



HEALTHY BEAR SAYS, "DRINK DAIRY"

TYPE OF ACTIVITY: Large group

KEY CONCEPT: Eat a variety of foods



OBJECTIVES:

- › Children will identify the dairy group on MyPlate.
- › Children will name and describe foods in the dairy group.
- › Children will explain that milk comes from cows.
- › Children will begin to recognize the words "Healthy Bear" and "dairy" and the beginning letters of these words.

MATERIALS:

- › Healthy Bear puppet
- › Large poster of MyPlate
- › Templates 1 – 6 (pictures of the process of delivering milk from cow to table)
- › Chart paper with the words "Healthy Bear" and "dairy"



PROCEDURE:

1. Transition the children to group time by telling them that a special visitor is coming to see them. Point to the words "Healthy Bear" on the chart and ask the children if they know who is coming to visit. Point out the beginning letters "h" and "b." Tell the children that Healthy Bear is here to teach them about foods in the dairy group. Point out the word "dairy" and ask someone to tell you the first letter.
2. Have Healthy Bear show the children the dairy group on MyPlate. Suggested phrases:
 - a. *Does anyone know what the blue group is called? That's right; it's the dairy group.*
 - b. *What are some dairy foods? There's milk, cheese, yogurt, etc.*
3. Have Healthy Bear ask if the children know where milk comes from. Show templates 1 – 6 to illustrate the process. Suggested phrases:
 - a. *Does anybody know where milk comes from? That's right, from cows.*
 - b. *But we don't have cows in our back yard, do we? No, we buy our milk at the store. How does it get there?*
 - c. *Cows live on farms, and they have milk in their udders. (Show template 1.)*
 - d. *When their udders get full, a farmer or a machine milks the cows. (Show template 2.)*
 - e. *The milk truck carries the milk from the farm to the dairy. (Show template 3.)*

Day 6: Dairy

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- f. At the dairy, the milk is cleaned and put into cartons or bottles (Show template 4), and then delivered to the store. (Show template 5.)
 - g. People buy milk at the store and take it home to drink. (Show template 6.)
4. Encourage the children to talk about times they drink milk (e.g., breakfast, snacks, other meals), and ask what foods they like to drink milk with (e.g., peanut butter and jelly sandwiches, cereal, etc.).

ADAPTATIONS/EXTENSIONS:

Language: Read a book that shows the journey of milk from a cow to the refrigerator. Examples include *Milk: From Cow to Carton* by Alikei or *The Milk Makers* by Gail Gibbons. Use photos from the book to illustrate how milk gets to the table.

Nutrition: Bring different types of milk (e.g., whole, skim, evaporated, dry or powdered milk, buttermilk, half and half) for the children to try. Have them decide which one they like best.

Science: Make cottage cheese by heating a quart of whole milk until it starts to steam, but is not quite boiling. Remove from heat. Add the juice of one lemon and stir for several minutes. Give the curds and whey time to separate. Pour through a strainer or cheesecloth. Eat the homemade cottage cheese on crackers.



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DRINK DAIRY TEMPLATE 1

Cows live on farms. They have milk in their udders.



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DRINK DAIRY TEMPLATE 2

When their udders get full, a farmer or machine milks the cow.



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DRINK DAIRY TEMPLATE 3

A milk truck carries the milk from the farm to the dairy.



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DRINK DAIRY TEMPLATE 4

At the dairy, the milk is cleaned and put into bottles or cartons.



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DRINK DAIRY TEMPLATE 5



The milk is delivered to the store.

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DRINK DAIRY TEMPLATE 6

People buy milk at the store and take it home to drink.



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