

FOOD: WASTE LESS



Healthy Eating. Food: Waste Less and Enjoy

Targeted Grades: 3rd Grade up to 5th Grade

Lesson Plan

Show the Fuel Your Good video and hand out the Fuel Your Good PDF. Have students write down reasons to Fuel your Good. After that, ask students, “Did you know cow manure can be turned into energy?” Have them share their thoughts, then guide through a graphic organizer that follows the steps of the Anerobic Digester resource. Finally, have your students review the School Hunger Relief Toolkit and develop project ideas.

American Dairy Association Indiana Resources

[Fuel Your Good Video](#) - 1:07 minutes

[Anaerobic Digester- Teacher Handout](#) - 10 minutes

[Fuel Your Good PDF](#) - Ideas to Fuel Your Good, time will vary












[School Hunger Relief Toolkit](#) - Resource for implementing hunger relief projects, time will vary

Learning Objectives

- Describe the anerobic digestion process
- Identify methods and reasons to Fuel Your Good
- Examine the ways that the dairy industry has remained sustainable and increased efficiency
- Implement strategies from the School Hunger Relief Toolkit focused on hunger issues

WinnersDrinkMilk.com/Schools/Fuel-up-to-Play-60

INDIANA STANDARDS FOR GRADE 3 THROUGH GRADE 5

English Language Arts Standards for Grade 3 through Grade 5			Anerobic Digester	Fuel Your Good	Hunger Relief Kit
3.RF.1 Apply foundational reading skills to build reading fluency and comprehension.	4.RF.1 Apply foundational reading skills to build reading fluency and comprehension.	5.RF.1 Apply foundational reading skills to build reading fluency and comprehension.			
3.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.	4.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.	5.RN.1 Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.			
3.RV.1 Build and use accurately conversational, general academic, and content-specific words and phrases.	4.RV.1 Build and use accurately general academic and content-specific words and phrases.	5.RV.1 Build and use accurately general academic and content-specific words and phrases.			
3.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.	4.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.	5.W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.			
3.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	4.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	5.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.			
3.ML.1 Recognize the role of the media in informing, persuading, entertaining, or transmitting culture.	4.ML.1 By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.	5.ML.1 Identify how information found in electronic, print, and mass media is used to inform, persuade, entertain, and transmit culture.			

INDIANA STANDARDS FOR GRADE 3 THROUGH GRADE 5

Science and Engineering Process Standards	Anerobic Digester	Fuel Your Good	Hunger Relief Kit
SEPS.1 Posing questions (for science) and defining problems (for engineering).			
SEPS.2 Developing and using models and tools.			
SEPS.3 Constructing and performing investigations.			
SEPS.4 Analyzing and interpreting data.			
SEPS.5 Using mathematics and computational thinking.			
SEPS.6 Constructing explanations (for science) and designing solutions (for engineering).			
SEPS.7 Engaging in argument from evidence.			
SEPS.8 Obtaining, evaluating, and communicating information.			

INDIANA STANDARDS FOR GRADE 3 THROUGH GRADE 5

Health and Wellness Standards	Anerobic Digester	Fuel Your Good	Hunger Relief Kit
<p>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>			
<p>Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>			
<p>Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.</p>			
<p>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>			
<p>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</p>			
<p>Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.</p>			
<p>Standard 7: Students demonstrate the ability to practice strategies and skills to enhance personal health and reduce health risks.</p>			
<p>Standard 8: Students will demonstrate the ability to advocate for personal, family and community health.</p>			