts tables and ingredient lists on food labels to make healthier personal food choices; and
- describe how advertising and media influences affect food choices... and explain how these influences can be evaluated to make healthier choices.

## **Career Education (Choices in Action Policy)**

- learn and apply decision-making and problem-solving skills.

## **GRADE SIX**

### **Language**

#### *Oral Communication*

- listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; and
- use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

#### *Media Literacy*

- demonstrate an understanding of a variety of media texts.

## **Health and Physical Education - Healthy Living - Healthy Eating**

- demonstrate an understanding of factors that contribute to healthy development;
- explain how healthy eating and active living work together to improve a person's general health and well-being and how the benefits of both can be promoted to others;
- demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;
- apply their knowledge of medical, emotional, practical, and societal factors that influence eating habits and food choices to develop personal guidelines for healthier eating; and
- demonstrate the ability to make connections that relate to health and well-being - how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being.

## **Career Education (Choices in Action Policy)**

- learn and apply decision-making and problem-solving skills.