

FOOD: WASTE LESS



Healthy Eating. Food: Waste Less and Enjoy

Targeted Grades: 6th Grade up to 8th 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 Anaerobic 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 anaerobic 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 6 THROUGH GRADE 8

English Language Arts Standards for Grade 6 through Grade 8			Anerobic Digester	Fuel Your Good	Hunger Relief Kit
<p>6.RL.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.</p>	<p>7.RL.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.</p>	<p>8.RL.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.</p>			
<p>6.RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the “low end of the range and with scaffolding as needed at the high end of the range.</p>	<p>7.RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.</p>	<p>8.RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.</p>			
<p>6.RV.1 Acquire and use accurately grade-level appropriate general academic and content specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>7.RV.1 Acquire and use accurately grade appropriate general academic and content specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>8.RV.1 Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<p>6.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>	<p>7.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>	<p>8.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.</p>			

INDIANA STANDARDS FOR GRADE 6 THROUGH GRADE 8

English Language Arts Standards for Grade 6 through Grade 8			Anerobic Digester	Fuel Your Good	Hunger Relief Kit
<p>6.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.</p>	<p>7.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.</p>	<p>8.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.</p>			
<p>6.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</p>	<p>7.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</p>	<p>8.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.</p>			

INDIANA STANDARDS FOR GRADE 6 THROUGH GRADE 8

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 6 THROUGH GRADE 8

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>			