

### Handin' It On

#### Objectives:

- Students will identify milk and other farm products as coming from natural resources.
- Students will list 3 to 5 contributions dairy farms make to their communities.
- Students will tell why changes on the dairy farm impact consumers, retailers, and the community, as well as dairy farmers.

**Approximate Lesson Length:** 55 Minutes (without the Higher Learning Activity)

#### Materials Needed:

- “Handin’ It On” worksheets for each student
- “Handin’ It On” guided reading pamphlets (or eBook) for each student
- “Discover Dairy . . . In Our Community” video and projector
- “Handin’ It On” overhead on Page 6
- For Higher Learning Activity (one for each group of 8 students)
  - Role-playing cards
  - 20 - \$1 play money
  - One gallon milk jug

#### Lesson Components:

Component	Time	Higher Learning Activity	30 min.
Video Motivator & Discussion	10 min	Classroom Lesson & Instruction	15 min.
Guided Reading & Relevant Vocabulary	15 min.	Classroom Worksheet & Writing Assessment	15 min.

#### Motivator:

Introduce the “Discover Dairy . . . In Our Community” video. Explain to the students that in the video, they will hear how dairy farmers, or producers, use natural resources like soil, air, and water to produce a product wanted by consumers, or the people who eat the dairy products made from the milk produced on the farm. Write the following questions on the board. Ask the students to listen for answers while watching the video, and encourage them to write down the answers as they hear them. You can also hand out **Worksheet 4.1** for students to take notes.

- **What resources do dairy farmers use?** Natural—land/soil, air, water, and sunshine
- **What do dairy farmers provide?** Milk, jobs, economic activity for the community
- **What does a capital resource generate?** Money

#### Video:

Show the “Discover Dairy . . . In Our Community” video and then summarize it with the class. Review the questions above.

## Lesson:

**Ask students:** Define “resource” and brainstorm different types of resources.

Answer: A resource is a source of supply or support that we depend on for comfort or help. Resource examples may include rain, sunlight, land, people, and money.

Distribute **Worksheet 4.2**. Write the answers down on the board. Explain that some of these resources are natural and some are capital. Describe the difference and ask students to group the resources they identified earlier into the T-Chart with two categories—Natural and Capital under number 1 on **Worksheet 4.2**. A **natural resource** is one that is found in the environment and results from nature. A **capital resource** is one that results from or is built with money.

## Classroom Activity:

Use the **Handin’ It On Overhead** to guide students through the next activity, using the dairy farm as an example of something that uses natural and renewable resources to create a product that returns capital resources to the community.

Explain the following:

- Dairy farms use natural resources like land, rain, and sunlight to produce feed for the cows.  
Write **FEED** over the line from the land, rain, and sunlight to the cow.
- Cows use the feed to make milk, which the farm sells to the dairy processing plant to be made into dairy products.  
Write **MILK** over the line moving from the cow to the farm and from the farm to the plant.
- Dairy products are sold at grocery stores.  
Write **DAIRY PRODUCTS** over the lines from the plant to the store and from the store to the consumer.
- Money from the milk sales come back to the store, to the processing plant, and to the farmer.  
Write **MONEY** next to the arrow heads pointing from the store to the plant and from the plant to the farm.
- The farmer, processing plant owner, and store owners then put that money back into the community as a capital resource.  
Write **MONEY** on the lines going to the community.
- The farmer, processing plant owner, and store owners also provide jobs where the people in the community can work.  
Write **JOBS** on the line going to the community

Explain that by using natural resources to produce milk and selling that milk to businesses outside the community, dairy farmers bring money back to their local communities. The money they bring into the community helps support other businesses and provide local jobs.

## Higher Learning Activity:

This activity is intended to enhance higher-level thinking skills.

Divide the class into groups of eight students each. Hand out the **Role-Playing Cards**, assigning one student per group to each of the following roles:

- Farmer, Grocery Store Owner, Supplier, Employee, Milk Processor, Consumer, Service Provider, and Tax Collector

### Higher Learning Activity Continued:

Explain that each student's role in the process is printed on their card and review each role. On average, American farmers receive about 19 cents of every dollar the consumer spends on food. The following role-playing scenario will demonstrate how the money moves through the economy and the local community.

- The **Farmer** produces the milk to start the cycle and bring money into the community.
- The **Processor** takes the milk and makes a product out of it, increasing the dollar value of the milk.
- The **Grocery Store Owner** markets the product, increasing the dollar value of the milk.
- The **Consumer** puts the money into the cycle by paying for the product made from the milk.
- The **Service Provider** provides a service to those making the product. An example would be a veterinarian on the farm or the engineer at the processing plant.
- The **Supplier** provides goods to help make the product. ON the farm, this could be the feed. At the processing plan, this could be product-wrapping materials.
- The **Employee** helps the work get done and keeps the process moving.
- The **Tax Collector** uses tax dollars to help the community do things like build new roads and make other improvements.

Go through the following steps and ask each student to write how much money they received on the space indicated on their role-playing card. This amount is how much money moved through their hand during the exercise.

**Step 1:** Teacher should give the farmer the gallon milk jug, and give 20 \$1 bills to the consumer.

**Step 2:** The farmer hands the milk to the processor.

**Step 3:** The processor gives the milk to the grocery store owner.

**Step 4:** The grocery store owner gives the milk to the consumer.

**Step 5:** The consumer gives the 20 \$1 bills to the grocery store owner.

**Step 6:** The grocery store owner keeps \$7 and gives the rest to the processor.

**Step 7:** The processor keeps \$7 and gives the rest to the farmer.

**Step 8:** The farmer, processor, and grocery store owner each give the employee \$1.

**Step 9:** The farmer, processor, and grocery store owner each give the supplier \$1.

**Step 10:** The farmer, processor, and grocery store owner each give the service provider \$1.

**Step 11:** The employee, supplier, and service provider each give the tax collector \$1.

**Step 12:** The farmer, processor, and grocery store owner each give the tax collector \$1.

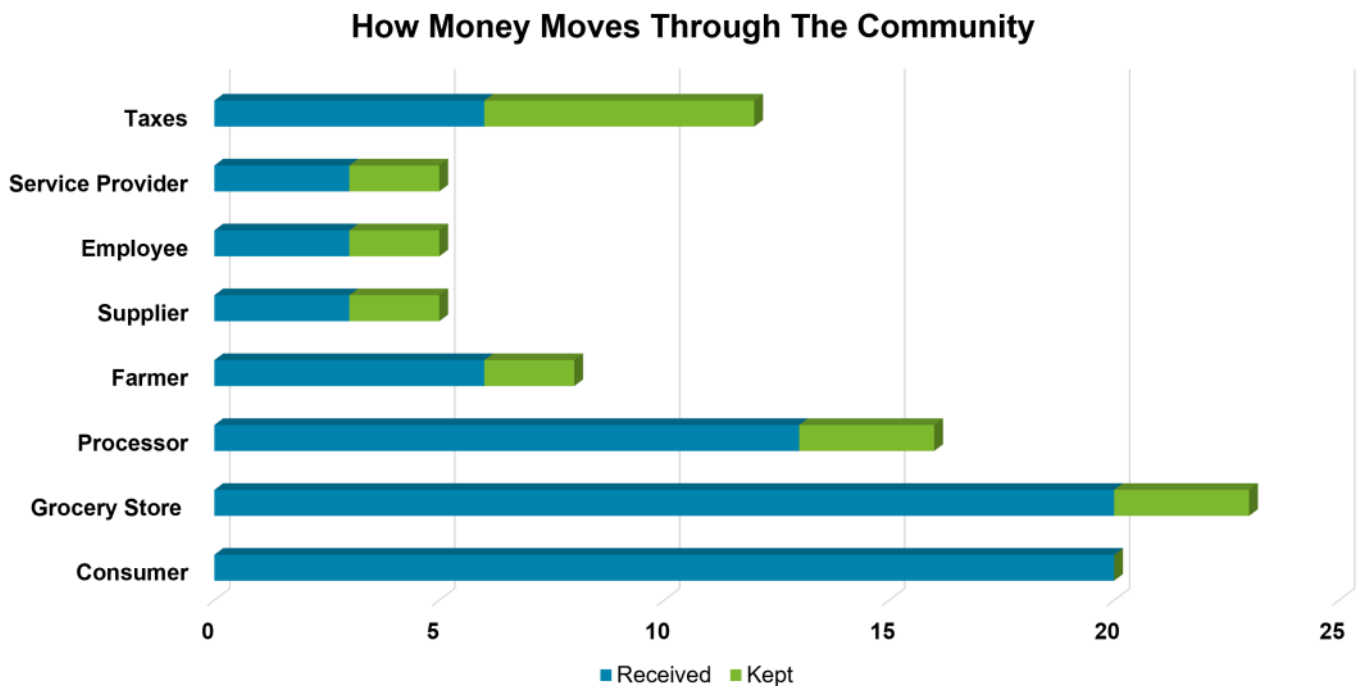
Continue using **Worksheet 4.2**. Ask the class to record how much money moved through each person's hands on the bar chart found at the bottom of **Worksheet 4.2**. Once the chart is complete, ask the students to total all of the dollars exchanged in the process, counting each exchange as one dollar. If you total all of the dollars exchanged in the process, it equals \$54 in economic activity generated by that \$20. Calculate the fractions at the bottom of the worksheet.

### Ask the students to consider the following:

- **What happens in the process?** *The money multiplies*
- **How many different people did the money touch?** 8
- **What happens if the consumer lives outside of the community? How much new money does that bring into the community?** \$54—all of the money is new to the community

## Guided Reading Lesson:

Hand out the reading pamphlets to review the lesson or provide the link to the eBook. This reading guide reinforces students' ability to read and comprehend charts and graphs like the one below. Relevant vocabulary is listed in the back of the guide.



## Evaluation:

Use **Worksheet 4.3** that accompanies this lesson to evaluate whether the students comprehended lesson material and have achieved stated objectives.

Explain that dairy farmers are one example of people who use natural resources to supply a product that is demanded by someone else. In exchange for the product, the farmer receives money to use as a capital resource for the business and for the community.

## Review Questions:

Ask questions to review the lesson. See examples below.

- **Question: What is a resource?**

**Answer:** A source of supply of support. Something we depend on for comfort or help.

- **Question: Give examples of natural and capital resources.**

**Answer:** Natural—land, sunlight, rain; Capital—money, people, businesses

- **Question: What products do the dairy farmers supply?**

**Answer:** milk



For a writing assessment opportunity, encourage the students to complete the writing assignment on **Worksheet 4.4**.

# Worksheet 4.1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## “Discover Dairy...in Our Community”

### Video Notes

*Instructions: Answer the following questions while watching the “Discover Dairy...in Our Community” video.*

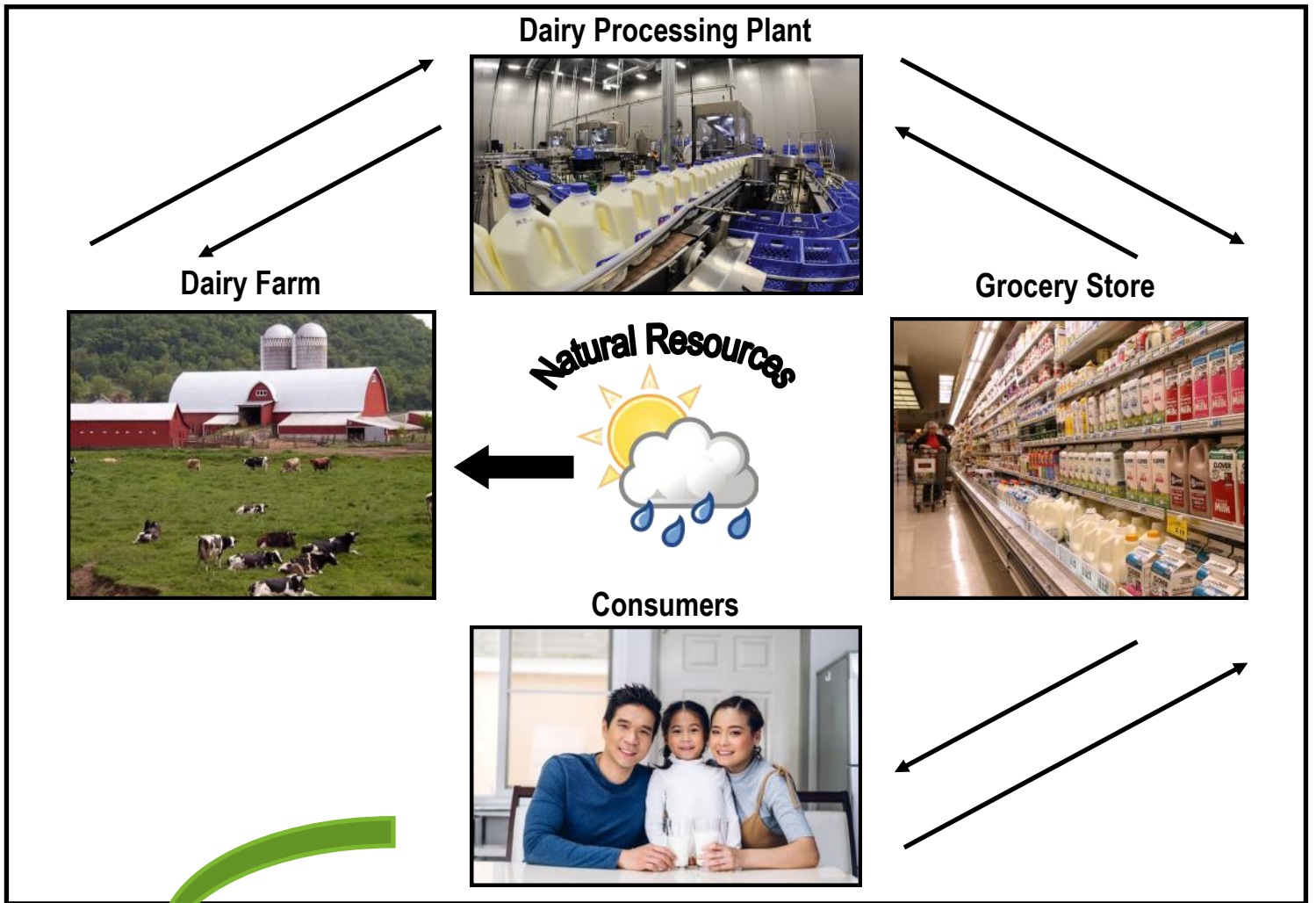
**1. What resources do dairy farmers use?**

**2. What do dairy farmers provide?**

**3. What does a capital resource generate?**

# Handin It On Overhead

## How Resources Flow From Farm to Community



# Role-Playing Cards

## FARMER

The farmer produces the milk to start the cycle and bring money back into the community.

Amount of money received:

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## PROCESSOR

The processor takes the milk and makes a product out of it that people want to buy, increasing the dollar value of the milk.

Amount of money received:

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## GROCERY STORE OWNER

The grocery store owner markets the product where people want to buy it, increasing the value of the product.

Amount of money received:

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## CONSUMER

The consumer puts the money into the cycle by paying for the product made from the milk.

Amount of money received:

---

## SERVICE PROVIDER

The service provider provides a service for those making the product. An example could be a veterinarian on the farm or the engineer at the processing plant.

Amount of money received:

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## SUPPLIER

The supplier provides goods to help make the product. On the farm, this could be the feed. At the plant, it could be product-wrapping materials.

Amount of money received:

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## EMPLOYEE

The employee helps the work get done and is vital to keeping the process moving.

Amount of money received:

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## TAX COLLECTOR

The tax collector uses tax dollars to help the community do things like build new roads and make other improvements.

Amount of money received:

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# Worksheet 4.2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Use the T-chart to put the resources listed below into the appropriate categories.

- Air
- Clothing
- Food
- Jobs
- Money
- Plants
- Rain
- Soil
- Sunlight
- Taxes

NATURAL RESOURCE	CAPITAL RESOURCE

2. After completing the money exchange activity, chart how much money moves through each person's hands during the exchange.

	\$0	\$5	\$10	\$15	\$20
Consumer					
Farmer					
Processor					
Store Owner					
Service Provider					
Supplier					
Employee					
Tax Collector					

**MONEY EXCHANGED**

**Working with Fractions:** Use the information from the chart above to answer the questions.

- A. Write a fraction for the portion of the \$20 that moves through the farmer's hands: \_\_\_\_\_
- B. Reduce that fraction to the smallest denomination: \_\_\_\_\_
- C. Write a fraction for the portion of the \$20 that moves through the service provider's hands: \_\_\_\_\_
- D. Reduce that fraction to the smallest denomination: \_\_\_\_\_



# Worksheet 4.3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Calculate how much economic activity and how many jobs are generated by the number of cows in each line. *Hint: every nine cows equals one job, and each cow generates about \$13,700 in economic activity*

Number of Cows	Number of Jobs	Economic Activity
9 Cows		
18 cows		
90 cows		
450 cows		
900 cows		

1. What is a resource?

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2. List three natural resources:

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3. List three things a dairy farmer supplies to the local community:

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# Worksheet 4.1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## **“Discover Dairy...in Our Community”**

### Video Notes

*Instructions: Answer the following questions while watching the “Discover Dairy...in Our Community” video.*

**1. What resources do dairy farmers use?**

**2. What do dairy farmers provide?**

**3. What does a capital resource generate?**

# Role-Playing Cards

## FARMER

The farmer produces the milk to start the cycle and bring money back into the community.

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## PROCESSOR

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Amount of money received:

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## GROCERY STORE OWNER

The grocery store owner markets the product where people want to buy it, increasing the value of the product.

Amount of money received:

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## CONSUMER

The consumer puts the money into the cycle by paying for the product made from the milk.

Amount of money received:

---

## SERVICE PROVIDER

The service provider provides a service for those making the product. An example could be a veterinarian on the farm or the engineer at the processing plant.

Amount of money received:

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## SUPPLIER

The supplier provides goods to help make the product. On the farm, this could be the feed. At the plant, it could be product-wrapping materials.

Amount of money received:

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## EMPLOYEE

The employee helps the work get done and is vital to keeping the process moving.

Amount of money received:

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## TAX COLLECTOR

The tax collector uses tax dollars to help the community do things like build new roads and make other improvements.

Amount of money received:

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# Worksheet 4.2

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Date: \_\_\_\_\_

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- Plants
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- Soil
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Farmer					
Processor					
Store Owner					
Service Provider					
Supplier					
Employee					
Tax Collector					

**MONEY EXCHANGED**

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- C. Write a fraction for the portion of the \$20 that moves through the service provider's hands: \_\_\_\_\_
- D. Reduce that fraction to the smallest denomination: \_\_\_\_\_

# Worksheet 4.3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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**1. What is a resource?**

---

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**2. List three natural resources:**

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**3. List three things a dairy farmer supplies to the local community:**

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