

Introduction

Producers, Pigs & Pork

Teacher's Resource Guide

Provided by:

Murphy-Brown LLC

A Smithfield Foods Company

At Murphy-Brown, our entire operation is guided by
six pillars of sustainability:



ANIMAL CARE

Ensuring that the animals under our care are safe, comfortable and healthy.



FOOD SAFETY

Providing high quality health care to our animals because healthy animals make safe food.



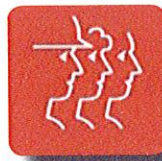
ENVIRONMENT

Protecting and conserving our natural resources through environmental stewardship.



COMMUNITIES

Supporting communities where we live and work through employee engagement and assisting with worthy causes.



EMPLOYEES

Valuing, respecting and providing a safe working environment for our employees.



VALUE CREATION

Creating value to our stakeholders while improving company financial performance.

By providing this resource, our goal is to afford students an understanding of how their food is produced and to help them gain a greater awareness of the role of agriculture in the economy and society.

Welcome to the

**Producers,
Pigs
&
Pork**

Teacher's Resource Guide

How to use this program

National Pork Board is proud to present **Producers, Pigs & Pork**, a national, standards-based curriculum developed for 3rd – 6th grade students. **Producers, Pigs & Pork** is a set of five comprehensive lessons and teaching tools that addresses our food supply system and highlights pork production. Each lesson includes a variety of activities which enhance students' skills, such as listing, sequencing, following directions, summarizing, illustrating, and writing. Best practices and multiple teaching techniques are used to provide a meaningful learning experience for your students as they gain knowledge about pork and our food supply.

This interactive unit promotes learning in five primary topics:

- Where does my food come from?
- Where does my pork come from?
- How is my environment being protected?
- How is pork good for me?
- What's all of the buzz about pork?

Producers, Pigs & Pork is a content-rich program designed to engage students in the learning experience. You may follow the lesson sequence and activity instructions provided, and if desired, you may enhance the program with activities of your choice to help apply program content to other current topics being addressed in your classroom.

What you get!

The **Producers, Pigs & Pork** unit includes:

- **Teacher's Resource Guide** – complete with an introduction to the program, five comprehensive lesson plans with learning objectives, time and material requirements, activities, lesson sequence instructions, and closure instructions and activities
- **Producers, Pigs & Pork storybook** – a visually-appealing, illustrated story of a boy's visit to a modern hog farm which reinforces key program messages
- **Lesson presentation DVD** – which includes five video chapters to enhance the teaching experience with the consistent, visual presentation of core lesson content
- **Resource materials CD** – houses all lesson plan PDF files and enables you to make multiple copies of program materials, as desired

National Pork Board wishes to acknowledge and thank Illinois Pork Producers Association, Minnesota Pork Board, Susan Anderson, Dr. Joanne Buggy, Jenn Beck, and Sarah Probst Miller, DVM, for their contributions to this program.



Introduction

Producers, Pigs & Pork is a set of five lessons that addresses our food supply system and focuses on pork production. It includes a variety of lessons and activities which enhance standards and skills. Best practices and multiple teaching techniques are used in **Producers, Pigs & Pork** to provide a meaningful learning experience for students as they gain knowledge about pork and our food supply.

Standards

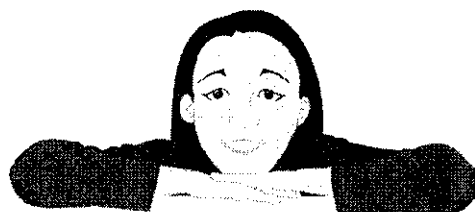
The national standards addressed through **Producers, Pigs & Pork** include the following. Additional standards could be integrated throughout the unit as lessons are adapted to fit individual classrooms.

- NS.K-4.1, NS.5-8.1 – Science as an inquiry
- NS.K-4.5, NS.5-8.3 – Life science
- NL – ENG.K-12.4 – Communication skills
- NL – ENG K-12.6 – Applying knowledge
- NL – ENG K-12.12 – Applying language skills

Skills

The students' skills that will be enhanced through **Producers, Pigs & Pork** include:

- | | |
|------------------------|----------------|
| • listening/observing | • illustrating |
| • following directions | • sequencing |
| • listing | • classifying |
| • identifying | • writing |
| • naming | • summarizing |



Program Materials

Student Materials

- Numbers 1 – 14
- One copy needed per student

Teacher Materials

- Roman Numerals I - XV
- Single copies for teacher (except Letter Home)

Introductory Lesson Procedure

- Write pork on the board. Pass out KLS Activity Sheet – 2. Explain to the students that they will be building on what they already know about pork. Have them look at the first column – What I KNOW. Ask students to write down anything that comes to mind when they think of pork. Point to the second column – What I LEARNED. Explain that they will be using this sheet every day to record what they have learned. The last column will not be used until the Closure when they will record all of the things they would still like to learn about pork.
- Distribute Cover Activity Sheet – 1. Explain to students that they will be completing activity sheets every day. The activity sheets will be collected each day and assembled into a booklet after the last lesson. Students will be using this cover on the booklet in the Closure. Discuss Cover Activity Sheet – 1 and have students fill in their names.
- Hold Model A – Z List – I. Explain that you have started putting some words about pork on your list. Pass out A - Z Activity Sheet – 3. Explain to students that they will be adding words to the A – Z Activity Sheet – 3 each day.
- Pass out Rubric Activity Sheet – 4. Explain how students can earn points each day. During the Closure Activity, they will total their points. Indicate that they can earn a: ✓, ✓ +, or +.
- Have students put their names on the backs of all activity sheets except for the cover. Collect all sheets.
- Give each student a copy of the Letter Home – II. Explain that they will take the letter home so their families will know what the **Producers, Pigs & Pork** lessons are about.

Introductory Materials Needed

Student Materials

- Cover Activity Sheet – 1
- KLS Activity Sheet – 2
- A – Z Activity Sheet – 3
- Rubric Activity Sheet – 4

Teacher Materials

- Model A – Z List – I
- Letter Home – II
- Taste Test – III

Other Supplies

- Plain 3 X 5 Cards
- Baggies

Resources

For additional information on the topic of **Producers, Pigs & Pork**, you may access the following resources:

- www.pork.org
- www.pork4kids.com
- www.mypyramid.gov

Extension Activities

Recommended for Use Each Day:

- Taste Test – Each day, choose a pork product for taste testing. Use Taste Test - III provided and have students place an "X" after "yes" if they like the tasted item, or after "no" if they do not. Or, choose two similar items and have them place an "X" by the one they like best. Discuss the results.
 - Ideas for sample products: bacon, pork chops, sausage, pepperoni, and hot dogs
- Word Toss Vocabulary Game – Each day, assign a pair of students a vocabulary word. Give each pair two 3 X 5 cards. Have them print the word on one card and the definition on the other. Use the cards to play the Word Toss Vocabulary Game. Toss the cards into the air. Have students pick up one card and move around the room trying to find a matching partner. If they pick up a vocabulary word, they must find the matching definition. If they pick up a definition, they must find the matching word. Have the students stand in a circle next to the person who has a match. Go around the circle and have one student read the word and have their partner read the definition to see if they have matched up correctly. At first, there will be limited vocabulary, so assign more than one pair of students the same word. As you move through the **Producers, Pigs & Pork** lessons, there will be more vocabulary words to work with so begin to remove duplicate words and definitions, keeping the number of cards equal to the number of students in the class. Let the students take turns being the one who gets to toss the words.
- Concentration – Each day, use the cards from the Word Toss Vocabulary Game to play Concentration. Make several sets so small groups can play. Shuffle the cards. Place the cards face down and have the students try to match the vocabulary word with the meaning.

Helpful Hint!

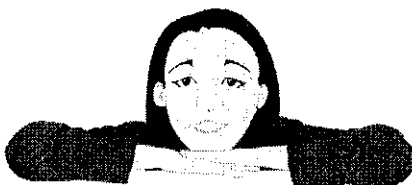
Have students put their names on the backs of all activity sheets each day.

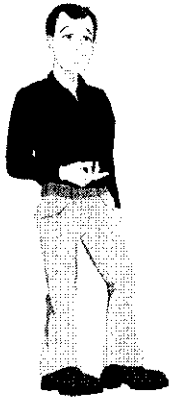
Helpful Hint!

Use paper clips and individual folders to organize student activity sheets to be used for the booklet in the Closure.

Helpful Hint!

Encourage students to share their favorite ideas from each lesson at home every day.





Guest Speakers

As time allows, invite guest speakers to the class to enhance the lessons. Questions to be asked of each speaker should be planned in advance. Guest speakers could include a:

- Pork producer
- Veterinarian
- School cook
- Nutritionist
- Grocer

Producers,
Pigs
Pork

My Book on Pork

The Food We Eat

by

Cover Activity Sheet – 1

KLS Activity Sheet – 2

What I KNOW	What I LEARNED	What I STILL Want to Learn
-------------	----------------	----------------------------

Day 1:

-
-
-

Day 2:

-
-
-

Day 3:

-
-
-

Day 4:

-
-
-

Day 5:

-
-
-



A – Z List Activity Sheet – 3

A

N

B

O

C

P

D

Q

E

R

F

S

G

T

H

U

I

V

J

W

K

X

L

Y

M

Z

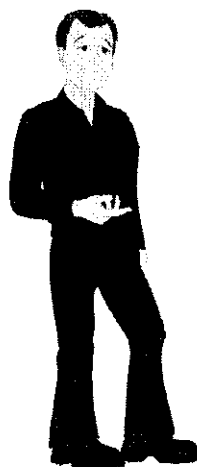
Rubric Activity Sheet – 4

	1 point	2 points	3 points	My Score
A – Z Activity Sheet – 3	1 – 10 words	11 – 20 words	21 or more words	
KLS Activity Sheet – 2	K 1 – 5 ideas	L 1 – 5 ideas	S 1 – 5 ideas	
Booklet	1 – 5 pages	6 – 10 pages	11 plus pages and cover	
Producers, Pigs & Pork Activity Sheet – 15	1 – 2 sentences 1 – 4 words	3 – 4 sentences 5 – 7 words	5 or more sentences 8 or more words	

√ 1 – 5 points

√+ 6 – 10 points

+ 11 or more points



My total score

equals: _____

Model A – Z List - I

A

N

B

O

C consumer

P pork, pig, pork producer

D

Q

E

R

F Food Supply Chain

S

G

T

H

U

I

V

J

W

K

X

L

Y

M

Z

Hello from _____,

Our class is studying a unit on the pork industry called **Producers, Pigs & Pork**. During the study of this unit, your child will learn about the pork industry as it relates to these five topics: "Where Does My Food Come From?", "Where Does My Pork Come From?", "How Is My Environment Being Protected?", "How Is Pork Good for Me?", and "What's All of the Buzz About Pork?" It is important that our future generations have a good understanding of where our food comes from and the role agriculture plays in our lives.

Home and School Connections

Parents often ask how they can help their children learn. Here are some simple things you can do at home to reinforce what your child learns at school.

- Talk about the various pork products you have in your home.
- Look at favorite recipes to see what pork products are included in the ingredients or could possibly be substituted for other ingredients.
- Cook together with your child using recipes that contain pork products.
- Shop together at the grocery store looking at all the food choices that include pork.
- Sample new pork products that your child has not experienced. Students will be making a "Like List" of pork products they enjoy.
- Investigate your family history and any connections to agriculture.
- Discuss what your child is learning about the pork industry in school.

Have fun exploring the pork industry and the important role it plays in our lives.

Sincerely,

P.S. Please save and send to school ads that include pork products. The students will be using them for an activity in our **Producers, Pigs & Pork** unit. Thank you!

Letter Home -- II

Taste Test – III



Food Item	Yes	No
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Lesson 1

Lesson 1

“Where Does My Food Come From?”

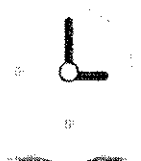
Comprehensive Lesson Plan

Introduction

This lesson entitled “Where Does My Food Come From?” explains the Food Supply Chain as it relates to pork production.

Time Needed

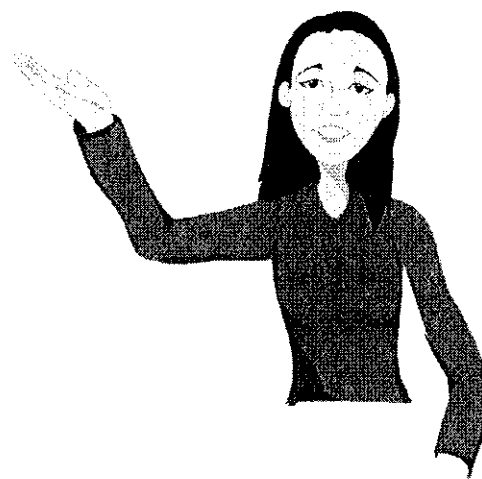
50 minutes, including seven minute DVD chapter



Learning Objectives

After completing the lesson, the student will be able to:

- name the components of the Food Supply Chain
- identify key activities which occur within each component of the Food Supply Chain
- list related vocabulary



Materials Needed



- Producers, Pigs & Pork DVD Lesson 1
- DVD player
- Scissors

Student Materials

- From package introduction:
 - KLS Activity Sheet – 2
 - A – Z List Activity Sheet – 3
 - Rubric Activity Sheet – 4
- Food Supply Chain Activity Sheet – 5
- Like List Activity Sheet – 6
- Extension Activity
 - Linking the Food Chain Extension Activity Sheet – 7

Teacher Materials

- Vocabulary Word List - IV
- Food Supply Chain Teacher Pictures V - X

Vocabulary - IV



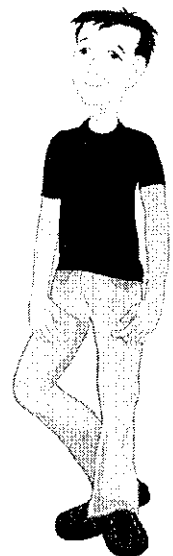
- consumer: a person who buys a product, like pork, to eat or use
- Food Supply Chain: the journey food takes before reaching our plates
- pork: the meat from a pig
- pork producer: a highly skilled person who has the job of raising pigs
- pig: an animal which produces pork, a high quality and nutritious source of meat

Optional Vocabulary

- grain bin: a large container located on a farm which holds grains, such as dried corn and soybeans, that are used to feed pigs
- corn: a crop grown by farmers and used to make feed
- soybeans: a crop grown by farmers and used to make feed

Lesson Sequence

- Review Introduction.
- Cut out Vocabulary Word List - IV. Distribute A – Z List Activity Sheet – 3. Display one word at a time. Discuss each word and have students begin adding words to A – Z List Activity Sheet – 3.
- Display the six labeled pictures illustrating the Food Supply Chain Teacher Pictures V – X. Discuss. Watch DVD Lesson 1 and look for these six steps. If desired, stop the DVD as each step appears and continue discussion.
- Distribute the Food Supply Chain Activity Sheet – 5. Explain that students will be recording two facts about each picture in the Food Supply Chain. Have the students work independently for a few minutes to begin adding two facts about each picture. Then, as a class, have students share facts they have found. Record class ideas on the board, overhead, or paper. Have students finish the facts column on the student activity sheet using class ideas that were shared.
- Add other new words suggested by the class to the A - Z List Activity Sheet – 3.
- Distribute Like List Activity Sheet – 6 to each student. Have students begin making a list of foods that contain pork (Lines 1 - 20). The categories across the top of the Like List Activity Sheet – 6 will be completed in Lesson 5.
- Collect all student activity sheets for the book to be assembled in the Closure.

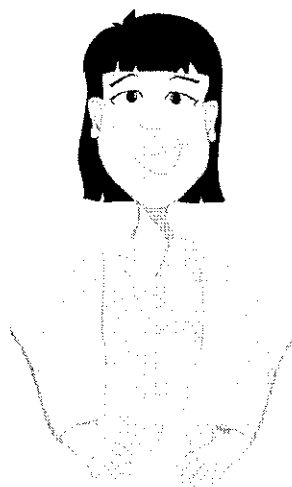


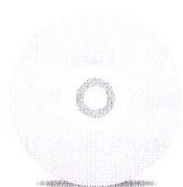
Extension Activities

- Conduct Taste Test.
- Play Word Toss Vocabulary Game.
- Play Concentration.
- Complete Extension Food Chain Activity. Using the Linking the Food Chain Extension Activity Sheet – 7, fill in the letters to label each step in the Food Supply Chain and write one sentence on the line to describe each step. Cut along the dotted lines and create a chain by stapling the links together in the correct order.
- To help with vocabulary meaning, use the storybook to show various pictures of vocabulary words. (The storybook will not be read until Lesson 2).
- Begin a class display or bulletin board display of pork products using grocery ads (contributed by students). Add to the display throughout the unit.

Assessment

- Distribute and discuss.
 - Self-evaluation Lesson 1 on KLS Activity Sheet – 2. Begin recording on column two – What I LEARNED. Have students fill in at least two things they learned in Lesson 1.
 - Rubric Activity Sheet – 4
- Collect.

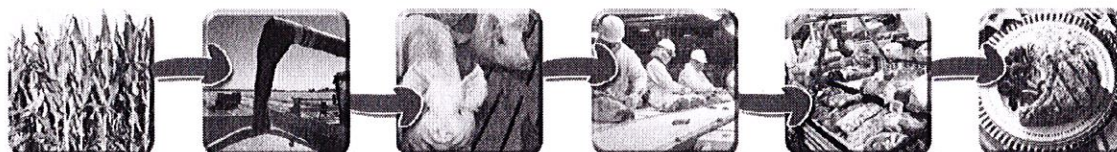




DVD

Teaching Content

Where Does My Food Come From?



Have you ever taken the time to think about where the foods you eat come from? You probably know that foods like fruits and vegetables grow on trees, plants, and in the ground. But what about meat? How does meat arrive at the grocery stores where your family shops, in the restaurants where you eat, or in your school cafeteria? And where does it come from?

Let's explore the question, "Where does my food come from?" using pork as an example. Pork is the meat that comes from a pig. Ham, bacon, pepperoni, and sausage are just a few examples of pork.

As we think about where food comes from, we can look at something called the Food Supply Chain. This is the journey food takes before it reaches our plates. The first step in the chain is crop production, which describes the process of how crops, like soybean and corn, are grown.

Pigs are raised on farms by farmers or "pork producers." It is the job of a pork producer to not only properly care for his animals, but in many cases, grow crops which may be used to feed the pigs. If you have ever seen a farmer driving a tractor around fields in the springtime - well, he is preparing those fields and planting the seeds that will grow these crops.

 Crop Production	If a pork producer doesn't grow crops, or doesn't grow enough to feed all his pigs, he purchases feed from a feed store in town, or from a neighbor who grows crops. The feed that is given to pigs is made from corn, soybeans, and other grains. After eating and digesting the feed, pigs produce a valuable, natural fertilizer called manure. Farmers often inject manure into their crop fields because it adds important nutrients to the ground, like nitrogen, phosphate, and potassium. These are the nutrients that crops need the most to grow healthy plants... just like your body needs vitamins and minerals to be the best it can be! This process that involves growing crops that become feed is called the Nutrient Cycle, and it's a cycle that repeats itself over and over again. The crops produce grains... which become feed that is given to pigs... which create a natural fertilizer called manure... that is injected into crop fields to help the plants grow more crops.
 Crop Harvesting	Crops grow over the summer and are ready to be harvested in the fall. "Harvested" means the crops are fully grown, and the grains inside the plants are ready to be removed. Corn plants have tall stalks with leaves and tassels on top. In the harvesting process, the corn kernels are removed from the cob by a special machine, and then dried and ground into feed for animals. Soybean plants are bushy crops with green leaves and tan bean pods which are about the size of peas. Soybeans dry down in the pod on the plant and are harvested at moisture levels appropriate for storage. Pork producers often store large quantities of feed in grain bins located on the farm.



Animal Production

Animal production on a pig farm is the process of caring for and raising healthy pigs, from the moment they are born, to the time they are marketed, or sold. Pork producers must properly care for their pigs so they may grow to be as healthy as possible. This means producers must give feed and water to the animals everyday and make sure they receive the vitamins, minerals, and overall care and attention they need.

Animal production also involves the responsibility of providing a comfortable and safe environment for the pigs, one that keeps them cool in the summer and warm in the winter, and one that keeps them safe from anything that could potentially injure the animals or make them sick. Producers work hard to keep the barns as germ-free as possible in order to prevent or reduce the spread of disease from one animal to another. When it is time for the pork producer to market or sell the pigs, they are paid a higher dollar amount for the healthiest pigs.



Meat Processing

When pigs have grown to a certain height and reached approximately 270 pounds, they can be marketed by the pork producer. The pigs are transported to a meat processing plant in special trucks by people who are trained to keep the animals calm and comfortable as they are moved from one location to another.

When pigs arrive at the meat processing plant, they are cooled with misters in the summer and kept warm in the winter, given water, and allowed to rest. Here, the animals are inspected by veterinarians to make sure they are healthy prior to being processed. Processing is when the meat from a pig is cut into pork products, such as bacon, pork chops, roasts, and other cuts of meat. It is important that people who work in meat processing wear protective clothing in order to keep the working environment as clean and germ-free as possible. At the processing plant, pork is packaged into a number of products. Meat processors take many important steps to make sure the meat you eat is as safe as possible.

 Retail	When pork products leave the processing plant, they are sent to retail centers or grocery stores where the meat is purchased by consumers. A consumer is someone like you, or a member of your family, who buys a product, such as bacon or sausage. Retail centers and grocery stores have particular rules for how meat must be handled in order to keep it safe. It is their responsibility to keep the meat stored at the right temperature and observe the package expiration dates so consumers get only the best products possible. Pork may also be distributed through the food service industry which includes schools and restaurants. Both school cafeterias and restaurants have many meat handling rules that must be followed in order to protect the person who eats the meat. Specific cleaning procedures to reduce or remove germs must be followed to ensure the pork product is safe.
 Plate	The pork product completes its journey... on your plate! Whether it arrives in your home, in your school cafeteria, or in a restaurant, it is the responsibility of the person cooking the pork to ensure it is handled, stored, and cooked properly and safely. If your family buys pork chops from the store that aren't going to be eaten right away, they should be safely stored in the freezer until they are ready to be prepared. Or, if your school cafeteria is serving ham sandwiches for lunch, the meat should be kept properly chilled until it is ready to be eaten. And, when handling pork or meat of any kind, it is always important to thoroughly wash your hands with warm, soapy water.

Conclusion



As you have learned in this lesson, your food takes a long and interesting journey through the Food Supply Chain before it arrives on your plate. And pork, in particular, makes many important stops along the way to help ensure it is as safe and of the highest quality when it reaches you.

At the end of its journey, pork is a safe, nutritious, and tasty meat choice. So the next time you enjoy bacon for breakfast or pork chops at dinner, think about the journey pork takes before landing on your plate!

Vocabulary Word List - IV

consumer

Food Supply Chain

pork

pork producer

pig

Food Supply Chain Activity - 5

Directions: Write two facts about each step of the Food Supply Chain.

 Crop Production	1. 2.
 Crop Harvesting	1. 2.
 Animal Production	1. 2.
 Meat Processing	1. 2.
 Retail	1. 2.
 Plate	1. 2.



Crop Production

Food Supply Chain Picture - V



Crop Harvesting

Food Supply Chain Picture - VI



Animal Production

Food Supply Chain Picture - VII



Meat Processing

Food Supply Chain Picture - VIII



Retail

Food Supply Chain Picture - IX



Plate

Food Supply Chain Picture - X

Like List Activity Sheet - 6

Directions: Make a list of foods (in spaces 1 – 20) that contain pork and then wait for further instructions.

	Pork products I have eaten	Pork products I have eaten this week	My three favorite pork products	Pork products I have eaten at home	Pork products I have eaten at school	Pork products I have eaten at home and school
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

I learned _____

Linking the Food Chain Extension Activity Sheet – 7

Directions: Fill in the letters to label each step in the Food Supply Chain, and then write one sentence on the line to describe each step. Cut along the dotted lines and create a chain by stapling or gluing the links together. Be sure to put them in the correct order of the steps in the Food Supply Chain, as they are not in order on this sheet.

m _ _ _ p _ _ _ _ _ _ _ _ _ g



a _ _ _ _ _ p _ _ _ _ _ _ _ _ _ n



c _ _ _ p _ _ r _ _ _ _ _ _ _ _ o _



r _ _ _ _ _ _



c _ _ o _ _ h _ _ _ _ _ _ _ _ _ g



p _ _ _ _ _



Lesson 2

Lesson 2

“Where Does My Pork Come From?”

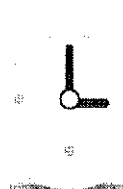
Comprehensive Lesson Plan

Introduction

This lesson, entitled “Where Does My Pork Come From?” explains steps pork producers take to care for the health and well-being of their animals.

Time Needed

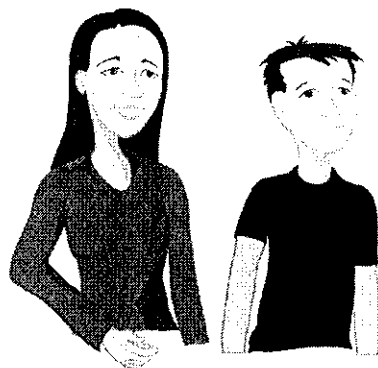
50 minutes, including 7 minute DVD chapter



Learning Objectives

After completing the lesson, the student will be able to:

- identify at least two ways in which pork producers
 - take good care of their animals
 - keep pigs clean and comfortable
 - keep pigs safe and healthy
 - use buildings and equipment
- list related vocabulary



Materials Needed



- **Producers, Pigs & Pork** DVD Lesson 2
- DVD player
- **Producers, Pigs & Pork** storybook

Student Materials

- From package introduction:
 - KLS Activity Sheet – 2
 - A – Z Activity Sheet – 3
 - Rubric Activity Sheet – 4
- Like List Activity Sheet – 6
- “Your Topic Is...” Activity Sheet – 8
- Extension Activities
 - Venn Diagram Extension Activity Sheet – 9
 - Sorting board – large posterboard

Teacher Materials

- Vocabulary words from Lesson 1
- Vocabulary Word List - XI
- Bulletin Board Titles - XII

Vocabulary – XI



sow: a mother pig

piglet: a baby pig

herd: a group of pigs

feed: a combination of grains, typically corn and soybean, fed to pigs

veterinarian: a specialized medical professional who helps pork producers care for a herd of pigs

Optional Vocabulary

weaned: when a piglet is removed from a sow's milk and given solid food to eat and water to drink

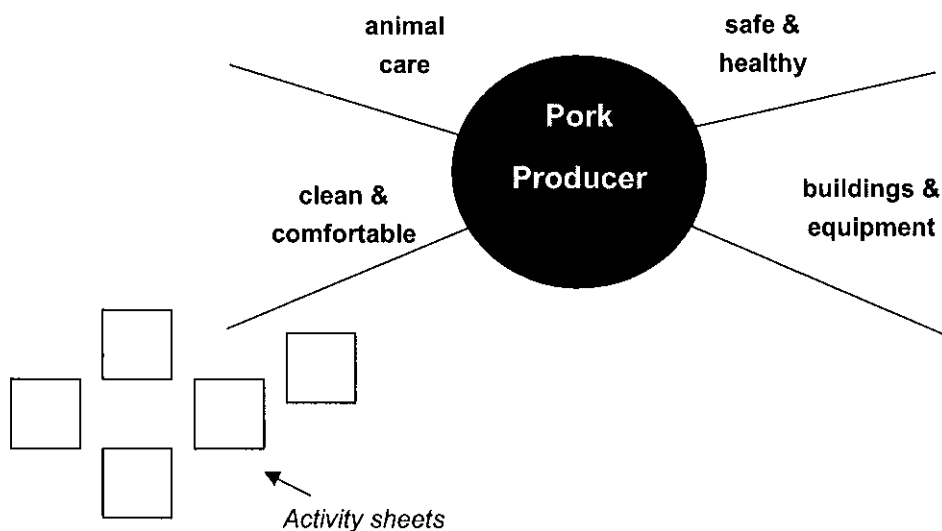
sorting board: a tool used by pork producers to move pigs

Lesson Sequence

- Review Lesson 1.
- Pass out A – Z List Activity Sheet – 3. Review vocabulary words from Lesson 1. Cut out and introduce Vocabulary Word List - XI. Add to A – Z List Activity Sheet - 3.
- Distribute a copy of the “Your Topic Is...” Activity Sheet – 8 to each student. Divide the class into four groups and assign one of these topics to each group:
 - How pork producers take good care of their animals
 - How pork producers keep pigs clean and comfortable
 - How pork producers keep pigs safe and healthy
 - How pork producers use buildings and equipment

Explain that students will list four facts about their topic, list at least three key vocabulary words about their topic, and illustrate an important concept about their topic.

- Watch DVD Lesson 2. Instruct students to look for supporting details for their topic in the DVD.
- Stop DVD, as necessary, to discuss key points for each topic.
- Work on “Your Topic Is...” Activity Sheet – 8. Groups may have overlapping ideas.
- Read **Producers, Pigs & Pork** storybook to students. Discuss. Have students add to “Your Topic Is...” Activity Sheet – 8.
- Make a concept map bulletin board using Bulletin Board Titles – XII. See example below.



- Display each student's "Your Topic Is..." Activity Sheet – 8 in the appropriate area on the concept map bulletin board. Discuss.
- Distribute Like List Activity Sheet – 6 to each student. Have students add any new pork products they discovered during this lesson on lines 1 – 20.
- Add other new words suggested by the class to the A – Z List Activity Sheet – 3.
- Collect all student activity sheets for the booklet to be assembled in the Closure.

Extension Activities

- Conduct Taste Test.
- Play Word Toss Game.
- Play Concentration.
- Complete the Venn Diagram Extension Activity Sheet – 9 - comparing the storybook to the DVD: see Lesson 3 Venn Diagram Activity Sheet – 10 for sample.
- These are the top 10 pork producing states: Iowa, North Carolina, Minnesota, Illinois, Indiana, Missouri, Nebraska, Oklahoma, Ohio, and Kansas. Refer to class United States map and locate and discuss each state location.
- Roleplay directing pigs using a sorting board. A large piece of posterboard can be used for the sorting board. Practice directing students once in the classroom and repeat the process as you move from place to place in the school during the day. Discuss other ways pork producers keep workers and pigs safe.

Assessment

- Distribute and discuss.
 - Self-evaluation Lesson 2 on KLS Activity Sheet – 2. Using column two – What I LEARNED, have students fill in at least two things they learned in Lesson 2.
 - Rubric Activity Sheet - 4
- Collect.

DVD

Teaching Content

What is pork? It's likely you have eaten it many times, but you may not have known it was "pork." You see, pork comes in many forms, such as bacon, ham, pepperoni, pork chops, and sausage. And these are just a few examples of the many wholesome and nutritious types of pork.

So where *does* pork come from? Pork is the meat that comes from a pig.

Pigs are raised on farms by farmers or "pork producers." Pork producers are highly skilled men and women, who are active in their communities, and who are in the business of raising pigs. The primary job of a pork producer is to properly care for and raise healthy pigs that will eventually become the pork products we eat in our homes, school cafeterias, and restaurants.

To make sure pigs produce the best pork possible, they must be provided a safe environment where they can be properly fed and well-cared for. And for this, they rely on pork producers 24 hours per day, 7 days a week, every day of the year.

Pork producers take great pride in keeping their pigs safe and healthy, as do the many people they hire to help them on their farms. There are family members, production workers, and assistants who help manage the herd of pigs and monitor their feed intake. Feed suppliers help provide the nutritious feed that pigs eat, and veterinarians play an important role in helping producers keep the animals as healthy as possible.

There are also a number of other people who work on pig farms, plumbers, electricians, mechanics, bookkeepers, and more. These individuals do not directly work with the animals; however, they are responsible for helping to keep the producer's business of raising pigs running smoothly.

At a typical pork production facility, you will see several barns; however, what you won't see is pigs wallowing in mud. Unlike what many people think, most pork producers raise their pigs inside, in clean, climate-controlled barns.

Before anyone enters one of the barns, a number of important steps must be taken. On many farms, pork producers and others who work with the animals must first shower and put on clean coveralls and boots. This is done to avoid anyone carrying germs or diseases that can't be seen into the barn. Sometimes there are germs on your shoes and clothes called disease pathogens, that don't make people sick, but could make a pig sick, so producers and others on the farm do everything they can to keep these pathogens out of the barns.

Germs can also move from one farm to another through wildlife and birds, pets - like cats and dogs, and rodents, such as rats and mice, so steps are taken by producers to keep all animals and rodents away from the barns.

The ongoing cleaning and disinfecting of a facility, especially as groups of pigs are moved out of and into barns, is an important part of a pork producer's plan to keep the germs out, and the animals in a safe, healthy environment.

In addition to keeping their barns as germ-free as possible, pork producers work hard to keep them as comfortable as possible for the animals. The barns are equipped with special systems that allow the temperature to be raised or lowered to keep the animals warm in the winter and cool in the summer. In the cold winter months, pork producers often use heat lamps to keep the pigs warm. It's especially important that baby pigs, known as piglets, are kept warm. And, on hot summer days, the animals may be sprinkled with water misters to keep them cool.

Ventilation fans are used in most barns to help maintain good air quality and again, keep the animals comfortable in their environment.

The care and handling requirements of pigs change as they grow and they are usually moved to different barns at different stages of their lives.

When baby pigs or piglets are born, they are housed in special barns with their mothers, or “sows.” Here, they remain in farrowing stalls, which are specially-designed pens that allow them to safely rest next to their mothers and drink milk without the sows accidentally injuring them.

When piglets are about three to four weeks old, they are weaned, which means they are removed from their mother’s milk and moved to another barn where they are housed with other similar-size piglets. Here, they are given solid food to eat and they have access to waterers, which enable them to drink as often and as much as they like.

When producers move pigs around the farm, extra care is given to make sure the animals move easily and remain calm. Special tools, like sorting boards, are used to protect both the pigs and the person moving them. Pork producers also take steps to protect the animals from being hurt while they are being moved. Alleyways are designed to avoid injury and their non-slip floor surfaces offer added safety for all.

When piglets reach a certain size, they are moved to another barn with other similar-size pigs where they continue to be well cared for - and well fed - until they reach about 270 pounds, or “market weight.” This is the weight at which they may be marketed or sold and processed into pork products.

During this important growth stage, the animals are fed a high-quality and nutritious feed containing the proper vitamins, minerals, and other nutrients, because healthy pigs produce the most wholesome pork products. As the pigs grow, the mixture of feed and nutrients changes, just like the amount of feed and water they require changes.

Even with the proper care, pigs sometimes become ill. If pigs do get sick, they may be given a medicated feed or medicated water which contains just the right amount of medicine needed to improve their health.

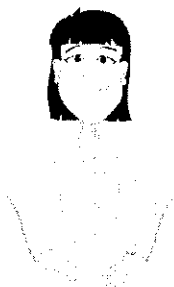
Keeping a "herd" or group of pigs healthy is very important to pork producers because the health of their herd is a key to food quality and safety. Healthy animals grow faster and more efficiently, which is good for business. That's why pork producers work closely with veterinarians to help prevent or control illnesses or diseases that can make the pigs sick. Veterinarians visit the pigs often to observe the health of the animals. They vaccinate pigs to help prevent disease and they look for signs of illness. If a veterinarian sees a pig limping, for example, or one that is lying down when other pigs are playing, this may mean the pig is sick or in need of special care.

When animals are sick, veterinarians work with producers to identify the best possible treatment plan, including the proper use of medicines, such as antibiotics, to treat illnesses. Many antibiotics can be mixed with a pig's feed, or the pig may be given antibiotics in a shot or injection.

Pork producers keep careful records of any animals which have been given medication, such as antibiotics or medicated feed. Using medications properly and monitoring how and when they are given help to keep the animals healthy, and help to supply safe food products to the people buying them.

Pork producers have an important job. They work hard everyday to ensure the well-being of their animals so they are able to supply restaurants, grocery stores, and school cafeterias with a safe, healthy, and nutritious meat source. So the next time you're ready to bite into some great-tasting bacon, ham, or sausage, think about the dedicated people who make pork possible!

"Your Topic Is..." Activity Sheet - 8



Your Topic Is... _____

Write your topic on the line at the top. List four facts about your topic, list at least three key vocabulary words about your topic, and illustrate an important concept about your topic.

1. _____

2. _____

3. _____

4. _____

Visual

Vocabulary

1. _____
2. _____
3. _____
4. _____
5. _____

Venn Diagram Extension Activity Sheet – 9

Directions: Use the Venn diagram to compare what you learned in the storybook and DVD about how pork producers keep pigs safe and healthy.

Storybook:

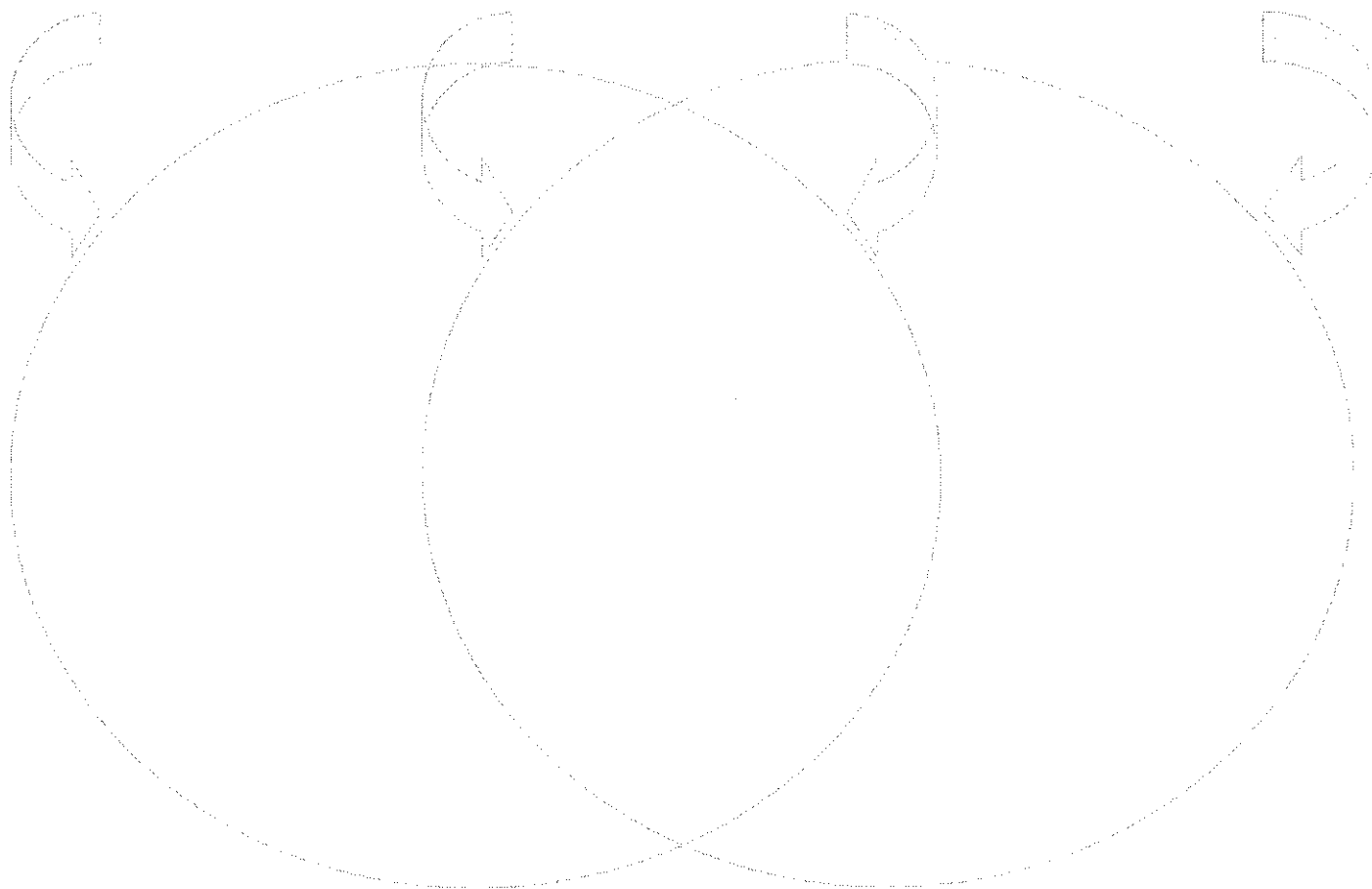
List anything you heard
in the storybook about
how pork producers
keep pigs safe and
healthy.

Storybook and DVD:

List anything you heard in
the storybook and DVD
about how pork producers
keep pigs safe and
healthy.

DVD:

List anything you heard
on the DVD about
how pork producers
keep pigs safe and
healthy.



Vocabulary Word List – XI

sow

piglet

herd

feed

veterinarian

Bulletin Board Titles - XII

(* PORK PRODUCER should be positioned at the center of the concept map bulletin board.
See example on page 3).

PORK PRODUCER

animal care

safe & healthy

clean & comfortable

buildings & equipment

Lesson 3

Lesson 3

"How Is My Environment Being Protected?"

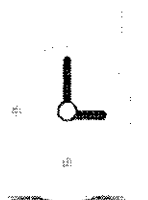
Comprehensive Lesson Plan

Introduction

This lesson, entitled "How Is My Environment Being Protected?" explains steps producers take to protect the environment and the farmland.

Time Needed

50 minutes, including five minute DVD chapter



Learning Objectives

After completing the lesson, the student will be able to:

- sequence the steps in the Nutrient Cycle
- use a Venn Diagram to identify how pork producers and students can help to protect the environment
- list related vocabulary



Materials Needed



- Producers, Pigs & Pork DVD Lesson 3
- DVD player
- Glue, scissors

Student Materials

- From package introduction:
 - KLS Activity Sheet - 2
 - A – Z Activity Sheet - 3
 - Rubric Activity Sheet – 4
- Like List Activity Sheet - 6
- Nutrient Cycle Activity Sheet – 10
- Protecting the Environment Venn Diagram Activity Sheet - 11

Teacher Materials

- Vocabulary words from Lessons 1 and 2
- Vocabulary Word List - XIII

Vocabulary - XII



Nutrient Cycle: the ongoing cycle of how manure is used as a natural fertilizer to help grow crops, which produce grains that are fed to pigs, which produce manure

environment: everything around a living thing that affects its growth and health

recycle: to repurpose and reuse

fertilizer: a substance used to enrich the quality of the soil

manure: a natural fertilizer produced by pigs

Optional Vocabulary

lagoon: a basin in the ground where manure can be safely stored

habitat: the natural environment of a living creature

Lesson Sequence

- Review Lessons 1 and 2.
- Pass out A – Z List Activity Sheet - 3. Review previous vocabulary. Cut out and introduce Vocabulary Word List - XIII. Add to A – Z List Activity Sheet – 3.
- Introduce the Nutrient Cycle by rereading pages 30 and 31 in the storybook. Watch the DVD Lesson 3 and look for steps in the Nutrient Cycle. Stop the DVD, when appropriate, to discuss the Nutrient Cycle. Distribute the Nutrient Cycle Activity Sheet - 10. Cut out pictures and labels from the bottom half of the Nutrient Cycle Activity Sheet - 10. Discuss the steps of the cycle. Use pictures for students to hold up to answer questions about the Nutrient Cycle (EPR's – Every Pupil Response). After discussing the Nutrient Cycle, have students place pictures on the top half of the Nutrient Cycle Activity Sheet - 10. Check for accuracy before gluing in place.
- Distribute the Protecting the Environment Venn Diagram Activity Sheet - 11. Discuss methods that may be used to help protect the environment beginning with the pork producer, then the student, and finally both. Replay DVD if necessary. Have students record answers on the Protecting the Environment Venn Diagram Activity Sheet – 11.
- Add other new words suggested by the class to the A – Z List Activity Sheet – 3.
- Distribute the Like List Activity Sheet – 6. Have students add any new pork products they discovered during this lesson on lines 1 – 20.
- Collect all student activity sheets for booklet to be assembled in Closure.

Extension Activities

- Conduct Taste Test.
- Play Word Toss Game.
- Play Concentration.
- Make posters that address at least two methods that can be used to help protect the environment. Post throughout the school. Replay appropriate parts of the DVD, if necessary.

Assessment

- Distribute and discuss.
 - Self-evaluation Lesson 3 on KLS Activity Sheet – 2. Using column two – What I LEARNED, have students fill in at least two things they learned in Lesson 3.
 - Rubric Activity Sheet - 4
- Collect.

DVD

Teaching Content

Pork producers have important jobs which they take very seriously. These highly skilled men and women work hard everyday caring for their pigs and maintaining a safe environment which helps ensure the animals' well-being. But besides taking care of *their* pigs, did you know that pork producers are also serious about caring for and protecting *our* environment? It's true.

For years, pork producers have cared about the environment and taken good care of the land. Pork producers are good neighbors, and they positively add to the communities in which they live.

Most pork producers live or work on their farms, so it's important to them to protect not only the land, but also the water and air quality on and around the farms. It's important for their families and co-workers, the people living in surrounding communities, and for future generations.

Pork producers make the choice to farm carefully. They choose to protect the quality of our air, water and other natural resources. Pork producers protect the quality of our water by following clean water laws and making sure they do not use fertilizer too close to the water supply. To help reduce odor and the potential for runoff into a water source, producers inject manure, which is the pig's waste, into the soil, rather than applying it on top of the field as was done in the past.

By putting the pigs' manure to good use, producers not only protect the environment, they also help supply their pigs with a high quality feed. The "Nutrient Cycle" helps us understand this concept. You see, crops grow and produce grains... which are used to make the feed that is given to pigs. Pigs eat and digest the feed, and then produce manure, which is a natural fertilizer. Manure is injected into the crop fields providing important nutrients that the crops need to grow. The Nutrient Cycle is an ongoing process which is good for the producer and animals, good for the land, and good for the environment.

Pork producers also take steps to ensure they are maintaining good air quality by safely storing manure and maintaining clean facilities.

Producers are continuously working on ways to control odors which are sometimes associated with their facilities. These odors are typically related to the pigs' manure. Yes, it's true – manure does not smell good, but there are many ways to reduce the odor.

Some pork production farms use a deep pit to store manure underneath a barn. Then, when it is time for the pit to be emptied, the pork producer uses a high-tech system to pump the manure from the pit and apply it to the field. It is during this time, just a few days a year, when the odor is most noticeable.

Other pork producers choose to store manure in what are known as lagoons. Lagoons are basins in the ground where manure can be safely stored. Often lagoons are covered with straw or other material to help reduce odor. When it is time for the producer to empty the lagoon, the manure can be pumped out and applied to a field where it acts as a natural fertilizer and helps the crop plants grow.

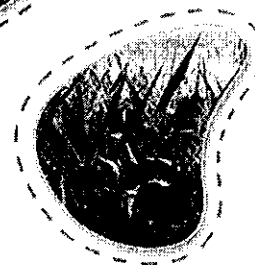
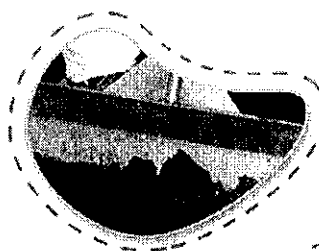
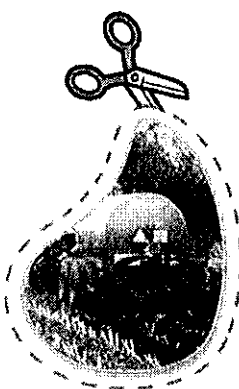
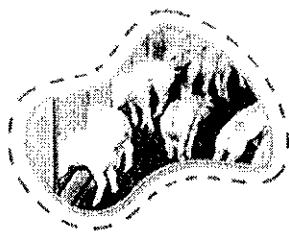
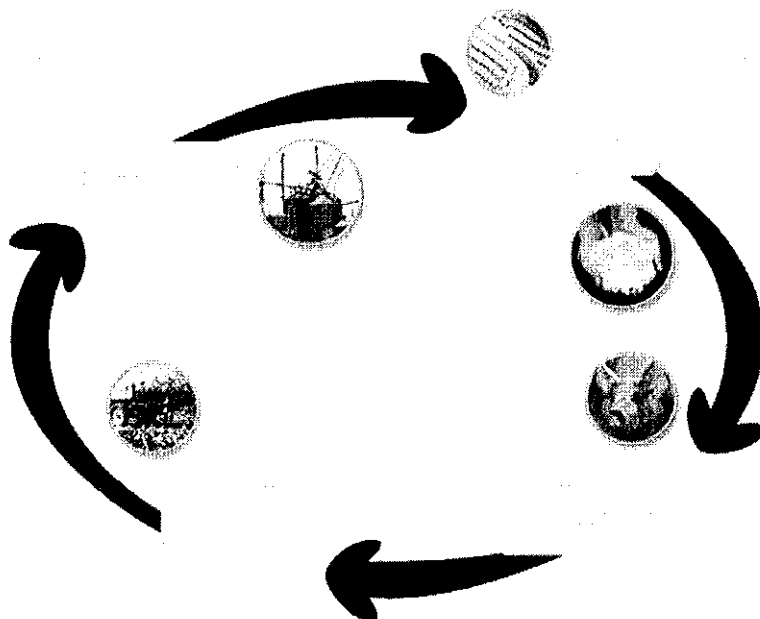
Pork producers also protect the air quality by planting trees and shrubs to catch dust which carries most of the odor. These trees and shrubs also provide a habitat for wildlife. In addition, filters are used to reduce dust and odors. Filters capture dust and particles as they leave the barn. They allow exhaust air from the pig barns to pass through them and help reduce the odor.

Pork producers are always looking for ways to help protect the environment. New ways for reducing odors are being researched and put into practice on the farms. Great steps have been made in recent years, and even better practices will be identified in the future all in an effort to protect you, your community and the environment.

Pork producers realize protecting the environment is the right thing to do. And you can too! Just like a pork producer who recycles manure when using it as a fertilizer, there are many steps you can take in your homes and schools to help protect the environment. Recycling newspapers helps protect our natural resources, like trees... turning off lights in your homes and classrooms helps conserve energy, and turning off the water while brushing your teeth helps conserve water. So think about steps you can take to make a difference and protect the environment! It's the right thing to do.

Nutrient Cycle Activity Sheet – 10

Directions: Cut out the word boxes and pictures at the bottom of the page and glue them in the correct places in the Nutrient Cycle at the top of the page.



Pigs eat feed
made from grains
including, soybeans,
corn, wheat

Manure is
applies to field
where grain
crops will grow.

Plants produce
grain which is made
into feed for pigs.

Pigs
Produce
Manure

Protecting the Environment Venn Diagram Activity Sheet - 11

Directions: Use the Venn diagram to compare how you and pork producers both take care of the environment.

Environment:

Everything that surrounds a living thing and affects its growth and health

Pork Producer:

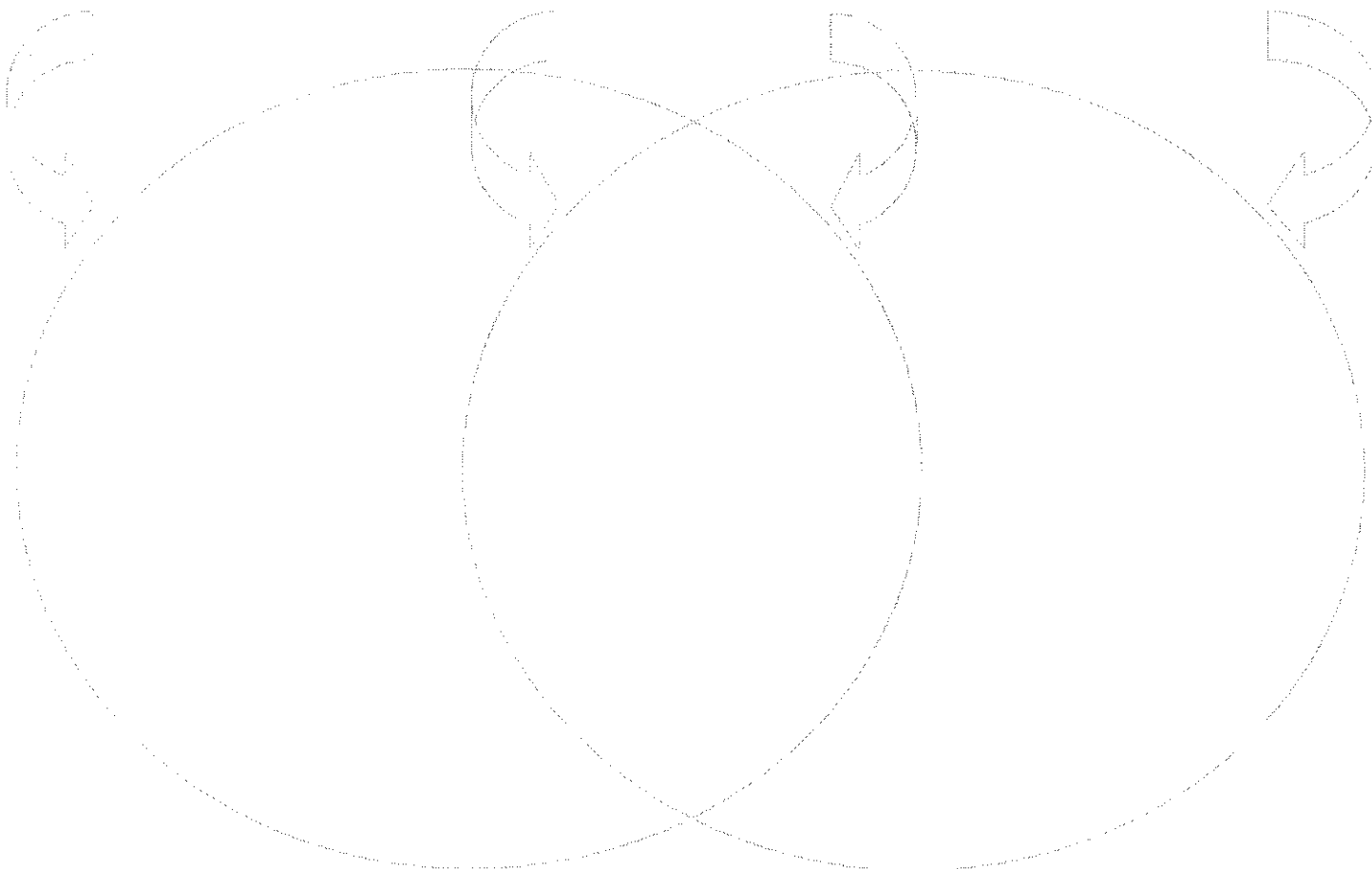
List anything you saw the pork producer doing in the DVD that you don't do.

Pork Producer and You:

List anything that you and the pork producer both do to protect the environment.

You:

List anything that you do to protect the environment that the pork producer does not do in the DVD.



Vocabulary Word List - XIII

Nutrient Cycle

environment

recycle

fertilizer

manure

Lesson 4

Lesson 4

“How Is Pork Good for Me”

Comprehensive Lesson Plan

Introduction

This lesson entitled “How is Pork Good for Me?” explains MyPyramid and the nutritional value of pork.

Time Needed

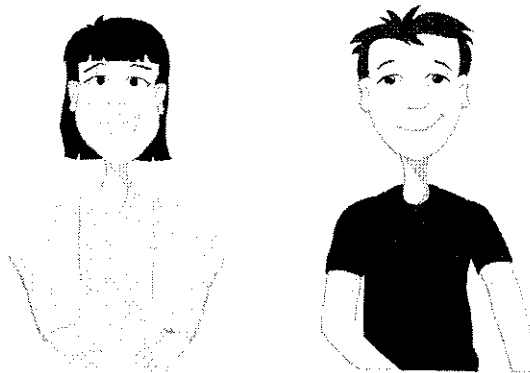
50 minutes, including five minute DVD chapter



Learning Objectives

After completing the lesson, the student will be able to:

- illustrate the importance of protein and other nutrients found in pork
- write a sentence ending relating to the importance of pork
- list related vocabulary



Materials Needed



- Producers, Pigs & Pork DVD Lesson 4
- DVD player
- Glue, scissors, and crayons

Student Materials

- From package introduction:
 - KLS Activity Sheet – 2
 - A – Z Activity Sheet – 3
 - Rubric Activity Sheet – 4
- Like List Activity Sheet – 6
- My Shield Activity Sheet – 12

Teacher Materials

- Vocabulary words from Lessons 1 - 3
- Vocabulary Word List - XIV

Lesson Sequence

- Review Lessons 1 – 3.
- Pass out A – Z List Activity Sheet – 3. Review previous vocabulary. Cut out and introduce Vocabulary Word List – XIV. Add to A – Z List Activity Sheet – 3.
- Distribute My Shield Activity Sheet – 12. Discuss the shield and the definitions with protein placed in the top portion of shield. Explain to students that they will illustrate the protein section of shield, and then choose four other nutrients found in pork from the sheet. These will be cut out, glued in place on the shield, and illustrated like was done with the protein section of the shield. Watch the DVD Lesson 4 and listen for information about protein and other nutrients found in pork. Complete My Shield Activity Sheet – 12, and cut out the shield. Display on lockers or other locations in the hallway.
- Write the statement "Be good to your body, it's the only one you've got because _____" on the board. Students should work in pairs to write an ending to this sentence related to pork. Watch DVD Lesson 4 again, if necessary. Have pairs share endings with the class.
- Add other new words suggested by the class to the A - Z List Activity Sheet – 3.
- Distribute the Like List Activity Sheet – 6. Have students add any new pork products they discovered during this lesson on lines 1 - 20.
- Collect all student activity sheets for the booklet to be assembled in the Closure.

extension Activities

- Conduct Taste Test.
- Play Word Toss Vocabulary Game (Be sure to add protein and other nutrients discussed in DVD Lesson 4 to Word Toss Vocabulary Game).
- Play Concentration.
- Examine school lunch menu for one month looking for pork products.
- Make a poster to advertise one of the "Top Five, Way-Cool Ideas to Remember about MyPyramid" named in DVD Lesson 4.

Vocabulary - XIV



- nutrition: the intake of food to fuel and grow your body
- nutrients: a substance that is necessary for life and growth
- protein: a food source that is essential for the body's growth

Optional Vocabulary

- MyPyramid: a food reference that tells you the right amounts of food you should eat every day from each of the five food groups
- lifestyle: the habits which determine the way a person lives his or her life

Assessment

- Distribute and discuss.
 - Self-evaluation Lesson 4 on KLS Activity Sheet – 2. Using column two – What I LEARNED, have students fill in at least two things they learned in Lesson 4.
 - Rubric Activity Sheet - 4
- Collect.



DVD

Teaching Content

The human body. It's an amazing machine. A machine that runs 24 hours a day, seven days a week, 365 days a year, and is powered by the food you eat.
When you consider the food you need to eat each day, think about your body as a car. If a car runs out of gas, what happens? It stops running, right? Just like a car, your body needs fuel - or in your case – proteins and other nutrients - to keep it going strong. How your body gets the fuel or energy it needs is through the food you eat.
You may have heard about something called MyPyramid, which is also known as the food pyramid. The purpose of MyPyramid and its five food groups of Grains, Fruits, Vegetables, Milk, and Meats & Beans is to teach you how good nutrition can lead to great things. It also helps make you aware of how the proper nutrition, or eating the right food, and getting the right amount of physical activity, help lead to a healthy lifestyle. Take a look...
Have you ever heard the expression, "you are what you eat?" Well... it's true! Your body is only as good as the food you put into it. That's why it's so important to have good nutrition – just like the food pyramid tells us. You remember the food pyramid, right? It teaches us about the importance of exercise and the food our bodies need everyday -- food that gives us the nutrients and energy to keep us going strong.... granted, some stronger than others!

When you supply your body with healthy food and physical activity, it will thank you by giving you enough energy to stay awake in school and be competitive in sports. It's the food pyramid's job to tell us about the right kinds of food and the right portions we should be eating each day. Actually, the latest and greatest, most up-to-date food pyramid is called MyPyramid, and it's pretty cool. Here are a few things to remember about it!

- #5 Start small!** The MyPyramid slogan, "Steps to a Healthier You" reminds you that you don't have to make huge changes in your life to be healthier and more physically active. Taking small steps, one at a time, can make a big difference!
 - #4 Get movin' and have some fun!** Let the steps on the pyramid remind you to "think exercise!" The more you move around and have fun while exercising, the more food your body needs.
 - #3 Make better, smarter choices!** MyPyramid encourages you to make healthy choices about the foods you eat by reminding you to choose a variety of food from each of the 5 major food groups ... you remember what they are, right? Grains, Vegetables, Fruits, Milk, Meat & Beans!
 - #2 Think big!** Rather than just focusing on healthier eating, set your sites on a healthier lifestyle.
- And the number one "way-cool thing to remember about MyPyramid" is...
- #1 Make it personal!** MyPyramid gives you a personalized approach to exercise and eating healthy by customizing the types and amounts of foods your body needs everyday.

To help you better understand MyPyramid, let's take an inside look at one of five groups, Meat & Beans. The Meat & Beans group of MyPyramid includes a variety of beans, peas, nuts, seeds, and meats – which includes pork! Pork is the meat that comes from a pig.

There are many different types of pork, including bacon, ham, sausage, pork chops, and pepperoni – just to name a few. Pork is good for you because it's packed full of the protein and nutrients your body needs every day!

The protein found in pork is an important food source that your body must have in order to be healthy. It is responsible for the growth and repair of your body's tissue. It makes muscle, helps maintain your blood, and helps fight off diseases.

In addition to protein, pork contains many other nutrients that fuel your body and work hard to keep you healthy.

- Iron: helps your body produce energy and build red blood cells
- Riboflavin: gives you energy from the food you eat
- Niacin: helps you maintain healthy skin
- Zinc: fights off infections
- Thiamin: builds and repairs nerves and muscles
- Potassium: helps maintain your blood pressure, and
- Phosphorous: builds strong bones and helps give you energy

When you're fueling your body, pork from the Meat & Beans group is a healthy, nutritious, and delicious place to start! But remember, it is important for you to eat a variety of food from the five food groups in MyPyramid. So, be good to your body. It's the only one you've got!



Protein is responsible for the growth and repair of body tissues. It makes muscle, helps maintain your blood, and helps fight off disease.

How is Pork Good For Me?

Iron helps your body produce energy and builds red blood cells.

Thiamin builds and repairs nerves and muscles.

Riboflavin gives you energy.

Potassium helps maintain your blood pressure.

Niacin helps you maintain healthy skin.

Phosphorous builds strong bones and helps give you energy.

Zinc fights off infection.

Vocabulary Word List - XIV

nutrition

nutrients

protein

MyPyramid

lifestyle

Lesson 5

Lesson 5

“What’s All of the Buzz About Pork?”

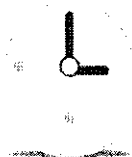
Comprehensive Lesson Plan

Introduction

This lesson entitled “What’s All of the Buzz About Pork?” looks at pork products and includes some basic food safety concepts.

Time Needed

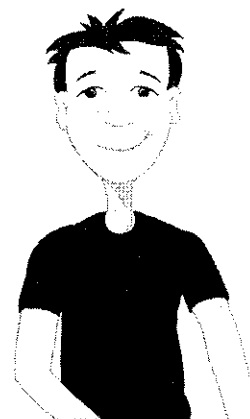
50 minutes, including three minute DVD chapter



Learning Objectives

After completing the lesson, the student will be able to:

- summarize important pork facts in a rap
- classify items in Like List Activity Sheet
- list related vocabulary



Materials Needed



- Producers, Pigs & Pork DVD Lesson 5
- DVD player
- Sticky notes – one per student

Student Materials

- From package introduction:
 - KLS Activity Sheet – 2
 - A – Z Activity Sheet – 3
 - Rubric Activity Sheet – 4
- Like List Activity Sheet – 6
- Recipe Extension Activity Sheet – 13

Teacher Materials

- Vocabulary words from Lessons 1 - 4
- Vocabulary Word List - XV

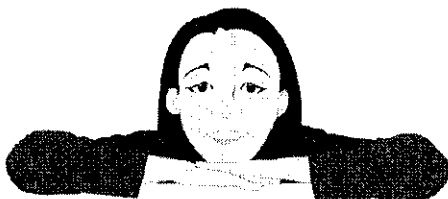
Vocabulary - XV



- serving: a single portion of food/pork
- safety: to be free of danger
- nutritious: healthful, good for you
- products: the various cuts of pork that are purchased by people to eat

Optional Vocabulary

- ready-to-eat: pork that can be eaten without being prepared or cooked



Lesson Sequence

- Review Lessons 1 - 4.
- Pass out A – Z List Activity Sheet – 3. Review previous vocabulary. Cut out and introduce Vocabulary Word List - XV. Add to A – Z List Activity Sheet – 3.
- Explain to students that they will be developing a rap about pork in small groups to share with the rest of the class. Watch DVD Lesson 5. List key ideas from Lesson 5 on the board. Divide class into small groups. Have groups develop a rap that includes at least five key ideas from DVD Lesson 5. Share raps with class.
- Distribute Like List Activity Sheet – 6. Watch DVD Lesson 5 and look for additional pork products to add to Like List Activity Sheet – 6 lines 1 - 20. Begin examining one column at a time. Have students put a check in column 1 by any pork products they have eaten. When most students are finished move to column 2. Have students check any pork products they have eaten this week. Continue one at a time with each of the remaining four columns. Have students look over what items they have checked, and have them write one sentence about their use of pork products in the I LEARNED statement. An example might be: "I ate more pork at home than I did at school."
- Add other new words generated by the class to the A – Z List Activity Sheet – 3.
- Collect all student activity sheets for the booklet to be assembled in Closure.

Extension Activities

- Conduct Taste Test.
- Play Word Toss Vocabulary Game.
- Play Concentration.
- Share raps developed in the lesson with other classrooms.
- Pass out Recipe Extension Activity Sheet - 13 to be tried at home. Discuss appropriate serving sizes of pork and calculate how many ounces are provided per serving in each recipe. Double each recipe calculating ingredient amounts.
- Display a select number of pork products, and provide one sticky note per student allowing them to vote for their favorite pork product. Graph class results.
- Discuss food safety when cooking with pork. Review DVD Lesson 5 for key points to include.

Assessment

- Distribute and discuss.
 - Self-evaluation Lesson 5 on KLS Activity Sheet – 2. Using column two – What I LEARNED, have students fill in at least two things they learned in Lesson 5.
 - Rubric Activity Sheet - 4
- Collect.



DVD

Teaching Content

What's all of the buzz about pork? Well, pork is a healthy and nutritious type of meat that is not only good for you, but great-tasting too! Pork is the meat that comes from a pig, and it provides you and your family with a huge selection of meat choices for breakfast, lunch, dinner, and even snack-time!

You may already know that meats like ham and pork chops come from pigs, but you may not know that there are many other pork products, including the pepperoni and sausage you may eat on your pizza!

Pork comes in many different shapes and sizes and is available in fresh, frozen and ready-to-eat products.

Whether you're having sausage for breakfast, a ham and cheese sandwich for lunch, or chops for dinner, pork is a food that helps fulfill your daily food requirements according to MyPyramid. This is the food pyramid that tells you the right amounts of food you should eat every day from each of the five food groups. *How much* you need from each group depends on your age, the amount of exercise you get each day, and if you're a boy or a girl.

According to MyPyramid, young people your age should eat at least 5 – 6 ounces of food from the Meat & Beans category each day. That means, if you're eating a five-ounce portion of pork, you're eating a serving that looks like the size as a deck of playing cards.

Now you know *how much* meat you should eat each day, there are a few basic safety tips you and your family should be aware of when meat, or in this example, pork is being handled or prepared.

- Pork should always be kept refrigerated or frozen. If it is left out for more than two hours, throw it away!
- Frozen pork should always be defrosted in the microwave or refrigerator, never left out on the counter to thaw as this can cause the meat to be unsafe to eat.
- Any utensils that have been used to handle, prepare or cut meat should not be used with other food (or the cooked meat) until they have been thoroughly washed.
- And finally, always remember to wash your hands with soap and warm water before and after you've handled meat of any kind.

So, now that you understand a few basic safety tips about pork, ask your parents if you can help out in the kitchen the next time pork is on the menu!

Experimenting in the kitchen with foods like pork can be a lot of fun! So ask a grown-up in your house to join you in making some tasty treats!

Two easy pork recipes that make delicious after school snacks are for ham pizza snacks and ham and cheese muffins. You can check out these recipes and other great ideas for stirring up fun in the kitchen by visiting the Food Fun Zone at www.pork4kids.com.

Take a look and see what all of the buzz is about pork!



Ham Pizza Snacks

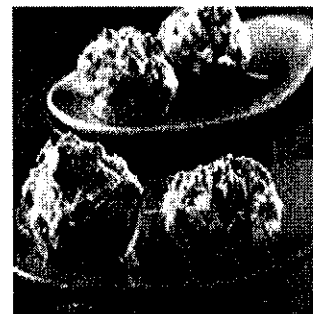
1 7 1/2-ounce package refrigerated biscuit dough
Nonstick spray coating
1/4 cup pizza sauce
2/3 cup diced ham
2/3 cup shredded Mozzarella cheese



Spray cookie sheet with nonstick spray. Separate biscuits and flatten on cookie sheet, leaving space between so edges do not touch. Spread 1 teaspoon pizza sauce on each biscuit. Top each biscuit with 1 tablespoon of diced ham and 1 tablespoon shredded cheese. Bake in a 400 degrees F. oven for 8-10 minutes or until biscuits are light brown and cheese is melted.
Serves 10.

Ham and Cheese Muffins

2 cups all-purpose flour
1 tablespoon baking powder
1/2 teaspoon salt
1 egg
1 cup buttermilk
1/4 cup vegetable oil
8 ounces boneless ham steak, diced
1 1/2 cups grated cheddar cheese



Heat oven to 400 degrees F. Lightly grease and flour 12 regular muffin tins. In a large bowl stir together the flour, baking powder and salt; set aside. Whisk together the egg, buttermilk and oil in a small bowl. Stir in the ham and cheese. Using a rubber spatula, stir the egg mixture into the dry ingredients just until combined. Do not overmix. Spoon into each of the prepared muffin tins approximately 3/4 full. Bake until golden brown, about 20 minutes. Remove from muffin tin and let cool.

Makes 12.

Bacon and Cheese Muffins: Substitute 6 slices bacon, diced and pan-broiled, for ham.

Sausage and Cheese Muffins: Substitute 8 ounces pork sausage, cooked, crumbled, and drained, for ham.

Vocabulary Word List - XV

serving

safety

nutritious

products

ready-to-eat

Closure

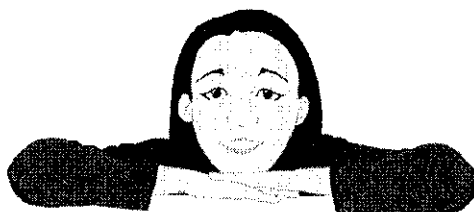
Closure

Materials Needed

- **Producers, Pigs & Pork** DVD Lesson 5
- DVD player
- **Producers, Pigs & Pork** storybook
- From Package Introduction:
 - Cover Activity Sheet – 1
 - KLS Activity Sheet – 2
 - A- Z Activity Sheet – 3
 - Rubric Activity Sheet – 4
- **Producers, Pigs & Pork** Activity Sheet – 14

Lesson Sequence

- Watch the DVD again and re-read the storybook.
- To summarize, pass out **Producers, Pigs & Pork** Activity Sheet – 14 and A – Z List Activity Sheet – 3. Read instructions on **Producers, Pigs & Pork** Activity Sheet – 14. Have students complete the sheet.
- Pass out KLS Activity Sheet – 2. Have students look at columns K and L, and then have them complete column S to list the things they still would like to know.
- Pass out Cover Activity Sheet – 1 and all other Activity Sheets. Set aside the Rubric Activity Sheet – 4. Have students assemble booklets using all remaining Activity Sheets, placing them in numerical order. Do not staple at this point.
- Have students locate the Rubric Activity Sheet – 4. Help students complete the rubric. Have them total scores on the Rubric Activity Sheet – 4.
- Have students add Rubric Activity Sheet – 4 to the booklet in the proper order. Staple sheets together. Collect booklets to add teacher comments before sending home.



Producers, Pigs & Pork Activity Sheet – 14

Directions: Write at least 5 sentences about what you have learned about **Producers, Pigs & Pork**. Include at least 10 words from A – Z List Activity Sheet – 3 and circle each word you use.

1. _____

2. _____

3. _____

4. _____

5. _____

** Use the back of the sheet if you would like to add more sentences.*