

# SUPPORTING ACTIVITIES

Once the read-aloud story is over, there is a whole series of activities for your class.

Guide your students through these interactive and cross-curricular activities to enhance and build on what they learned from the book.



## Health Education

Food literacy and food exploration



## Science

Exploring living things and the world around us



## English Language Arts

Speaking, listening, reading, viewing, writing and representing



## Mathematics

Number sense, measurement, data management



## Visual Arts

Exploring skills and materials



## Social Studies

Community, caring for the environment, cooperative work and personal career development

The following activities, intended for Grade 2 students, are designed to complement the book's emphasis on careers and to support the various learning outcomes mentioned above.

## ACTIVITY 1



### GUESS WHAT HAPPENS!

Use your best detective skills to help Robin decide what he wants to be when he grows up!

#### Teacher's note

As you read the story aloud, look for the small stop signs surrounding page numbers.

Visit [teachnutrition.ca/book2](http://teachnutrition.ca/book2) to project the story in front of the class.



#### FIRST STOP, PAGE 7:

Pause reading and ask students to infer what props Nadine, Colin and Emma will bring to Career Day.

#### SECOND STOP, PAGE 9:

Pause reading and ask students to infer what career Robin will choose for Career Day.

#### THIRD STOP, PAGE 30:

Pause reading and ask students to infer what career they think Robin picked according to his moustache prop.

## ACTIVITY 2



### CLASS CAREER DAY!

Class Career Day was a big success! Robin and his friends had so much fun thinking about their future careers and helping each other figure out what they might be good at. Do you know what you want to be when you're older? Now it's your turn to share with your class!

#### Teacher's note

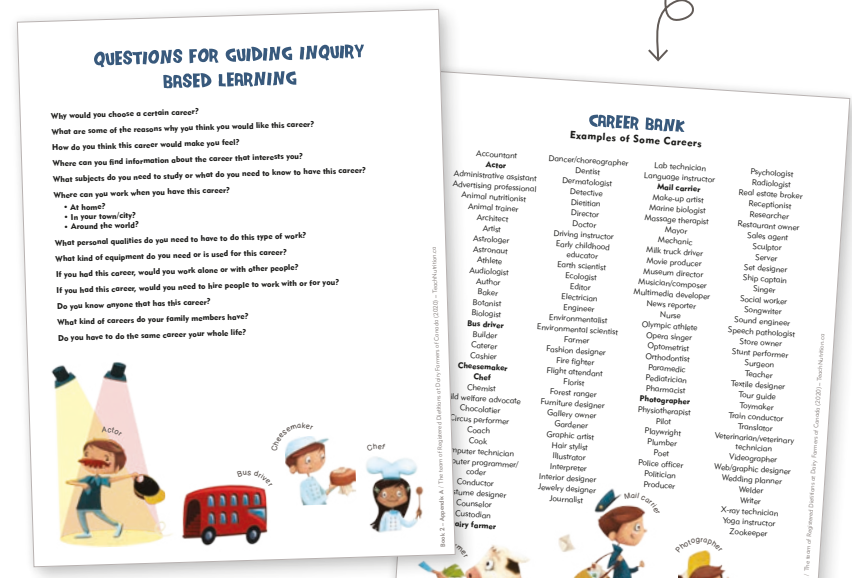
Host a Career Day in your classroom where students can tell the class about the career they've chosen. Encourage them to dress up and bring props like the students in Robin's class.

To prepare for Career Day, lead a class discussion about careers using the *Questions for Guiding Inquiry Based Learning* and *Career Bank* of **Appendix A**.

#### Supplies

- Access the *Questions for Guiding Inquiry Based Learning* and *Career Bank* available at [teachnutrition.ca/book2](http://teachnutrition.ca/book2) (look for **Appendix A**)

To help students pick a career, project the *Career Bank* section of the appendix.





## GUESS THAT CAREER!

As Robin learns in the story, there are lots of careers to choose from, and it's fun to "pretend" to have different careers with your friends. Let's play a game to see how many careers your classmates can guess!

### Supplies

- Index cards: 4 x 6 or 3 x 5 in. (101.6 x 152.4 or 76.2 x 127 mm)
- For inspiration: Use the *Career Bank* available at [teachnutrition.ca/book2](http://teachnutrition.ca/book2) (look for **Appendix A**)

### Teacher's note

Make a class set of career cards by writing various careers on index cards. Make enough so that, when a student has guessed the career on their card, they can pick another card from the pile and keep playing the game.

### GAME SET-UP

1. Place the pile of career cards at the front of the classroom and ask each student to pick a card from the pile **without** looking at what's written on it.
2. Still without looking, ask them to **hold the card to their foreheads** with the writing facing out so the other students can read it. Another option is to tape the card to their backs.
3. Once everyone has a career card on their forehead (or back), ask the students to pair up with another student. Next, they will each give their classmate clues so they can guess which career is on their card.
4. Once a student has guessed their career card, they can pick a new one. Play until all the cards are gone.





# ACTIVITY 4



## CLASS RECIPE—SPIN-A-SMOOTHIE!

Nadine dreams of becoming a chef when she grows up. For Career Day, she decides to make a smoothie to share with everyone in her class. Let's help Nadine decide which smoothie to make for her classmates!

### Supplies

- Order a class set of the *Spin-a-Smoothie* resource, a brochure with six smoothie recipes, available at [teachnutrition.ca/maritimescatalogue](http://teachnutrition.ca/maritimescatalogue)
- A blender
- Measuring cups and spoons
- Small cups for sampling
- Sticky notes

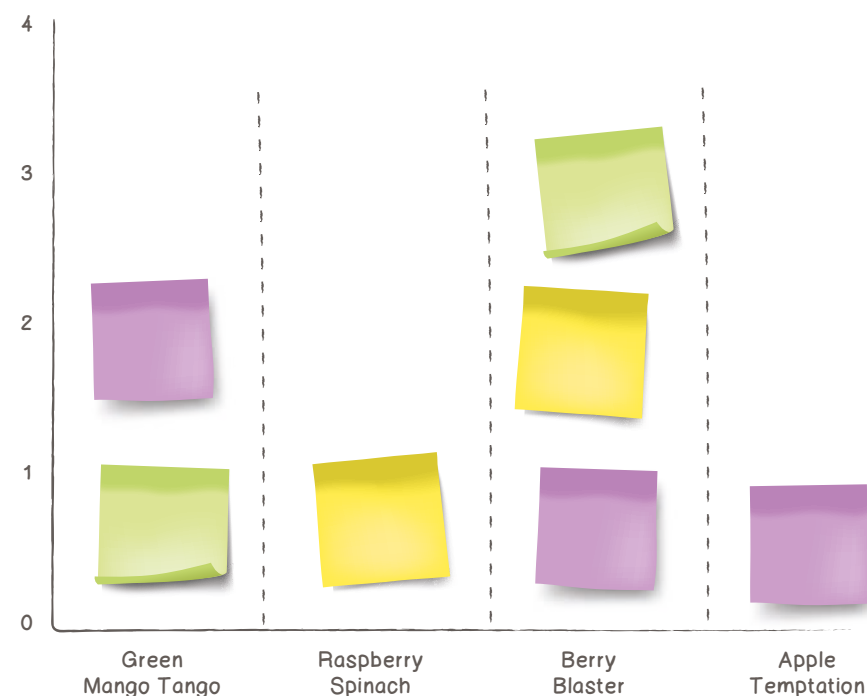
### Teacher's note

Give each student a copy of the *Spin-a-Smoothie* resource. Ask them to vote on which smoothie to try together in class. If you want to create a visual of the vote, have the students make a **bar graph** with sticky notes to show how many votes each smoothie gets. Then make the recipe of the smoothie that gets the most votes.

Making a recipe with your class is an excellent way to lead a discussion about all aspects of food (where ingredients come from, tastes, textures, etc.).

This is also a good time to introduce **food safety** to students (see the article on food safety available at [teachnutrition.ca/foodsafety](http://teachnutrition.ca/foodsafety)).

**Classroom cooking isn't as daunting as it seems!** To get tips on cooking in the classroom and how to involve students, visit [teachnutrition.ca/cookingintheclassroom](http://teachnutrition.ca/cookingintheclassroom).



## MY SMOOTHIE RECIPE

Recipe Name: \_\_\_\_\_

Fruits and Vegetables	Milk Products	Other Yummy Things

Directions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This recipe was created by: \_\_\_\_\_



Book 2—Appendix B / The team of Registered Dietitians at Dairy Farmers of Canada (2020) — TeachNutrition.ca



## Health Education (where our food comes from) and English Language Arts (procedural writing) extended learnings:

Once the students have finished tasting their smoothie, invite them to investigate where the ingredients came from: Which ones can be grown/produced in their province or in Canada? Which ones are imported from outside of Canada?

Then, using the *My Smoothie Recipe* template available at [teachnutrition.ca/book2](https://teachnutrition.ca/book2) (look for **Appendix B**), challenge the class to create a smoothie recipe with ingredients produced or grown in Canada and/or your province.



## ACTIVITY 5



# THANK A FARMER

Emma would like to be a dairy farmer when she grows up, just like her parents and her grandmother. She loves to take care of animals and be outside! Emma thinks it's cool that the milk from the farm can also be made into cheese and yogurt and many other milk products. She also sees how well the animals and land are cared for. Let's get creative and thank a local dairy farmer for everything they do!

## Supplies

- Class set of the *Thank-You Letter* template, available at [teachnutrition.ca/book2](http://teachnutrition.ca/book2) (look for **Appendix C**)
- Large envelope and postage
- Tape or glue
- Colouring supplies
- Camera



If tablets are available at your school, use them to take the picture!

## Teacher's note

This activity will help students explore some of the careers featured in the story.

### PHOTOGRAPHER:

Ask students to take a picture of the class, print it and put it in the envelope.

### ARTIST:

Using the *Thank-You Letter* template, ask students to make drawings of their favourite dairy product, a meal or recipe made with a dairy product or a farmer taking care of animals and the land.

### DAIRY FARMER:

Then ask students to each write a **thank-you letter** to a dairy farmer.

### MAIL CARRIER:

Once the students have finished their thank-you letters, put them in the envelope. Then teach the students what a postal address is and what information needs to be on the envelope before mailing it. Send your class's thank-you package off to a dairy farmer! If you or your students don't personally know a farmer, you can contact your provincial dairy farmer organization.

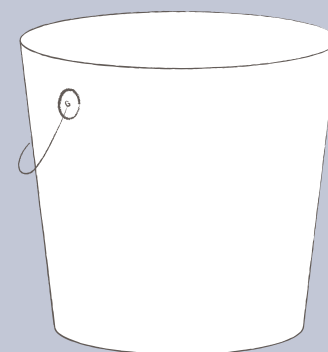
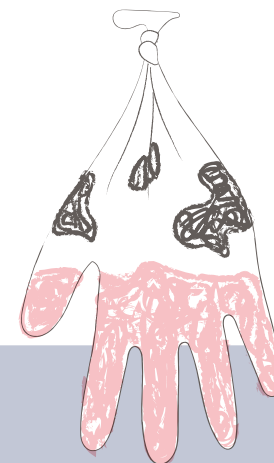


## Science extended learning (exploring living things):

Learn how to milk a dairy cow!

Colour a plastic glove to look like a cow's udder. Draw black spots toward the wrist portion of the glove to represent a cow's spotted torso. Then colour the palm portion and fingers pink to represent a dairy cow's udder (use permanent marker to avoid ink transferring onto students' hands). Fill the glove with water and tie it securely at the top.

When you're ready, poke a pinhole in the bottom of one of the fingers. Ask students to volunteer to take turns "milking the cow" into a container.



## THANK-YOU LETTER

Dear \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Closing \_\_\_\_\_

From \_\_\_\_\_





## WHO WORKS HERE?

Sometimes people with very different careers can work in the same environment. Think about the school that Robin and his friends go to, or your school. There are people with many different careers working in and around a school. Now think about what Emma wants to be when she grows up: a dairy farmer. Let's investigate careers that can be linked to dairy farming, either directly on the farm or in farming-related activities.

### Supplies

- Print a class set of the *Dairy Farm Bubble Chart*, *School Bubble Chart* and blank *Career Bubble Chart* templates as well as a copy of the teacher's answer keys available at [teachnutrition.ca/book2](http://teachnutrition.ca/book2) (look for **Appendix D**)

### Teacher's note

Divide your students into small groups. Begin by giving each group a *Dairy Farm Bubble Chart*. Ask the students to fill the circles with any jobs that are found within the dairy farm environment. Review the chart with the class using the *Answer Key* as a guide. If you wish to continue this activity, use the *School Bubble Chart* and blank *Career Bubble Chart* to expand into other career environments that interest students.



## ACTIVITY 7



# MILK CARTON GARDEN—WHAT DO COWS EAT?

Emma wants to be a dairy farmer when she grows up. Did you know that many farmers grow crops for feeding animals? Dairy cows eat a combination of forage (pasture grass, clover or dry hay), grains (barley, corn or soybeans) and minerals and vitamins for good health. Let's grow our own crops in a recycled milk carton garden!

### Teacher's prep

Find and clean several empty milk cartons (250 mL, 1 L or 2 L). Trim the tops of the 250 mL cartons. If using a 1 L or 2 L carton, decide on the depth you want the planter to be; draw a line and cut to height. You can also cut the carton horizontally if you want a bigger planting area.

### Supplies

- Paper
- Various art supplies to decorate each carton
- Class set of scissors
- Tape or glue
- Ruler
- Small wooden sticks
- Permanent marker
- Potting soil
- Seeds

Seeds that are often grown for cow feed that are easy to germinate:

alfalfa, barley and soybeans.

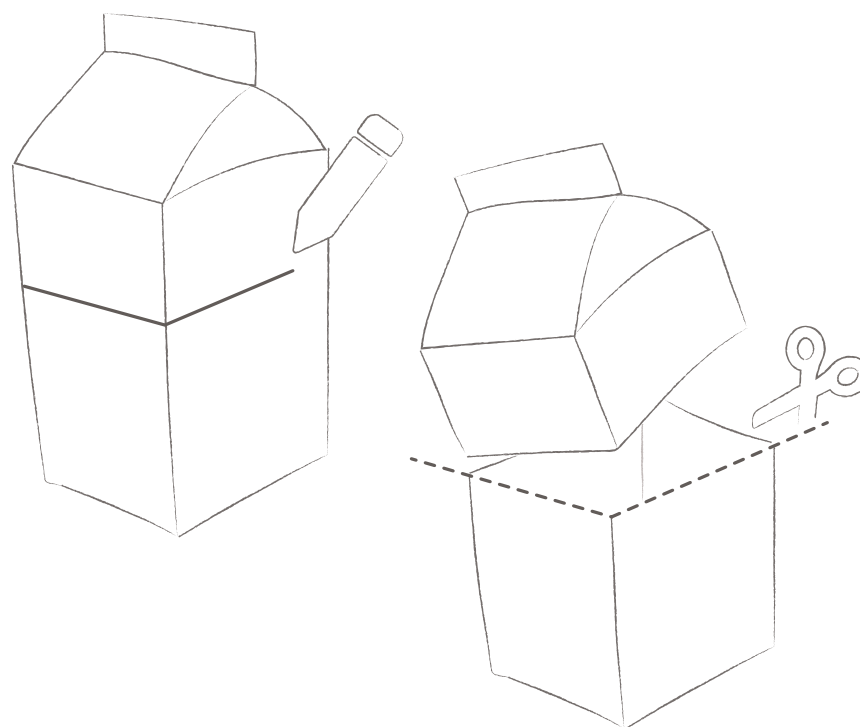
### Teacher's note

A milk carton's surface is very slick, so to make decorating easier, we suggest that you cover it with paper. Ask students to trace each side of the carton and then glue (or tape) the paper onto it.

Once students have added potting soil and seeds to their cartons, ask them to write their name and the name of the plant on a small wooden stick and put it in the soil.

Have students place their planters in a sunny spot in the classroom and water them. As the plants grow, have students journal what they see.

To help your class understand the growth of these plants, research how long it can typically take for them to reach various stages (germination, forming leaves, maturity, etc.).







### **Health Education extended learning (where our food comes from):**

With students, explore which seasons different foods grow in, in Canada. Continue the discussion by explaining to students that some of the foods we eat are grown outside of Canada.



### **Social Studies extended learning (caring for the environment):**

Explain the importance of choosing reusable and recyclable items rather than single-use disposable items. Bring examples of each to your classroom. Start a class discussion by using these guiding questions:

**What items do you reuse or recycle at home?**

**What items do you reuse or recycle at school?**

**Have you ever seen a number on a recyclable item?**

**What are some single-use items that can be replaced by reusable items?**



# TEACHER'S DID YOU KNOW SECTION

This section provides background information for teachers and is not designed to be read out loud to students. We've included it to provide context and a foundation to enhance classroom discussions with your students.

## What's the truth about milk?

In a number of activities related to this book, students will discuss dairy farming. It is easy to find or hear information about milk and dairy farming, yet it can be difficult to know what is credible and truthful about Canadian milk.

### Two tips to keep in mind:

- Make sure the information you are reading is about **Canadian milk**. It's important to understand where the information is coming from because different countries have different regulations. In Canada, we have some of the strictest regulations in the world around milk production and dairy farming.
- Ensure that the information you are reading is based on facts and not personal opinions.

When in doubt, refer to **DairyFarmersofCanada.ca** to get credible information about Canadian dairy farming. Now let's dig a little deeper into the truth about dairy farming in our country.

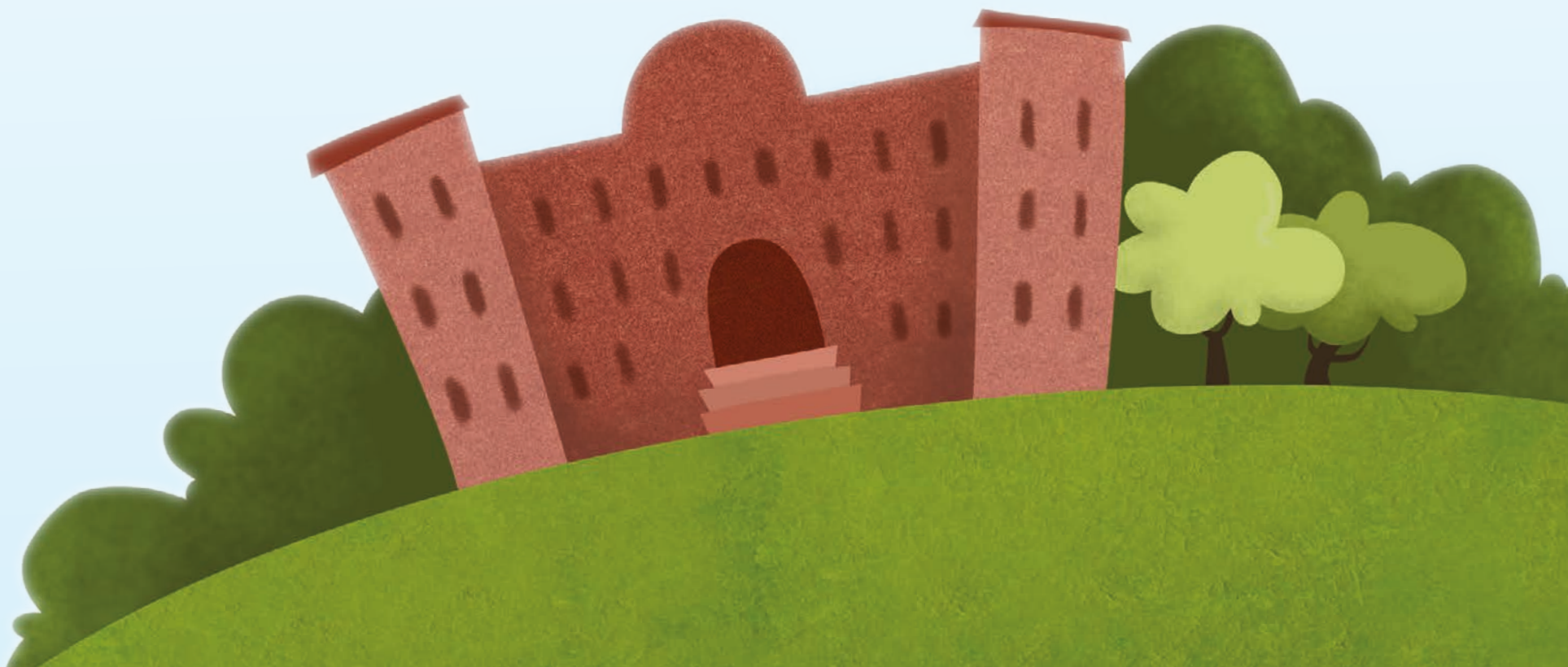
## Hormones

Recombinant bST (rbST) is an artificial hormone that can increase a cow's milk production. While it is unlikely to cause harm to humans, it can cause problems in cows and that is why Health Canada has not approved its use. Artificial hormones are therefore not allowed on Canadian dairy farms.

### So how do Canadian dairy farmers optimize their herds' milk production?

- Choosing cows known for their high production of milk.
- Providing state-of-the-art barns for shelter, high-quality nutrition and other measures to protect animals' health.

Healthy, well-fed and well-cared-for cows naturally produce more and higher-quality milk.







## Antibiotics

Cows, like other animals, sometimes get sick. If a veterinarian prescribes an antibiotic, farmers follow strict regulations and procedures to make sure it's administered safely.

### **How do Canadian dairy farmers mitigate risk so milk does not contain antibiotics?**

- The cow being treated is clearly identified and her milk is properly discarded for a mandatory withdrawal period (determined by Health Canada), which allows the antibiotic to be metabolized by her system. These precautions help ensure milk will test negative for antibiotics.
- All milk is subjected to a variety of tests, including testing for the presence of antibiotics. On the rare occasion that the milk does not meet all standards, including if it tests positive for the presence of antibiotic residue, the entire truck load is rejected and disposed of.

Dairy farmers take great care to ensure that their milk is pure and that Canadian milk is safe.

## The environment

Many dairy farms are family owned and operated and are passed down from one generation to the next. Dairy farmers want to make sure that they are producing nutritious, high-quality milk in a way that is environmentally sustainable and will remain sustainable for generations to come. This is at the heart of farmers' stance on environmental sustainability: to leave the farm in better shape for their kids than they received it from their parents.

### **What are Canadian dairy farmers doing to reduce their environmental footprint?**

- Keeping cows comfortable, happy, well-fed and healthy leads to increased milk productivity, meaning that fewer cows are needed to produce more milk.
- Making sure a cow meets her nutritional needs optimizes production and can help lower the amount of methane produced during the cow's rumination (digestive process).
- Practices such as crop rotation and minimal work of the soil as well as precision agriculture tools help maintain soil health to optimize crop quality or capture and store more carbon in the soil.
- While some dairy farmers use biodigestors to transform methane from manure into electricity, others have turned to renewable energy, such as on-farm solar power and wind turbines.

Canadian dairy farmers make their living from the land, they work with family members, and they belong to a community. As a result, they have an interest in conserving natural resources and in keeping the land healthy and bountiful.

