



KENTUCKY FARM 2 SCHOOL

LESSON 1

INTRODUCTION



Elizabeth Cameron, 6th grade, Rockcastle County Middle School

Educational programs of Kentucky Cooperative Extension serve all people regardless of race, color, age, sex, religion, disability, or national origin.

LESSON 1

FACILITATOR GUIDE

 KENTUCKY **FARM**  **SCHOOL**

Facilitator Guide

Lesson 1: Know Your Local Farmers and What They Do For You

Lesson Outcomes

1. Define consumer products and know the importance of agriculture and agriculture products in a healthy community.

Contributing activities

- PowerPoint®
- Activity sheet 1-1
- Handout 1-1
- Activity sheet 1-2

2. Identify the importance of the occupation of farming.

Contributing activities

- PowerPoint®
- Activity sheet 1-1
- Handout 1-1
- Activity sheet 1-2
- Activity sheet 1-4
- Activity sheet 1-5

3. Identify the MyPlate food groups and foods in each group.

Contributing activities

- Activity sheet 1-2
- Worksheet NEP-201C
- <https://www.choosemyplate.gov/SuperTracker/createprofile.aspx>
- Activity sheet 1-6

4. Know the appropriate quantities of foods from each food group to eat daily for optimal health.

Contributing activities

- Worksheet NEP-201C
- <https://www.choosemyplate.gov/SuperTracker/createprofile.aspx>
- Activity sheet 1-3

5. List products from each food group grown by Kentucky farmers.

Contributing activities

- Activity sheet 1-2
- Activity sheet 1-6

6. Identify the skills farmers need to be successful.

Contributing activities

- Activity sheet 1-5

Materials and Equipment

- Projector (Some way to present a PowerPoint®. If the PowerPoint® cannot be presented make copies of presentation to pass out)
- Kentucky Farm 2 School introductory PowerPoint® presentation. Know Your Local Farmers and What They Do for You
- Activity sheet 1-1 – What Do Farmers Have to Do with It? (Consumer Goods)
- Handout 1-1 - Agricultural Content of Common Household Consumer Products
- Activity sheet 1- 2 – Focus on Food & Farming
- MyPlate Worksheet NEP-201C

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- (Optional: SuperTracker, Create Your Profile) <https://www.choosemyplate.gov/SuperTracker/createprofile.aspx>
- Activity sheet 1-3- Create a Serving Size Kit, along with listed supplies
- Activity sheet 1-4 – Hometown City Activity
- Calculator (*optional*)
- Activity sheet 1-5 – What’s a Farmer to Do?
- Activity sheet 1-6 – Making a Kentucky Menu!
- 10 Reasons to Buy Local Foods <http://www.kyagr.com/consumer/documents/FT%20POSTER8-11.pdf>

Additional Resources

Your Food Environment Atlas <http://www.ers.usda.gov/foodatlas/> (abilities of communities to access healthy foods)

Consumer Reports.Org www.consumerreports.org (information on consumables)

Bureau of Labor Statistics <http://www.bls.gov/K12/nature03.htm> (addresses the profession of Farming)

Fresh Food Central <http://www.freshfoodcentral.com/> (fruits and vegetable information)

USDA Blog <http://blogs.usda.gov/2011/01/19/mapping-the-food-environment/>

Free iPod, iPhone, and iPad App We Grow It Do You Know It <http://ianrhome.unl.edu/mobileapps/growitknowit>

More resources listed at the end of this lesson.

Lesson Initiation

Bell ringer/class opener:

Slide 1 - write on the board or tell students to describe what “Kentucky Farmer” means to them. Have them put away their response and save for later use. (This same question will be asked at the beginning of lesson 8, giving students a chance to evaluate the change in their description.)

Lesson Introduction

Slide 2 - What is the definition of a consumer product?

Discuss student answers.

Slide 3 – Definition of a consumer product - Generally any tangible personal property for sale and used for personal, family, or household nonbusiness purposes.

Activity 1

Use activity sheet 1-1, What Do Farmers Have to Do With It? In the first column have students write down all the consumer goods they used yesterday, from the time they got up to the time they went to bed. (allow 5 to 10 minutes.) Students may need some help to recall the many consumer products used daily. Ask questions such as, “Did you brush your teeth? What did you use?” “What did you wear?” In the second column have students answer, yes or no, whether those consumer products were produced by a farmer (see Handout 1–1 Agricultural Content of Common Household Consumer Products.) In the third column, have students answer, yes, no, or maybe, whether those products were produced by a Kentucky farmer. Discuss consumer products and farmer

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involvement. During the discussion ask students to identify which type of farmer helped produce the individual product(s). Introduce Free iPod, iPhone, and iPad App “We Grow It Do You Know It” <http://ianrhome.unl.edu/mobileapps/growitknowit>. The App is a good tool for students to use when sourcing food.

Slide 4 – Let students know that you are going to focus only on one part of consumer goods; FOOD! Review with students some basic information about MyPlate and its food groups. There are five major food groups. Have the students name them: grains, vegetables, fruits, dairy, and protein groups. Oils are also included in the Food Guide Pyramid. Discuss which foods are included in each group of MyPlate. MyPlate focuses on a personal approach by allowing individuals to determine appropriate calorie intake by age, gender, and activity level.

Activity 2

Use activity sheet 1-2, Focus on Food & Farming. Have students list foods they consumed the previous day, along with the serving sizes, in column one. Help them think of everything they ate from the time they got up until they went to bed. Ask questions such as, “Did you eat breakfast? What did you have? How much did you eat? What kind of milk did you drink? Did you add butter to your bread? Did you have any snacks?” In column two, have students classify the foods they ate into food groups on the MyPlate chart. In column three, have students identify with a yes or no which foods were grown or produced by Kentucky farmers. Review the student’s answers, as a group discussion, checking to make sure foods were classified into the correct MyPlate group, the serving sizes were correct, and they have properly identified which foods were

produced by Kentucky farmers. An additional topic that could be discussed is which type of Kentucky farmer produced the foods. **Save the students answers to compare with student answers at the end of the curriculum.**

Activity 3

Choose from one of the three MyPlate activities and have students complete: MyPlate worksheet NEP-201C or log on to SuperTracker to Create Your Profile <https://www.choosemyplate.gov/SuperTracker/createprofile.aspx>. Students will determine their recommended calorie level and food intake from each food group. Make sure students compare their actual intake from activity sheet 1-2 with their recommended MyPlate eating plan. **(Have students save this information for reference with future lessons throughout the curriculum.)**

Activity 4

Use activity sheet 1-3, Create a Serving Size Kit. Follow directions to guide students through the creation of their own kit to demonstrate standard serving sizes as recognized by the USDA Dietary Guidelines for Americans.

Activity 5

Use activity sheet 1-4, Hometown City Exercise. This can be done individually or as a group project. Have students complete all transactions to identify the economic impact of buying locally.

Slide 5 – *(Script) We have talked about consumer goods, food categories of MyPlate, and different types of food produced by different kinds of farmers. Now I want you to think of all the different skills*

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and knowledge these farmers need in order to succeed and/or make a profit. What occupations are associated with the different skills and knowledge needed to be a successful farmer?

Ask students to list all the occupations they think are associated with farming. Have a group discussion and list the occupations and skills needed on the board or have a volunteer write them down and repeat the list back to the class.

Example occupations:

- Ecologist
- Nutritionist (For humans and farm animals)
- Accountant
- Manager
- Food processor
- Transportation specialist
- Weather forecaster
- Economist
- Veterinarian
- Inspector
- Horticulturist
- Animal scientist (animal production, animal nutrition, dairy production, equine production, etc.)
- Aquaculturist
- Biologist
- Soil specialist
- Chemist

Farming skills are not limited to the occupations listed; there are many more that students can list. If students list other occupations have them explain and/or give an explanation to verify.

Activity 6

Use activity sheet 1-5, What is a Farmer to Do? This can be done individually or as a group project. Have students formulate a farm plan that can be used to solve the new owners' problems. (Optional) Have students list the skills and knowledge they had to have/use to solve the problem. Once the students have completed the farm exercise, have them compare it to the bell ringer/class opener to see if they still have the same ideas about Kentucky farmers.

Additional Activities:

Use activity sheet 1-6, Making a Kentucky Menu. Have students develop a full menu, (breakfast, lunch, dinner, and snacks) to meet the requirements of their MyPlate eating plan, using as many Kentucky-grown products as possible. **(Objective 3 and 5 contributing activity)**

Activity- Have students create or alter a recipe for use of Kentucky-grown products. Have students prepare recipes in the classroom or at home and do a group taste test. **(Objective 4 contributing activity)**



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Kentucky Farm 2 School Grades 9-10: Lesson 1 Introducing Kentucky Farm 2 School

Kentucky Core Academic Standards

Reading Informational	RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Reading Science & other Technical	<p>RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.</p> <p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p>
Writing	<p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
Writing Science & other Technical	<p>WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>
Speaking & Listening	SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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Kentucky Farm 2 School Grades 11-12: Lesson 1 Introducing Farm 2 School

Kentucky Core Academic Standards

Reading Informational

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Reading Science & other Technical

RST.11-12.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11-12.2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Writing

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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Writing Science & other Technical	<p>WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>
Speaking & Listening	<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks</p>

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**Know your local farmers
and what they do for you**



COOPERATIVE
EXTENSION
SERVICE
UK
UNIVERSITY OF
KENTUCKY
College of Agriculture

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**What is the definition
of a consumer product?**



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Consumer Products?

Generally any tangible personal property
for sale that is used for personal, family,
or household non-business purposes.





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Focus on Foods



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Farming, How Hard Could It Be?



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LESSON 1

ACTIVITY SHEET 1-1

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What Do Farmers Have to Do with It? Consumer Products

CONSUMER PRODUCTS USED	PRODUCED BY A FARMER YES/NO	PRODUCED BY A KENTUCKY FARMER YES/NO/MAYBE
TOTAL NUMBER OF CONSUMER PRODUCTS	TOTAL NUMBER PRODUCED BY A FARMER	TOTAL NUMBER PRODUCED BY A KENTUCKY FARMER

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Agricultural Content of Common Household Consumer Products

CONSUMER PRODUCT	AGRICULTURAL INGREDIENTS
Adhesives	Citrus oils, soybeans, chicken feathers, pork, beef
Antifreeze	Pork
Asphalt	Beef
Automobiles	Soybeans (lubricants, plastics, tires, foam)
Batteries	Corn starch
Bed linens and table linens	Cotton, linen
Bone china	Pork, beef
Bookbinding	Corn starch
Candles	Beef
Ceiling tile	Corn starch
Chalk	Corn Starch, pork
Clothing	Cotton, linen, wool, leather, silk, goose down
Crayons	Corn Starch, beef
Disposable diapers	Corn starch
Dyes	Corn Starch, pork
Food	Grains, fruits, vegetables, meats, vegetable oils, dairy products
Fuel filters, water filters	Corn starch, pork
Health and beauty products	Vegetable and fruit oils, minerals, flowers, herbs, corn starch, beef
Household cleaners and polishes	Citrus oils, beef
Inks	Soybeans
Insecticide	Beef
Insulation	Pork
Lubricants	Soybeans
Makeup	Vegetable oils, minerals, flowers, fish scales, corn starch, beef

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Matches	Pork
Medications	Corn starch, pork
Paint and Coatings	Vegetable oils, beef
Pesticides	Citrus oils
Photographic film	Beef
Pillows and comforters	Goose down
Plastics	Soybeans, chicken feathers, beef
Rubber, tires	Corn starch
Shoes and boots	Leather
Shoe polish	Corn syrup
Soap	Vegetable and animal fat
Stain removers	Citrus oils
Towels	Cotton
Upholstery	Pork

Grain Farmers of Ontario. (2012). *A zillion uses for corn!*. Retrieved from

<http://gfo.vlinteractive.com/About%20Us%20Main/Consumer%20Resources/Consumers%20and%20Education%20for%20Corn/A%20Zillion%20Uses%20for%20Corn!.aspx>

Dunk, M. (2009, October 3). *Bullets, bread and beer, tambourines and toothpaste...and the 180 other things you can do with a pig*. Retrieved from

<http://www.dailymail.co.uk/sciencetech/article-1217794/From-bullets-bread-beer-tambourines-toothpaste--plus-180-things-pig.html>

National Institute of Food and Agriculture. (n.d.). *Beyond the beef*. Retrieved from

<http://forces.si.edu/main/pdf/6-8-BeyondTheBeef.pdf>

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Focus on Food and Farming

Food Sourcing – is knowing the beginning or place of origin of the food you consume. The origin of the food in its simplest form.

Examples:

- A red delicious apple can come from a Kentucky orchard or from a New York orchard
- Thick and juicy rib-eye steak could have come from the black angus cattle farm just outside of Lexington, Kentucky or it could have come from a cattle feed lot in Oklahoma.

Remember most food travels 1,500 miles before it gets to your plate! Looking at the food label can help you determine if your product is local (Kentucky Proud – any agricultural product grown, raised, produced, processed, or manufactured in Kentucky [Branscum, 2012]) or if it is transported into the state of Kentucky from another state or country. Food labels provide the name and address of the processor or distributor.

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FOOD EATEN & SERVING SIZE	IDENTIFY THE MYPLATE GROUP. <i>Grain, vegetable, fruit, dairy, protein</i>	DID YOU SOURCE THIS FOOD ITEM?	PRODUCED BY A KENTUCKY FARMER KENTUCKY PROUD YES/NO
BREAKFAST			
LUNCH			
DINNER			
SNACKS			
OILS			
DISCRETIONARY CALORIES			

COMPLETE ACTIVITY SHEET TOTALS ON NEXT PAGE.



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	GRAINS	FRUITS	VEGETABLES	DAIRY	PROTEINS	OILS
TOTAL NUMBER OF SERVINGS						
TOTAL NUMBER OF KENTUCKY PROUD SERVINGS						
TOTAL NUMBER OF FOODS SOURCED						

Bread Group: 1 oz equivalent is:
 1 slice bread
 ½ bun or bagel
 ½ cup cooked cereal, rice or pasta
 1 oz (about 1 cup) dry cereal

Vegetable: 1 cup is:
 1 cup fresh, frozen or canned vegetables
 2 cups raw, leafy greens
 1 cup vegetable juice

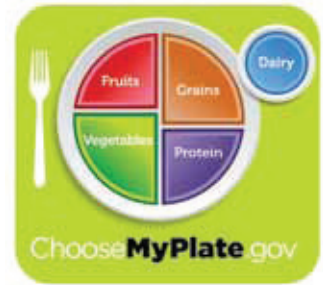
Fruit: 1 cup is:
 1 cup of fresh, canned, or frozen fruit
 1 medium whole fruit
 1 cup juice
 ½ cup dried fruit

Protein Group: 1 oz. equivalent is:
 1 oz. cooked meat, poultry or fish
 ¼ cup cooked beans
 1 tbsp peanut butter
 1 egg
 ½ oz. nuts or seeds

Dairy: 1 cup is:
 1 cup of milk or yogurt
 1 ½ oz of natural cheese
 2 oz of process cheese

NEP-201C

MyPlate Worksheet



NAME _____

- Use the information from Table 1 (page 2) to help you estimate your daily caloric needs.
 - Use the appropriate chart for your gender/sex.
 - Determine which column to use, according to your activity level (sedentary, moderately active, active). (Definitions for activity levels follow the table.)
 - Determine which row to use, according to your age.

I should eat about _____ calories each day.

- Use the information from Table 2 (page 3) to determine how much you should eat from each food group. Record that information in the recommended amount column in the "Food Intake Record" below.
- Consult your "24-Hour Food Recall Form" to see how much you ate from each food group on that day. Record that information in the amount eaten column in the "Food Intake Record" below.
- Compare the figures in the recommended amount column with those in the amount eaten column. How can you improve your diet?

Food Intake Record

Food Group	Recommended Amount	Amount Eaten	Difference
Fruits			
Vegetables			
Grains			
Protein			
Dairy			
Oils			
Empty Calories Limit			

- Use the information in Table 3 to determine how much of the following you need on a weekly basis.
 - I need _____ cups of dark green vegetables each week.
 - I need _____ cups of orange vegetables each week.
 - I need _____ cups of dry beans and peas each week.
 - I need _____ cups of starchy vegetables each week.

Table 1. Food Intake Pattern Calorie Levels*

Males			
Age	Activity level		
	Sedentary ¹	Mod.active ²	Active ³
2	1000	1000	1000
3	1200	1400	1400
4	1200	1400	1600
5	1200	1400	1600
6	1400	1600	1800
7	1400	1600	1800
8	1400	1600	2000
9	1600	1800	2000
10	1600	1800	2200
11	1600	2000	2200
12	1800	2200	2400
13	2000	2200	2600
14	2000	2400	2800
15	2200	2600	3000
16-18	2400	2800	3200
19-24	2600	2800	3000
25	2600	2800	3000
26-28	2400	2800	3000
29-30	2400	2600	3000
31-32	2400	2600	3000
33-37	2400	2600	3000
38-46	2400	2600	2800
47-49	2200	2600	2800
50-52	2200	2400	2800
53-57	2200	2400	2800
58-60	2200	2400	2600
61-67	2200	2400	2600
68-69	2000	2400	2600
70-78	2000	2200	2600
79 —	2000	2200	2400

Females			
Age	Activity level		
	Sedentary ¹	Mod.active ²	Active ³
2	1000	1000	1000
3	1000	1200	1400
4	1200	1400	1400
5	1200	1400	1600
6	1200	1400	1600
7	1200	1600	1800
8	1400	1600	1800
9	1600	1600	1800
10	1600	1800	2000
11	1600	1800	2000
12	1600	2000	2200
13	1600	2000	2200
14	1800	2000	2400
15	1800	2000	2400
16-18	1800	2000	2400
19-24	2000	2200	2400
25	1800	2200	2400
26-28	1800	2200	2400
29-30	1800	2200	2400
31-32	1800	2000	2400
33-37	1800	2000	2200
38-46	1800	2000	2200
47-49	1800	2000	2200
50-52	1800	2000	2200
53-57	1600	2000	2200
58-60	1600	1800	2200
61-67	1600	1800	2000
68-69	1600	1800	2000
70-78	1600	1800	2000
79 —	1600	1800	2000

* Calorie levels are based on the Estimated Energy Requirements (EER) and activity levels from the U.S. Department of Agriculture. ChooseMyPlate.gov website at <http://www.choosemyplate.gov/supertracker-tools/daily-food-plans.html>. Accessed December 21, 2011.

¹ **Sedentary** less than 30 minutes a day of moderate physical activity in addition to daily activities.

² **Mod. Activity** = at least 30 minutes up to 60 minutes a day of moderate physical activity in addition to daily activities.

³ **Active** = 60 or more minutes a day of moderate physical activity in addition to daily activities.

Table 2. Daily Amount of Food from Each Food Group

Calorie Level	Fruits	Vegetables	Grains	Protein	Dairy	Oils	Empty Calories Limit
1,000	1 cup	1 cup	3 oz-eq	2 oz-eq	2 cups	3 tsp	140
1,200	1 cup	1.5 cups	4 oz-eq	3 oz-eq	2.5 cups	4 tsp	120
1,400	1.5 cups	1.5 cups	5 oz-eq	4 oz-eq	2.5 cups	4 tsp	120
1,600	1.5 cups	2 cups	5 oz-eq	5 oz-eq	3 cups	5 tsp	120
1,800	1.5 cups	2.5 cups	6 oz-eq	5 oz-eq	3 cups	5 tsp	160
2,000	2 cups	2.5 cups	6 oz-eq	5.5 oz-eq	3 cups	6 tsp	260
2,200	2 cups	3 cups	7 oz-eq	6 oz-eq	3 cups	6 tsp	270
2,400	2 cups	3 cups	8 oz-eq	6.5 oz-eq	3 cups	7 tsp	330
2,600	2 cups	3.5 cups	9 oz-eq	6.5 oz-eq	3 cups	8 tsp	360
2,800	2.5 cups	3.5 cups	10 oz-eq	7 oz-eq	3 cups	8 tsp	400
3,000	2.5 cups	4 cups	10 oz-eq	7 oz-eq	3 cups	10 tsp	460
3,200	2.5 cups	4 cups	10 oz-eq	7 oz-eq	3 cups	11 tsp	600

Fruits: 1 cup fruit or 100% fruit juice or ½ cup dried fruit = 1 cup fruit.

Vegetables: 1 cup raw or cooked vegetables or vegetable juice, or 2 cups of raw leafy greens = 1 cup vegetables.

Grains: 1 slice bread, 1 cup ready-to-eat cereal, or ½ cup cooked rice, pasta, or cooked cereal = 1 ounce grains.

At least half of all grains consumed should be whole grains.

Protein: 1 ounce lean meat, poultry, or fish, 1 egg, 1 Tbsp. peanut butter, ¼ cup cooked dry beans, or ½ ounce of nuts or seeds = 1 ounce meat and beans.

Dairy: 1 cup of milk or yogurt, 1.5 ounces of natural cheese, or 2 ounces of process cheese = 1 cup milk.

Empty Calories Limit: Calories from solid fats and added sugars should not be more than 5 to 15% of total calories.

Table 3. Vegetable Subgroup Amounts are Per Week

Calorie Level	Dark green vegetables	Orange vegetables	Dry Beans and Peas	Starchy vegetables	Other vegetables
1,000	0.5 c/wk	2.5 c/wk	0.5 c/wk	2 c/wk	1.5 c/wk
1,200	1 c/wk	3 c/wk	0.5 c/wk	3.5 c/wk	2.5 c/wk
1,400	1 c/wk	3 c/wk	0.5 c/wk	3.5 c/wk	2.5 c/wk
1,600	1.5 c/wk	4 c/wk	1 c/wk	4 c/wk	3.5 c/wk
1,800	1.5 c/wk	5.5 c/wk	1.5 c/wk	5 c/wk	4 c/wk
2,000	1.5 c/wk	5.5 c/wk	1.5 c/wk	5 c/wk	4 c/wk
2,200	2 c/wk	6 c/wk	2 c/wk	6 c/wk	5 c/wk
2,400	2 c/wk	6 c/wk	2 c/wk	6 c/wk	5 c/wk
2,600	2.5 c/wk	7 c/wk	2.5 c/wk	7 c/wk	5.5 c/wk
2,800	2.5 c/wk	7 c/wk	2.5 c/wk	7 c/wk	5.5 c/wk
3,000	2.5 c/wk	7.5 c/wk	3 c/wk	8 c/wk	7 c/wk
3,200	2.5 c/wk	7.5 c/wk	3 c/wk	8 c/wk	7 c/wk

Written by Jackie Walters, MBA, RD, LD, Extension Associate for Nutrition Education Programs

MyPlate Food Intake Pattern Calorie Levels” chart and “MyPlate Daily Amount of Food From Each Group” charts adapted from <http://www.choosemyplate.gov> for use in Kentucky by Jackie Walters, MBA, RD, LD, Extension Specialist for Nutrition Education Programs

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Revised 1-2012

LESSON 1

ACTIVITY SHEET 1-3

 KENTUCKY **FARM**  **SCHOOL**

Create a Serving Size Kit

Activity:

It can be difficult for students to visualize what 1 cup of cereal or 3 ounces of meat look like. During this activity, students can create their own kit for estimating serving sizes so they can more accurately determine what they are eating. The serving kit may be made during the first lesson and used throughout the curriculum. An alternative is to make only the parts of the kit that are useful to each lesson at the time the lesson is delivered.

Materials:

- Dry measuring cups: ¼ cup, ½ cup, 1 cup
- Dry beans or peas (1 ¾ cups per student)
- Stretchy material such as tulle, plastic netting or sealable plastic bags (three per student)
- Rubber bands, twisties, or other fastener (three per student)
- Decks of playing cards (one per student)
- Match boxes (one per student)
- Colored paper, scissors, clear tape
- Thin plastic, vinyl, or light cardboard that can be easily cut
- Set of patterns with key card (one per student)
- Markers
- Hole punchers
- Key rings

Optional:

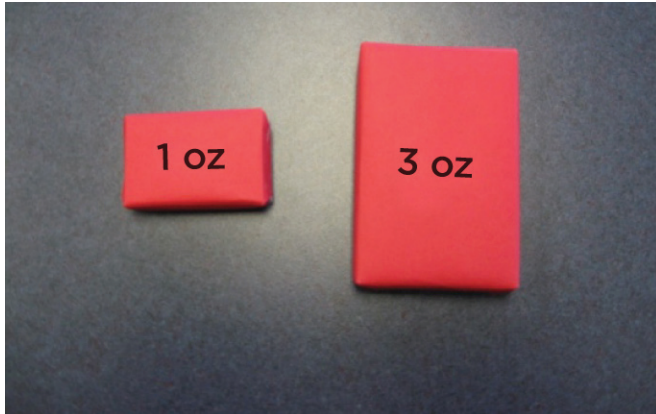
- Liquid measuring cup
- 6-ounce coffee cup
- 9-inch dinner plate
- Drinking cups in 8-ounce, 12-ounce, 16-ounce, and 32-ounce sizes
- Tennis ball

Directions:

Measure 1 cup of dry beans or peas, leveling the top of the cup. Wrap the beans or peas loosely in netting or tulle and fasten securely, making sure the beans or peas have plenty of room to flow within the bag. Alternately, the beans or peas may be poured into a sealable plastic bag, making sure air is expressed from the bag before sealing. Repeat the process, measuring ½ cup of dry beans or peas, and ¼ cup of dry beans and peas.



KENTUCKY FARM SCHOOL



Wrap a deck of cards in colored paper and secure it with clear tape. Label it, "3 Ounces." Wrap a matchbox in colored paper and secure it with scotch tape. Label it, "1 Ounce."

Have the students cut out the patterns that follow and trace the shapes onto the plastic, vinyl or cardboard. Shapes should be labeled, and then cut. Cardboard shapes can be laminated for durability. The key card may be cut out and fixed to cardboard or copied onto heavier paper and laminated. Have the students use the hole punch to make a hole in the corner of each shape and the key card, then string the shapes and key card onto the key ring.

Use the liquid measuring cup, assorted drinking cups, and plates to demonstrate standard serving sizes. Show the students that a standard coffee cup holds 6 ounces, while a coffee shop serving may be 10 or 12 ounces. A standard dinner plate is 9 inches in diameter, although many restaurants serve from 12-inch plates. An average piece of fruit, such as an apple, should be about the size of a tennis ball.

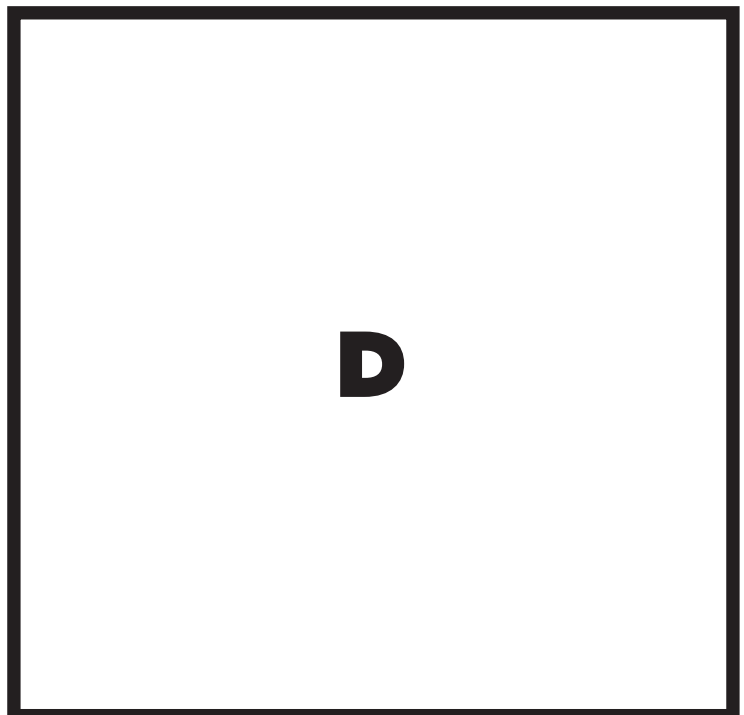
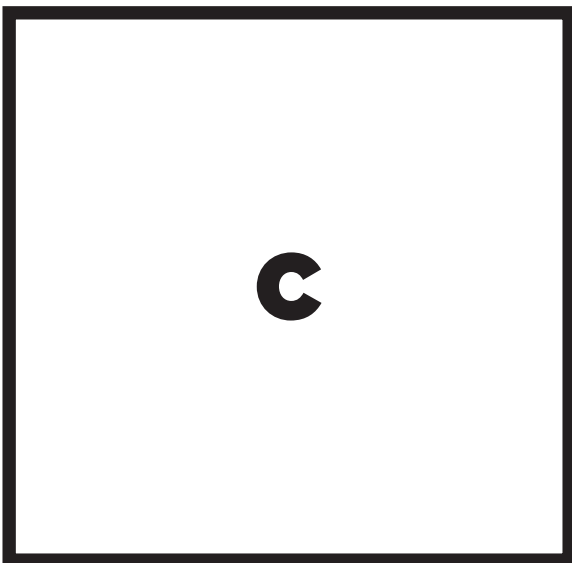
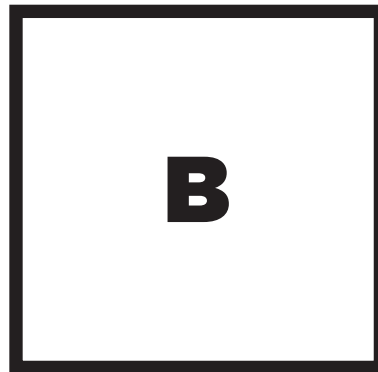
Discussion:

The 1-cup bag of dried beans illustrates how a cup of pasta would look on your plate.

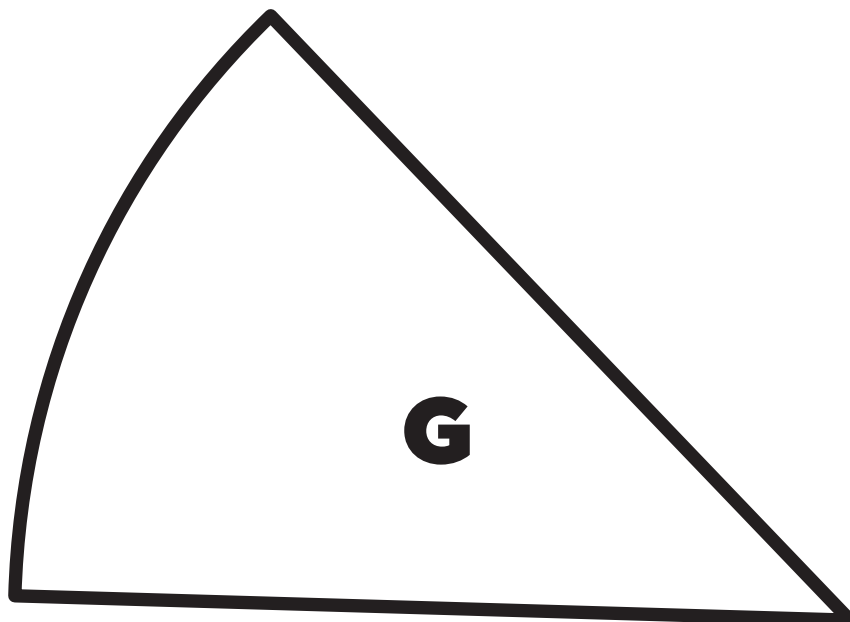
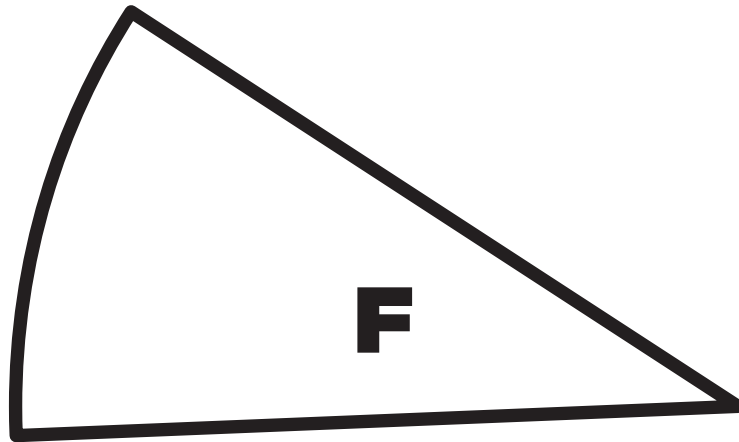


KENTUCKY **FARM**  **SCHOOL****Patterns for Portion Kit****KEY TO FOOD RECALL KIT SAMPLES****Example to measure**

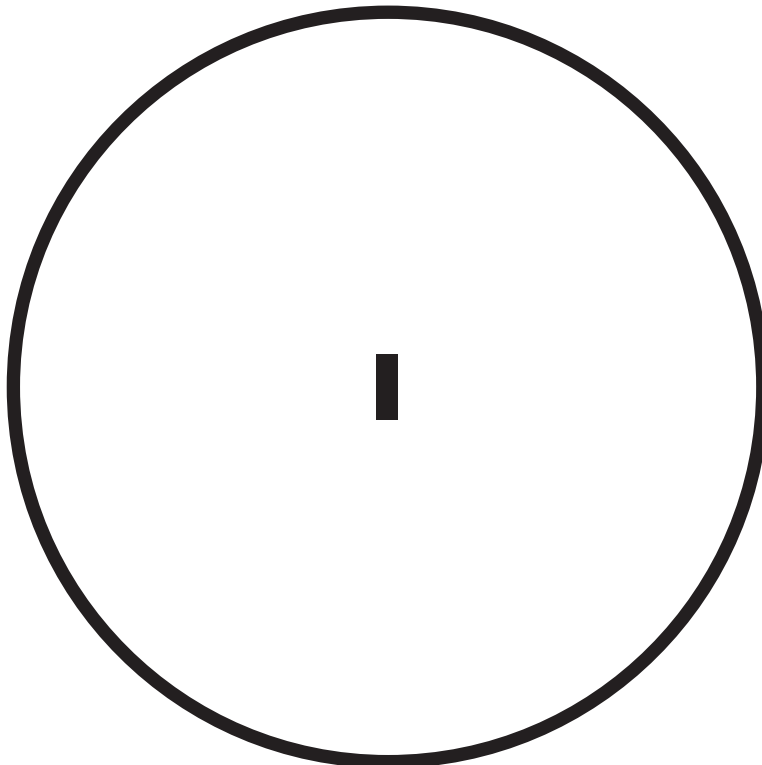
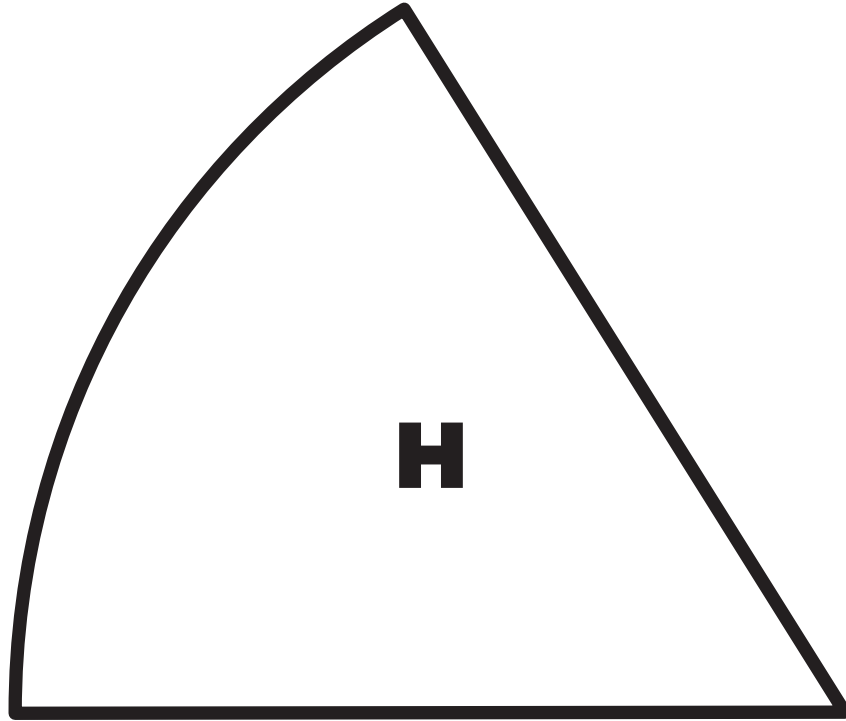
- | | |
|-------------------------|--------------------------|
| A. 1" square | 1" cube cheese |
| B. 2" square | brownies |
| C. 3" square | 1/9 of a 9" sheet cake |
| D. 4" square | 1/4 of an 8" square cake |
| E. 1/16 of a layer cake | cake |
| F. 1/12 of a layer cake | cake |
| G. 1/8 of a 9" pie | pie, quiche |
| H. 1/6 of a 9" pie | pie, quiche |
| I. 4" circle | danish, pancake |
| J. 6" circle | large pancake |
| K. 1/4 of 12" pizza | pizza |



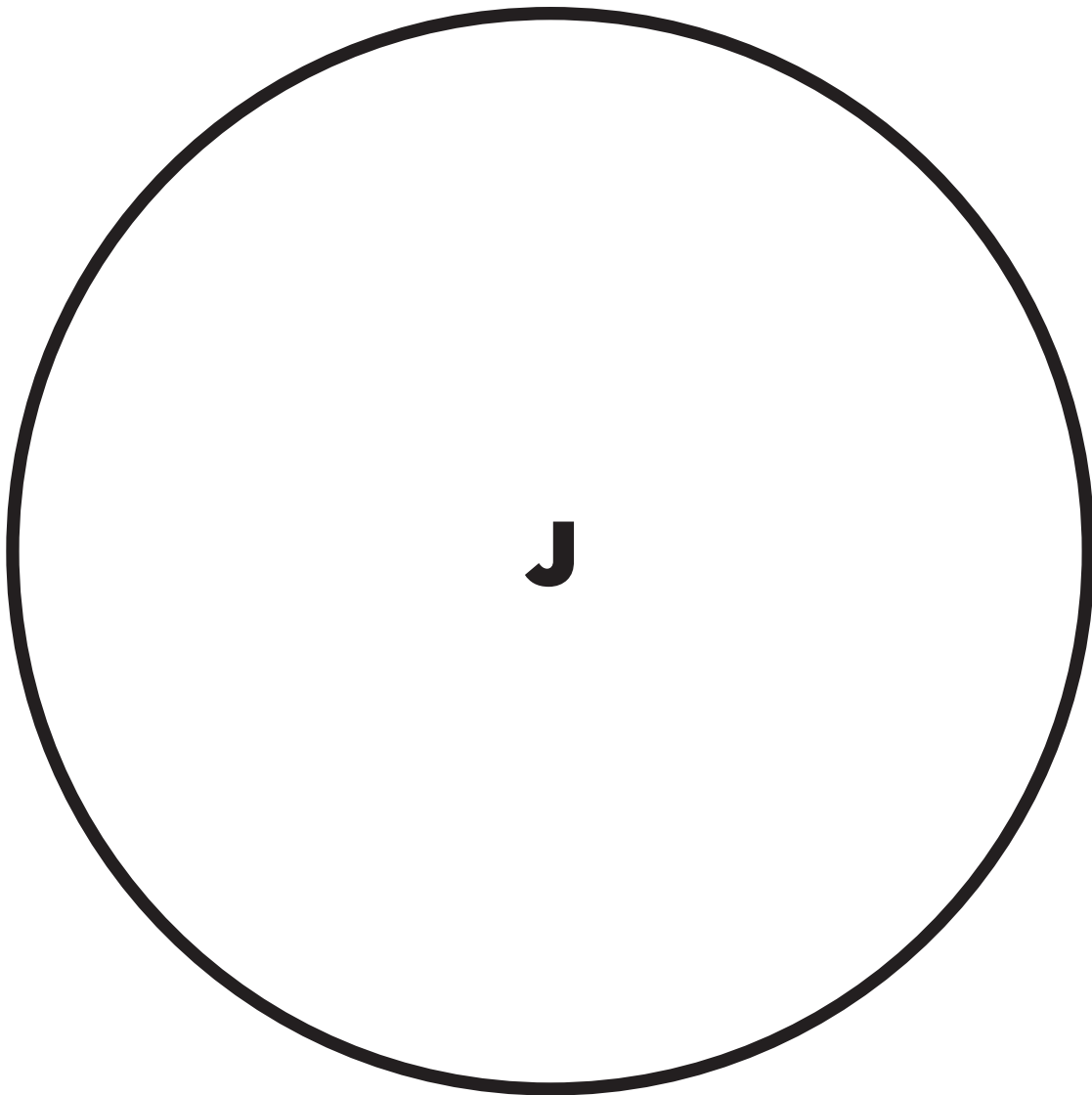
KENTUCKY **FARM**  **SCHOOL**



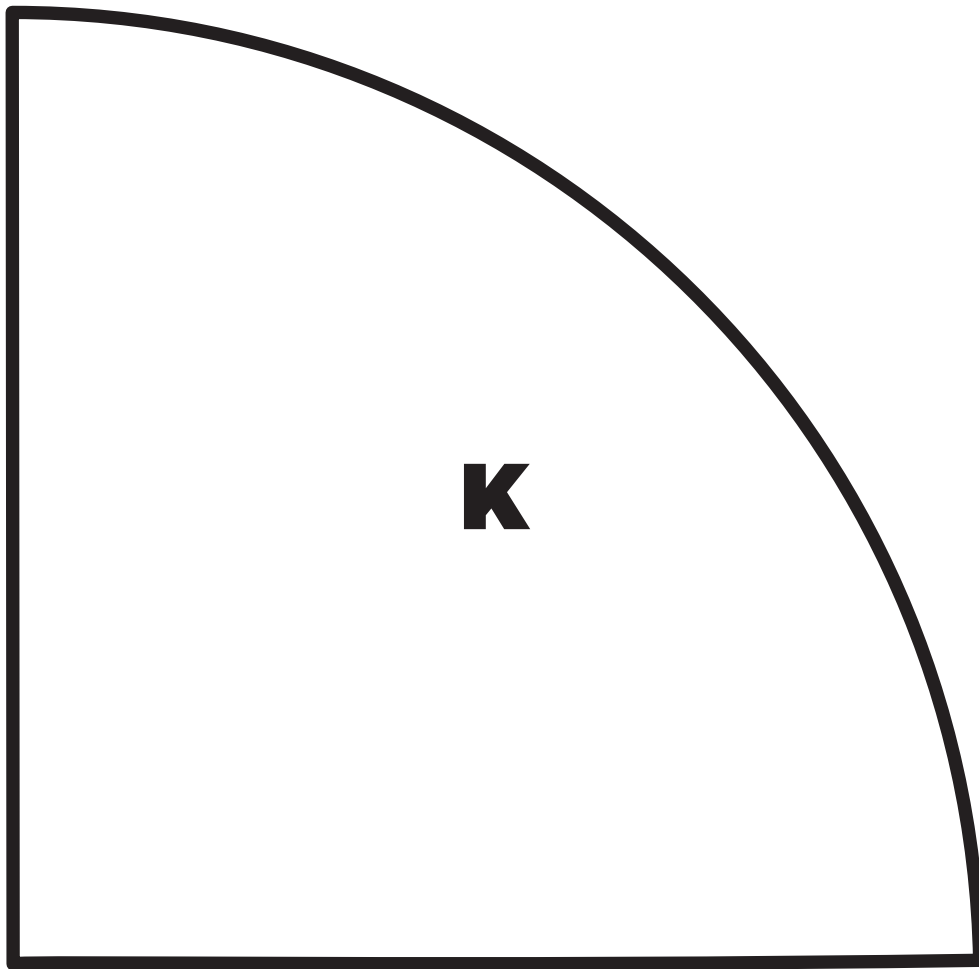
KENTUCKY **FARM**  **SCHOOL**



KENTUCKY **FARM**  **SCHOOL**



KENTUCKY **FARM**  **SCHOOL**



KENTUCKY FARM SCHOOL

Hometown City Exercise

The multiplier effect describes how an increase in some economic activity starts a chain reaction that generates more activity than the original increase; an effect in economics in which an increase in spending produces an increase in national income and consumption greater than the initial amount spent. For example, if a corporation builds a factory, it will employ construction workers and their suppliers as well as those who work in the factory. Indirectly, the new factory will stimulate employment in laundries, restaurants, and service industries in the factory's vicinity.

The American Heritage® New Dictionary of Cultural Literacy, Third Edition
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Part 1

The instructor will assign students to act as the following community members and business entities with funds as specified:

School board	\$100,000
Grocery store	\$50,000
Restaurant, sit down	\$10,000
Restaurant, fast food	\$12,000
Caterer	\$2,000
Shoe store	\$25,000
Book store	\$25,000

Drug store	\$40,000
Movie theatre	\$30,000
Clothing store	\$30,000
Hotel	\$50,000
City government	\$100,000
Hardware/appliance store	\$40,000
Church	\$35,000
Roller skating rink	\$35,000
Factory	\$90,000
Gas station/convenience store	\$25,000
Dairy farmer	\$2,000
Beef cattle farmer	\$2,000
Vegetable farmer	\$2,000
Teacher	\$2,000
Grocery store worker	\$900
Waitress	\$500
Shoe store clerk	\$1,000
Book store clerk	\$1,000
Pharmacist	\$3,000
Medical doctor	\$4,000
Dentist	\$3,500
Gas station attendant	\$500
Factory worker	\$1,000
Bank	\$100,000
TOTAL:	\$822,400

KENTUCKY **FARM**  **SCHOOL**

Complete the following transactions in order, balancing the checkbook as you go. Record of Transactions, may be used to track payments and deposits.

Transaction 1:

The city government collects \$13,748 in taxes; 2% from everyone except the church and themselves.

Transaction 2:

The school food service (school board) orders food for the following week:

\$2,000 meat from distributors in another city

\$1,000 milk from a national dairy chain

\$2,000 fruits and vegetables from a national food distributor

\$1,000 bread from a national distributor

Transaction 3:

The dairy farmer, vegetable farmer, beef farmer, teacher, grocery store worker, waitress, shoe store clerk, book store clerk, pharmacist, doctor, dentist, gas station attendant, and factory worker pay \$10 to the school board for their kids' lunches.

Transaction 4:

The grocery store orders \$40,000 food from out-of-state distributors.

Transaction 5:

The dairy farmer, vegetable farmer, beef farmer, teacher, grocery store worker, waitress, shoe store clerk, book store clerk, pharmacist, doctor, dentist, gas station attendant, and factory worker spend \$120 each on food for the week at the grocery store.

Transaction 6:

The hotel is the site of a dental association conference.

A. They order \$5,000 in food from out-of-town distributors.

B. The hotel earns \$16,000 in room rental.

Transaction 7:

The dentist wants a new pair of shoes for the conference. He purchases a \$120 pair of shoes from the shoe store.

Transaction 8:

The dentist has friends coming to town for the conference. He plans a small party at his home and pays the caterer \$500 to cater it.

Transaction 9:

The caterer spends \$200 at the grocery store on food for the party.

KENTUCKY FARM SCHOOL

Transaction 10:

Professionals attending the conference spend \$400 on gas at the gas station, \$60 at the movie theatre, \$300 at the clothing store, \$70 at the book store, \$120 at the sit-down restaurant, \$80 at the fast food restaurant, and \$25 at the drug store

Transaction 11:

The church collects \$85 in offering. (\$15 each from the dairy farmer, the beef cattle farmer, and the teacher, \$10 from the factory worker, the shoe store clerk, and the pharmacist, and \$5 from the waiter/waitress and the gas station attendant.)

KENTUCKY FARM SCHOOL

Answer Key Part 1

Report the amount of money the organization or individual has at the end of the part 1 transactions:

School board	\$92,130
Grocery store	\$10,760
Restaurant, sit down	\$9,920
Restaurant, fast food	\$11,840
Caterer	\$2,260
Shoe store	\$24,620
Book store	\$24,570
Drug store	\$39,225
Movie theatre	\$29,460
Clothing store	\$29,700
Hotel	\$60,000
City government	\$113,748
Hardware/appliance store	\$39,200
Church	\$35,085
Roller skating rink	\$34,300
Factory	\$88,200
Gas station/convenience store	\$24,900
Dairy farmer	\$1,815
Beef cattle farmer	\$1,815
Vegetable farmer	\$1,830
Teacher	\$1,815
Grocery store worker	\$752
Waitress	\$355
Shoe store clerk	\$840
Book store clerk	\$850
Pharmacist	\$2,800
Medical doctor	\$3,790

Dentist	\$2,680
Gas station attendant	\$355
Factory worker	\$840
Bank	\$98,000
TOTAL:	
	\$788,455

KENTUCKY FARM SCHOOL

Part 2

Continue to act as community members and business entities with funds as specified at the beginning of part 1. Then complete the new transactions, balancing the checkbooks as you go:

Transaction 1:

The city government collects \$13,748 in taxes; 2% from everyone except the church and themselves.

Transaction 2:

The school food service (school board) orders food for the following week:

\$1,000 beef from the local beef farmer and
 \$1,000 meat from distributors in another city
 \$1,000 milk from the local dairy farmer
 \$1,500 fruits and vegetables from the local
 vegetable farmer and \$500 from a national
 distributor
 \$1,000 bread from a national distributor

Transaction 3:

The dairy farmer, vegetable farmer, beef farmer, teacher, grocery store worker, waitress, shoe store clerk, book store clerk, pharmacist, doctor, dentist, gas station attendant, and factory worker pay \$10 to the school board for their kids' lunches.

Transaction 4:

The grocery store orders \$7,000 beef from the local beef farmer, \$8,000 milk from the local dairy farmer, \$10,000 fruits and vegetables from the local vegetable farmer, and \$15,000 food from out-of-state distributors.

Transaction 5:

The dairy farmer, vegetable farmer, beef farmer, teacher, grocery store worker, waitress, shoe store clerk, book store clerk, pharmacist, doctor, dentist, gas station attendant, and factory worker spend \$120 each on food for the week at the grocery store.

Transaction 6:

A. The dairy farmer decides to expand his farming operations. He borrows \$70,000 from the bank.
 B. He pays an interest rate of 4%, and the bank sells his loan to another investor for \$71,000.

Transaction 7:

The dairy farmer pays the gas station attendant \$5,000 to provide part of the labor for framing up the expansion on his barn. The farmer also spends \$11,000 at the hardware store on supplies and lumber.

Transaction 8:

The hotel is the site of a dental association conference. They order \$1,500 worth of beef, \$2,000 worth of vegetables and fruits, and \$500 milk from the local farmers and \$1,000 food from out-of-town distributors and make \$16,000 in room rental.

Transaction 9:

The dentist wants a new pair of shoes for the conference. He purchases a \$120 pair of shoes from the shoe store.

KENTUCKY FARM SCHOOL

Transaction 10:

Business is good, so the shoe store clerk is given a raise of 50 cents per hour. This is about \$80 per month.

Transaction 11:

The dentist has friends coming to town for the conference. He plans a big party at his home and pays the caterer \$2,000 to cater it. The caterer spends \$550 on food and supplies at the grocery store and pays the waitress \$200 to help serve.

Transaction 12:

The caterer buys a new pair of shoes from the shoe store. They cost \$80. The teacher, the doctor, and the pharmacist are all invited to the party and pay \$135 each for new clothes.

Transaction 13:

The vegetable farmer's daughter celebrates her 11th birthday with a party at the skating rink. The party costs \$240. Guests spend \$25 at the bookstore, \$45 at the clothing store, \$15 at the drug store and \$15 at the movie theater on gifts.

Transaction 14:

Increased trucking from farms to institutions increases the demand for gasoline. The vegetable farmer spends \$120 on gasoline, while the beef farmer spends \$105 and the dairy farmer spends \$70.

Transaction 15:

Professionals attending the conference spend \$400 on gas at the gas station, \$60 at the movie theatre, \$300 at the clothing store, \$70 at the book store, \$120 at the sit-down restaurant, \$80 at the fast-food restaurant, and \$25 at the drug store.

Transaction 16:

The shoe store clerk takes his girlfriend, the grocery store worker, out to celebrate his raise. They spend \$35 at the sit-down restaurant.

Transaction 17:

The church collects \$125 in offering. (\$20 each from the dairy farmer, the beef cattle farmer, and the teacher, \$15 from the factory worker, the shoe store clerk, and the pharmacist, and \$10 from the waitress and the gas station attendant.)

KENTUCKY FARM SCHOOL

1. Did you have more money at the end of part 2 than you did at the end of part 1? If yes, how much?


(18 of the 31 organizations or individuals had more money at the end of part 2, when food was purchased from local farmers.)

2. Why did the community gain money when people purchased food locally?

- The community retained money that used to be spent in companies in other communities.
- Profits within the community stimulated additional business within the community (i.e., the purchase of additional gas, building supplies and services).

(Caution students that this is a simple and extreme demonstration. In reality, farmers would make money marketing their products to outside entities. However, higher shipping and marketing expenses could reduce profits.)

3. Are there other reasons to purchase food locally?

- Improved quality
 - Improved nutrition
 - Greater stability of the food supply
 - Maintaining cultural heritage
 - Others?
- 

KENTUCKY FARM SCHOOL

Answer Key Part 2

Students should report the amount of money the organization or individual has at the end of the part 2 transactions:

School board	\$92,130
Grocery store	\$11,110
Restaurant, sit down	\$9,955
Restaurant, fast food	\$11,840
Caterer	\$3,130
Shoe store	\$24,620
Book store	\$24,595
Drug store	\$39,240
Movie theatre	\$29,475
Clothing store	\$30,150
Hotel	\$60,000
City government	\$113,748
Hardware/appliance store	\$50,200
Church	\$35,125
Roller skating rink	\$34,540
Factory	\$88,200
Gas station/convenience store	\$25,195
Dairy farmer	\$62,440
Beef cattle farmer	\$11,205
Vegetable farmer	\$14,970
Teacher	\$1,675
Grocery store worker	\$752
Waitress	\$550
Shoe store clerk	\$880
Book store clerk	\$850
Pharmacist	\$2,660
Medical doctor	\$3,655

Dentist	\$1,180
Gas station attendant	\$5,350
Factory worker	\$835
Bank	\$99,000
TOTAL:	\$889,255

Hometown City Activity Sheet Key

Community Member/Entry	Beginning Funds	T 1	T 2	T 3	T 4	T 5	T 6a	T 6b	T 7	T 8	T 9	T 10	T 11	T 12	T 13	T 14	T 15	T 16	T 17	Ending Balance	
School board	100,000	2,000	6,000	130																	92,130
Grocery store	50,000	1,000			40,000	1,560							550				120	35			11,110
Restaurant, sit down	10,000	200															80				9,955
Restaurant, fast food	12,000	240											1,250	80							11,840
Caterer	2,000	40										80									3,130
Shoe store	25,000	500									120	80		80							24,620
Book store	25,000	500								11,000					25		70				24,595
Drug store	40,000	800													15		25				39,240
Movie theater	30,000	600													15		60				29,475
Clothing store	30,000	600												405	45		300				30,150
Hotel	50,000	1,000																			60,000
City government	100,000	13,748																			113,748
Hardware/Appliance Store	40,000	800							11,000												50,200
Church	35,000																			125	35,125
Roller skating rink	35,000	700																			34,540
Factory	90,000	1,800																			88,200
Gas Station/Convenience	25,000	500														295	400				25,195
Dairy farmer	2,000	40	1,000	10	8,000	120	70,000	2,800	16,000	500						70			20		62,440
Beef cattle farmer	2,000	40	1,000	10	7,000	120				1,500						105			20		11,205
Vegetable farmer	2,000	40	1,500	10	10,000	120				2,000					240	120					14,970
Teacher	2,000	40		10		120								135					20		1,675
Grocery store worker	900	18		10		120															752
Waitress	500	10		10		120							200						10		550
Shoe store clerk	1,000	20		10		120						80						35	15		880
Book store clerk	1,000	20		10		120															850
Pharmacist	3,000	60		10		120								135					15		2,660
Medical doctor	4,000	80		10		120								135							3,655
Dentist	3,500	70		10		120					120		2,000								1,180
Gas station attendant	500	10		10		120			5,000										10		5,350
Factory worker	1,000	20		10		120													15		835
Bank	100,000	2,000					70,000	71,000													99,000
Total	822,400																				889,255

LESSON 1 **ACTIVITY SHEET 1-4**

KENTUCKY **FARM**  **SCHOOL**

Record of Transactions

NAME _____

DATE	TRANSACTION DESCRIPTION	PAYMENT AMOUNT	DEPOSIT AMOUNT	BALANCE
	Starting Balance			

KENTUCKY **FARM**  **SCHOOL**

DATE	TRANSACTION DESCRIPTION	PAYMENT AMOUNT	DEPOSIT AMOUNT	BALANCE



LESSON 1

ACTIVITY SHEET 1-5

 KENTUCKY **FARM**  **SCHOOL**

What's a Farmer to Do?

You have just inherited a Kentucky farm from your recently deceased aunt. The farm includes 150 acres, a tenant house, two barns, three ponds, 25 dairy cows, and a 25-head cow and calf operation. About 30 acres of the farm are good bottom land running along the Kentucky River. The rest of the land is fairly hilly; the soil on the hills is high in clay content and full of limestone rock. The accumulated farm equipment consists of a tractor, plow, disk, mower, rake, and baler. The dairy barn is fully equipped with a pipeline milking operation.

The tenant house is occupied by an elderly couple who take care of farm maintenance and the dairy operation. They live in the house rent-free and receive 50% of the milk profits.

With the inheritance of the farm you have also inherited the farm debt. The farm was originally purchased for \$80,000 which was to be paid over a 30-year time period with a 4.5% interest rate. The debt is now \$30,000, which is paid annually. The annual payment is \$4864.20. (To figure monthly, divide by 12.)

As the beneficiary, you have to provide guidance about the management of the farm for it to be a profitable asset to you and your family. The farm is somewhat remote, so it has little development potential. You feel that the economic climate would make it difficult to sell the farm at this time so you must develop a farm plan. You currently have \$20,000 of disposable income to use on this endeavor.

When research is complete, present the information to the class. Be prepared to answer questions about your presentation to help guide further development of the farm plan.

Things to consider when deciding which crops (if any) can be grown successfully on the farm:

1. Pests and diseases
2. Soil and terrain
3. Climate
4. Marketing (Initial investment, production cost, marketing costs, profit margin)

Any crops may be considered, but the following are commonly produced in Kentucky:

- **Vegetables:** bell peppers, corn, pumpkins, soybeans, tomatoes
- **Grains:** barley, corn, wheat, sorghum
- **Fruit:** apples, pears, peaches, plums, cherries
- **Miscellaneous:** tobacco, straw, hay
- **Livestock:** beef cattle, dairy cattle, chicken, goats, horses, mules, pigs, sheep

KENTUCKY FARM SCHOOL

Recommended Resources

Vegetables:

Bell Pepper <http://www.uky.edu/Ag/NewCrops/introsheets/pepperintro.pdf>

Sweet Corn <http://www.uky.edu/Ag/CDBREC/introsheets/sweetcorn.pdf>

Vegetable Production Guide for Commercial Growers 2012-13 <http://www.ca.uky.edu/agc/pubs/id/id36/id36.pdf>

USDA Characteristics and Production Cost of U.S. Corn Farms <http://www.ers.usda.gov/Publications/SB974-1/>

Pumpkin <http://www.uky.edu/Ag/CDBREC/introsheets/pumpkinintro.pdf>

State Soy Crop Statistics http://soystats.com/2010/page_14.htm

Specialty Soybeans <http://www.uky.edu/Ag/NewCrops/introsheets/specialtysoy.pdf>

Department of Botany and Plant Pathology Purdue University <http://www.btny.purdue.edu/Extension/Pathology/CropDiseases/Soybean/Soybean.html>

Iowa State University Soybean Extension and Research Program http://extension.agron.iastate.edu/soybean/production_planting.html

NDSU Soybean Production <http://www.ag.ndsu.edu/pubs/plantsci/rowcrops/a250w.htm>

Grains:

UK- A Comprehensive Guide to Wheat Management in Kentucky <http://www.uky.edu/Ag/GrainCrops/ID125Section8.html> (insect pests)

Barley Resources www.extension.org/article/32488

USDA New Feed Grains Data www.ers.usda.gov/data/feedgrains/Table.asp?t=01

University of California Cooperative Extension: 2009 Sample Cost to Produce Grain Sorghum <http://www.coststudies.ucdavis.edu/files/SorghumGrainVS2009.pdf>

Fruit:

Orchard Pesticides http://www.ca.uky.edu/agc/pubs/id/id93/ch_6.pdf

Apples <http://www.uky.edu/Ag/CDBREC/introsheets/apples.pdf>

General Orchard Management http://www.ca.uky.edu/agc/pubs/id/id93/ch_7.pdf

Livestock:

Profitable Poultry <http://sare.org/publications/poultry/poultry.pdf>

Avian Health KDA www.kyagr.com/statevet/poultry/index.htm

KENTUCKY FARM SCHOOL

Organic and Grass-finished Beef Cattle Production <http://attra.ncat.org/attra-pub/summaries/cattleprod.html>

Penn State Extension: Ag Alternatives http://agalternatives.aers.psu.edu/Publications/feeding_beef_cattle.pdf

Determining Cost of Production is Useful to Cattle Producers <http://www.noble.org/Ag/Economics/CostOfProduction/index.htm>

UK Agricultural Situation & Outlook Fall 2009 www.ca.uky.edu/cmsspubsclass/files/williamson/group/09esmPubFinal.pdf

E-extension Horse www.extension.org/horses

E-extension Goat www.extension.org/goat

USDA Agricultural Marketing Service <http://www.ams.usda.gov/AMSv1.0/>

Purdue Animal Science Managing Internal Parasitism in Sheep and Goats www.extension.org/mediawiki/files/8/8a/purdue_parasite_control.pdf

E-extension Dairy www.extension.org/dairy

University of Minnesota Extension Feeding the Dairy Herd www.extension.umn.edu/distribution/livestocksystems/di0469.html

E-extension Swine www.extension.org/swine

Marketing:

Agricultural Marketing Resource Center http://www.agmrc.org/business_development/operating_a_business/direct_marketing/articles/pricing_for_profit.com

UK Ag News <http://www.ca.uky.edu/news/?c=n&d=766>

USDA Fruit and Vegetable Market News <http://marketnews.usda.gov/portal/fv>

USDA Market News and Transportation Data <http://www.ams.usda.gov/AMSv1.0/ams.fetchTemplateData.do?template=TemplateA&page=FVMarketNews>

When research is complete, present the information found to the class. Follow your presentation with a discussion of the following questions to help guide further development of the farm plan:

1. What commodity would be best suited to the physical climate and soil of your farm?
2. What kind of initial investments would be required to raise or produce your chosen commodity/commodities? What would the cost be?
3. How much time and labor would be required to raise and maintain the commodity? What is the cost of that time and labor?
4. Will the product need to be processed before sale? What are the costs of processing and transporting your finished product?
5. What certifications and insurance do you need to purchase? (e.g., farm insurance, crop insurance) (Some states require this; is Kentucky one of them?)
6. How will you market, sell, and transport your commodity? How much is the cost to complete each?

KENTUCKY FARM SCHOOL

7. How much of a profit do you expect to make?
8. What are the actual profits and/or losses after expenses?
9. Food source for existing farm livestock? And cost?
10. Are there other issues that should be considered?

Extended activity:

For the assigned crops, you need to research the types of soil, climate, pests and diseases, and marketing issues associated with their crops.

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Making a Kentucky Menu!

Develop a personal menu for one day, specific to your MyPlate eating plan, determined earlier in the lesson. Use only Kentucky products in your menu. (See rubric.)

The menu should contain:

- Breakfast
- Lunch
- Dinner
- Snacks
- Discretionary calories

Suggested resources:

Kentucky Market Maker

<http://ky.marketmaker.uiuc.edu/>

Kentucky Proud Product Search

<http://www.kyproud.com/prodsearch.aspx>

Kentucky Proud Market

<http://www.kentuckyproudmarket.com/>

KENTUCKY FARM SCHOOL

Rubric

Student Performance	Kentucky Products	MyPlate/Dietary Guidelines	Menu Sections	Effort/Creativity
Distinguished 4	All foods are Kentucky products. Source of each Kentucky product is identified. (producer/processor)	All food categories of MyPlate were used according to personal dietary guidelines and clearly marked. Personal dietary guidelines are attached to menu.	Menu has five sections clearly marked. (breakfast, lunch, dinner, snack, and discretionary calories)	Clear evidence of effort by student. Menu is neat, organized, colorful and creatively eye catching.
Proficient 3	Most foods are Kentucky products. Source of most of the Kentucky products is identified.	Most food categories of MyPlate were used according to personal dietary guidelines and clearly marked. Personal dietary guidelines are attached to menu.	Menu has four sections clearly marked.	Some evidence of effort by student. Menu is somewhat neat, organized and creative.
Apprentice 2	Some foods are Kentucky products. Some Kentucky food sources are identified.	Some food categories of MyPlate were used according to personal dietary guidelines but not clearly marked. Personal dietary guidelines are attached to menu.	Menu has at least three sections marked or more than three but is not clearly marked.	Some evidence of effort but the menu is not neat or creative.
Novice 1	Kentucky foods are not identified. Sources are not identified.	MyPlate categories were not used correctly according to personal dietary guidelines and were not identified. Personal dietary guidelines were not attached to menu.	Menu has no sections.	No evidence of effort.

10 Good Reasons To Buy Locally Grown Food



1 Locally grown food tastes and looks better.

It was grown close to home and served at peak freshness. It came from down the road, not from across the country or overseas.

2 Local food supports local families.

When you buy Kentucky Proud food, you help local farm families make a living. Your business helps them pay the bills, put their kids through school, and stay on the farm.

3 Local food builds trust.

In these days of concern for food safety and homeland security, it's reassuring to look into the eyes of the person who grew your food and be able to drive past the field where it grew.

4 Local food shows you're Kentucky Proud.

Buying local food bearing the familiar Kentucky Proud logo gives this program more meaning. It encourages consumers to look for Kentucky Proud quality and businesses to supply it.



5 Local food preserves farmland.

When farmers get more money for their products, they are less likely to sell their land for development.



6 Local food keeps taxes down.

Several studies show that farms pay more in taxes than required in services, while most residential developments need more services than they pay for with their taxes.

7 Local food benefits the environment and wildlife.

Kentucky farms nestle in a patchwork of fields, meadows, woods, streams, and ponds that provide vital habitat for wildlife.

8 Local food travels shorter distances from farm to plate.

On average, food travels 1,500 miles from farm to plate. Each calorie requires an average 10 calories of fuel for travel, refrigeration, and processing. Locally grown food reduces the use of fossil fuels.

9 Local food preserves genetic diversity.

Local farms often grow heirloom varieties of fruits and vegetables with superior flavor and nutritional value.



10 Local food is an investment in our future.

When you buy from a local grower, you preserve the strength and character of your community for your children and grandchildren.

Kentucky Department of Agriculture

Farm To School Program

www.kyproud.com

For more information call: (502) 573-0282

