

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

Aligned to the following standards: FFA.PL-A1; FFA.PL-A3; FFA.PL-A4; FFA.PL-C1; FFA.PL-C2; FFA.PL-F1; FFA.PL-F5; FFA.PG-I1; FFA.PG-J1; FFA.PG-J2; FFA.PG-J3; FFA.CS-N1; CCSS.ELA-RI.9-10.1; CCSS.ELA-RI.9-10.4; CCSS.ELA-RI.9-10.7; CCSS.ELA-W.9-10.1; CCSS.ELA-W.9-10.2; CCSS.ELA-W.9-10.4; CCSS.ELA-W.9-10.7; CCSS.ELA-W.9-10.8; CCSS.ELA-W.9-12.9; CRP.06; CRP.07; CRP.08

# From Milk to Market

## Part 1

### Directions:

Answer the questions below as you watch the video "Dairy Goat Facility SAE," available at <https://vimeo.com/showcase/11832322?video=1108210299>.

1. Describe the school-based enterprise highlighted in the video in two or three sentences.

2. What state are the students in the video from? Draw a star on the map.

3. Who is the dairy goat facility at the school open to?

4. What is the dairy goat herd used for in agriculture class?

5. What role does the livestock committee play?

6. What would happen if this committee didn't exist?

7. What has this SAE taught Paisley?

8. List the daily tasks and responsibilities these students have, and write how that task/responsibility will help them in the future.

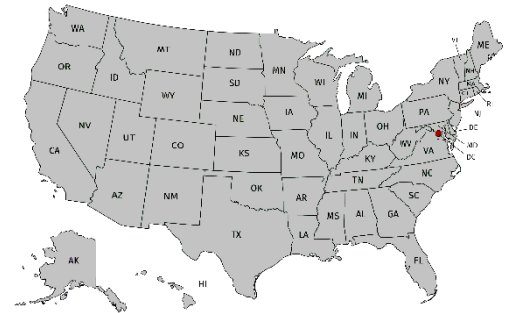
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9. What product do students create from goat milk?

10. Check all of the tasks that they use the white board to track:

|              |            |           |           |              |
|--------------|------------|-----------|-----------|--------------|
| Vaccinations | Milking    | Kidding   | Dehorning | Weight       |
| Grooming     | Hoof Trims | Deworming | Feeding   | Pen Cleaning |

11. Why does Savannah think students should join FFA?

12. What does Paisley say about the bonds she's made in FFA?

13. Why is Cheyenne proud to be in agriculture and FFA?

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Part 2

Directions:

Let's dive deeper into the by-products that can be processed from goat milk. Research the by-products to complete the chart, then answer the questions.

Pre-Thinking

- 1. What dairy products do you normally see in your grocery store that are made from cow's milk?
- 2. Do you think some of those products can be made with goat's milk? Why or why not?

Inquiry Chart – Goat Milk Products

| Goat Milk Product | How Is It Made? | Common Use | Interesting Fact |
|-------------------|-----------------|------------|------------------|
| Yogurt/Kefir      |                 |            |                  |
| Cheese            |                 |            |                  |
| Butter            |                 |            |                  |
| Ice Cream         |                 |            |                  |
| Caramel (Cajeta)  |                 |            |                  |
| Soap              |                 |            |                  |
| Lotion            |                 |            |                  |

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**Reflect**

3. Which product surprised you most that can be made from goat milk? Why?
  
4. Goat milk is naturally homogenized (fat globules are smaller). How might this affect the flavor, texture or processing of products?
  
5. Animal by-products are not just used for consumption, as you learned by researching goat soap and goat milk. What are some other non-food by-products from animals that you can think of? List three.
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6. Select a product from the chart above. Create a flow chart that shows the steps in the production process. Include a step title, image and very short description of each step in your own words.

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### Part 3

#### Directions:

Congrats! Thanks to an FFA grant, your agriculture program now has 20 dairy goats. You've already learned that goat milk can be turned into a variety of products. Now, your FFA chapter wants to choose one product to make and sell as a fundraiser at the local farmers market.

#### Your Task:

1. Choose one goat milk product from Part 2 (food or non-food).
2. Explain why your chapter should make this product.
3. Address each of these points in your pitch:
  - a. Cost and ease of production (Can high school students realistically make it?)
  - b. Storage and shelf life (Will it keep well until it's sold?)
  - c. Target audience appeal (Will students, parents and community members want to buy it?)
  - d. Marketing ideas (Create a catchy name, slogan and packaging idea for your product.)

#### Brainstorm your ideas here:

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**Write your product pitch in a short paragraph (five to eight sentences) below.**

**Create a marketing poster for your product including the following criteria from the rubric:**

| Criteria                                                                                                                                  | Score          |
|-------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Creativity and Design – The poster is eye catching, unique and creative; it also enhances the message.                                    | ____/5         |
| Product Information – The poster clearly explains what the product is, how it's made and why it's valuable, and the poster is persuasive. | ____/5         |
| Name and Slogan – The poster shows a catchy and memorable product name and slogan that directly relates to the product.                   | ____/5         |
| Organization and Effort – The poster is neat, well-organized, shows excellent effort and is ready for the public.                         | ____/5         |
|                                                                                                                                           | Total: ____/20 |