LESSON 1

A Date with MyPlate

Concept

Making healthy food choices is a critical part of living a healthier life. The 2010 Dietary Guidelines for Americans and MyPlate provide information about nutrition and physical activity to make it easier for people of all ages to make better choices. One of the key messages of MyPlate is to eat a variety of foods, a practice that can help to ensure adequate intake of all nutrients. This lesson introduces MyPlate and focuses on eating a variety of foods from each of the MyPlate food groups.

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Youth Understanding MyPlate

Background

The rate of childhood obesity in the United States has tripled since the 1980's (1–3). Children who are overweight or obese are at higher risk for weight-related problems such as type 2 diabetes (4), high blood pressure, high cholesterol (5), depression (4, 6) and problems with bones, joints (7), and breathing (8). In order to address these issues, there has been a focus on developing programs and policies aimed at obesity prevention. In fact, the two main concepts of the 2010 Dietary Guidelines for Americans are to 1) maintain calorie balance over time to achieve and sustain a healthy weight and 2) focus on consuming nutrient-dense foods and beverages (9). Implementing the key recommendations of the 2010 Dietary Guidelines for Americans can help people make better food choices and lead healthier lives.

DIETARY GUIDELINES FOR AMERICANS

One of the important jobs of nutrition educators is to translate federal guidelines into educational materials and programs that are easy to understand and meaningful to Americans. The 2010 Dietary Guidelines for Americans (9) provide evidence-based nutrition and physical activity recommendations for healthy Americans ages two and older, as well as those at risk for chronic diseases. The "Selected Messages for Consumers" from the 2010 Dietary Guidelines published by the United States Department of Agriculture (USDA) include (10):

1. Balancing calories
   a. Enjoy your food but eat less.
   b. Avoid oversized portions.
2. Foods to increase
   a. Make half your plate fruits and vegetables.
   b. Make at least half your grains whole grains.
   c. Switch to fat-free or low-fat (1%) milk.
3. Foods to reduce
   a. Compare sodium in foods like soup, bread, and frozen meals and choose the foods with lower numbers.
   b. Drink water instead of sugary drinks.

MYPLATE

MyPlate is the USDA's food guidance system based on the 2010 Dietary Guidelines for Americans that uses printed materials and the ChooseMyPlate.gov website to provide Americans with information on the types and amounts of foods to eat every day (11). A survey conducted by the International Food Information Council Foundation suggests that the MyPlate graphic effectively communicates the desired key messages to the public (12). Americans can visit the ChooseMyPlate.gov website to get a personalized nutrition plan based on their age, sex, height, weight, and activity level. The five food groups represented by the colors used on MyPlate include Grains – orange, Vegetables – green, Fruits – red, Dairy – blue, and Protein Foods – purple. Each of the food groups has a key message designed to help Americans make better choices, which include the following:

Grains – Make half your grains whole

Vegetables – Vary your veggies

Fruits – Focus on fruits

Dairy – Get your calcium-rich foods

Protein Foods – Go lean with protein

In summary, the 2010 Dietary Guidelines for Americans and MyPlate were developed to help American families make better food and physical activity choices. Teaching young children about nutrition and providing specific recommendations in a fun activity is a first step in preventing obesity in children.

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1st Grade Lesson

LEARNING OBJECTIVES

The students will:

- state the names and colors of the different food groups on MyPlate.
- identify foods from each of the food groups.

BEHAVIORAL OBJECTIVE

The students will:

- eat a variety of food from the different food groups.

RECOMMENDED BOOK

Eat a Rainbow: Healthy Foods by Susan Temple Kesselring.

OPTIONAL ACTIVITY BOOK

Myplate Educational Activities Books

Available at:

- http://www.positivepromotions.com/good-nutrition-starts-with-myplate-educational-activities-book/p/KCB-614

FLORIDA STANDARDS

HEALTH EDUCATION:

HE.1.B.2.2 : The student will describe good listening skills to enhance health.

HE.1.C.1.1 : The student will identify healthy behaviors.

ENGLISH LANGUAGE ARTS:

LACC.1.W.3.8 : The student will, with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

READING/LANGUAGE ARTS:

LA.1.5.2.1.: The student will listen attentively and understand direc¬tions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules.

VISUAL ARTS:

VA.1.H.3.1: The student will identify connections between visual art and other content areas.

PHYSICAL EDUCATION:

PE.1.C.1.7 : The student will use skill cues to improve performance.

PE.1.C.1.9 : The student will identify movement concepts.

PE.1.L.2.7 : The student will properly flex and extend body parts to promote flexibility.

(continued on next page)

PE.1.L.2.8 : The student will name the food groups.

PE.1.R.1.3 : The student will follow directions during a large group activity.

DANCE:

DA.1.C.1.2 : The student will repeat simple movements from verbal cueing.

DA.1.S.2.1 : The student will listen attentively and follow directions when learning movement skills and sequences.

DA.1.S.3.3 : The student will practice moving body parts in and through space to develop coordination.

Learning Activity: Make MyPlate

PRIOR TO ACTIVITY

If using the construction paper, cut each piece of paper into four equal strips so there is one for each student. Hang the MyPlate poster on the board so that all the students are able to see it. Use a marker or chalk to write the food group names across the board.

ACTIVITY INTRODUCTION

Hello, class. Today we will talk about foods that are good for us.

Point to MyPlate poster. *This is MyPlate. MyPlate teaches us how to make healthy food choices.*

MyPlate reminds us to be sure to eat foods from the Grains group, the Vegetables group, the Fruits group, the Dairy group and the Protein Foods group. Point to each section of the plate as you say the name of the food group. *Let's say them together.* Point to the groups and repeat the names of each group with the students – *the Grains group, the Vegetables group, the Fruits group, the Dairy group, and the Protein foods group. Raise your hand if you can tell me how many food groups belong to MyPlate?* Call on a student to answer. *Yes, that's right. Five food groups belong to MyPlate.*

Let's look at MyPlate again. Which group is this? Point to the Grains group and let the students answer together. *Yes, that's right, the Grains group. That's why we see the loaf of bread here. What are some other foods in this group?* Allow students to answer. Correct them if they are wrong. *What color is the Grains group?* Allow students to answer. *Correct, the Grains group is orange.*

Now, tell me the name of this group. Point to the Vegetables group. *Great job! It's the Vegetables group. Can someone tell me what vegetable they see?* Allow students to answer. *That's correct! Carrots belong to the Vegetables group. What are some other foods in this group?* Allow students to answer. Correct them if they are wrong. *What color is the Vegetables group?* Allow students to answer. *Excellent, the Vegetables group is green.*

What group is this? Point to Fruits group and allows students to answer. *Outstanding! It is the Fruits group. That's why we see bananas in this group. What are some other foods in this group?* Allow students to answer. Correct them if they are wrong. *Can you tell me what color the Fruits group is?* Allow students to answer. *Yes, the Fruits group is red.*

What about this group here? Point to the Dairy group and allow students to answer. *That is correct. It's the Dairy group, and milk is a good example that belongs here. What are some other foods in this group?* Allow students to answer. Correct them if they are wrong. *What color is the Dairy group?* Allow students to answer. *Right. The Dairy group is blue.*

Last but not least, what is this group called? Point to Protein Foods group and allow students to answer. *Awesome! It is the Protein Foods group. Ham is in the Protein Foods*

MATERIALS:

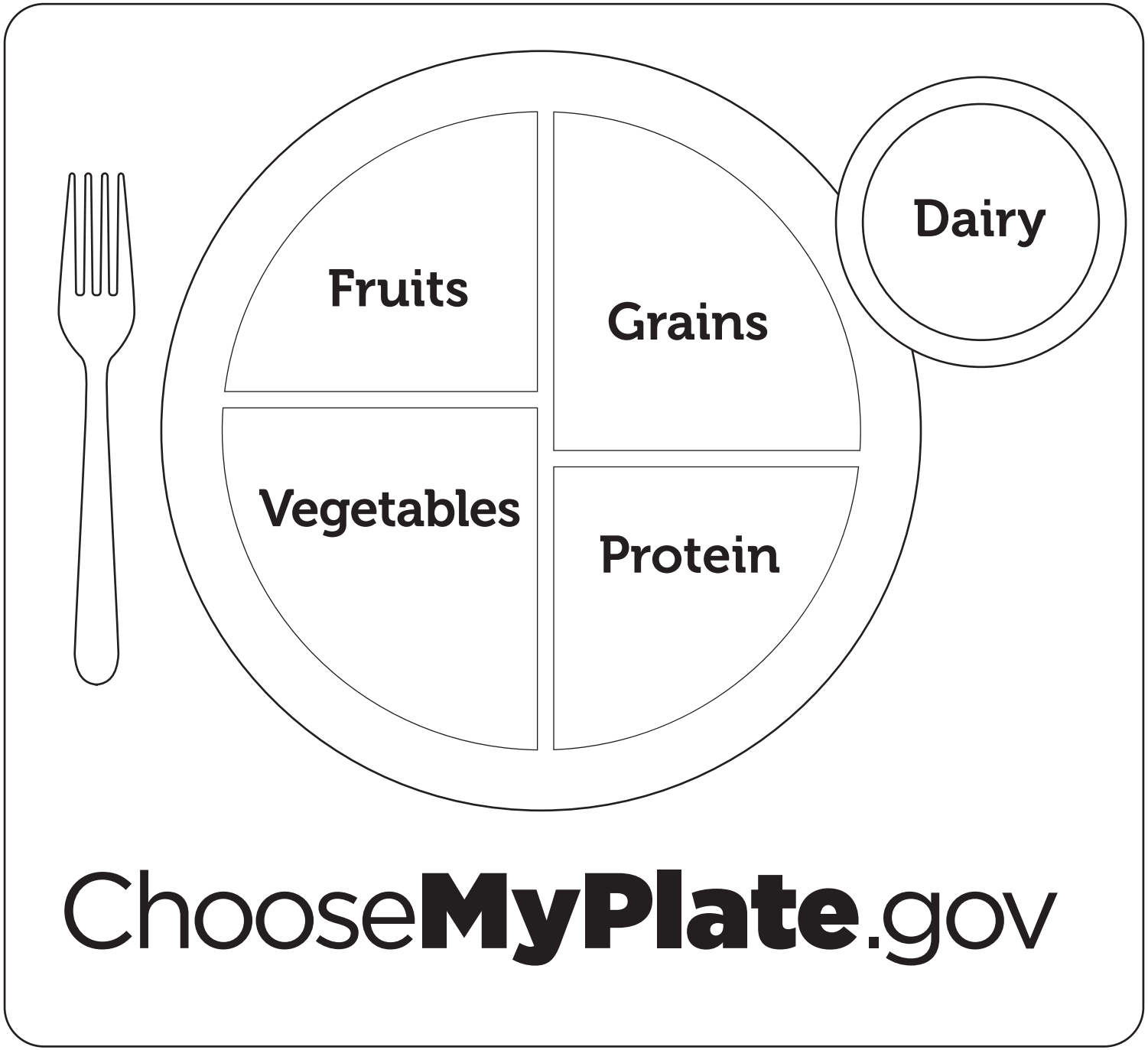
- MyPlate poster with examples of foods from each group, available at eNasco, Large View | View Related Items Product Number: WA26735HR
- Construction paper (8.5"x11"): one sheet each of orange, green, red, blue, and purple OR one colored plastic spoon for each student available at your local party store.
- Paper clip
- Markers/chalk
- Blank MyPlate coloring sheets, available at: http://www.choosemyplate.gov/print-materials-ordering/ColoringSheet.pdf
- Orange, green, red, blue, and purple crayons (Each student should have their own crayons at their desk)
- Scissors

group. What are some other foods in this group? Allow students to answer. Correct them if they are wrong. If not mentioned by a student, explain that meat, beans, and nuts are also in this group. *And what color is the Protein Foods group?* Allow students to answer. *Good, the Protein Foods group is purple.*

Remember, it's important to eat foods from each of these groups every day to stay healthy and grow strong. Let's talk about the foods that are in each of the food groups.

ACTIVITY DIRECTIONS:

1. Distribute one strip of colored paper or a colored plastic spoon to each of the students.
2. *Look at your spoon/strip of paper. Think about the color of your spoon/strip and the food group it matches. I am going to call out a color. If I call the color you have, tell me the name of the food group it matches. Let's try it. Orange!* Children with orange spoons/orange strips of paper should say, "Grains". *That's great! Orange is the Grains group. Now, if you have an orange spoon/orange strip of paper, hold it in the air. I am going to ask each of you to name a food that belongs to the Grains group. For example, popcorn is a grain, so it belongs to the Grains group. Let's try it.* Call on students holding an orange spoon/orange strip of paper one at a time. Write the names of the grains they say on the board under Grains. If a student's answer is incorrect say, "That's a good example of a food that belongs to the _____ group. Let's think of something that belongs to the Grains group." *Wow, those are some great food choices. There are lots of different grains you can eat, and that's good because it's important to eat a variety of foods from each of the food groups every day.*
3. Repeat this sequence of questions for each of the food groups writing their answers under the appropriate food group on the board as you go along. If the students need help naming a food, give them hints, such as "what animal oinks," "what is a dessert that is served cold" etc.
4. After you have gone through each of the food groups, distribute a MyPlate coloring page to each of the students. Have the students take out their crayons and find one of each food group color: orange, green, red, blue, and purple. If there aren't enough crayons for each student have them share the crayons.*Now we're going to trace each section of MyPlate with the color that matches that part of the plate. Let me show you what I mean.* Point to the fruits section of MyPlate. *Remember, this is the fruits section of MyPlate. What color should you use to trace that section of the plate? That's right – red. Now, trace that part of the plate with your red crayon.* Use your finger to trace the outside of the Fruits group so they understand the directions. *Now, trace each of the other sections of the plate with the right color.* Demonstrate tracing the other sections. *If you need help, you can look at the MyPlate poster.* Point to the MyPlate poster. *Now that you have finished tracing the parts of MyPlate, draw a picture of a grain food in the grains part of the plate, a vegetable in the vegetables part of the plate, a fruit in the fruits part of the plate, a dairy food in the dairy part of the plate and a protein food in the protein foods part of the plate and. Can I have a few volunteers to come up to the front and show the rest of the class what foods you drew from each food group? Allow students to share and have them return to their seats. You all did such a wonderful job! Now you can see that MyPlate helps us to make balanced and healthy food choices.*



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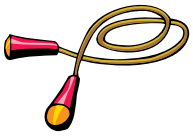

Physical Activity: MyPlate Says

ACTIVITY INTRODUCTION:

Now that you know which foods belong in each food group, we're going to do an activity called MyPlate Says! Raise your hand if you've ever played Simon Says. What's the rule that you follow when you play Simon Says? Call on students to answer. *That's right. You should only do the move if you hear the words "Simon Says" first. "MyPlate Says" is just like Simon Says except that you should only do the moves if you hear the words "MyPlate Says."*

We're going to do some special exercise moves that will remind you about the MyPlate food groups. Let's practice each of them. I want everyone to get out of your seat and gather in front of me. Hold your arms out to your side like this (demonstrate) *to make sure you have some space around you so you don't bump into your classmates during the activity. OK, let's review the moves.*

- *First is the Popcorn Pop. To which group does popcorn belong? Yes, that's right, the Grains group. When I say, "MyPlate says do the Popcorn Pop," you should jump up and down while you hold your arms up over your head with your fists closed. As you jump, open and close your fists like corn popping. Let's try it. MyPlate says do the Popcorn Pop. Great!*
- *Next is the Spinach Spin. To which group does spinach belong? Great! That's right. Spinach belongs to the Vegetables group. When I say, "MyPlate says do the Spinach Spin," spin around slowly and hold your arms out to the side and make circles with your arm. Let's try the Spinach Spin. MyPlate says do the Spinach Spin. Good job!*
- *The Banana Peel is next. Bananas belong to which food group? Correct – the Fruits group. When I say, "MyPlate says do the Banana Peel," stretch both arms up over your head as far as you can, then bring each arm down over to the side one at a time, like this* (demonstrate what to do and have the student imitate). *Let's try the Banana Peel. MyPlate says, do the Banana Peel. Wonderful!*
- *Milk belongs to which group? Yes, the Dairy group. We're going to do the Drink Your Milk move. When I say "MyPlate says Drink Your Milk," pretend you are holding a glass of milk in each hand. Pretend to drink your glass of milk one glass at a time while walk-ing in place, like this* (demonstrate). *Ready to try the Drink Your Milk move? MyPlate says, Drink Your Milk. Excellent!*
- *Beans and fish belong to which food group? You're right, the Protein Foods group. When I say, "MyPlate says do the Jumping Bean," do jumping jacks, like this. Let's try, MyPlate says do the Jumping Bean. Good job! When I say, MyPlate says do the Fish Stroke, pretend you are swimming like this* (demonstrate). *Great!*
- *Now, remember, it's important to only do these moves when I say MyPlate Says. If I say the name of the move without saying the words "MyPlate says" you shouldn't do the move. If you do the move and I haven't said "MyPlate says" you must march in place until after the next time I call a move without saying "MyPlate says".*

ACTIVITY DIRECTIONS:

1. The object of this activity is for the students to perform the exercises only when the name of the exercise move is prefaced with the words "MyPlate says." If

NOTE TO EDUCATOR:

This activity is similar to Simon Says. Each of the exercise moves used in this activity relates to one of the five MYPLATE food groups.

1. you call out the name of an exercise move without saying "MyPlate says" and one or more students performs the exercise, the students who performed the move when they should have remained "still" must march in place during the next turn. At that point, the students who were "out" initially will join back in the MyPlate exercises.

The exercise moves for this activity include the following:

- **Popcorn Pop** (**Grains group**) – jump up and down with hands popping (closed fist to open hand)
- **Spinach Spin** (**Vegetables group**) – spin around while doing arm circles
- **Banana Peel** (**Fruits group**) – stretch both arms upwards over head as far as you can, then bring each arm down over to the side one at a time
- **Drink Your Milk** (**Dairy group**) – move both arms one after the other to act like you are drinking milk
- **Jumping Bean or Fish Stroke** (**Protein Foods group**) – do jumping jacks for jumping bean or pretend you are swimming like a fish

2. Start the activity.
3. Call out the moves in any sequence you want repeating the moves in different order.
4. Remind the students what to do if they perform a move when you haven't said, "MyPlate says."
5. Discussion:
6. ***I hope you all had fun learning about the different food groups on MyPlate. Can someone raise their hand and tell me the names of the five food groups?*** Call on students who have their hands raised. ***Excellent! Grains, Vegetables, Fruits, Dairy, and Protein Foods. Now who can tell me the colors of MyPlate?*** Allow students to answer. ***Good job! Orange, green, red, blue, and purple. So why is it important to eat a variety of foods from each of the food groups every day?*** Allow students to answer. ***That's right, to grow healthy and stay strong! Great job everyone!***

Snack: Yummus Dip

NUTRITION ANALYSIS:

Nutrition Facts

Serving Size 2 tbsp (30g)
Servings Per Container 5

Amount Per Serving	
Calories 170	Calories from Fat 30
	%Daily Value*
Total Fat 3.5g	**6%**
Saturated Fat 0.5g	**3%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 190mg	**8%**
Total Carbohydrate 31g	**10%**
Dietary Fiber 6g	**24%**
Sugars 15g	
Protein 5g	

Vitamin A 110% •	Vitamin C 10%
Calcium 6% •	Iron 10%

* Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carb		300g	375g
Dietary Fiber		25g	30g

SERVINGS: 5

SERVING SIZE:

2 tablespoons with 4 apple slices, 4 carrots, and 4 pretzel sticks

INGREDIENTS

- 2/3 cup hummus
- 5 tablespoons fat-free, plain yogurt
- 20 apple slices (about 3 apples)
- 20 baby carrots pre-washed (1/2 pound bag)
- 20 pretzel sticks (Brand: Snyder's of Hanover Old-Fashioned Dipping Sticks Pretzels

UTENSILS

- Paring Knife
- Cutting board
- Measuring cups
- Measuring spoons
- Small 16 oz. mixing bowl
- Spoon for mixing
- 7" paper plates
- Napkins

DIRECTIONS

1. Rinse apple and carrots with cold water.
2. Cut each apple into 8 slices.
3. Add 2/3 cup hummus to a small mixing bowl.
4. Add 5 tablespoons fat-free yogurt to the hummus. Mix well.
5. Serve dip with apple slices, carrots, and pretzel sticks.in class, serve each student

COMMONLY ASKED QUESTIONS:

Q: Why should we eat from all fo the food groups on MyPlate?

A: It's important to eat from all of the food groups each day because our bodies need different nutrients to keep us healthy. Excluding a food group can lead to a deficiency.

Q: How much food should I eat everyday?

A. Visit www.ChooseMyPlate.gov for a personalized recommendation based on age, height, weight, sex, and activity level.

Dear Parent or Caregiver,

Today your child learned about the five food groups of MyPlate: the Grains group, the Vegetables group, the Fruits group, the Dairy group, and the Protein Foods group. MyPlate was developed by the US Department of Agriculture to remind us to make healthy choices when eating. Your child should be able to state the names and colors of the different food groups as well as tell you which foods belong to each group. The colors of the food groups are as follows: the Grains group: orange; the Vegetables group: green; the Fruits group: red; the Dairy group: blue; and the Protein Foods group: purple. Each food group provides different essential nutrients, so it is important to eat a variety of foods from each of the groups to support good health.

A recipe for a healthy snack that includes all five food groups is printed on the back of this letter. Making this recipe at home with your child is a simple way to work together to provide your child with a healthy snack. Use some of the activities listed below to remind your child about MyPlate and the importance of eating foods from each of the food groups a mealtimes.

- Ask your child to teach you the names and corresponding colors of the five food groups. Relate these food groups to the meals you eat together.
- Your child played MyPlate Says, an activity that includes a series of fitness commands that are named after foods in each of the food groups. Ask your child to teach you the moves and do the activity as a family.
- When grocery shopping, ask your child to name and categorize the foods from each of the food groups in the cart

We hope you enjoy these ideas and that you will use this information to encourage your child and family to eat a variety of foods from each of the five food groups at mealtime. If you would like more information on MyPlate, please visit www.ChooseMyPlate.gov.

Sincerely,

The USDA and the University of Florida IFAS Extension are equal opportunity providers and employers. The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-866-762-2237. TTY/TTD/FRS dial 711. This material was funded by USDA's Supplemental Nutrition Assistance Program – SNAP.

LESSON 2

The Goods on Grains

Concept

Foods from the Grains group should make up a large proportion of the diet. Although whole grains provide most of the nutritional benefits, most children do not get the recommended amounts. This lesson will introduce children to the Grains group with a focus on whole grains and fiber. Children will be encouraged to consume more whole grains as part of a healthy diet.

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Youth Understanding MyPlate

Background

The Grains group is signified on MyPlate by the color orange. Grains are an important part of a healthy diet and, as indicated by MyPlate, should make up one quarter of the plate. All grains provide important nutrients for the body, but whole grains provide even more of certain nutrients such as fiber, vitamins, and minerals, that keep children and adults healthy. Teaching children the importance of whole grains and how to recognize different types of whole grains can help them to make better food choices that are good for their bodies.

There is a big difference between whole grains and refined grains. Whole grains are grains that have not been processed and have all three parts: the germ, the endosperm, and the bran. The germ is found inside the grain kernel and has lots of nutrients. The endosperm makes up most of the kernel but doesn't have as many nutrients as the germ. The bran is the outside of the kernel and has lots of fiber. Refined grains have been processed to remove the bran and the germ, which makes the grain products softer and more appealing to many consumers, but processing also removes most of the fiber, vitamins, and minerals (1). Since certain vitamins and minerals are lost through the refining process, food companies are required to add thiamin, niacin, riboflavin, and iron back through the process of enrichment (2). Choosing whole grain foods will provide children with these vitamins and minerals as well as the fiber needed to help them stay healthy.

Caregivers can visit www.choosemyplate.gov to get nutrition information for their kids. The amount of grains each child needs will depend on the child's age, sex, and physical activity level. For example, a five-year-old girl who is active for at least 60 minutes a day needs at least five ounces of grains every day. It's important to make sure that half of the recommended amount of grains are whole grains, so this five-year-old girl should get 2 ½ ounces of whole grains every day (3). Examples of whole grains include: whole wheat flour, oatmeal, whole cornmeal, brown rice, barley, and popcorn (2). Sometimes it can be confusing for caregivers to choose whole grain products. One way to determine if a food has whole grains is to look at the ingredients list. If the first ingredient has the word "whole" it likely is mostly whole grain. But if it's the second ingredient then there is no way to tell for sure. The Whole Grains Council has made it easier for families to find whole grain products by labeling different foods with the Whole Grain Stamp (4). There are two kinds of stamps available: the Basic Stamp and the 100% Stamp.

THE BASIC STAMP

THE 100% STAMP

Buying food with either stamp guarantees at least some whole grain is in it, but foods with the 100% Stamp have even more.

Eating whole grains provides many health benefits. The extra fiber helps keep the digestive system working properly and can help lower cholesterol. In fact, studies have shown that people who eat more whole grains have a lower risk of developing heart disease and diabetes than people who do not (5). The extra fiber in the diet also helps people stay full longer, which can help them eat less and manage their weight (5, 6).

In summary, choosing whole grains over refined grains provides children and adults with more fiber, which is important for good health. Although it may seem difficult to find foods that have whole grains, reading the ingredients list and looking for the Whole Grain Stamp can make it easier to choose whole grain products. Making sure children get enough whole grains every day and teaching them to choose whole grain products will help them live a healthier life and maintain a healthier weight.

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1st Grade Lesson

LEARNING OBJECTIVES

The students will:

- identify whole grain foods.
- state the importance of fiber.

BEHAVIORAL OBJECTIVE

The students will

- consume more whole grains.

RECOMMENDED BOOK

The Whole Grain Choo Choo Train by Kathy Reeves, Mary Stickney, Diane Bowden, and Rob Gelhardt. Available at: http://www.doh.state.fl.us/family/wic/pages/nutrition/whole_grain_choo_choo_train.htm

FLORIDA STANDARDS

HEALTH EDUCATION

HE.1.P.2.1: Encourage others to make positive health choices.

HE.1.P.1.2: Tell about behaviors that avoid or reduce health risks.

HE.1.C.1.6: Emphasize the correct names of human body parts.

E.1.C.1.1: Identify healthy behaviors.

READING/LANGUAGE ARTS

LA.1.1.1.1: The student will locate a printed word on a page.

LA.1.1.1.4: The student will match print to speech.

LA.1.1.6.1: The student will use new vocabulary that is introduced and taught directly.

SECOND GRADE

HEALTH EDUCATION

HE.2.C.1.6: Recognize the locations and functions of major human organs.

HE.2.P.1.1: Demonstrate health behaviors to maintain or improve personal health.

HE.2.P.1.2: Show behaviors that avoid or reduce health risks.

READING/LANGUAGE ARTS

LA.2.1.6.1: The student will use new vocabulary that is introduced and taught directly.

LA.2.1.6.5: The student will relate new vocabulary to familiar words.

Learning Activity: Grainville

MATERIALS

- Grainville Story, provided
- Character, whole grain and anatomy print outs, provided
- Velcro dots
- Foam Board
- Felt
- Scissors
- Glue
- Stapler
- Crayons or pencils (student should have their own)
- Grainville Activity Sheets

PRIOR TO ACTIVITY

Print a copy of the Grainville story. Print all of the Grainville characters, the pictures of the components of whole grains, and the picture of the anatomy of the gastrointestinal tract in color. Cut them out and laminate them. Cut the whole grain picture into individual components that can be peeled off during the lesson. Place a Velcro dot on the back of each picture. Create a felt board by gluing felt across the front of a foam board.

ACTIVITY INTRODUCTION

Gather the children in a circle on the floor. If there is no room on the floor the children can remain seated at their desks. *Today we are going to talk about the orange group on MyPlate.* Point to the Grains group on the MyPlate poster. *The orange group is the Grains group. The Grains group includes a very special group of grains called whole grains. We are going to learn about whole grains in the Grains group on MyPlate. Raise your hand if you know what a grain is*. Call on children for their answers. Make sure to correct answers that are incorrect. *Those are all great answers. A grain is any food that is made from oats, wheat, rice, cornmeal, barley or other cereal grains. Whole grains are a little different.* Place the diagram for the whole grain on the felt board. *This is a picture of a whole grain in its natural form before they are shipped to the factory. The bran is the outer coat. It is important because it contains the fiber that keeps us feeling full and helps our intestines stay healthy.* Point to the bran. Next point to the germ. *This is the germ. This part contains lots of vitamins.* Point to the endosperm. *This is the endosperm. It is the biggest part of the grain. It has some vitamins, but not as much as the germ. Now we are going to learn the difference between whole grains and refined grains. After the grains are picked from the farm they go to a factory to be made into grain products like bread. The whole grain can be used to make bread or it can be broken down to make white or refined foods. During refinement the bran layer is removed from the whole grain. This takes away all the fiber.* Ask one child to remove the bran. *Next they remove the germ from the whole grain. This takes away most of the vitamins.* Ask one child to remove the germ. *This leaves you with the endosperm. This is what is used to make refined products. Refined products are not as healthy as whole grain products.* Have one of the children place the anatomy diagram on the felt board. *Now we are going to talk about what happens to our food after we eat. This is called digestion. After we put the food in our mouth we chew it into small pieces. Then we swallow it. Once we swallow, our food flows down our esophagus.* Point to the esophagus on the diagram. *Next it enters our stomach where it is mixed and churned and broken down into even smaller pieces.* Point to the stomach on the diagram. *The fiber from the whole grain makes the food stick around longer, so we feel full for a longer period of time. After the food leaves the stomach it flows into our intestines the nutrients from the food are absorbed. Fiber from whole grain foods also helps our intestines stay healthy. Today I am going to read you a story about whole grains called Grainville. Grainville is a story about Winnie Whole Wheat, a whole grain who is perfectly happy being a whole grain. While other grains wish to be refined when they grow up, Winnie dreams of staying true to who she is, a complete, wholesome wheat, just like she was*

created. Pass out the laminated characters to different children. Read the *Grainville* story. As each of the characters is introduced in the story, ask the child with that character to put it on the felt board. At the end of the story, instruct the children to go back to their desks. Distribute the Grainville activity sheets and have the students take out their crayons. ***Now we are going to make our own Fiber Friends book. First, we will trace the names of our grains. When I say the name of a whole grain, I want you to trace the letters that spell the name of that grain on your sheet.*** Start with barley in the upper left hand corner and work your way around the sheet. Ask the class to trace the word. Walk around the room to make sure the children are tracing the correct word. Discussion/Questions are appropriate at this time. If time runs out you can save the sheets for coloring at a later time. The sheets can be cut along the perforated lines and stapled to make a book. This may be done at a later time in the classroom or may be sent home with the children. ***This story talked about whole grains, can anyone name a whole grain?*** Review the characters from the story. ***What do grains have that keeps us full?*** Fiber. ***Now it is time for the Fiber Friends Work Out.***

Hello. My name is Winnie Whole Wheat. I'm a grain. I live on Granny's Grain Farm in Grainville, USA. On our farm we have grains of different sizes, shapes and colors. Grains are any food made of rice, oats, corn, barley and wheat, like myself. When grains are tiny, baby grains we are perfectly whole and have great grain powers! We're wrapped in a coat of bran. The coat keeps our insides protected and it's full of nutrients and fiber. Fiber keeps you feeling full longer and helps your intestines flow smoothly. Underneath our bran coats we have a germ and endosperm with lots of nutrients like B vitamins and healthy oils. When grains grow up, most of them leave the farm and go to a refining mill. They get changed. They lose their beautiful coats of bran and all of their fiber. My dream is to remain whole. I want to stay perfect, just the way I am.

One night on the farm I saw a shooting star and I made a wish. I wish I may, I wish I might, have this wish I make tonight. I wish to stay perfectly whole! That night I went to sleep and had a dream I'll never forget. I was at a bus stop when I met some odd characters. They called themselves Fiber Friends and they were so cool. As we waited for the Grain Mobile I got to know some of my new friends.

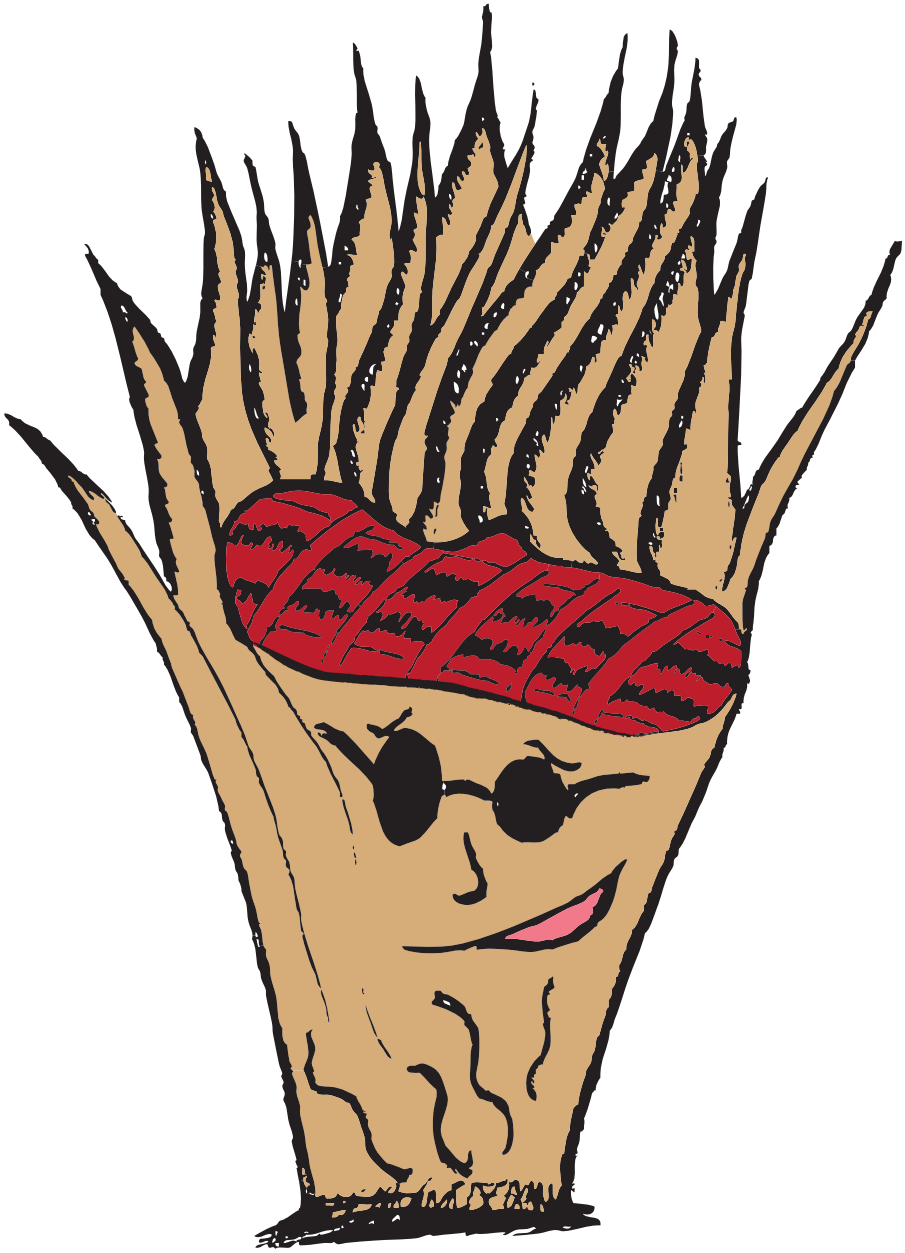
Slowly, Buford Brown Rice waddled up. "Hello, my name is Buford Brown Rice. I was born a perfectly whole brown rice. All of my family has taken the bus to the factory to be made into white rice. But me, I'm a loner. I met the Fiber Gang and now I ride the Grain Mobile. Then Oatie Oats came marching up and he showed me his arm muscles. He smiled and said "Hello gorgeous, I'm Oatie Oats. I'm the hottest grain around. Kids love me in a steaming bowl of oatmeal. I can't say I blame them!" Then, Paula Popcorn shoved her way through. "Don't mind him" she said. "He's too full of fiber for his own good! I'm Paula Popcorn. Kids love me best because when I get hot, I pop!" Swaying freely Charley Barley approached. "Now, now Fiber Friends, be cool. I'm Charley Barley and I'm all about peace, love and harmony. We Fiber Friends live in unity. The Grain Mobile is waiting on us Dude. Let's ride!

Winnie was hesitant. She didn't know where this Grain Mobile was going. Charley Barley assured her. "Come along Winnie; take a journey you'll never forget."

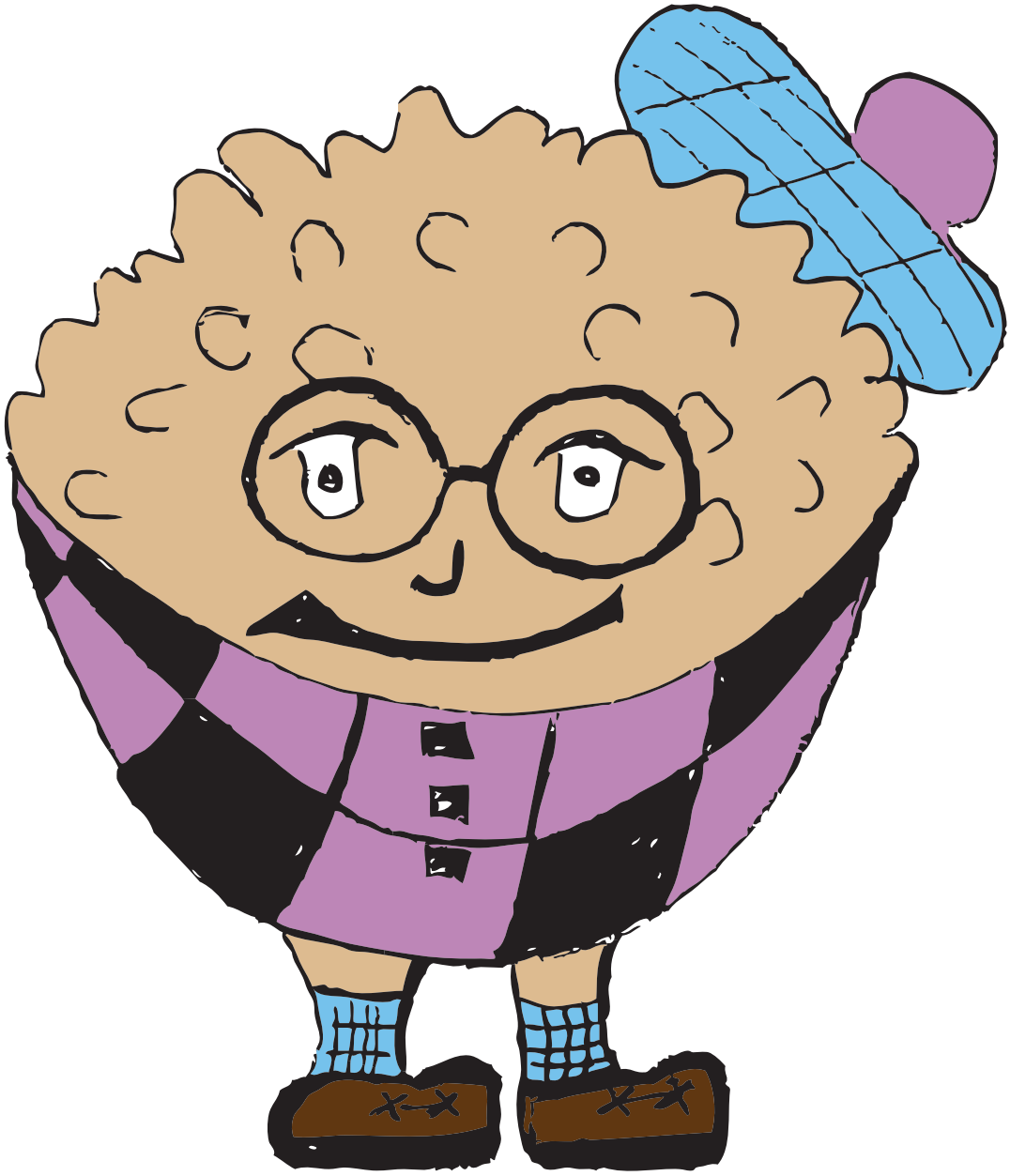
We got on the Grain Mobile, buckled our seatbelts, and whizzed away. "First stop, the great wide open." We went so fast I could barely see what was happening. Then I saw it, The Great Black Hole! It looked scary so I closed my eyes tight. We flew inside a giant mouth. We slid down the slippery slope of the esophagus. "Woo hoo", we yelled. It was actually kind of fun. Then suddenly we stopped dead still. We were right in the middle of a giant pit. It was round and squishy. Suddenly a deep grumble came out of nowhere!

"I'm Stewy the Stomach! I love my Fiber Friends because they keep me feeling full for hours. We all laughed with the jolly old tummy then he sent us on our way "To the intestines you go!" We sped away and I heard a cheery voice say "Hello, I am Izzy intestines. Buckle up for the greatest roller ride ever." I was so excited! Around and around the twisty turns we went, faster than lightening! First, we went through the small intestines, then through the large intestines, and then through a dark tunnel. Suddenly, we came into a bright light, SPLASH!

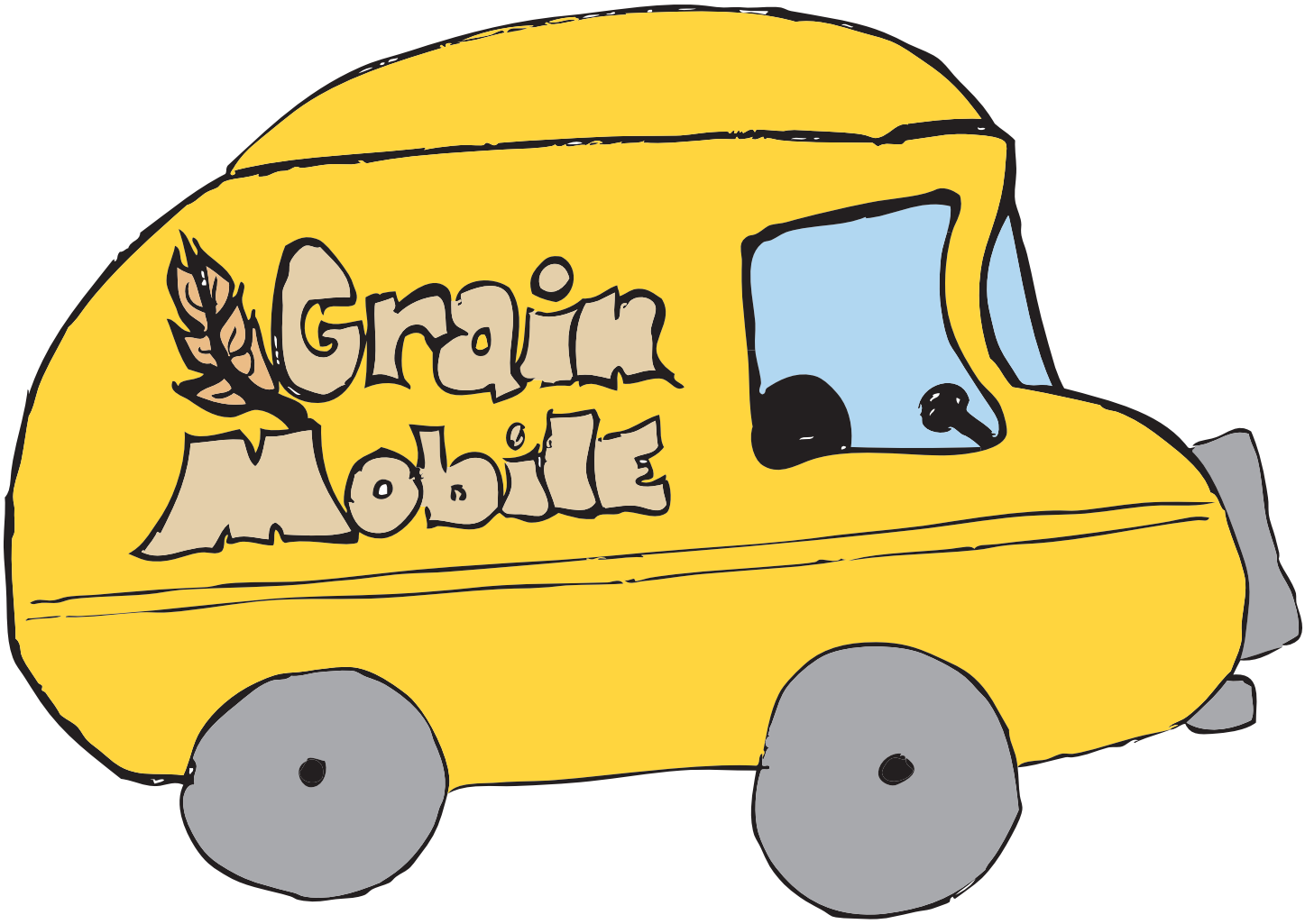
"Wake up Winnie! You'll be late for the bus." I heard my Mom say. I was awake. It had all been a dream. Sleepily I headed to the bus stop. I was sad. I missed my Fiber Friends. I wished they were real. Suddenly, I heard a van coming around the bend. The van stopped and the window rolled down. Charley Barley waved! I couldn't believe it. They were real! Oatie Oats said "Hello, you gorgeous grain. We didn't forget about you. Let's go!" So, I got on board the Grain Mobile. To this day, I remain perfectly complete, Winnie Whole Wheat.



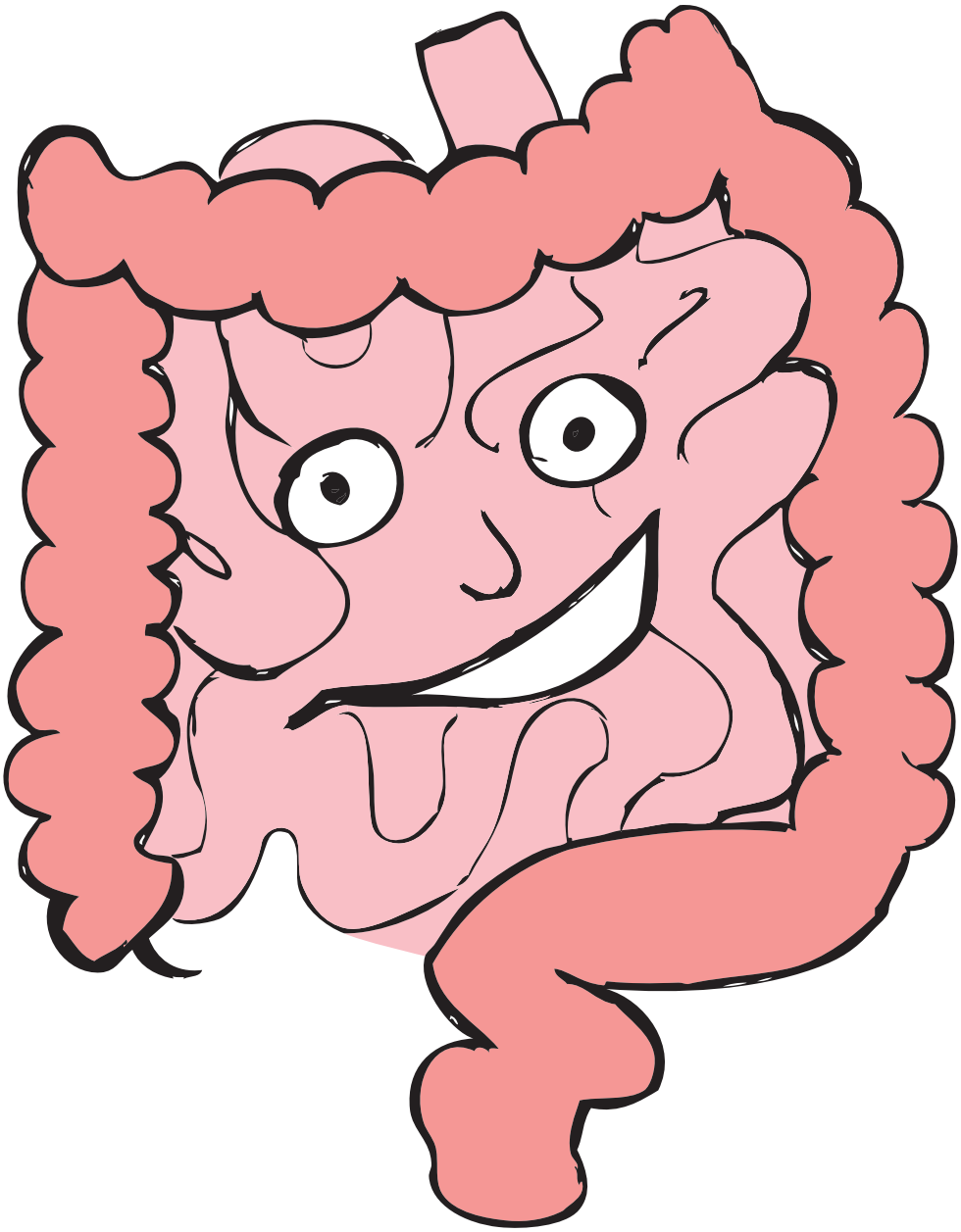
Charley Barley



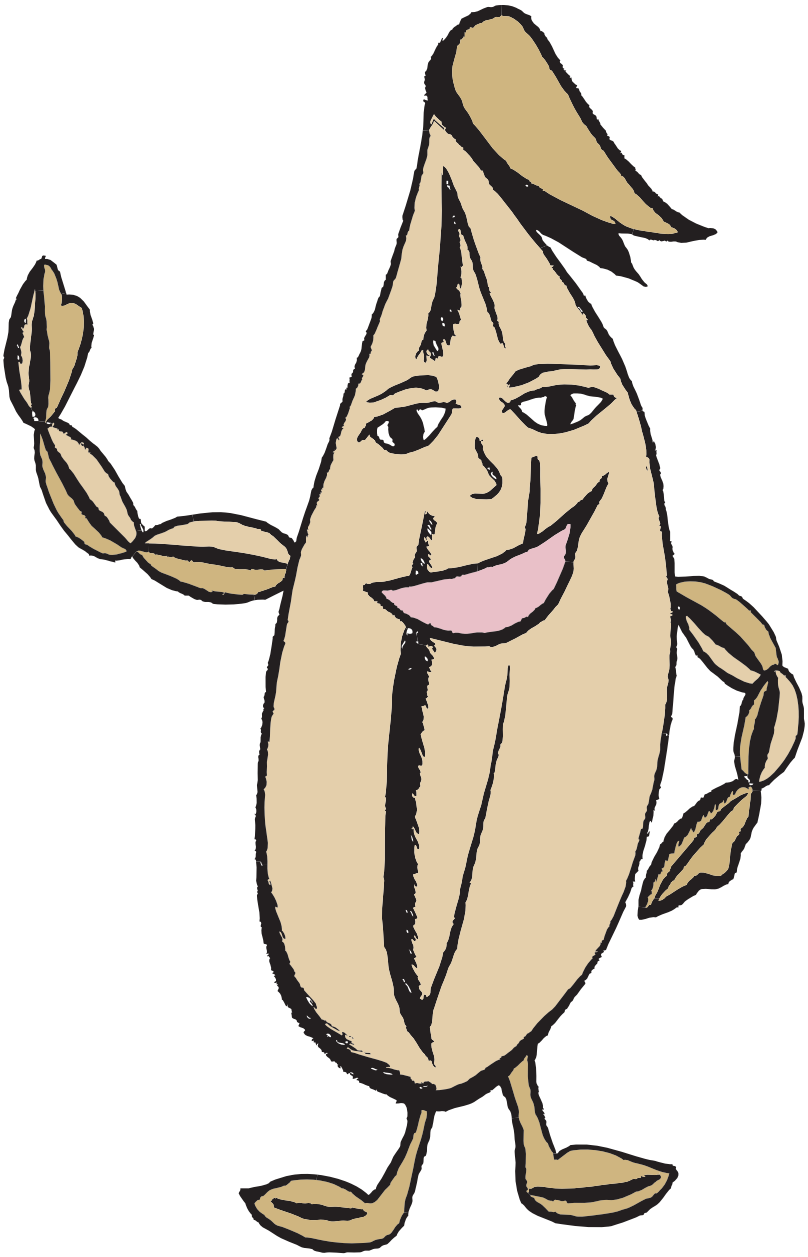
Buford Brown Rice



Grain Mobile

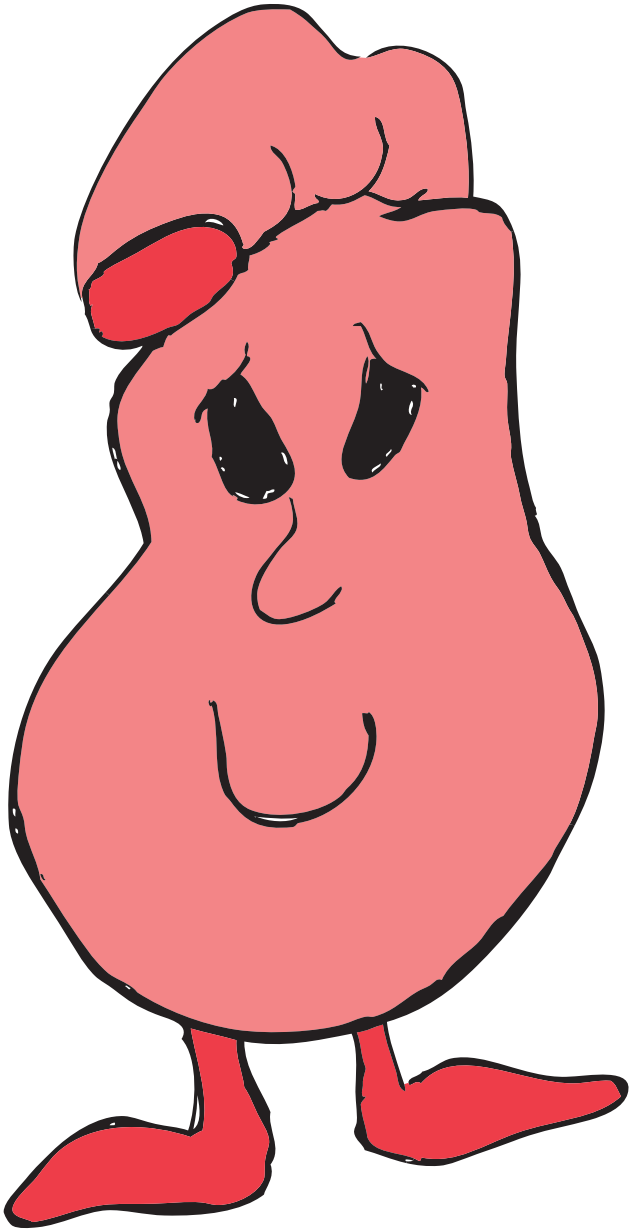


Izzy Intestine



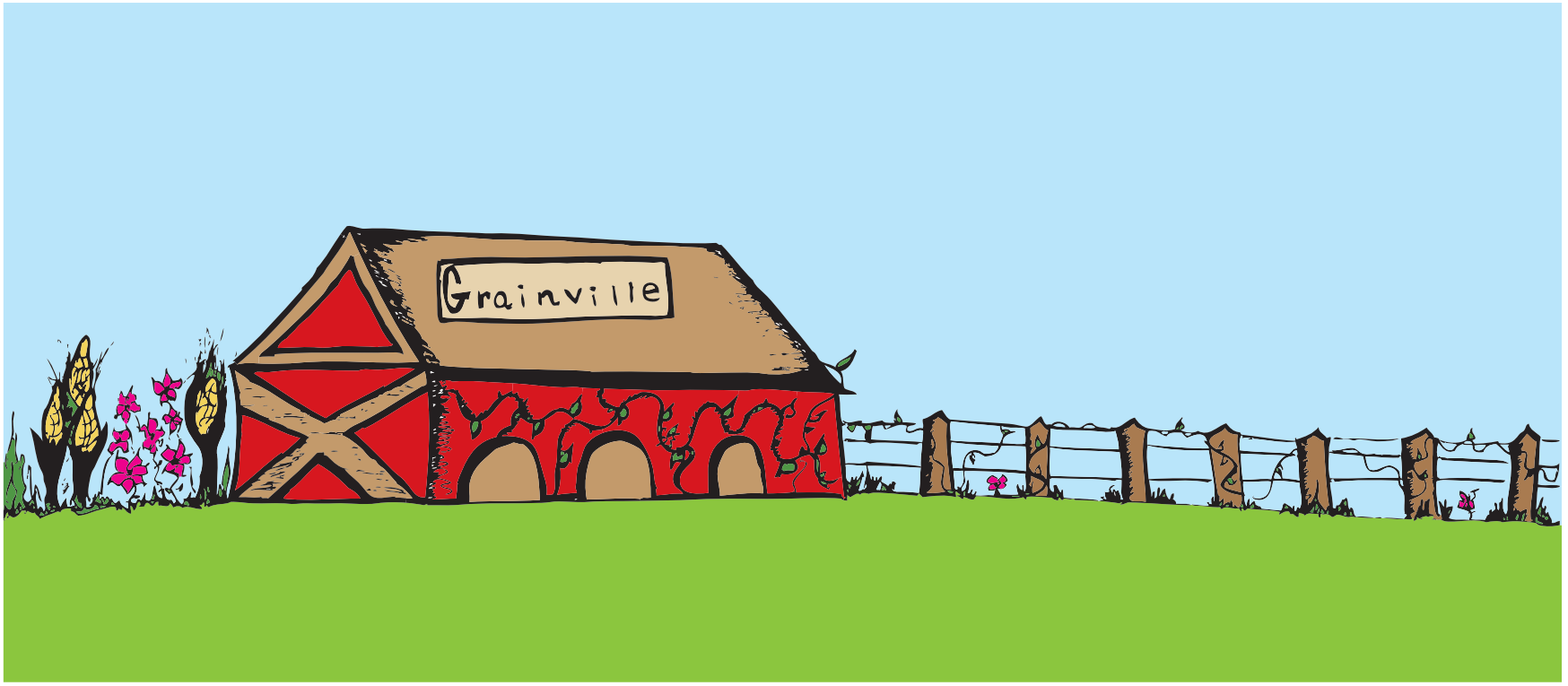
Oatie Oatmeal

Paula Popcorn

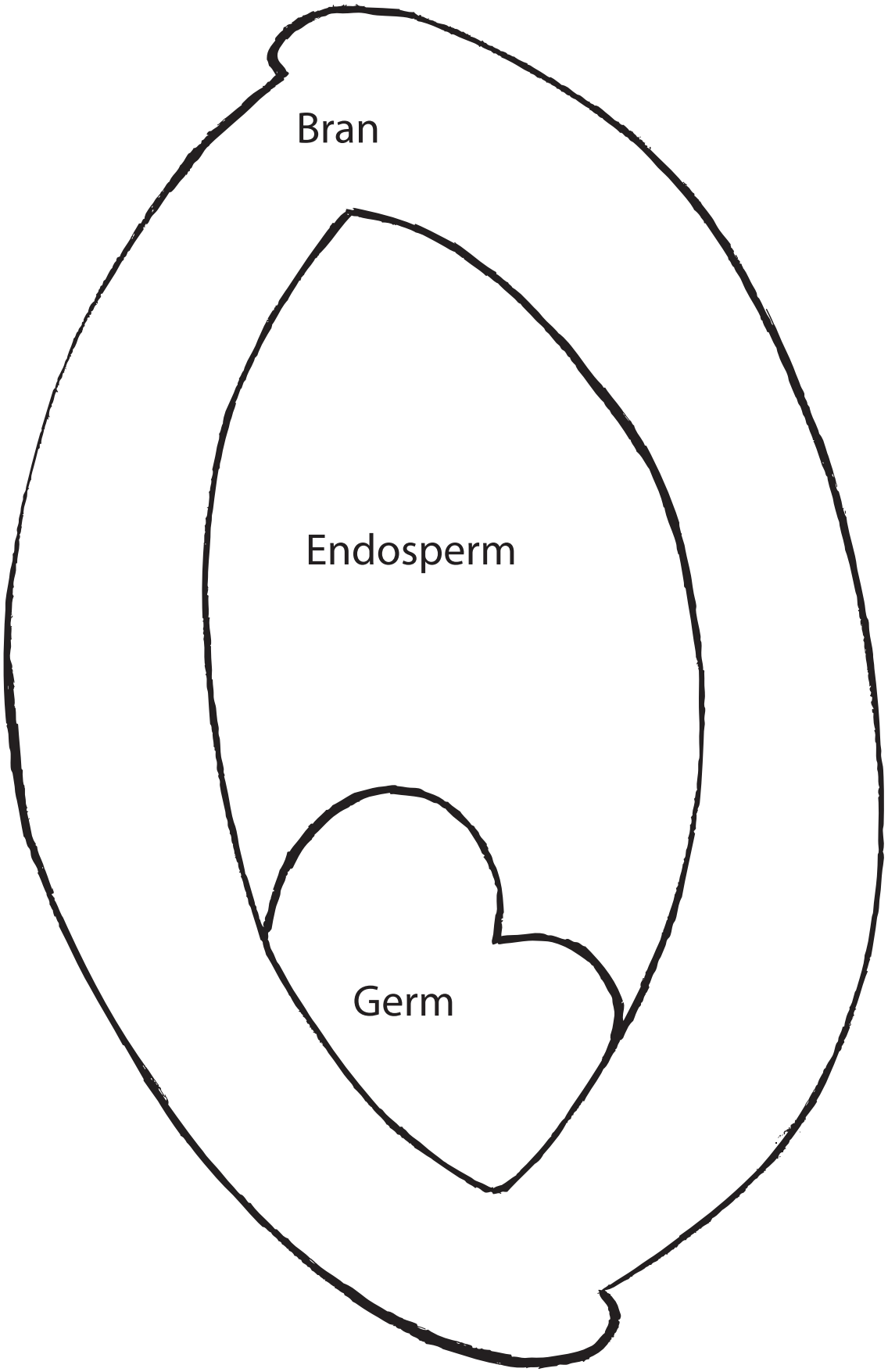


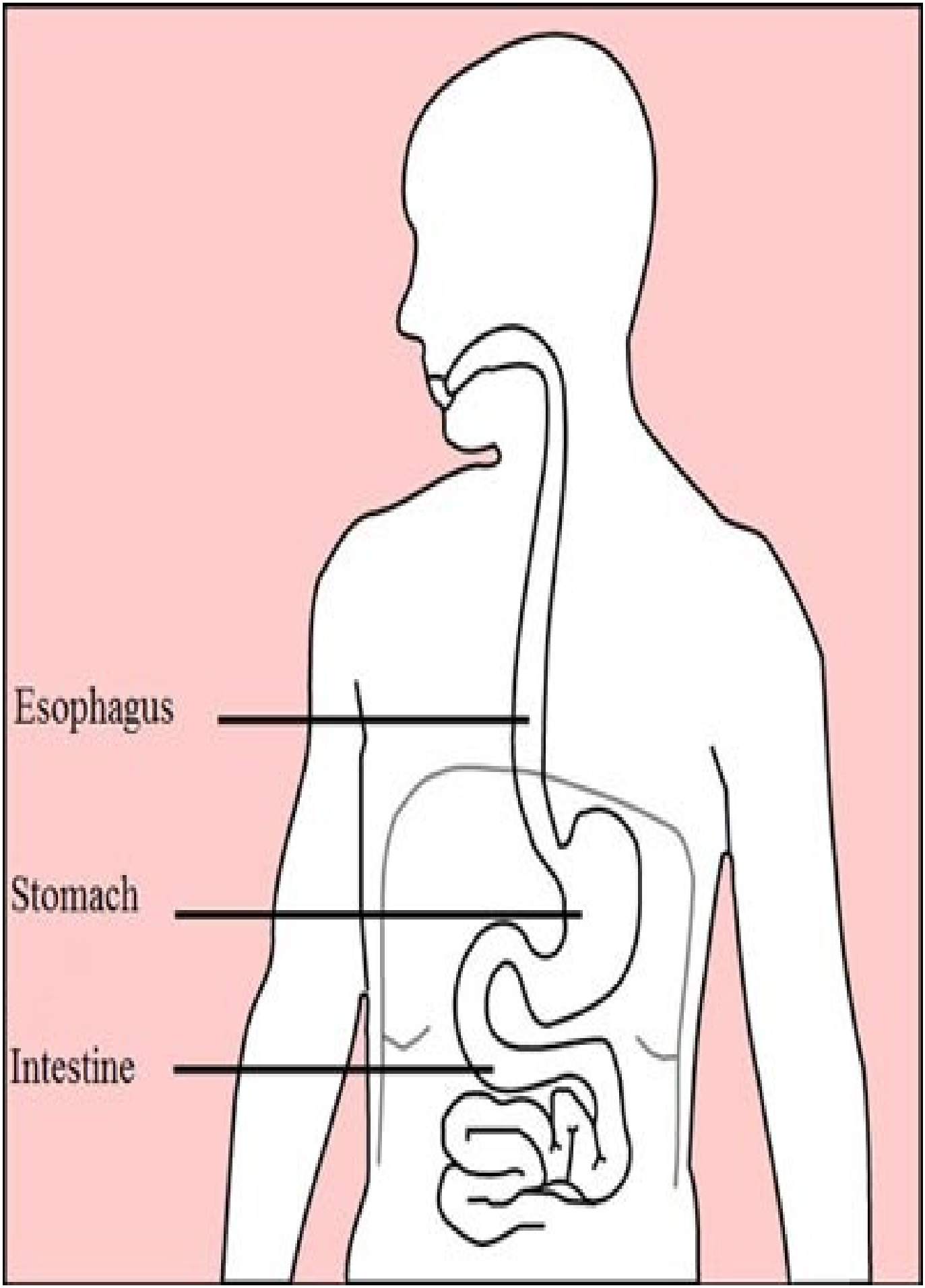
Stewy Stomach

Winnie Wheat

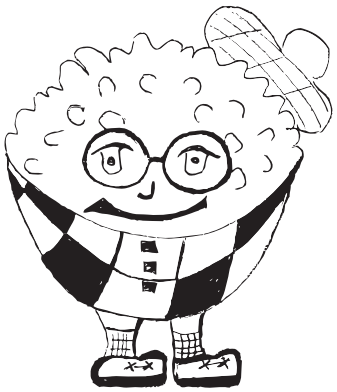


Grainville


Bran
Endosperm
Germ

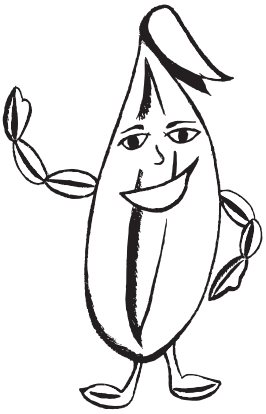

Esophagus
Stomach
Intestine

Barley



Brown Rice

Popcorn

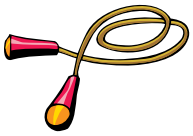


Oatmeal

Wheat

Fiber

This institution is an equal opportunity provider and employer. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-866-762-2237. This material was funded by USDA's Supplemental Nutrition Assistance Program.



Physical Activity: Fiber Friends Workout

ACTIVITY INSTRUCTIONS

Move the children to an open space and have them spread out an arm's width apart. Move desks if needed. Demonstrate the workout to the students and then do the workout with the students.

WORKOUT INSTRUCTIONS

We are going to squat down and flex our arm muscles at the same time like Oatie Oats. Begin by squatting on an invisible bench for 15 seconds. Sit as if an invisible chair was beneath you. Hold your arms to the side and flex your biceps at the same time. Keep your knees apart and hold for a count of 15. Count out loud with the kids.

Now, let's sway in the wind like Bob Barley. Reach toward the ceiling with your arms and wave them back and forth for 10 seconds as if you were barley grass blowing in the wind.

Now it's time to pop in the air like Paula Popcorn. Hold your arms straight to the sky and jump up and down 10 times.

Buford Brown Rice likes to waddle. Let's waddle like him. Waddle for 10 seconds like Buford Brown Rice. Hold your arms straight against your sides with your wrist flexed and fingers pointing outward. Place your feet outwards (at a 45 degree angle), and rock right to left going from side to side.

It's time to whirl in the wind like Winnie Whole Wheat. Place your arms straight in the air reaching toward the ceiling. Spin in a circle for 5 seconds. Then stop and stand in place.

Now, rub your tummy and repeat after me. Fiber is good for me because… it keeps my tummy full and my intestines healthy!

SUMMARY

Let's review what we talked about today. What color is the Grains group on MyPlate? Orange. ***What kinds of grains are the healthiest grains?*** Whole grains. ***What are some examples of whole grains?*** Barley, oats, popcorn, brown rice, whole wheat. ***Make sure and try to eat some of these foods every day.***

Snack: Fiber Friends Snack Mix

NUTRITION ANALYSIS PER SERVING

Nutrition Facts

Serving Size (39g)
Servings Per Container

Amount Per Serving	
Calories 160	Calories from Fat 35
	% Daily Value*
Total Fat 4g	**6%**
Saturated Fat 2g	**10%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 105mg	**4%**
Total Carbohydrate 30g	**10%**
Dietary Fiber 3g	**12%**
Sugars 16g	
Protein 2g	
Vitamin A 2% • Vitamin C 6%	
Calcium 6% • Iron 30%	

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

SERVING SIZE: 1

INGREDIENTS

- Bite size mini rice cakes – 3
- Toasted whole grain O's – ¼ cup
- Oatmeal bites – 2
- Raisins – 1 Tablespoon
- Snack-sized bags
- Paper plates

DIRECTIONS

Add each ingredient into a bag.

Close the bag and shake it up.

Enjoy!

NOTE TO EDUCATOR

When making this recipe in class, divide in half. This is the class snack size, and the recipe will now serve two students.

COMMONLY ASKED QUESTIONS

Q: What are the grain recommendations for children?

A: MyPlate recommends that children between the ages of 2 and 5 consume 3–5 ounces of grains every day, depending on age and activity level, which includes 1 ½ to 2 ½ ounces of whole grains. Children between the ages of 6 and 11 need 6 ounces of grains every day, which includes 3 ounces of whole grains every day. For a personalized recommendation, visit www.choosemyplate.gov.

Q: What are other examples of whole grains?

A: Other grains include amaranth, barley, brown rice, bulgur (cracked wheat), whole-wheat pasta or couscous, flaxseed, millet, oats, quinoa, rye, spelt, wheat berries, and wild rice

Q: What is celiac disease?

A: Celiac disease is an inherited, autoimmune disease in which the lining of the small intestine is damaged from eating gluten and other proteins found in wheat, barley, rye, and possibly oats. People with celiac disease can still eat grains, but they must be gluten free.

Q: What can children with celiac disease eat?

A: Children with celiac disease can eat the following foods:

- Ready-made breads, bagels and English muffins ONLY IF they are made with rice, potato, bean, soy, corn, sorghum, teff or other gluten-free flours and ingredients
- Frozen, gluten-free waffles
- Gluten-free pizza crust made from a mix or frozen ready-made
- Homemade breads, biscuits, pancakes, waffles, muffins or quick breads made from gluten-free flours
- Corn tortillas (check ingredients label to make sure the tortillas are not dusted with wheat flour)
- Brown rice
- Corn products (check ingredients; some corn-based products like some ready-to-eat cereals may contain gluten-containing ingredients)
- Quinoa
- Flax
- Millet

Dear Parent or Caregiver,

Today your child learned about the Grains group. We learned the difference between refined grains and whole grains and how whole grains have more fiber, which helps keep their intestines healthy. Your child was also introduced to different kinds of whole grains by hearing a story about "Winnie Whole Wheat" and her adventures in *Grainville*. Ask your child to show you the *Grainville* characters he/she colored and to demonstrate the Fiber Friends workout so you can see how much fun learning about whole grains can be.

You play a big part in helping your child develop good eating habits. Children need around 5 to 6 ounces of grains every day. An ounce of grains is equal to 1 slice of bread, 1 cup of ready-to-eat cereal or ½ cup cooked rice, cooked pasta, or cooked cereal. Half of their grains should be whole grains. You can start providing whole grains to your child with the snack recipe on the back of this letter. The following tips from www.ChooseMyPlate.gov can also help you provide your child with more whole grains at meals and snacks:

- Choose brown rice or whole wheat pasta for dinner.
- Make sandwiches using whole-grain bread.
- Provide ready-to-eat whole grain cereal such as toasted oats as a snack.
- Serve plain popcorn as a healthy snack.
- Buy foods with the following names listed as the first ingredient: brown rice, buckwheat, bulgur, millet, oatmeal, quinoa, rolled oats, whole-grain, barley, or whole wheat.
- Set a good example by eating whole grain foods with your child.

Making sure your child gets enough whole grains is a great way to keep them healthy and active. If you would like to learn more about the Grains group and whole grain foods, visit www.ChooseMyPlate.gov.

Sincerely,

Snack: Fiber Friends Snack Mix

SERVING SIZE: 1

INGREDIENTS

- Bite size mini rice cakes – 3
- Toasted whole grain O's – ¼ cup
- Oatmeal bites – 2
- Raisins – 1 Tablespoon
- Snack-sized bags
- Paper plates

DIRECTIONS

1. Add each ingredient into a bag.
2. Close the bag and shake it up.
3. Enjoy!

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Dietary Fiber 3g	**12%**
Sugars 16g	
Protein 2g	

Vitamin A 2% • Vitamin C 6%
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Calories per gram:
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The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-866-762-2237. TTY/TTD/FRS dial 711. This material was funded by USDA's Supplemental Nutrition Assistance Program – SNAP. The USDA and the University of Florida IFAS Extension are equal opportunity providers and employers.

LESSON 3

Fun with Fruits and Vegetables

Concept

Most children do not consume the recommended amounts of fruits and vegetables. To get the optimal health benefits from fruits and vegetables, it is important to consume a variety of foods from these two food groups. This lesson focuses on teaching children about the importance of eating a variety of fruits and vegetables and their health benefits in a way that is fun and engaging.

yum
Youth Understanding MyPlate

Background

The Fruits group is the red group and the Vegetables group is the green group on MyPlate. Children today are consuming too many calories and not enough of the nutrients their growing bodies need (1). Fruits and vegetables are an important part of a healthy diet because they are naturally cholesterol-free, low in fat and calories (2) and contain a variety of vitamins, minerals and fiber (3). Most children do not consume the daily recommended amount of fruits and vegetables (1). School-based nutrition education programs that focus on fruit and vegetable consumption have been well received, and children who participate in these programs have responded with a willingness to consume more fruits and vegetables (4). The focus of this lesson is to teach students about the Fruits and Vegetables groups on MyPlate as well as why these groups are essential for good health.

VITAMINS

Some of the key nutrients found in fruits and vegetables are vitamins A, E and C. Vitamin A is important for maintaining skin and eye health, and it plays a role in immunity, reproduction, bone growth and cell function (5). Vitamin E reduces cell damage, which is harmful to the body (6). Vitamin C is important for wound healing, teeth and gum health and for growth and repair of tissues (7). Vitamins A, E and C are considered antioxidants. Antioxidants protect cells from the negative effects of free radicals, which cause damage to human cells. Free radical damage can increase the risk for developing heart disease and cancer (8). A study published in the Journal of the American Dietetic Association found that increased consumption of fruits and vegetables consistently lowered the risk of certain cancers like lung, mouth, stomach and colon (9).

Folate is a B vitamin needed for making red blood cells and other types of cells. Folate is extremely important for women of childbearing age. Women, adolescents and young girls who can become pregnant need to get enough synthetic folic acid, a type of folate, before pregnancy and throughout their pregnancy to reduce the chance of having a baby with a serious type of birth defect (10). It is important for a pregnant woman to have a healthy diet, as her diet has a direct impact on the developing fetus. A child's health begins before it is even born (1).

MINERALS

Some fruits and vegetables contain important minerals such as iron, potassium and calcium (11). Like folate and other nutrients, iron is important in the development of red blood cells because it carries oxygen throughout the body (12). An iron deficiency can lead to anemia, which can decrease red blood cell concentrations and increase fatigue, headaches and chest pain. Potassium helps to maintain a healthy blood pressure. Getting enough potassium may decrease the development of kidney stones and bone loss (2). Calcium is essential for the development and maintenance of healthy bones and teeth (11).

FIBER

Consuming fiber-rich fruits and vegetables helps to reduce constipation by maintaining proper bowel function, and it promotes satiety (2). Diets rich in fiber also may reduce the risk for cardiovascular disease (2), the leading cause of death in the United States. Evidence from multiple studies suggests that dietary fiber at intakes ranging from 12 to 33 grams per day may lower blood pressure and improve serum lipid levels (13).

DIABETES

Every year more young children are showing risk factors for diabetes. This trend is reflected in the number of teens who are actually diagnosed with this disease. Studies have shown a correlation between consumption of dark green leafy vegetables and vitamin C rich fruits and vegetables and a decrease in developing type 2 diabetes (14, 15). Studies also show a correlation among fruit and vegetable consumption, weight status and diabetes. People who eat enough fruits and vegetables are more likely to have a healthy weight status, which reduces their chances for developing diabetes (16).

RECOMMENDATIONS

Eating an adequate amount of fruits and vegetables has been shown to have numerous health benefits, but how many fruits and vegetables must be consumed to be considered adequate? The MyPlate website (www.choosemyplate.gov) provides recommendations based on age, sex and activity level (17).

The general recommendation for fruit intake in children is 1 to 1½ cups per day. For vegetables, children need 1½ cups per day (17). It's important to eat a variety of fruits and vegetables to supply the body with different nutrients (3). Additional guidelines include the recommendation to consume vegetables from each of the five subgroups every week. The subgroups include dark green vegetables, red and orange vegetables, beans and peas, starchy vegetables and other vegetables that don't fall into the other four subgroups (1). The

recommendations are provided in cups. One cup of a fruit or vegetable is defined as: 1 cup raw or cooked fruits or vegetables, 1 cup fruit or vegetable juice, ½ cup dried fruit, or 2 cups raw leafy greens (17).

In summary, it is important for children to eat enough of a variety of fruits and vegetables every day for good health. Fruits and vegetables contain numerous nutrients the body needs to function normally and to protect against chronic diseases. Including enough fruits and vegetables in the diet also will help children maintain a healthy weight.

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1st Grade Lesson

LEARNING OBJECTIVES

The students will:

- identify fruits and vegetables that are good sources of vitamin A and vitamin C.
- understand that vitamin A is important for vision.
- understand that vitamin C is important for healing.

BEHAVIORAL OBJECTIVES

The students will:

- eat more fruits and vegetables.
- eat a variety of fruits and vegetables.
- eat fruits and vegetables that are good sources of vitamin A and vitamin C.

RECOMMENDED BOOK

Green Beans, Potatoes, and Even Tomatoes: What is in the Vegetables Group? by Brian P. Cleary

FLORIDA STANDARDS

HEALTH EDUCATION

HE.1.C.1.1.: The student will identify healthy behaviors.

HE.1.P.1.2.: The student will tell about behaviors that avoid or reduce health risks.

READING/LANGUAGE ARTS

LA.1.5.1.1.: The student will write numbers and uppercase and lowercase letters using left to right sequencing.

LA.1.5.1.2: The student will use appropriate spacing between letters, words, and sentences.

LA.1.5.2.1.: The student will listen attentively and understand directions for performing tasks (e.g., multi-step oral directions), solving problems, and following rules.

DANCE

DA.1.F.3.1.: The student will follow directions given by the teacher or by peers in small groups.

DA.1.C.1.2.: The student will repeat simple movements from verbal cueing.

DA.1.S.2.1.: The student will listen attentively and follow directions when learning movement skills and sequences.

MUSIC

MU.1.S.2.1: The student will sing or play songs, which may include changes in verses or repeats, from memory.

Learning Activity: Vitamin A and Vitamin C Worksheet

MATERIALS

- Vitamin A and Vitamin C Worksheet, provided
- Pencils (each student should have their own pencil at their desk)
- MyPlate Poster

PRIOR TO ACTIVITY

Make a copy of the Vitamin A and Vitamin C Worksheet for each student in the class.

ACTIVITY INTRODUCTION

Today we are going to learn about fruits and vegetables. The Fruits group is the red group (point to red group) *and the Vegetables group is the green group* (point to green group) *on MyPlate. We eat fruits and vegetables because they taste yummy and because they are good for our bodies. Eating fruits and vegetables every day keeps us healthy, but how? Has anyone ever heard the word "vitamin?"* Allow students to answer. *Many fruits and vegetables have vitamin A and vitamin C. Vitamin A and vitamin C keep our bodies healthy. Vitamin A keeps our eyes healthy. What part of the body does vitamin A help?* Eyes. *That's right. Vitamin A keeps our eyes healthy so we can see. Vitamin C is important because it helps us heal. When we fall down and get a cut or scrape, vitamin C is needed to heal them. How does vitamin C help our bodies?* It helps us heal our cuts and scrapes, or it is needed for healing. *That's right. Vitamin C helps us heal. It heals our cuts and our scrapes. Now we are going to do an activity that will help us remember how vitamin A and vitamin C help our bodies.*

ACTIVITY DIRECTIONS

1. Instruct the students to take out a pencil. Distribute a copy of the Vitamin A and Vitamin C Worksheet to each student. Use one of the worksheets to walk the students through the activity as an example.
2. *In the first box, we have vitamin A and vitamin C* (point to the characters). *Trace the letters to spell the words 'vitamin A and vitamin C'.* Allow time for students to complete the first box.
3. *The second box has pictures of fruits and vegetables* (point to the second box). *These fruits and vegetables have lots of vitamin A in them. Who can tell me the name of the first fruit in the box? That's right. It's a cantaloupe. Who can tell me the first letter in the word cantaloupe? That's right, cantaloupe begins with the letter 'C.' Write the letter 'C' under the picture of the cantaloupe.* Repeat this for the carrot and sweet potato.
4. *The third box has pictures of fruits and vegetables.* Point to the third box. *These fruits and vegetables have lots of vitamin C. Raise your hand if you can name one of these fruits or vegetables?* Allow students to answer. *Is it a fruit or a vegetable?* Do this until all fruits and vegetables have been stated. If the students answer incorrectly make sure to correct them. *Now I want everyone to count the number of different kinds of fruits and vegetables there are in this picture and to write the number in the box.* Point to the blank box.

1. ***The last box, box 4, shows our friends vitamin A and vitamin C.*** Point to the 4th box. ***Can anyone tell me what part of the body vitamin A helps?*** Eyes. ***That's right. Vitamin A helps our eyes. Can anyone tell me how vitamin C helps our bodies?*** It helps us heal our cuts and scrapes, or it is needed for healing. ***That's right. Vitamin C helps heal our cuts and our scrapes. Draw a line from the vitamin to the picture of how it helps our body.*** Allow enough time for the students to draw their lines. ***One line should be drawn from vitamin A to the picture of the eye, and another from vitamin C to the picture of the band-aide.***
2. ***Great job! Now I am going to teach you a song to help you remember how vitamin A and vitamin C help our bodies.***

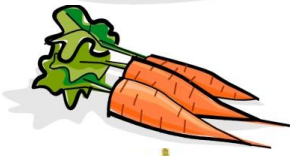
1. You have learned about two nutrients found in fruits and vegetables that help keep your body healthy. Write the names of these two nutrients on the lines below.

_____

_____

2. These vegetables have vitamin A. Fill in the blanks to spell the name of each food below.

__u__pki__



__ar__ots

C__n__alou__e

3. These fruits and vegetables have vitamin C. Is there an odd or even number of each food? Circle ODD or EVEN for each group of foods below.

Oranges

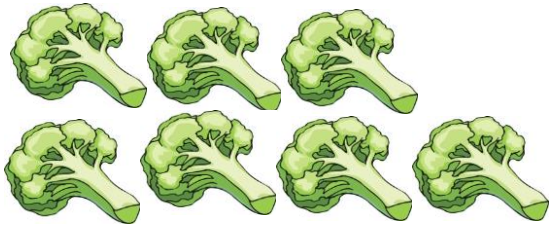
ODD **EVEN**

Strawberries

ODD **EVEN**

Broccoli

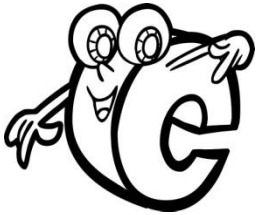
ODD **EVEN**

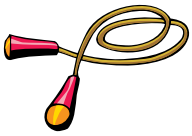


Green Bell Peppers

ODD **EVEN**

4. Draw a line from the vitamin to the picture of how it helps our body.





Physical Activity: Fruit and Veggie March

(to the tune of "When Johnny Comes Marching Home" or "The Ants Go Marching One by One")

MATERIALS

- Smart Fruit and Veggie Songs CD, track 20. Available in Produce for Better Health catalog: http:\\www.pbhcatalog.com/acatalog/Smart_Fruits_&_Veggie_Songs_Music_CD.html
- Poster board
- Marker

PRIOR TO ACTIVITY

Write the song lyrics on the poster board to place at the front of the room so the students can use it as a guide.

ACTIVITY INTRODUCTION

Today we are going to learn a song about fruits and vegetables. This song talks about how important it is to eat fruits and vegetables because fruits and vegetables make us healthy. They also help our eyes so we can see, and when we fall down and get cuts or scrapes, they help us heal. I want everyone to pay attention while I sing the song and do the movements so that you can do it on your own.

ACTIVITY DIRECTIONS

1. Perform the song and movements for the students.
2. Once you have completed the entire song, teach the students the lyrics verse by verse. Use the poster board to help the students learn the lyrics.
3. Once the students know the lyrics, teach them the movements. The movements are simple and can be taught while slowly singing the song. Have the students do the movements with you. If there is not enough time, verse 4 lyrics and movements may be removed; however, the instrumental on the CD plays 4 verses.
4. Once the students have learned the lyrics and movements, sing the song and do the movements together.

SONG LYRICS

VERSE 1

Fruits and veggies are good for me Hurrah, Hurrah
Fruits and veggies are good for me Hurrah, Hurrah
Fruits and veggies are good for me, they help me heal and they help me see
And I eat them every day
They taste great, when they're cooked, or raw
Crunch, munch, munch, munch
Crunch, munch, munch, munch

VERSE 2

Fruits and veggies help me heal Hurrah, Hurrah
Fruits and veggies help me heal Hurrah, Hurrah
When I fall and scrape my knee, fruits and veggies help heal me
And I eat them every day
They taste great, when they're cooked, or raw
Crunch, munch, munch, munch
Crunch, munch, munch, munch

VERSE 3

Fruits and veggies help me see Hurrah, Hurrah
Fruits and veggies help me see Hurrah, Hurrah
Fruits and veggies help me see so I can see you and you can see me
And I eat them every day
They taste great, when they're cooked, or raw
Crunch, munch, munch, munch
Crunch, munch, munch, munch

VERSE 4

Fruits and veggies are good for me Hurrah, Hurrah
Fruits and veggies are good for me Hurrah, Hurrah
Fruits and veggies are good for me, they help me heal and they help me see
And I eat them every day
They taste great, when they're cooked, or raw.
Crunch, munch, munch, munch
Crunch, munch, munch, munch

MOVEMENTS

VERSE 1

Fruits and veggies are good for me Hurrah, Hurrah
(--------March in place-------) *(Jump),* *(Jump)*

Fruits and veggies are good for me Hurrah, Hurrah
(--------March in place-------) *(Jump),* *(Jump)*

Fruits and veggies are good for me, they help me heal and they help me see
(-------------------------March in place----------------------------)

And I eat them every day.
(----March in place---)

They taste great,
(March in place)

When they're cooked,
(March in place)

Or raw.
(March in place)

Crunch, munch, munch, munch
(Squat) (----Stand back up----)

Crunch, munch, munch, munch
(Squat) (----Stand back up----)

VERSE 2

Fruits and veggies help me heal Hurrah, Hurrah
(-------March in place--------) *(Jumping), Jack* *(Jumping) Jack*

Fruits and veggies help me heal Hurrah, Hurrah
(-------March in place--------) *(Jumping), Jack* *(Jumping) Jack*

When I fall and scrape my knee, fruits and veggies help heal me
(----------Standing----------) (------Hands on knees------)

And I eat them every day.
(---March in place---)

They taste great,
(March in place)

When they're cooked,
(--March in place--)

Or raw.
(March in place)

Crunch, munch, munch, munch
(Squat) (----Stand back up----)

Crunch, munch, munch, munch
(Squat) (----Stand back up----)

VERSE 3

Fruits and veggies help me see Hurrah, Hurrah
(---------March in place---------) *(Kick one leg)* *(Kick other leg)*

Fruits and veggies help me see Hurrah, Hurrah
(---------March in place---------) *(Kick one leg)* *(Kick other leg)*

Fruits and veggies help me see so I can see you and you can see me
(----------March in place----------) *(Point away from you)* *(Point at you)*

And I eat them every day.
(-----March in place----)

They taste great,
(March in place)

When they're cooked,
(---March in place---)

Or raw.
(March in place)

Crunch, munch, munch, munch
(Squat) (----Stand back up----)

Crunch, munch, munch, munch
(Squat) (----Stand back up----)

VERSE 4

Fruits and veggies are good for me Hurrah, Hurrah
(----------March in place--------) (Jump), (Jump)

Fruits and veggies are good for me Hurrah, Hurrah
(----------March in place--------) (Jump), (Jump)

Fruits and veggies are good for me, they help me heal and they help me see
(----------March in place----------)

And I eat them every day.
(-----March in place-----)

They taste great,
(March in place)

When they're cooked,
(March in place)

Or raw.
(March in place)

Crunch, munch, munch, munch
(Squat) (----Stand back up----)

Crunch, munch, munch, munch
(Squat) (----Stand back up----)

SUMMARY

Fruits and vegetables have vitamin A, which keeps our eyes healthy. Can anyone name one of the vegetables we talked about today that has lots of vitamin A? Name of fruits and vegetables in box 2. *Fruits and vegetables also have vitamin C, which helps us heal our cuts and scrapes. Can anyone name one of the fruits or vegetables we talked about today that has vitamin C?* Name of fruits and vegetables in box 3. *We need to eat fruits and vegetables every day, but we also need to eat different fruits and vegetables every day. Eating different fruits and vegetables every day helps us get a variety of other important vitamins and minerals that our bodies need.*

Snack: *Creamy Dreamy Fruit Pizza*

SERVINGS: 2

INGREDIENTS

- 1 whole grain English muffin
- 2 tablespoons reduced fat strawberry cream cheese
- ¼ of one small banana, sliced (about 7 to 8 slices)
- ¼ cup mandarin orange sections, canned in light syrup or water and drained
- ¼ cup fresh strawberries, sliced
- 2 tablespoons blueberries

UTENSILS AND SUPPLIES

- Knife
- Cutting board
- Toaster or toaster oven
- ¼ cup dry measuring cup
- 1 Tablespoon measuring spoon
- Plate

DIRECTIONS

1. Slice English muffin in half and toast until golden brown.
2. Spread 2 tablespoons of strawberry cream cheese evenly on both halves of the toasted English muffin.
3. Top English muffin halves with banana slices, mandarin orange sections, blueberries and strawberry slices.

NOTE TO EDUCATOR

When making this recipe in class, slice each English muffin half in quarters. This is the class snack size, which will serve eight students.

NUTRITION ANALYSIS PER SERVING

Nutrition Facts

Serving Size (111g)
Servings Per Container

Amount Per Serving	
Calories 120	Calories from Fat 25
	% Daily Value*
Total Fat 2.5g	**4%**
Saturated Fat 1.5g	**8%**
Trans Fat 0g	
Cholesterol 10mg	**3%**
Sodium 140mg	**6%**
Total Carbohydrate 24g	**8%**
Dietary Fiber 6g	**24%**
Sugars 9g	
Protein 4g	
Vitamin A 10% •	Vitamin C 35%
Calcium 8% •	Iron 4%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

ALTERNATIVE FRUIT COMBINATIONS

Each alternative recipe still contains 1 whole grain English muffin and 2 tablespoons of reduced fat strawberry cream cheese, but the fruits can be changed. Try these different fruit combinations.

Combination 1:

¼ cup pineapple chunks, canned in light syrup and drained
¼ cup mandarin orange sections, canned in light syrup or water and drained
½ of one small banana, sliced
1 tablespoon dried, shredded coconut

Combination 2:

½ of one small banana, sliced

¼ cup mandarin orange sections, canned in light syrup or water and drained

2 tablespoons blueberries

Combination 3:

¼ cup strawberries, sliced
½ of one small banana, sliced
¼ cup green, seedless grapes, sliced
2 tablespoons granola

COMMONLY ASKED QUESTIONS

Q: What is the difference between fruits and vegetables?

A: A fruit is the part of a flowering plant that contains the seeds and a vegetable is the other part of the plant (root, leaf and stem) not including the fruit. This definition classifies squash, pumpkins, cucumbers, tomatoes, peas, beans, corn, eggplants, sweet peppers and avocados as fruits. However, the culinary world defines fruits and vegetables a little differently. They classify a fruit as any part of the plant with a sweet flavor and a vegetable as any part of the plant with a savory flavor. In this lesson, we will be using the culinary definition to classify fruits and vegetables. However, do not explain to the students that fruits are sweet and vegetables are savory. This may cause the students to only eat fruits and to avoid vegetables even though vegetables can be sweet like sweet peppers.

Q: Is corn a vegetable or a grain?

A: Corn can be classified as a vegetable or a grain. The Whole Grains Council explains that fresh corn is usually considered a vegetable and dried corn, including popcorn, is considered a grain.

Q: Are dried beans and peas vegetables or protein foods?

A: Dried beans and peas can be classified as vegetables or protein foods. Typically, individuals who eat meat count dried beans and peas as vegetables. Individuals who don't eat meat (vegetarians) count dried beans and peas as protein foods because they are an excellent source of protein.

Q: Why is there only one blue fruit?

A: In this lesson, we classified fruits and vegetables using the color pattern of the rainbow. Usually blue and purple fruits and vegetables are classified together. When the two colors were split there became fewer blue fruits and vegetables.

Q: What about the white and brown fruits and vegetables?

A: In this lesson, we classified fruits and vegetables using the color pattern of the rainbow. However, this color pattern excluded white and brown fruits and vegetables including potatoes, cauliflower, mushrooms and onions. Also, we categorized a banana as a yellow fruit, but it's really a white fruit. Usually, fruits and vegetables are categorized by these colors: red, yellow/orange, white or tan/brown, green, and blue/purple.

Q: What other major nutrients do fruits and vegetables contain?

A: This lesson only focuses on vitamin A and vitamin C, but fruits and vegetables also may contain vitamin E, calcium, fiber, folate, potassium, magnesium and/or iron.

Q: How else does vitamin A help the body?

A: This lesson explains that vitamin A helps our eyes so we can see. However, vitamin A is needed for skin health, immunity, bone growth, reproduction and proper cell function.

Q: How else does vitamin C help the body?

A: This lesson explains that vitamin C aids in healing our cuts and scrapes. However, vitamin C is also important for teeth and gum health, growth and repair of tissues and iron absorption.

Dear Parent or Caregiver,

Today your child learned about the Fruits and Vegetables groups. We learned that fruits and vegetables have vitamin A and vitamin C. Vitamin A helps our eyes so we can see. Fruits and vegetables that are good sources of vitamin A include cantaloupe, carrots, and sweet potato. Vitamin C helps heal our cuts and scrapes. Fruits and vegetables that are good sources of vitamin C include oranges, broccoli, and green peppers. Fruits and vegetables also contain many other nutrients. These nutrients are just as important as vitamin A and vitamin C. In order to be healthy, it's important to eat a variety of fruits and vegetables everyday. Eating a variety of fruits and vegetables will allow your body to get a lot of the nutrients it needs to stay healthy.

As parents or caregivers, you play a big part in helping your child develop good eating habits. Children between the ages of 4 to 8 should eat 1½ cups of vegetables and 1 to 1½ cups of fruits every day. The snack recipe on the back of this letter can help you get started. Doing the following activities with your child is another way that you can help your child learn about fruits and vegetables, improve your child's eating habits, and help them remember what they learned about vitamin A and vitamin C:

- During this lesson, your child learned a song about vitamin A and vitamin C. Ask your child to teach you the lyrics and the motions to the song. Once you know the lyrics, sing the song and do the motions together.
- Let your child help with the grocery shopping. He or she can pick out fruits and vegetables for the family to eat. When children help pick fruits and vegetables they are more likely to eat them.
- Ask your child to name and count all the fruits and vegetables they ate during the week that are good sources of vitamin A and vitamin C.

With the lesson your child learned today and these at home activities, we hope that your child will eat a variety of fruits and vegetables that are good sources of vitamin A and vitamin C. To learn more about vitamin A and vitamin C visit the USDA MyPlate website: www.ChooseMyPlate.gov. With the lesson your child learned today and these at home activities, we hope that your child will eat a variety of fruits and vegetables that are good sources of vitamin A and vitamin C.

Sincerely,

This material was funded by USDA's Supplemental Nutrition Assistance Program – SNAP.

LESSON 4

Delicious Dairy

Concept

Foods from the Dairy group provide children with important nutrients such as calcium, which is needed for strong bones and teeth. This lesson introduces children to the foods in the Dairy group and teaches them how much they need and why dairy foods are important for their bodies.

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yum
Youth Understanding MyPlate

Background

The Dairy group is the blue group on the MyPlate symbol. It is important for children to consume the recommended amount of Dairy group foods every day for a healthy body. This group includes milk, yogurt, cheese, pudding and ice cream (1). Dairy group foods provide nutrients such as calcium, vitamin D, potassium and magnesium. These nutrients are important for developing and maintaining strong bones and teeth in young children (2–5). Low-fat and fat-free Dairy group foods provide the health benefits without adding extra fat and calories in the diet. It is important to teach children how much they need and to choose lower fat varieties of Dairy group foods so they can stay within their calorie needs and maintain a healthy body weight.

The recommended amount of Dairy group foods varies depending on a child's age. Children between the ages of 4 and 8 need two and one-half cups per day (6). These intake recommendations can be achieved by consuming fluid milk or by consuming varying amounts of other Dairy group foods. Even though flavored milk, such as chocolate or strawberry milk has added sugar, it is one way to provide calcium to children who do not like white milk. While one cup of milk is easy to measure, knowing how much other Dairy group foods count as 1 cup of milk is more difficult. Each of the following foods counts as 1 cup of Dairy group foods (1):

yogurt	8 ounce container
shredded cheese	⅓ cup
non-processed cheese slices	2
low-fat ice cream or frozen yogurt	½ cup

It is important to note that some foods that have milk in their name are not Dairy group foods. For example, soy milk and almond milk are not Dairy group foods unless they are fortified with calcium and vitamins A and D. Some foods made from milk do not have enough calcium to be included in the Dairy group. These include butter, sour cream, and cream cheese (1).

The main reason for including the Dairy group on the MyPlate symbol is because milk is a great source of calcium, vitamin D, potassium and magnesium. Calcium is needed to make and maintain strong bones and teeth in children. This nutrient is especially important for children because they are growing rapidly at this age. Eating enough calcium early in life has been shown to decrease the risk for osteoporosis (os-tee-oh-puh-ROH-sis) later in life. Osteoporosis is a disease in which the bones become brittle. This makes bones more susceptible to breakage (2). Vitamin D promotes calcium absorption and maintains the right amount of calcium in the blood (3). Potassium and magnesium are minerals. Potassium is important for reducing and controlling blood pressure (5), and magnesium is needed for strong bones and blood pressure control (4). While Dairy group foods provide other nutrients, these four are the most noteworthy.

When encouraging children to consume Dairy group foods, the focus should be on low-fat and fat-free milk sources. Saturated fat is naturally found in Dairy group foods like whole milk and foods made with whole milk. Saturated fat is a type of fat that should be limited. Choosing low-fat and fat-free Dairy group foods is a good way to reduce calorie and fat intake. As the incidence of childhood obesity continues to rise, finding ways to cut excess fat and calories from the diet is increasingly important.

Although a large portion of the population can eat and drink Dairy group foods without any problems, some people must limit or avoid their intake of Dariy group foods because of milk allergies and/or lactose intolerance. Understanding the differences between these conditions and what can be done to ensure a proper intake of calcium in those who have either or both of these problems is essential. A milk allergy is caused when the body has a negative reaction to the protein found in Dairy group foods. The allergic response can range from minor symptoms, such as a rash, to more deadly symptoms, such as shock or a blockage of the airway. Before encouraging children to try Dairy group foods, it is important to ensure that no students have a milk allergy. If a child has a milk allergy, urge them to consume other foods rich in calcium, such as fortified juices (100% fruit juice) and certain vegetables like spinach, in place of Dairy group foods. Lactose intolerance, on the other hand, is not as harmful as a milk allergy. Individuals with lactose intolerance cannot digest lactose, a sugar found in milk, which leads to cramping, bloating, and gas (7). Unlike children with a milk allergy, children who are lactose intolerant are able to eat milk products low in lactose or free of lactose such as yogurt, cheese and lactose-free milk (8).

In summary, the amount of Dairy group foods needed every day to help ensure an adequate intake of nutrients such as calcium, vitamin D, potassium and magnesium varies based on age. Children between the ages of 4 and 8 need two and one-half cups per day (6). Choosing low-fat and fat-free Dairy group foods is a great way to get the nutritional benefits associated with these products without the extra fat and calories. Dairy group foods may not be an option for those who have a milk allergy or are lactose intolerant. It is

important to promote other foods rich in calcium if a child has a milk allergy. Children who are lactose intolerant can choose foods low in lactose or drink lactose-free milk.

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1st Grade Lesson

LEARNING OBJECTIVES

The students will state that:

- foods from the Dairy group contain calcium.
- calcium is important for healthy bones and teeth.

BEHAVIORAL OBJECTIVE

The students will:

- consume two and one-half cups a day of Dairy group foods.

RECOMMENDED BOOK

Yogurt and Cheeses and Ice Cream That Pleases: What Is in the Milk Group? by Brian P. Cleary

FLORIDA STANDARDS

READING/LANGUAGE ARTS

LA.1.1.6.1.: The student will use new vocabulary that is introduced and taught directly.

LA.1.1.6.10.: The student will determine meanings of unfamiliar words by using a beginning dictionary, illustrations, and digital tools.

PHYSICAL EDUCATION

PE.1.M.1.1.: The student will travel using various locomotor skills while changing directions, pathways, and speeds.

DANCE

DA.1.S.3.3.: Practice moving body parts in and through space to develop coordination.

SECOND GRADE

READING/LANGUAGE ARTS

LA.2.1.6.1.: The student will use new vocabulary that is introduced and taught directly.

HEALTH EDUCATION

HE.2.B.2.2.: The student will apply listening skills that enhance health.

HE.2.B.4.1.: The student will establish a short-term personal health goal as a class and take action toward achieving the goal.

DANCE

DA.2.S.1.3.: The student will follow body-part initiation through space to increase kinesthetic awareness.

DA.2.S.3.3.: The student will repeat given movements to show coordination between body parts.

Learning Activity: Dairy Group Bingo

MATERIALS

- Dairy Group Review Poster
- Blue poster board
- Black construction paper
- Black marker
- DAIRY Group Graphics, provided
- DAIRY Group BINGO game cards, provided
- DAIRY Food call-out cards, provided
- 1½" x 1½" Blue BINGO chips cut from blue construction paper

NOTE TO EDUCATOR

This activity is designed to teach students which foods belong to the Dairy group, the number of cups of these foods they need every day, and most importantly, that Dairy group foods contain calcium. It's important that students understand that the calcium found in Dairy group foods is important for building and maintaining strong bones and teeth. DAIRY Group BINGO is a variation of regular BINGO, using concepts and foods specific to the Dairy group. (D = cups per day, A = sources, I = sources, R = health benefits, Y = MyPlate food group color).

PRIOR TO ACTIVITY

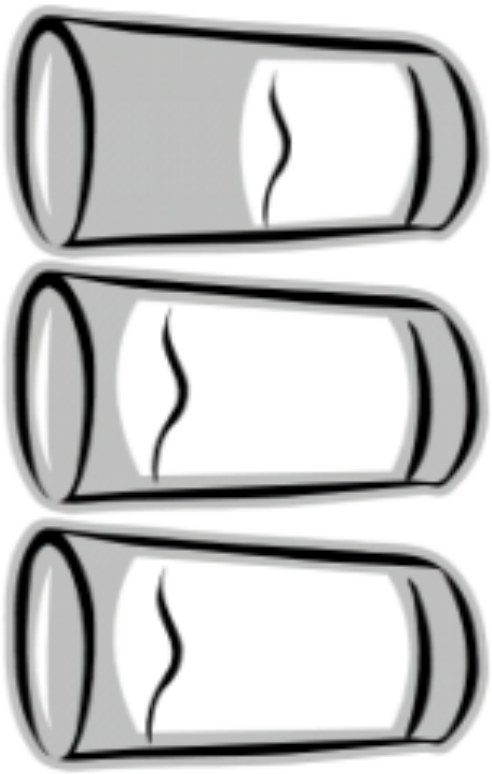
Create the Dairy Group Review Poster using the graphic as an example of what it should look like. All graphics are provided in the lesson.

ACTIVITY INTRODUCTION:

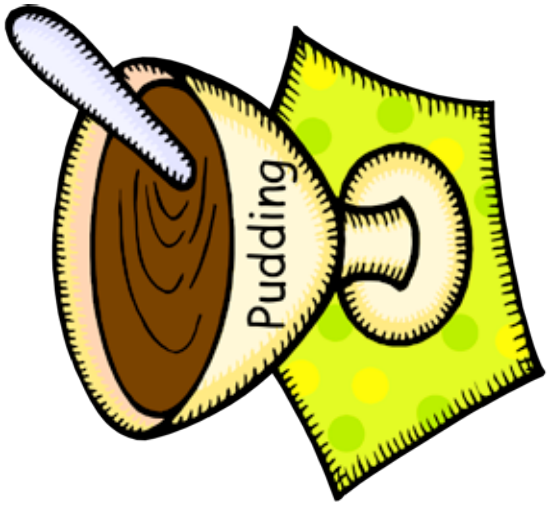
Today we are going to talk about the Dairy group. Can anyone tell me what color the Dairy group is on the MyPlate symbol? Allow students to answer: the blue group. Show students the review poster. *Let's begin by talking about some things you should have seen or learned before. Who can tell me how many cups of dairy foods you need every day?* Allow students to answer: 2 and one-half cups; point to the two and one-half cups on the review poster. *What are some foods in the Dairy group?* Allow students to answer: milk, cheese, ice cream, and yogurt. *Who can tell me the parts of our bodies that need milk and other dairy foods to keep them strong and healthy? Hint, it's on this poster.* Allow students to answer: bones and teeth. *Other dairy foods make your bones strong because they have calcium in them too. Have any of you heard of calcium before?* Allow students to tell you where they've heard the word calcium. *This is how you spell calcium.* (Point to the word, calcium, on the poster.) *Who spell the word "calcium" to the class?* Allow a student to spell the word calcium from the poster. *Remember, other dairy foods have CALCIUM in them. Calcium is what makes your bones and teeth nice and strong! You should drink and eat at least 2 and one-half cups of these foods every day in order to develop healthy bones and teeth!* Point to each section of the poster as you review it again. Now we're *going to play Dairy Group BINGO.*

ACTIVITY DIRECTIONS

1. Distribute the BINGO cards and BINGO chips. *Who has played BINGO before? Instead of B-I-N-G-O at the top, you should see D-A-I-R-Y, for the Dairy group. I will call the letters D, A, I, R, or Y. You need to look in the column under the letter that I call out. For example, if I say D-2 ½, you will want to look under D and look for the number 2½. If your card has that number under the column marked with a "D," put a chip on that spot. When you have chips that fill all of the spaces in a row (across) or a column (down), Call out the word "Dairy!" You can get Dairy BINGO in a row across (5) or up and down (4). The first person to call out "Dairy" and whose chips are in the correct spots, wins!* Use the call out card D-2½ and a bingo sheet as an example. Show them how to find D-2½, what to do if they have it, and what 4 in a column or 5 in a row looks like. Students cannot win diagonally in Dairy group BINGO. *If you are unsure of what I am calling out, raise your hand and I will help you. Are there any questions before we start?* Allow the students to ask questions.
2. Begin Dairy group BINGO.
3. Continue the game until you have a winner. If there is time, play the game again.




milk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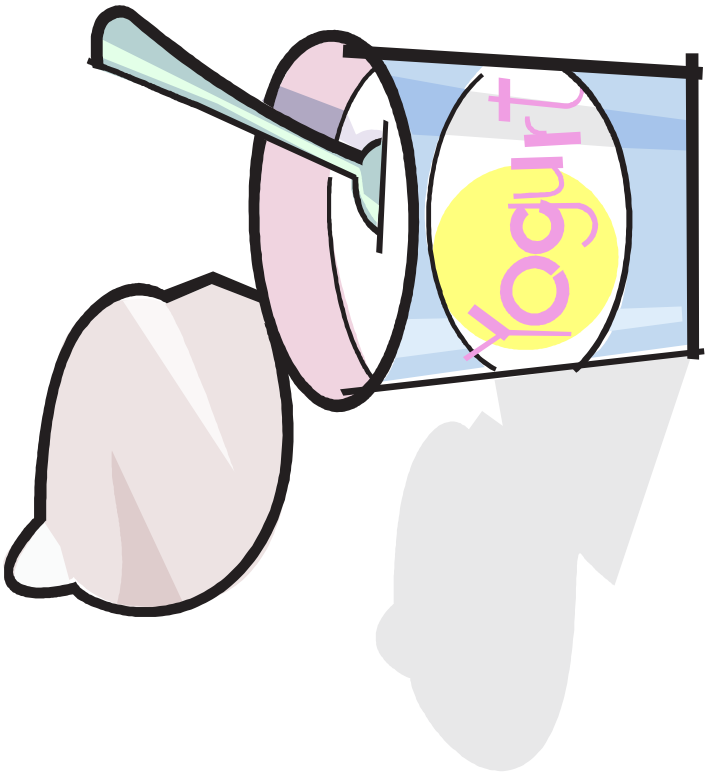
Yogurt

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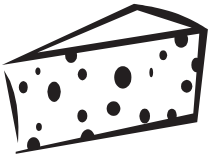
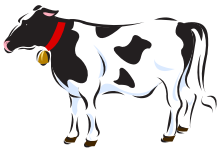
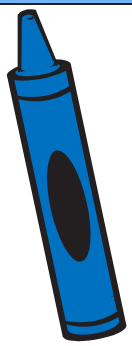
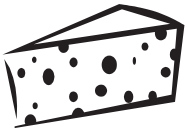
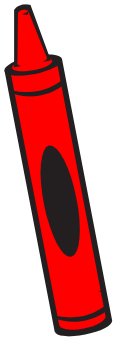
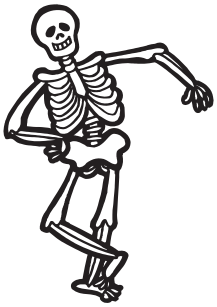
		 FREE SPOT	Calcium	 Blue
1½				 Red
2½				 Green
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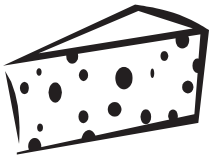
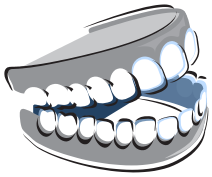
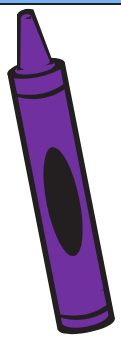
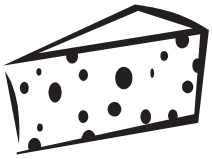
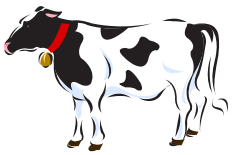
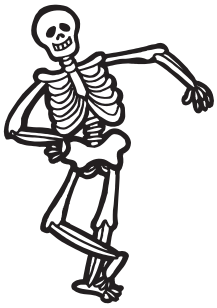
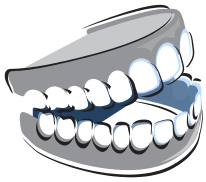
D	A	I	R	Y
				 Purple
1				 Green
2½	 FREE SPOT			 Blue
				 Red

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			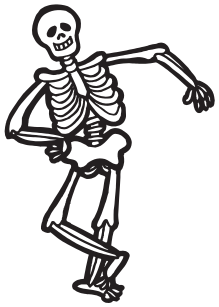	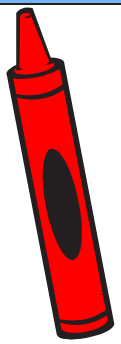 Red
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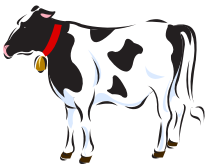
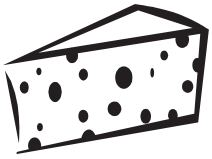
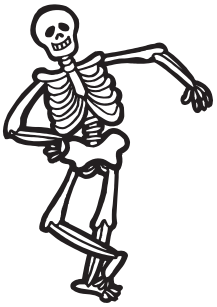
2½	 FREE SPOT			 Blue
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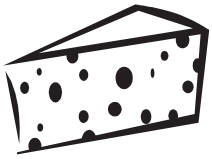
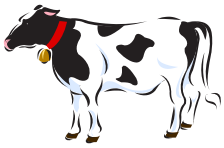
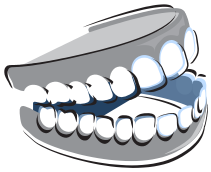
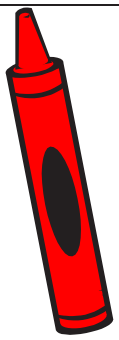
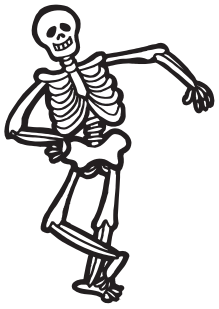
				 Green
 FREE SPOT				 Blue
2½			Calcium	 Red
				 Purple

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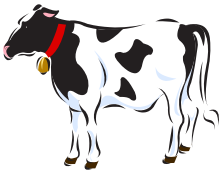
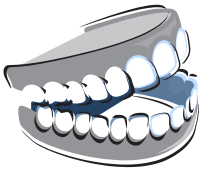
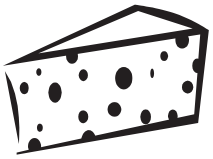
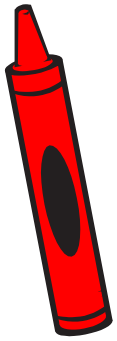
		 FREE SPOT		 Orange
2½				 Green
			Calcium	 Blue
1				 Red

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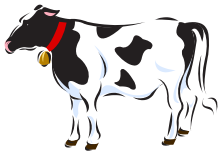
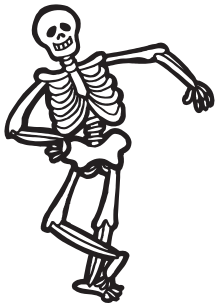
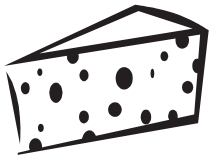
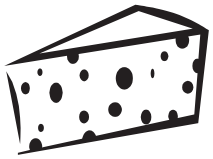
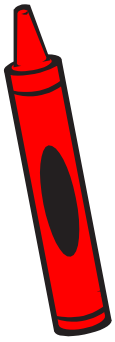
	 FREE SPOT			 Blue
1				 Green
			Calcium	 Red
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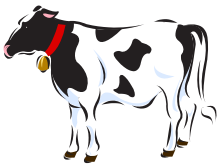
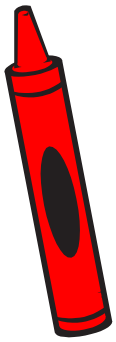
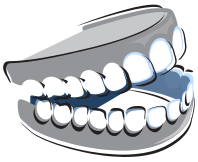
2½		 FREE SPOT	Calcium	 Red
				 Blue
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		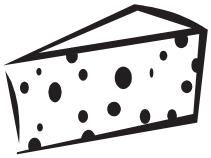		 Green

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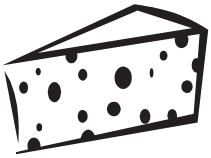
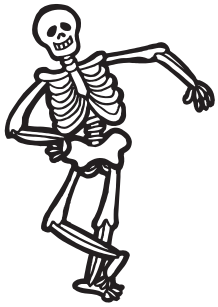
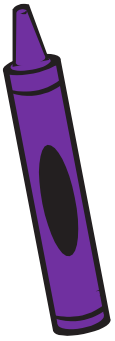
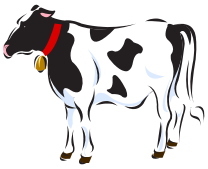
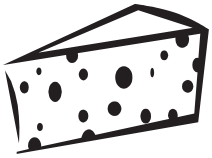
				 Purple
 FREE SPOT			Calcium	 Blue
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			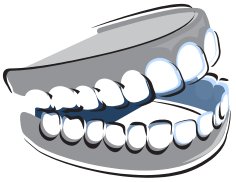	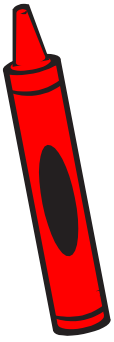 Red

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	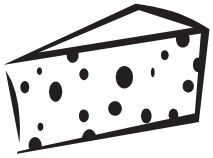			 Green
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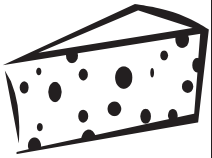
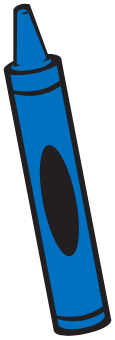
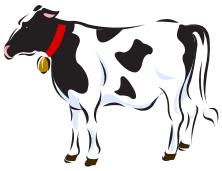
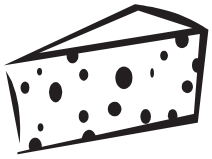
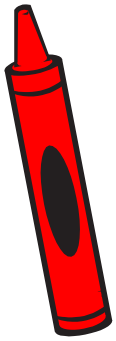
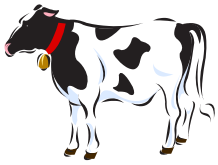
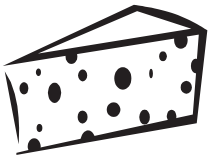
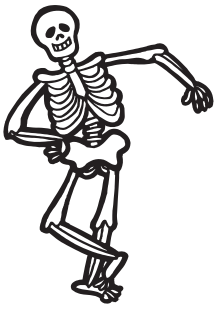
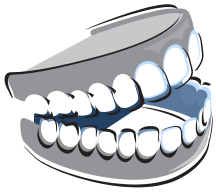
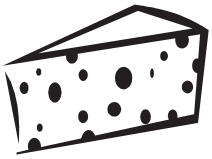
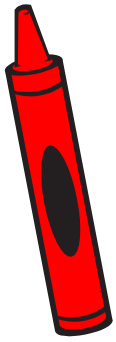
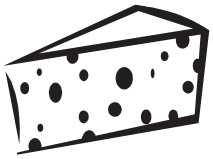
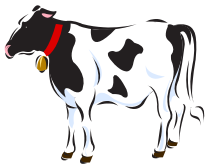
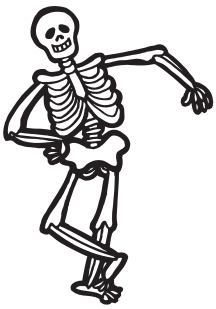
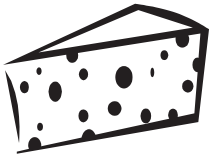
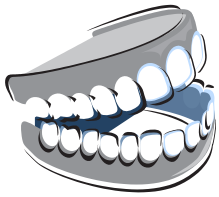
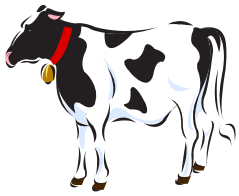
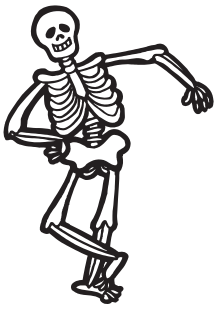
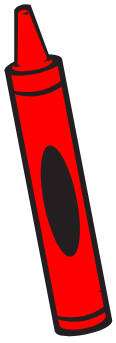
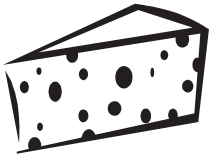
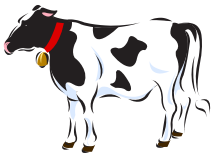
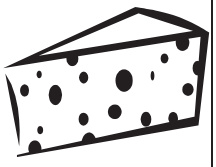
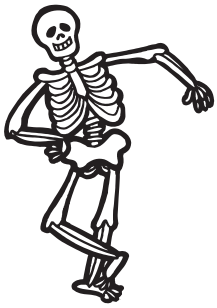
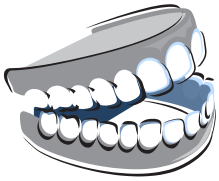
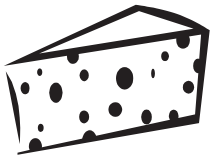
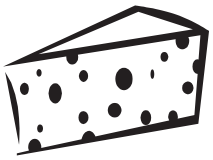
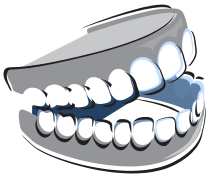
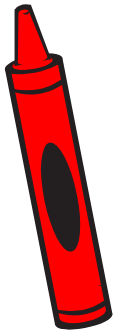
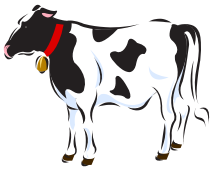
2½			Calcium	 Blue
1½			 FREE SPOT	 Purple

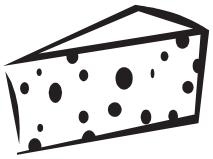
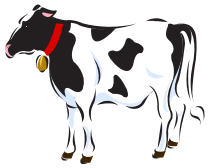
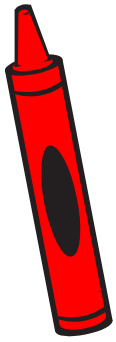
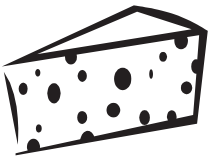
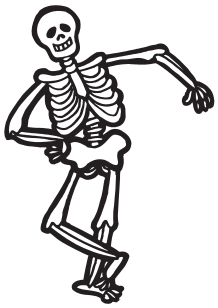
D	A	I	R	Y
			Calcium	 Blue
1				 Red
2½	 FREE SPOT			 Green
				 Purple

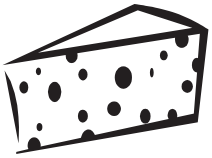
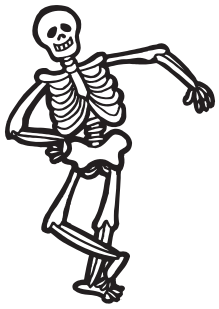
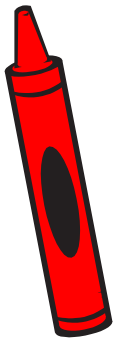
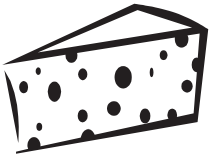
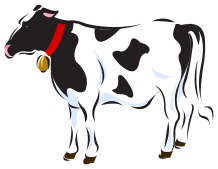
D	A	I	R	Y
				 Blue
1			Calcium	 Green
2½				 Red
		 FREE SPOT		 Orange

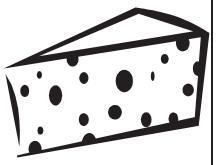
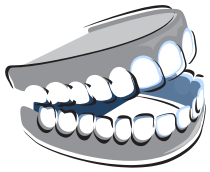
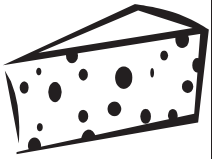
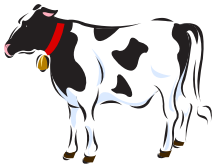
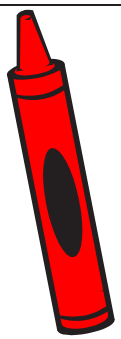
D	A	I	R	Y
2½				 Blue
		 FREE SPOT	Calcium	 Orange
1				 Green
				 Red

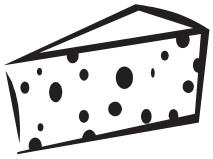
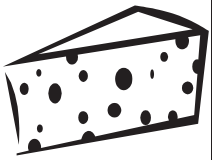
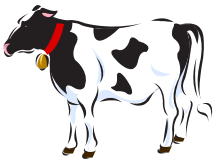
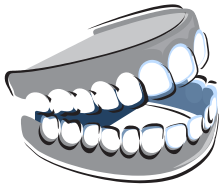
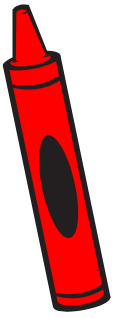
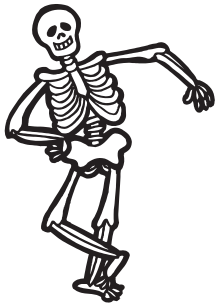
D	A	I	R	Y
2½			Calcium	 Blue
1	 FREE SPOT			 Orange
				 Green
				 Purple

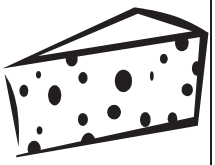
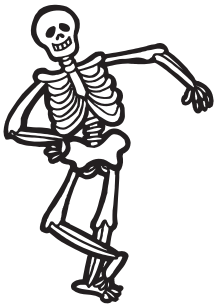
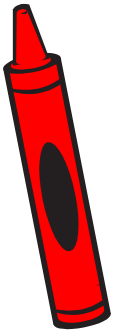
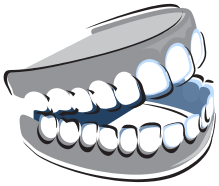
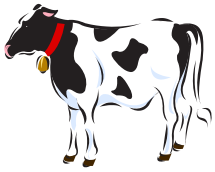
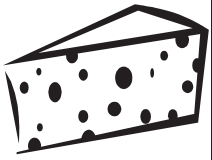
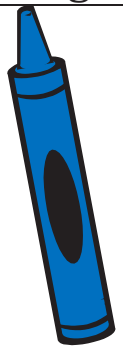
D	A	I	R	Y
			Calcium	 Blue
1				 Green
2½			Calcium	 Red
	 FREE SPOT			 Purple

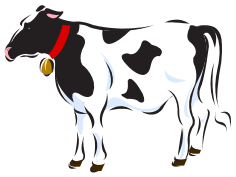
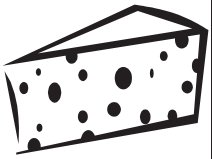
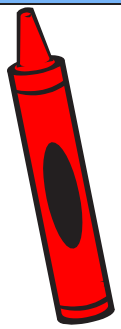
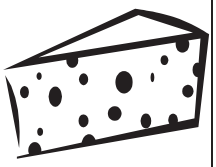
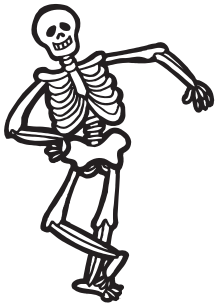
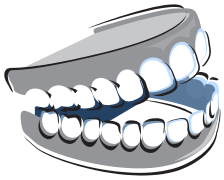
D	A	I	R	Y
			Calcium	 Blue
1				 Green
 FREE SPOT				 Red
				 Orange

D	A	I	R	Y
1½				 Red
2½			 FREE SPOT	 Blue
				 Orange
			Calcium	 Purple

D	A	I	R	Y
1				 Green
			 FREE SPOT	 Red
2½			Calcium	 Blue
				 Orange

D	A	I	R	Y
				 Orange
1½		 FREE SPOT		 Purple
			Calcium	 Red
2½				 Blue

D	A	I	R	Y
				 Green
2½				 Red
1½				 Orange
 FREE SPOT			Calcium	 Blue

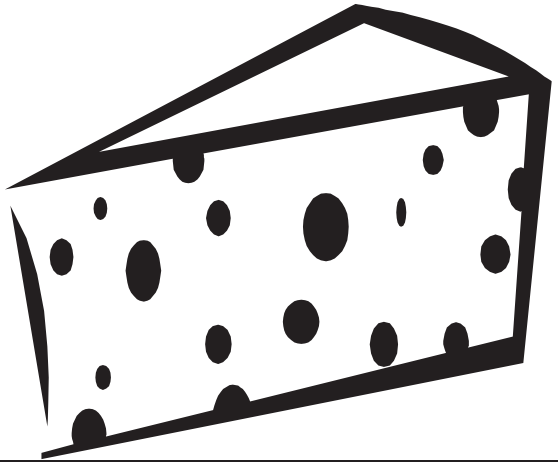
D	A	I	R	Y
 FREE SPOT			Calcium	 Red
1½				 Purple
2½				 Blue
				 Orange

D

2½

D

A



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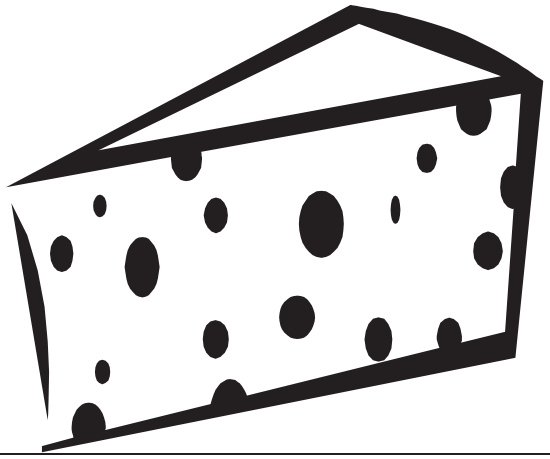

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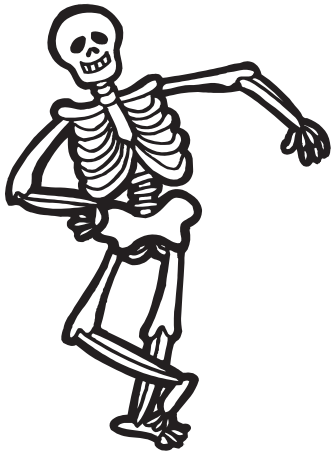
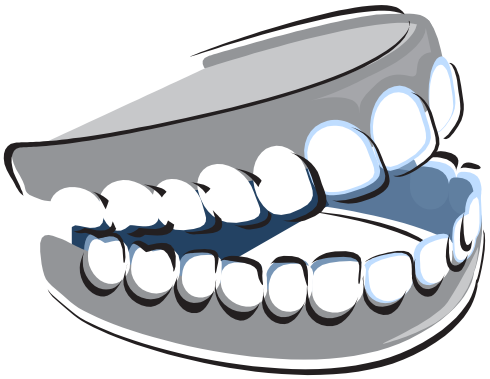
R 	R 

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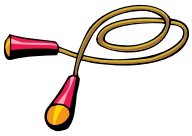


Physical Activity: Dairy Group Relay

PRIOR TO ACTIVITY

Create the "Dairy Food" and "Other Food" jug receptacles.

DIRECTIONS FOR CREATING "DAIRY FOOD" AND "OTHER FOOD" JUG RECEPTACLES:

1. Draw a horizontal line about halfway down the jug on the side opposite the handle. At the point where the jug becomes curved, continue the line up the side of the jug toward the cap and then around the cap on the side closest to the handle. Continue the line down the other side of the jug to the point where it meets the horizontal line. (Black was used to make it clear what was done. Using pencil or a less noticeable color is advised.)

2. Cut the jug along the lines. Tape the "Dairy Foods" and "Other Foods" signs to the bottom of the open side of the jug. Make two "Dairy Foods" and two "Other Foods" receptacles.

ACTIVITY INTRODUCTION

We're going to do a relay race that requires you to use your brain and your body. Let's make two lines over here. Have them line up at the starting line. *Each of you will have a chance to choose one of these cards. Each card has a picture of a food. Your job is to look at the card you picked and decide if it shows a picture of a Dairy group food or a food from another food group and to put the card in the correct jug. Put Dairy group foods into the jug labeled "Dairy Foods" – the jug with the cow. Foods that are not in the Dairy group should be put in the "Other Foods" jug – the jug with the MyPlate symbol. One of the things that is different about this relay game is how you get to the jugs. On your way to the jugs you will be given a certain movement that you have to do all the way to the jugs and then all the way back to your team. When your turn comes up, I will*

MATERIALS

- 4 empty water/milk gallon jugs
- Printed/cut-out Dairy Foods and Other Foods, provided
- Colored tape or other starting line marker

NOTE TO EDUCATOR

The object of Dairy Group Relay is for students to sort Dairy Food cards from Other Food cards. Each student will pick a card, perform a specified movement (hop, skip, dance, shuffle, and walk backwards) from the starting line (where they pick a card) to the finish line (where they file the card), and return to the starting line to tag the next student.

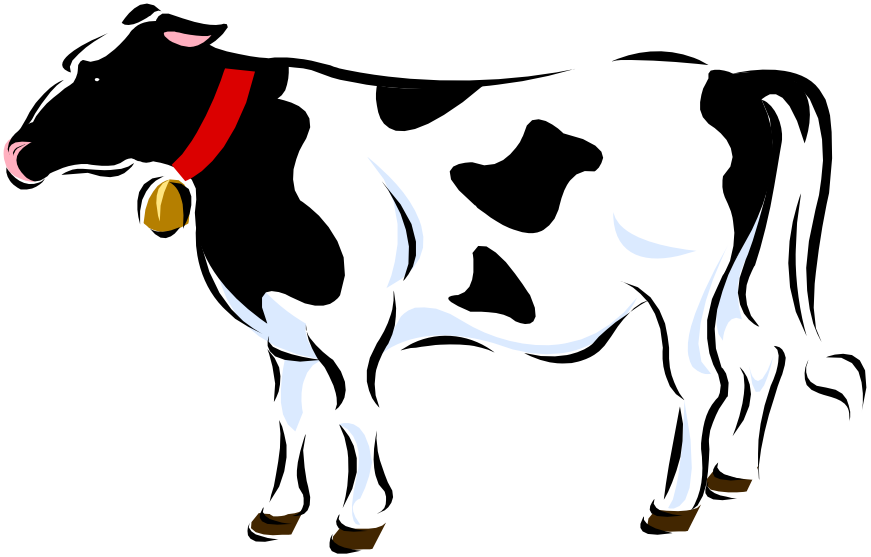
Place two pieces of tape on the floor to signify the starting line for the activity. At an appropriate distance from each starting line, place the jugs labeled Dairy Foods and Other Foods. Form two teams of students. Instruct each team to stand in line behind the tape on the floor. Place a stack of Dairy Group Relay Cards at the head of each line. Each card has a picture of a food item. As the first student from each line picks a card, instruct them to do a movement down to the finish line and place the card in the correct jug (Dairy Foods or Other Foods). Examples of movements they may perform include: hop, skip, dance, shuffle, and walk backwards. After placing their card in the correct jug, they must perform that same movement back to the starting light and

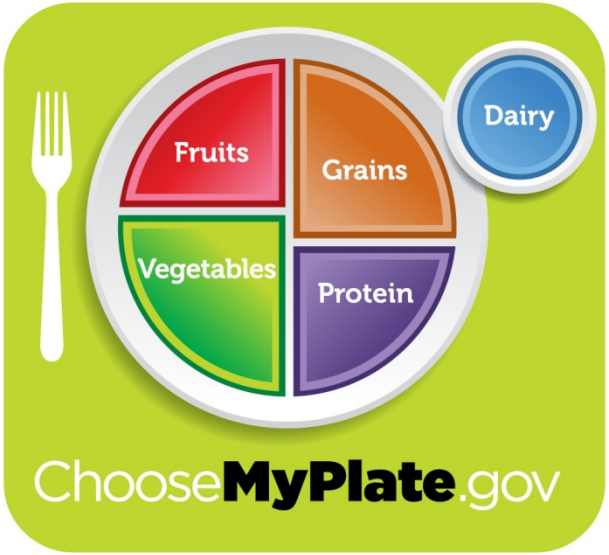
tag the next person in line so they can start their turn. Repeat until all of the students have had a turn. The winning team is the one that has the most foods in the correct jug. Note: Review the cards in the jugs to make sure they are in the correct jug. If there are any misplaced cards, review them with the students.

tell you the movement to make. When you get back to your team, tag the next person in line so they can start their turn. Now before we start, let's make sure we all know how to do each of the special movements. Everyone show me what it means to HOP. Let the students HOP. *Now someone show me what it means to SKIP.* Pick a student to skip. *Who knows what it means to SHUFFLE?* Let a student demonstrate shuffling. *Now we all know how to dance right? If I tell you to dance, you can do any moves you want down and back, as long as you are dancing! Another movement is walking backwards. Be careful not to walk into each other! Okay, so just to repeat, you pick a card, do the movement I tell you to do all the way to the jugs. When you get to the jugs, put the card in the jug with the cow if it is a Dairy group food. If it is not a Dairy group food, put the card in the jug with the MyPlate symbol, the jug for foods from other food groups. Then do the same movement back to your team and tag the next person so they can start their turn. The winning team is the team that has the most cards in the correct jug. I want to hear you cheering for your teammates as you wait! Ready?...Go!*

SUMMARY

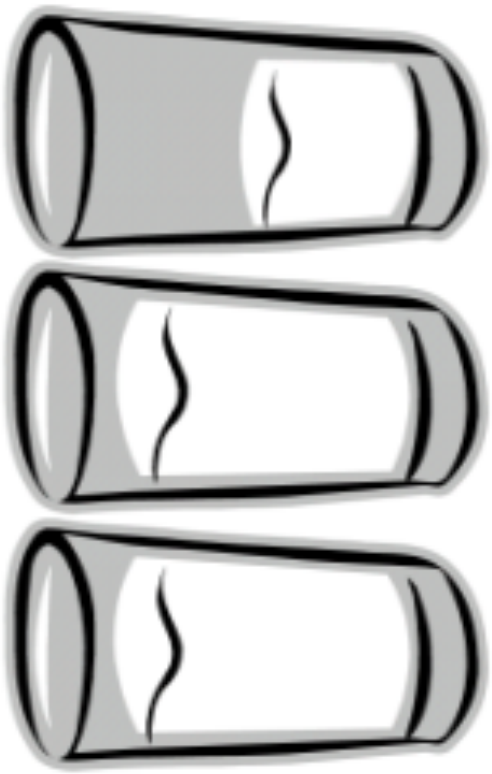
So who can tell me the new word you learned today? Hint, it starts with the letter C. Allow the students to answer: calcium. *And why is calcium so important?* Allow the students to answer: for strong bones and teeth. *At least how many cups of dairy foods should you have every day?* Allow students to answer: 2½ cups. *What foods could you eat or drink to help you get enough dairy foods every day?* Allow students to answer: milk, cheese, yogurt, pudding and ice cream.



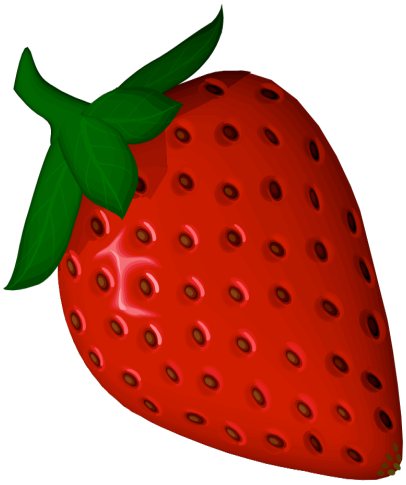


DAIRY FOODS

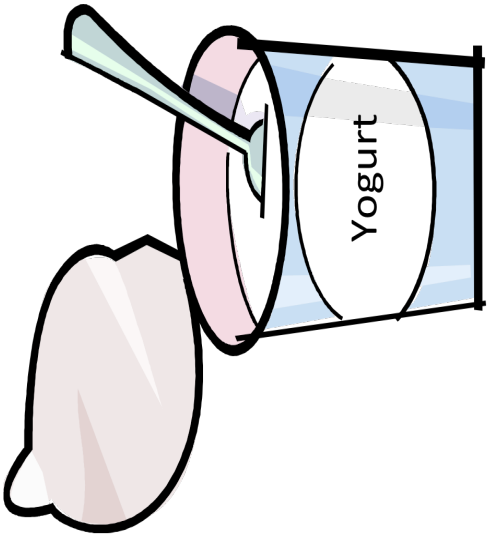
OTHER FOODS

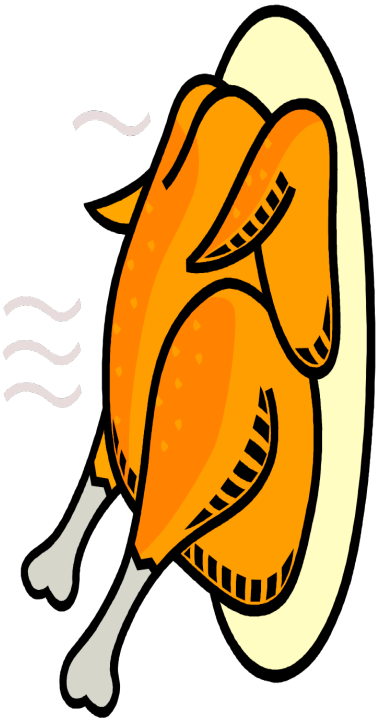


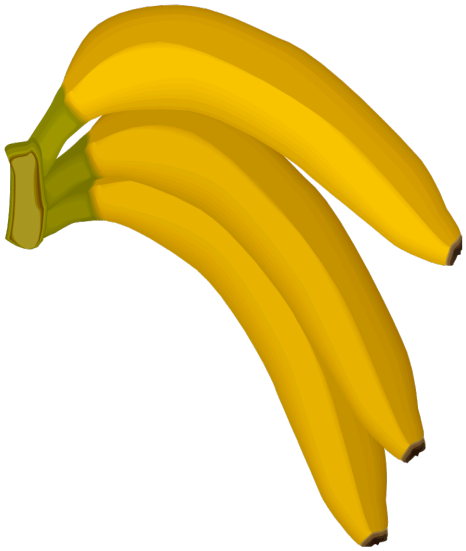

milk

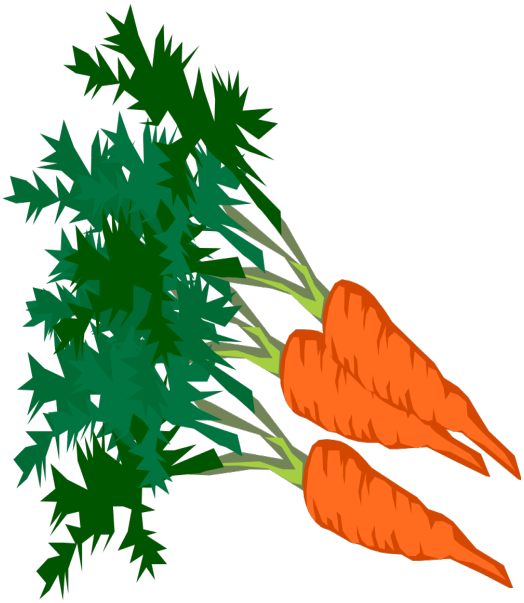


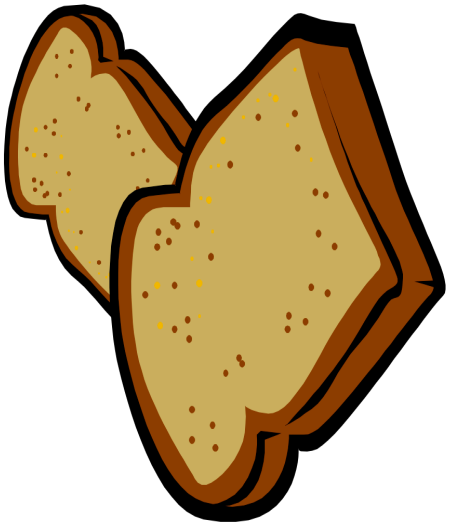

POPCORN

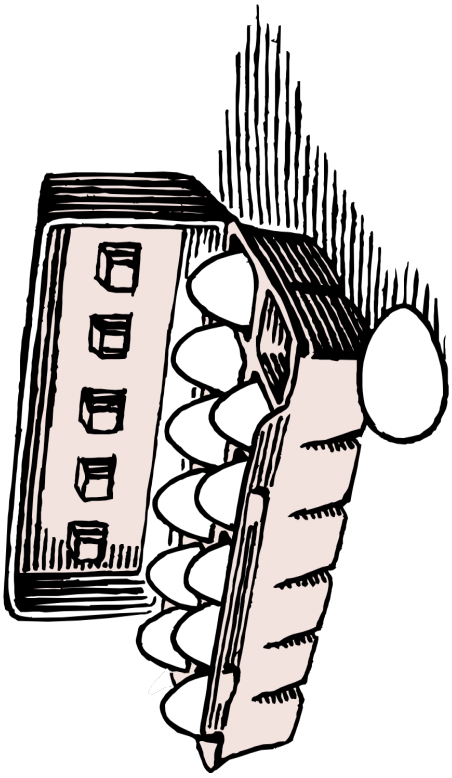

Yogurt











Snack: Yogurt Parfait

NUTRITIONAL ANALYSIS

Nutrition Facts

Serving Size (194g)
Servings Per Container

Amount Per Serving	
Calories 120	Calories from Fat 5
	% Daily Value*
Total Fat 0.5g	**1%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 5mg	**2%**
Sodium 75mg	**3%**
Total Carbohydrate 25g	**8%**
Dietary Fiber 2g	**8%**
Sugars 17g	
Protein 6g	

Vitamin A 10%	• Vitamin C 60%
Calcium 15%	• Iron 2%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

SERVING SIZE: 1 serving

INGREDIENTS

- Non-fat vanilla yogurt – ½ cup
- Fresh strawberries – 2 each
- Fresh blueberries – 2 Tablespoons
- Granola – 2 Tablespoons

Substitutions:

- Frozen fruits, thawed beforehand

Utensils (Serving Size):

- Bowl
- ½ cup measuring cup
- Measuring spoon – 1 Tablespoon
- Knife
- Cutting board

DIRECTIONS (SERVING SIZE)

1. Measure ½ cup yogurt into a bowl.
2. Wash and cut (in half or quarters) 2 strawberries and add to the bowl of yogurt.
3. Wash and measure out 2 heaping tablespoon of blueberries and add to the bowl.
4. Top each parfait with 2 tablespoon of granola.
5. Enjoy!

NOTE TO EDUCATOR

When making this recipe in class, divide the recipe in half and serve in 4 oz soufflé cups. This is the class snack size, which will serve two students.

COMMONLY ASKED QUESTIONS:

Q: I've heard ice cream is bad for you. Is that true?

A: Ice cream is part of the Dairy group because it is made with milk and has calcium in it. Regular ice cream has a lot of fat and sugar so you should only eat it sometimes. There are types of ice cream with less fat and sugar that your family can buy.

Q: Are strong bones and teeth the only reason we drink milk?

A: No, and other dairy foods contain other important vitamins and minerals needed to keep your body healthy.

Q: What is osteoporosis?

A: Osteoporosis is a disease that affects the bones. The bones of people with osteoporosis become weak and can break easily. It is important to develop strong bones when you are young like you are now so you have less chance of getting osteoporosis.

Q: Does everyone need 2½ glasses of milk per day?

A: No, children between the ages of 4 and 8 need at least 2½ cups per day. Children under 4 years need 2 cups per day and everyone 8 years and older needs at least 3 cups a day.

Q: It is bad to drink more than 2½ cups of milk per day?

A: No. Having more than 2½ cups of low-fat or fat-free milk or other low fat or fat-free dairy foods is not bad. Children between the ages of 4 and 8 years need AT LEAST this much every day.

Q: What if I cannot drink milk because it makes my stomach hurt (lactose intolerant)?

A: You can drink something called "lactose-free" milk. This type of milk should not make your stomach hurt.

Q: I have a milk allergy, so how can I make sure my bones and teeth stay strong if I cannot eat or drink milk products?

A: There are many products available that are fortified with calcium. If you are not getting enough calcium from foods then you should talk to your doctor about taking a calcium supplement.

Q: How much of the other dairy foods is equal to 1 cup of milk?

A: Two slices of non-processed cheese (3" x 3 ½"), ½ cup frozen yogurt, 8 oz yogurt, 1/3 cup shredded cheese, ½ cup of ice cream, and 8 oz of milk (carton served in schools).

Q: Is soy milk, rice milk or almond milk in the Dairy group?

A: No. While these foods have milk in their name, they do not naturally have the nutrients needed to build strong bones and teeth, or the other benefits milk and other dairy foods provide. If you drink soy milk, rice milk or almond milk instead of cow's milk, look for ones that are fortified with calcium.

Dear Parents and/or Caregivers,

Today your child learned about the Dairy group. We learned that milk, cheese, yogurt, pudding, and ice cream are all great Dairy group foods and that they need two cups of dairy foods every day. Ask your child how these foods help their body, and they should tell you that it makes their bones and teeth strong. Your child played a fun Dairy Group Bingo game after the lesson to practice what they learned.

Choosing low-fat and fat-free dairy products is a great way to make sure your child gets enough calcium without getting a lot fat. Snacks are a great way to include dairy in the diet throughout the day. Her are some ideas for Dairy group snacks:

- Fruit smoothie made with yogurt or milk
- Cheese and crackers
- Pudding
- Frozen yogurt
- Fruit and yogurt dip
- String cheese

Another great snack is a fruit and yogurt parfait. Look on the back of this letter for the yogurt parfait recipe that you child sampled today. This snack is easy to make and is a great low-fat source of calcium.

To reinforce the key points from today's lesson, urge your child to eat and drink two cups of dairy each day (especially low-fat and fat-free dairy products), review the word calcium, and remind them that calcium builds strong bones and teeth. For more information regarding the Dairy Group and other MyPlate food groups, please visit www.ChooseMyPlate.gov.

Sincerely,

This material was funded by USDA's Supplemental Nutrition Assistance Program – SNAP.

LESSON 5

The Power of Protein Foods

Concept

Although most children consume enough protein on a daily basis, many have never learned what foods provide protein and where those foods come from. This lesson teaches children about the sources of protein foods and why protein foods are an important part of the diet.

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Youth Understanding MyPlate

Background

The Protein Foods group is the purple section on MyPlate. It includes foods such as lean cuts of beef, pork, chicken, turkey, fish, eggs, nuts, seeds, and dried peas and beans (i.e., legumes like split peas, black beans, pinto beans, kidney beans and others). These foods are grouped together because they are the main sources of protein in the diet. The www.choosemyplate.gov website includes helpful tips for choosing and preparing foods from the Protein Foods group. In order to get the most nutritional benefit from pro¬tein foods, it is important to choose lean cuts of meat, eat a variety of foods, use low-fat cooking methods, and practice safe methods for handling, storing and cooking these foods (1).

The Protein Foods group is unique because it is the main source of protein in the diet. Protein is made from building blocks called amino acids. Amino acids are needed by the body to build different types of proteins that have different func¬tions. Every type of protein made from the protein foods you eat is unique and plays a special role in the body to maintain health. Each food from the Protein Foods group contains different combinations of ami¬no acids, and this is the reason that MyPlate suggests eating a variety of foods from this group (2). Children grow at a rapid rate, and they need the right nu¬trition to keep their bodies healthy while they are growing. Protein plays many roles in the body. Although it is best known for the role it plays in building healthy muscles, it also serves as building blocks for bone, cartilage, skin, and blood. Protein also is needed for hormone and enzyme synthesis by the body (3). As mentioned above, muscles are built from the amino acids that come from foods in the Protein Foods group. Eating different kinds of foods from this group pro¬vides the body with the building blocks for healthy muscle growth in a developing child. Foods in the Protein Foods group are good sources of protein, vita-mins and minerals. Meats can also be a source of unhealthy types of fat, which is why it is important to choose lean cuts of meat. Fat from animal products is considered unhealthy because it has high levels of saturated fat and cholesterol. High intakes of these fats can lead to heart disease, and high intakes of fat in general can lead to weight gain. Choosing lean cuts of meat is the first step toward avoiding too much animal fat. In addition, the 2010 Dietary Guidelines for Americans recommend replacing some meat and poultry with seafood to decrease the amount of fat con¬sumed (4). When it is time to cook, extra fat should be cut off the meat and a low fat cooking method should be used. Using low fat cooking methods such as baking and grilling means that less oil or other types of fat will be added, which also helps to limit the fat content of the meal. Choosing and preparing low-fat meats ensures that the health benefits from the Protein Foods group will not be overshadowed by the harmful effects of eat¬ing too much fat, especially saturated fat.

Some people choose a vegetarian diet, which means that they may not eat meat or animal products. These people can still get plenty of protein by including beans, nuts, and seeds in their diets. Protein that does not come from animals may have low amounts of some amino acids and nutrients, so it is especially important for vegetarians to eat a wide variety of foods (5). Children that do not eat animal products may not be getting enough of certain nutrients such as iron, zinc, calcium and B vitamins (6-8). Most of these nutrients are found in small amounts in most plant foods, so by combin¬ing a variety of foods in the diet, the body can get most of the nutrition that it needs. A possible exception is vitamin B12. Children who eat a vegan diet (a type of vegetarian diet that includes only plant foods with no milk, cheese, eggs, etc.) may not get enough vitamin B12 unless they consume cere¬als, bars, soy milk, or other foods that are fortified with vitamin B12 or unless they take a vitamin B12-containing supplement. If a child who is a vegetarian is not eating a balanced variety of foods, it may be wise to talk to a doctor and find out if a multi-vitamin and mineral supplement is needed.

The amount of protein needed on a daily basis depends on your age, sex, and level of physical activity. MyPlate recommends that children between the ages of four and eight consume four ounces of food from the Protein Foods group every day (1). One-ounce protein equivalents include one ounce of meat, poultry or fish, one egg, one tablespoon of peanut butter, or one-fourth cup of cooked beans. Children in America usually eat more than enough protein, so getting the recom¬mended amount is not a big concern. It is most important to make sure that children are eating a variety of lean choices from the Protein Foods group so that they get all of the amino acids, vitamins, and minerals their bodies need without too much fat. Children should learn that it is fun to try new foods, and if they want to keep their growing bodies healthy, they should eat the recom¬mended amount of a variety of foods from the Protein Foods group every day.

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1st Grade Lesson

LEARNING OBJECTIVES:

The students will:

- recognize examples of foods in teh Protein Foods group.
- state that proteins help to build strong and healthy muscles.
- name two types of animal protein and two types of plant protein.

BEHAVIORAL OBJECTIVE

The students will:

- eat a variety of foods from the Protein Foods group.

FLORIDA STANDARDS

HEALTH EDUCATION:

HE. 1.C.1.1: The student will identify healthy behaviors.

HE. 1.C.1.6: The student will emphasize the correct name of human body parts.

HE. 1.B.2.2: The student will describe good listening skills to enhance health.

HE. 1.P.1.2: The student will tell about behaviors that avoid or reduce health risks.

LANGUAGE ARTS:

LA. 1.1.6.1: The student will use new vocabulary that is introduced and taught directly.

LA. 1.1.6.3: The student will use context clues

PHYSICAL EDUCATION:

PE. 1.C.1.1: The student will identify the critical elements of locomotor skills.

PE. 1.C.1.7: The student will use skill cues to improve performance.

PE. 1.C.1.9: The student will identify movement concepts.

PE. 1.L.1.5: The student will identify the health benefits of physical activity.

PE. 1.L.2.7: The student will properly flex and extend body parts to promote flexibility.

PE.K.R.1.In.b.: The student will practice assigned skills until the teacher signals the end of practice.

Learning Activity: Protein Foods Guess Who

MATERIALS

- "Protein Foods Guess Who" cards, provided
- "Protein Foods Guess Who" clues, provided
- Scotch Adhesive & Removable Putty/Sticky tack found online at: http://www.officedepot.com/a/products/584296/Scotch-Adhesive-Putty-2-Oz/
- MyPlate poster
- Animal protein food pictures: steak, turkey, chicken, eggs, ham, provided
- Plant protein food pictures: peanut butter, peanuts, almonds, pumpkin seeds, black beans, kidney beans, provided

NOTE TO EDUCATOR

After a discussion about sources of animal and plant protein foods, students will identify animal and plant protein foods using clues.

PRIOR TO ACTIVITY

Using sticky tack, attach the plant picture to one side of the board, and the animal picture to the other side of the board. The plant picture is a green plant with leaves, and the animal picture is a barn house and pond (Attach the pond near the barn house on the board, as these are provided as two separate pictures). Stick the MyPlate poster to the board.

Print, cut, and laminate the "Protein Food Guess Who" cards– these are provided in both postcard format (4 per page, 4 ¼ x 5 ½) and in PowerPoint presentation– you may choose either, as they are identical. Make sure there are enough cards for each student. Cards can be printed in duplicate if necessary. Print, cut, and laminate the animal and plant protein food pictures. Place a piece of sticky tack on the back of each picture.

Review "Protein Foods Guess Who" clues.

ACTIVITY INTRODUCTION

Today we're going to talk about the MyPlate Protein Foods group! This is the purple group on MyPlate. Point to the Proteins Food group on the MyPlate poster. *Raise your hand high if you know any foods in the Protein Foods group.* Allow students to raise their hand and answer. Correct wrong answers. *Those are all great answers. The Protein Foods group has lots of yummy foods like chicken, turkey, steak, fish, ham, eggs, peanut butter, nuts, seeds, and certain type of beans, and they all have protein. Can everyone say 'protein'?* Allow students to say the word. *Your body needs protein to build strong and healthy muscles! Everybody show me your muscles.* Flex in front of the class. *There are two kinds of protein foods: protein foods that come from animals and protein foods that come from plants. Examples of protein foods that come from animals are chicken, steak, ham, eggs and turkey.*

As you say each food, hold up a picture of that food and stick it under the animal protein picture.

Clap one time if you like chicken. Allow students to clap once. *Can someone tell me what animal eggs come from?* Allow students to answer. *Yes, eggs are an animal protein, and they come from a chicken! Point to these pictures on the board as you discuss them. Can someone tell me what animal steaks and hamburgers come from?* Allow students to answer. *Yes, steaks and hamburgers are animal protein foods that come from a cow! What about ham and pork chops? Does anyone know what animal these foods come from?* Allow students to answer. *Yes, ham and pork chops are animal protein foods that come from a pig! Great job, everyone!*

An example of a protein food that comes from a plant is peanut butter. Clap two times if you like peanut butter! Allow students to clap twice. *Other plant protein foods are peanuts, almonds, pumpkin seeds and beans like black beans and kidney beans.* As

you say each food, hold up a picture of that food and stick it under the plant protein picture.

Now that you know about animal and plant protein foods, we are going to play a guessing game!

ACTIVITY DIRECTIONS

1. Distribute one "Protein Foods Guess Who" card to each student. There will be a couple copies of some cards, so a few students will have the same card.
2. Once the students have their cards, have them stand next to their desks. ***Once you have your card, you can stand up next to your desk.***
3. Read the "Protein Foods Guess Who" clues, one at a time. If the student thinks they have the correct card for a clue, have them come to the front of the room and show you their card. If it is not the correct card, have the student sit back down. If it is the correct card, have the class guess together what the answer is. Once the correct answer is chosen, have the student with the correct card place it on the board under the appropriate picture. If they are having trouble guessing the correct food, give them some hints. ***We are going to play a guessing game. I am going to give you some clues about protein foods. If my clues describe the protein food on your card, then I will tell you to come and stick your card on the board under the right picture. If the food on your card does not match my clue, then you will sit down in your seat until the next round. Make sure to pay attention and listen to all of my clues in case I am talking about your card! Let's go ahead and get started!***

"PROTEIN FOODS GUESS WHO" CLUES

Eggs: This food is an animal protein. If you are an animal protein, keep standing; if you are a plant protein, sit down. This animal protein comes from an animal that clucks and has feathers. If your food comes from an animal that clucks and has feathers, keep standing; everyone else should sit down. Now, if your food comes in a shell, come to the front of room and show me your card.

Hamburger: This food is an animal protein. If you are an animal protein, keep standing; if you are a plant protein, sit down. This animal protein comes from an animal that says moo. If your food comes from an animal that moos, keep standing; everyone else should sit down. Now, if your food is usually eaten on a bun, come to the front of the room and show me your card.

Pumpkin seeds: This food is a plant protein. If you are a plant protein, keep standing; if you are an animal protein, sit down. This plant protein is a type of seed. These seeds are found inside a vegetable that is usually large, round and orange in color and we usually carve on Halloween and burn a candle inside. If your food is a type of seed that comes from inside a vegetable that is large, round and orange, come to the front of the room and show me your card.

Sunflower seeds: This food is a plant protein. If you are a plant protein, keep standing; if you are an animal protein, sit down. This plant protein is a type of seed. These seeds come from a plant with a big yellow flower that likes the sun. If your food is a type of seed

that comes from a plant with a big yellow flower, come to the front of the room and show me your card.

Ham: This food is an animal protein. If you are an animal protein, keep standing; if you are a plant protein, sit down. This animal protein comes from an animal that oinks. If your food comes from an animal that oinks, keep standing; everyone else sit down. This animal protein is usually served at Holiday meals. If your food comes from an animal that oinks and if your food is usually served at Thanksgiving or Holiday meals, come to the front of the room and show me your card.

Fish: This food is an animal protein. If you are an animal protein, keep standing; if you are a plant protein, sit down. This animal protein swims in the sea. If your food is an animal protein that swims in the sea, keep standing; everyone else sit down. If you are still standing and your food has fins and scales, come to front of the room and show me your card.

Nuts (including peanuts & almonds): This food is a plant protein. If you are a plant protein, keep standing; if you are an animal protein, sit down. This plant protein is a type of nut. If your plant protein is a type of nut, keep standing; everyone else sit down. Now if your plant protein is small and crunchy, keep standing; everyone else sit down. If you are still standing, and your food is a plant protein that is a type of nut and is small and crunchy, come to the front of the room and show me your card.

Chicken: This food is an animal protein. If you are an animal protein, keep standing; if you are a plant protein, sit down. This animal protein comes from an animal that clucks and has feathers. If your food comes from an animal that clucks and has feathers, keep standing; everyone else sit down. Now if your food does not come in a shell and is from an animal that has two feet and lays eggs come to the front of the room and show me your card.

Beans (including black & kidney beans): This food is a plant protein. If you are a plant protein, keep standing; if you are an animal protein, sit down. This plant protein is small and can be eaten with rice. If your food is small and can be eaten with rice, keep standing; everyone else sit down. This is a plant protein that is a type of bean. If your food is a type of bean, come to the front of the room and show me your card.

Steak: This food is an animal protein. If you are an animal protein, keep standing; if you are a plant protein, sit down. This animal protein comes from an animal that has four legs and moos. If your food comes from an animal that has four legs and moos, keep standing; everyone else sit down. Now if your food is usually grilled and eaten without buns, come to the front of the room and show me your card.

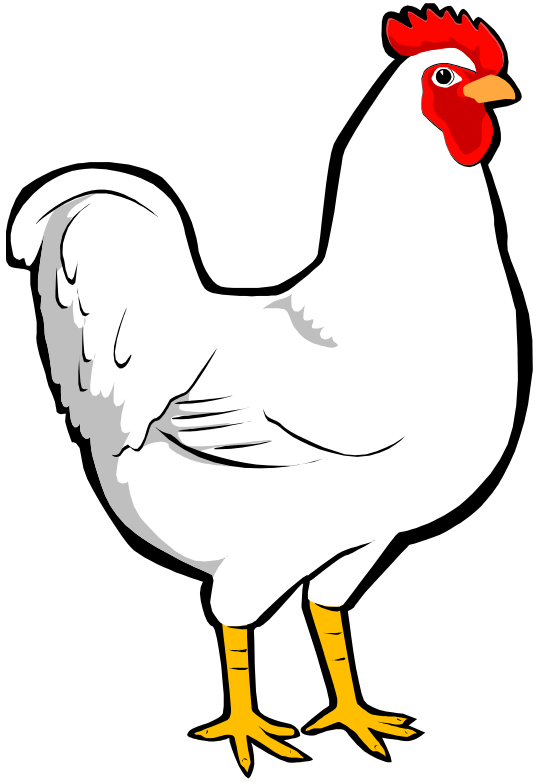
Shellfish (including shrimp & clams): This food is an animal protein. If you are an animal protein, keep standing; if you are a plant protein, sit down. This animal protein is found in the sea. If your food is found in the sea, keep standing; everyone else, sit down. Now if your food is a lot smaller than a fish and can be caught in a net, come to the front of the room and show me your card.

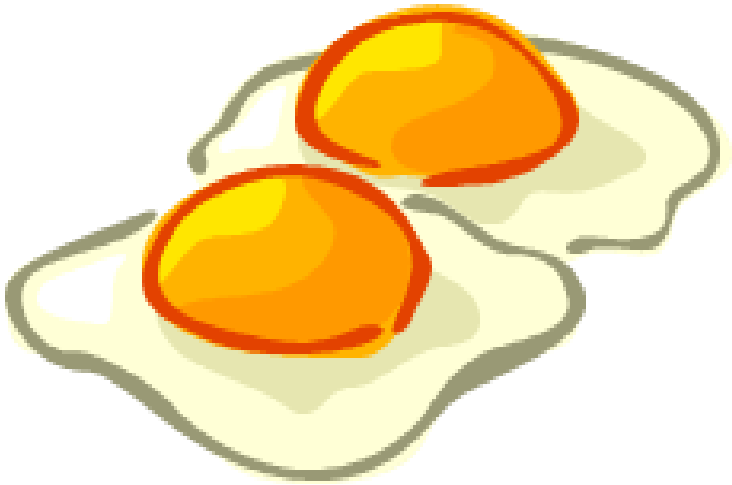
Turkey: This food is an animal protein. If you are an animal protein, keep standing; if you are plant protein, sit down. This animal protein comes from a bird that makes the sound "gobble, gobble!" If your food comes from an animal that makes this sound, keep standing; everyone else, sit down. Now if your food is eaten on Thanksgiving, come to the front of the room and show me your card.

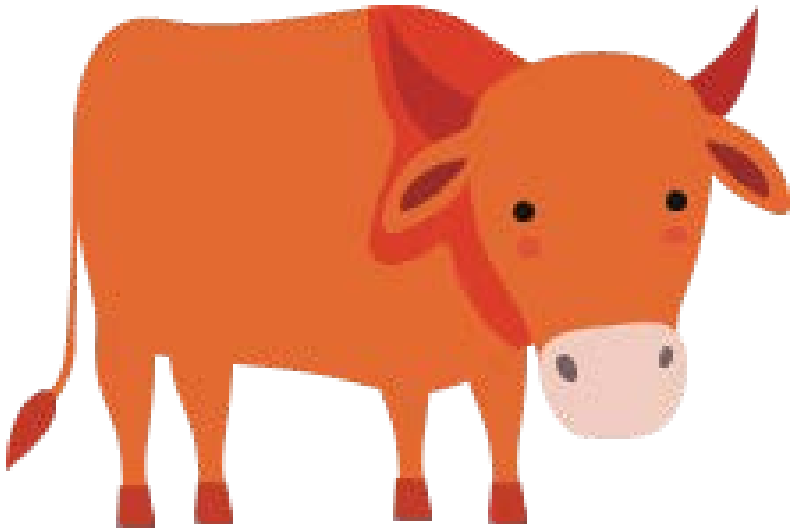
Pork chop: This food is an animal protein. If you are an animal protein, keep standing. If you are a plant protein, sit down. This animal protein comes from an animal that oinks! If your food comes from an animal that oinks, keep standing; everyone else sit down. Now if your food rhymes with 'fork hop,' come to the front of the room and show me your card.

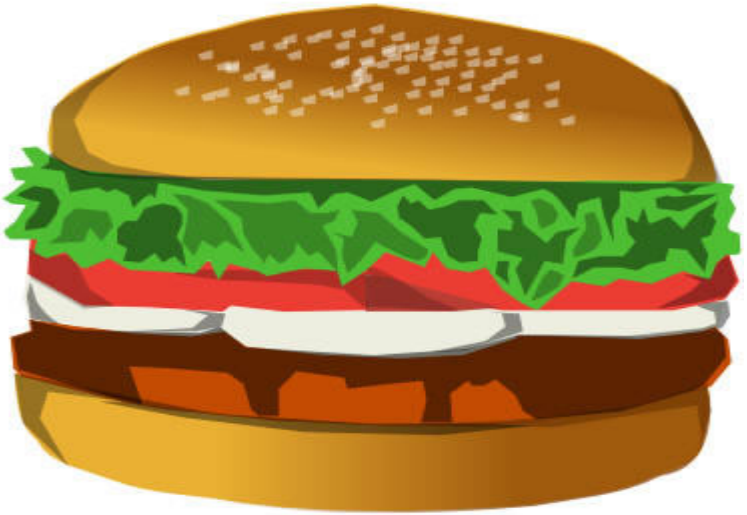
ACTIVITY DISCUSSION

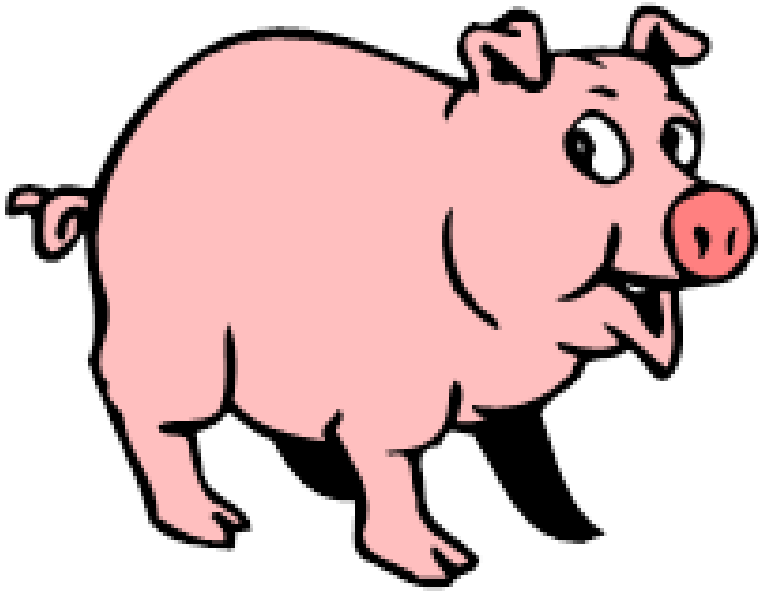
Good job, everyone! Let's see what we learned today. We learned that the Protein Foods group is one of the food groups and that it is the purple group. ***Point to purple group on the MyPlate poster.*** *Can someone name the two types of protein foods? Allow a student to answer. Yes, there are animal and plant protein foods. Who can name an animal protein food?* Allow students to answer. Correct them if they are wrong. *That is correct. Animal protein foods come from animals and they include chicken, steak, fish, eggs, turkey and ham. Who can name a plant protein food?* Allow students to answer. Correct them if they are wrong. *That is correct! Plant protein foods include seeds, nuts, peanut butter and beans like kidney beans and black beans! Both types of protein foods are good for you. Remember, it is important to eat both animal and plant protein foods– they help you build strong and healthy muscles!*

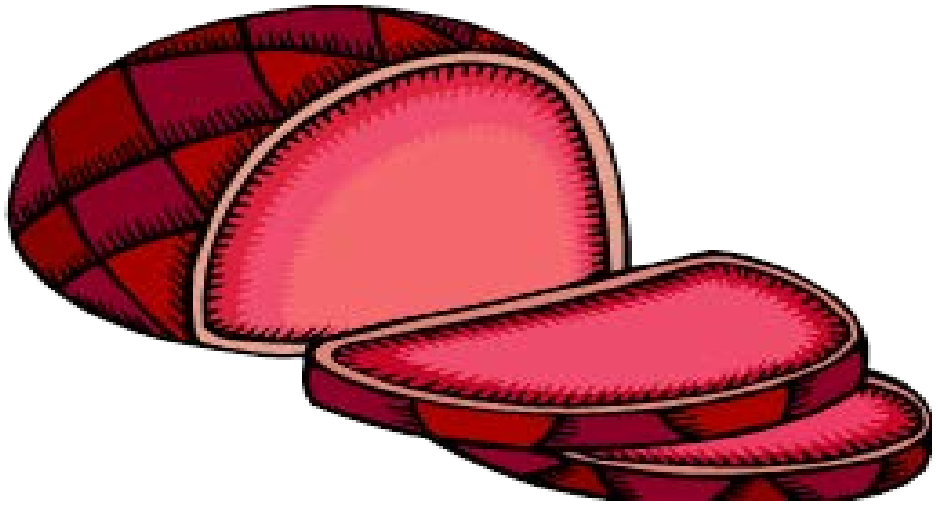


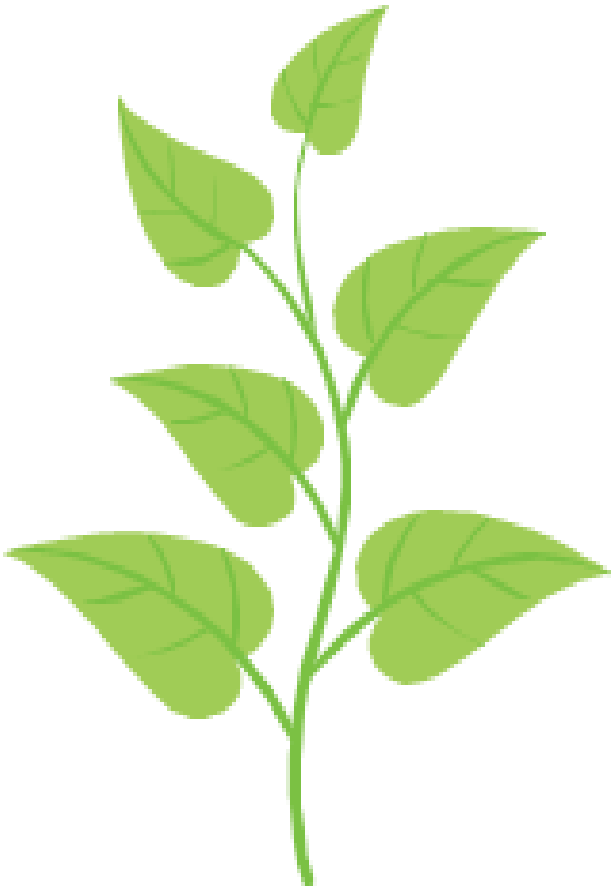


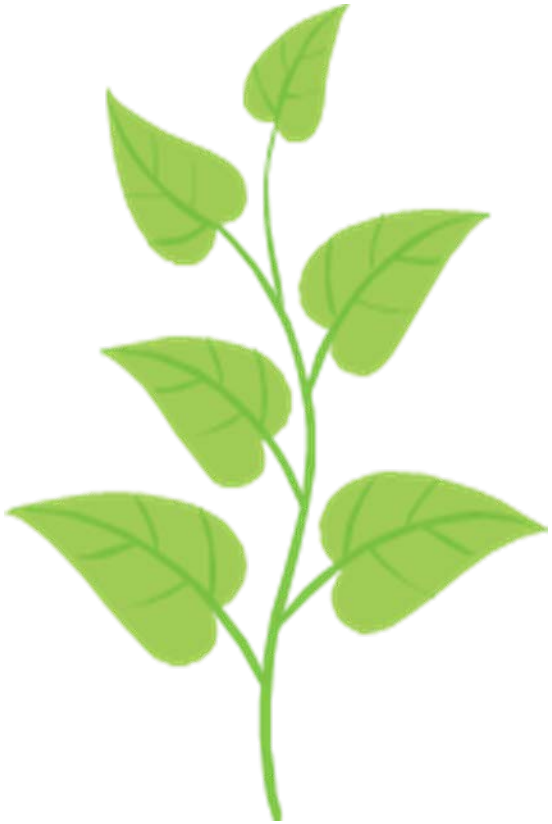


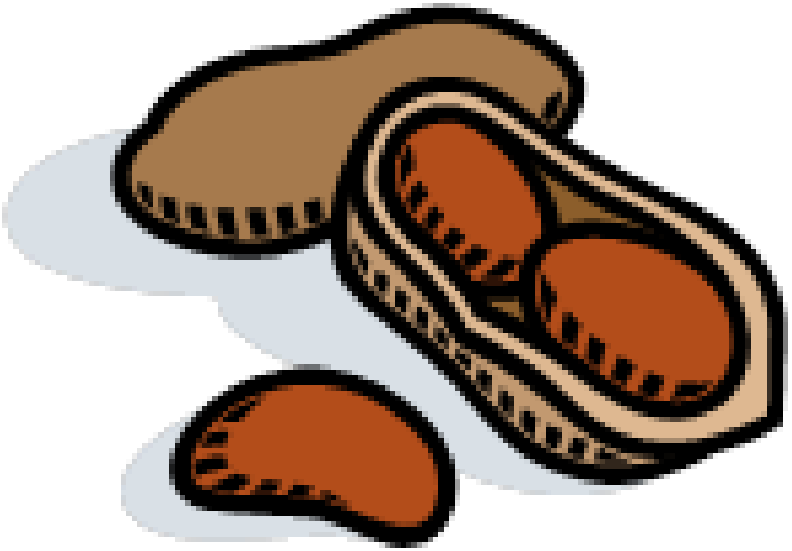


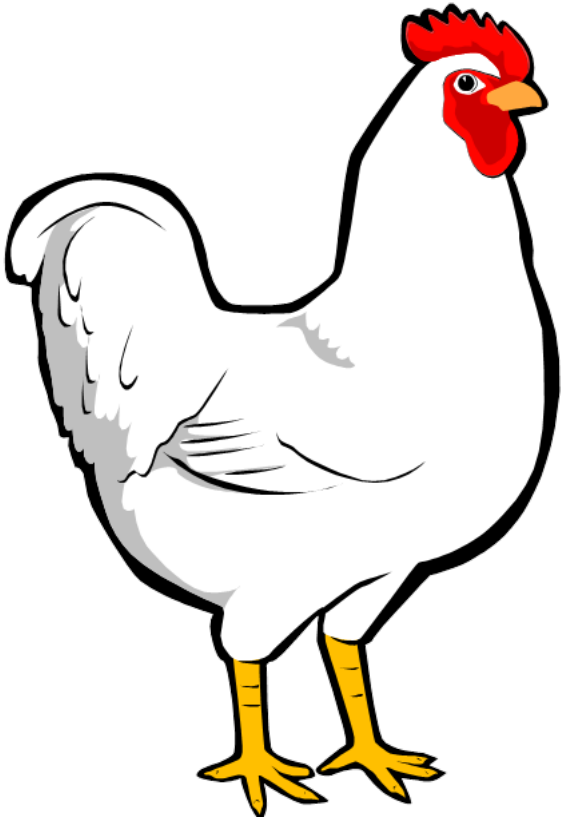


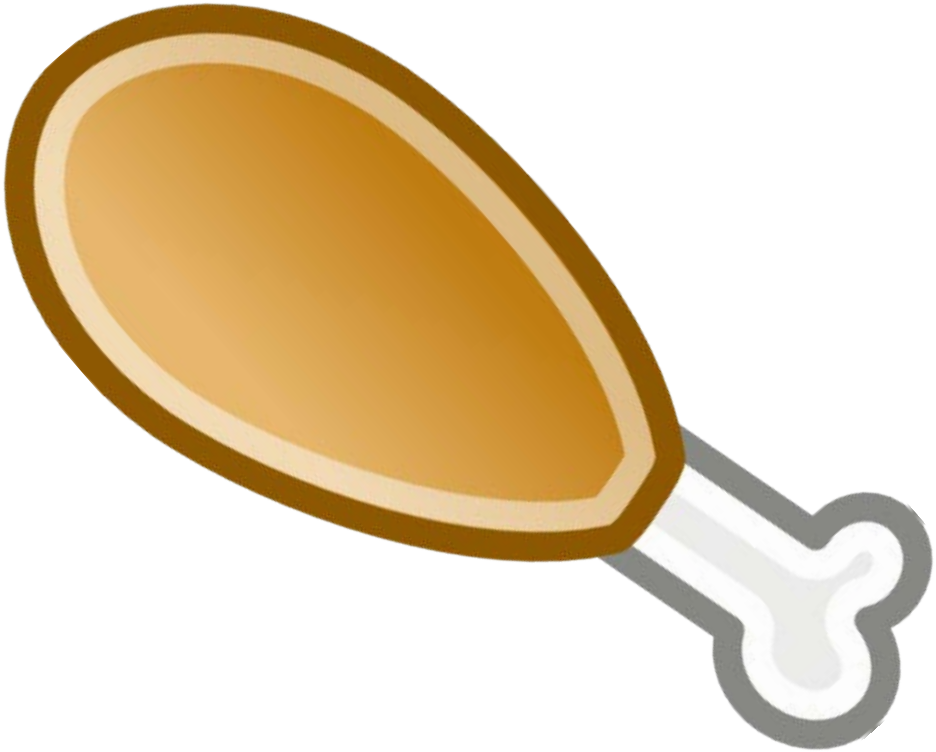


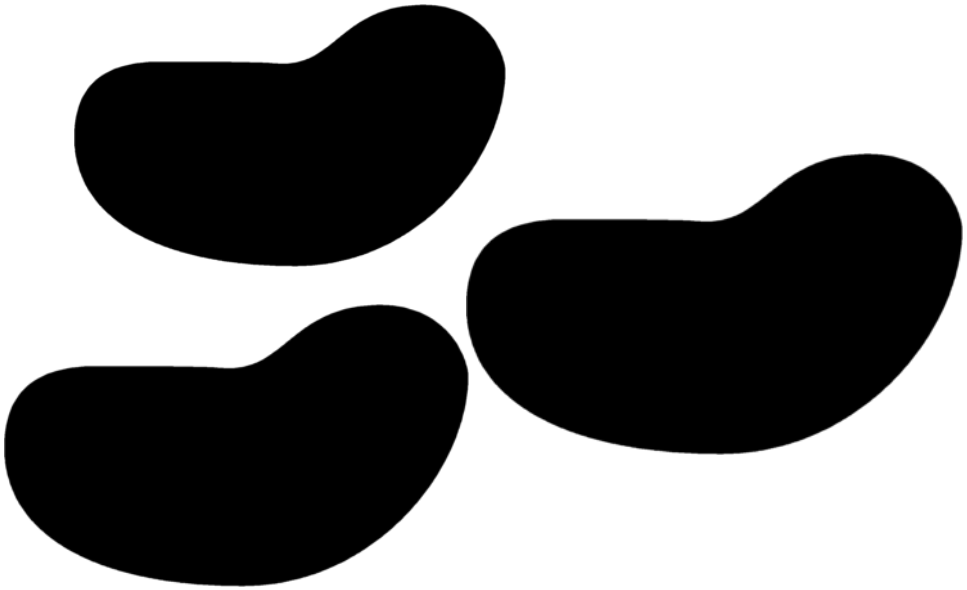


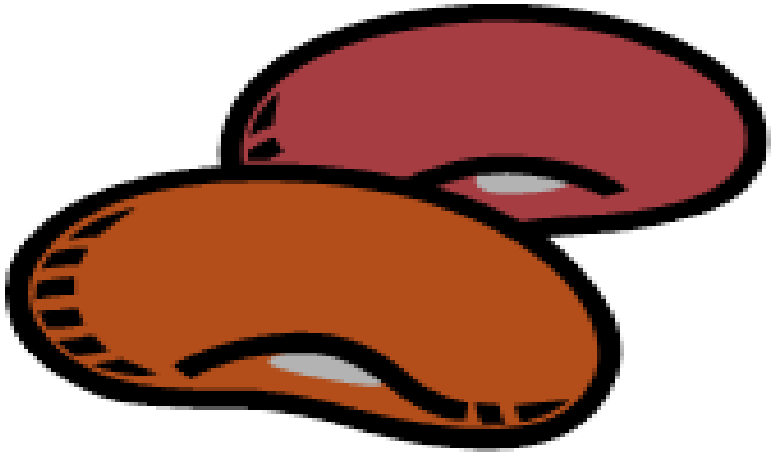


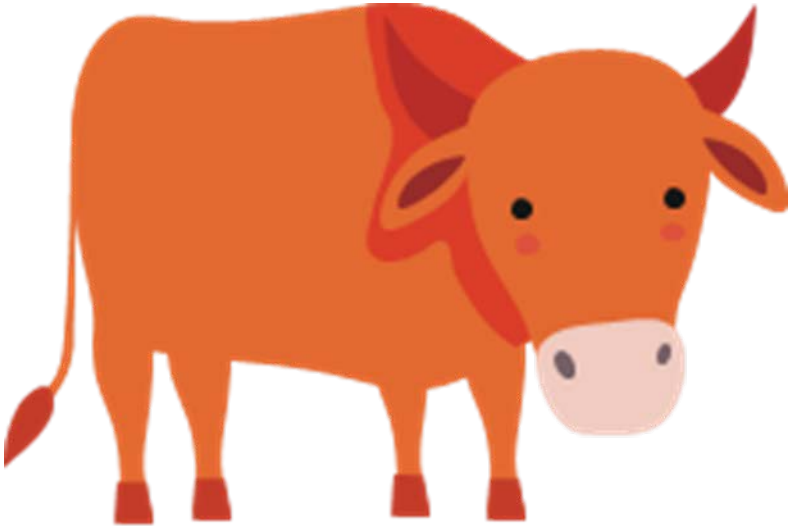


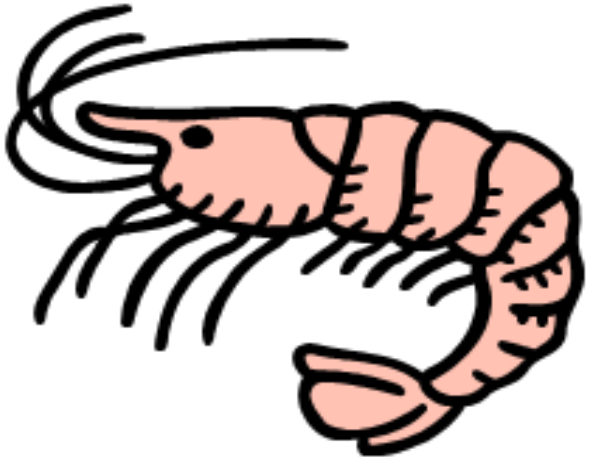


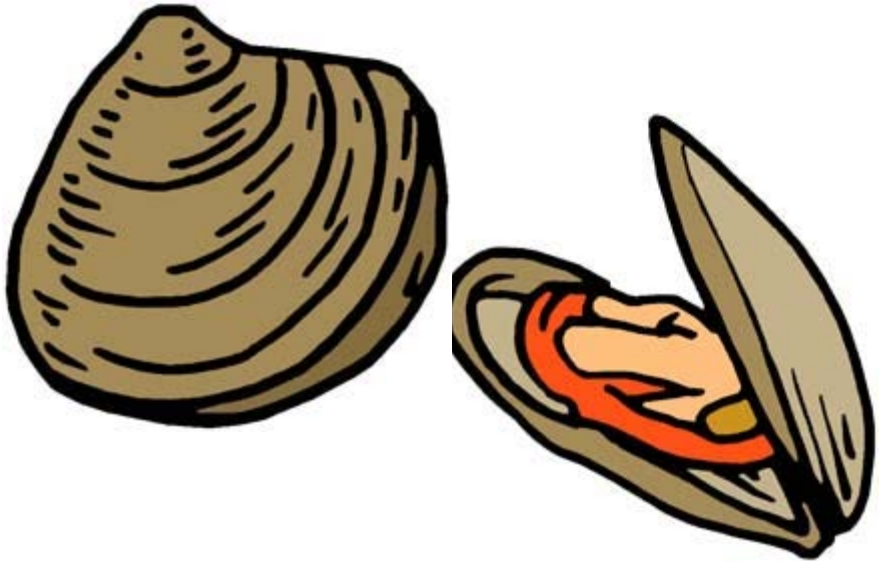


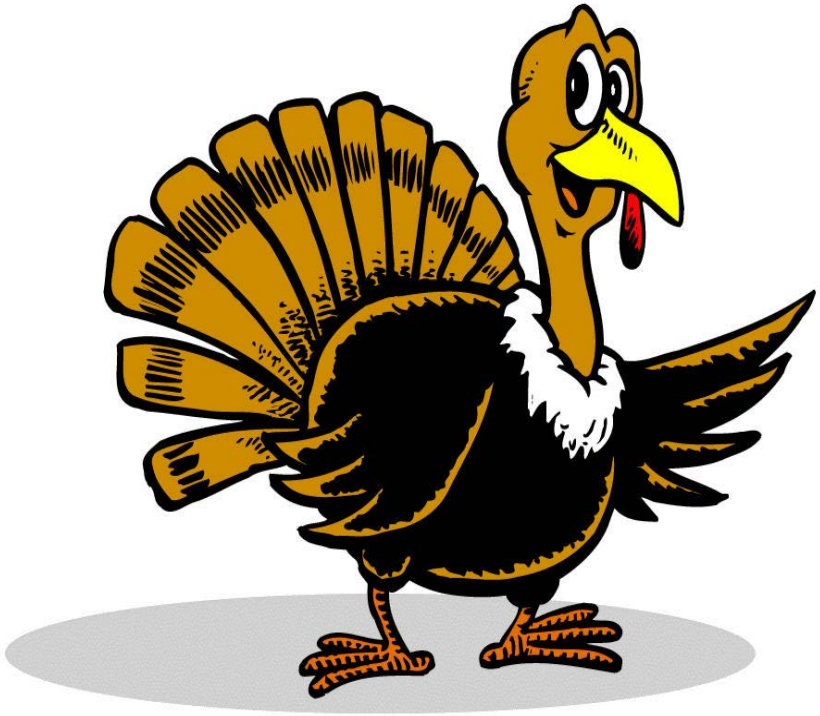


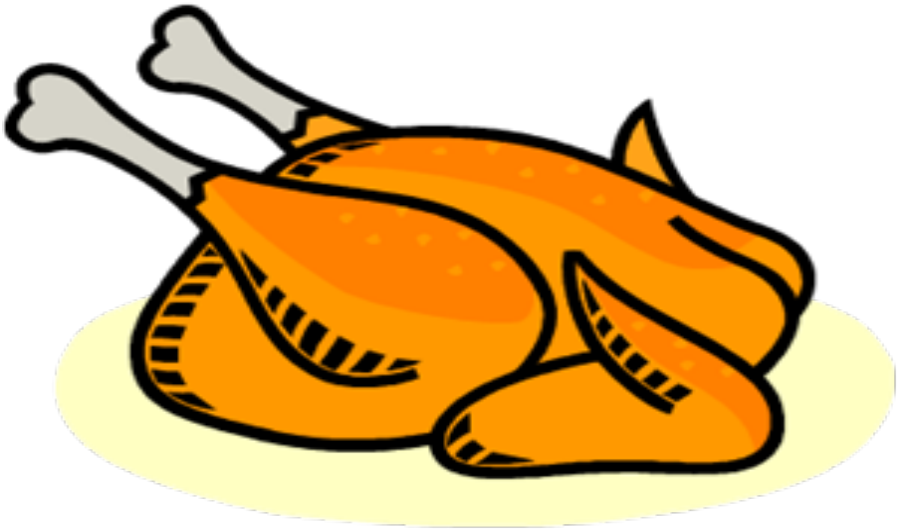


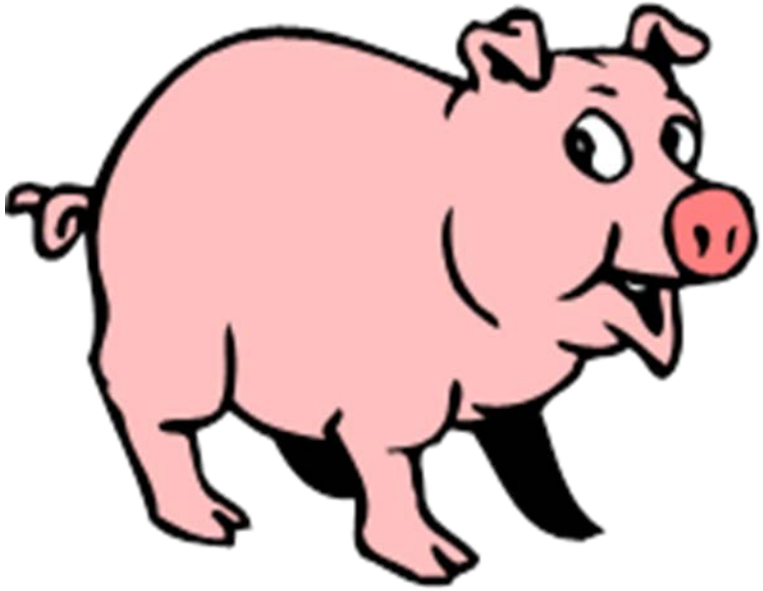


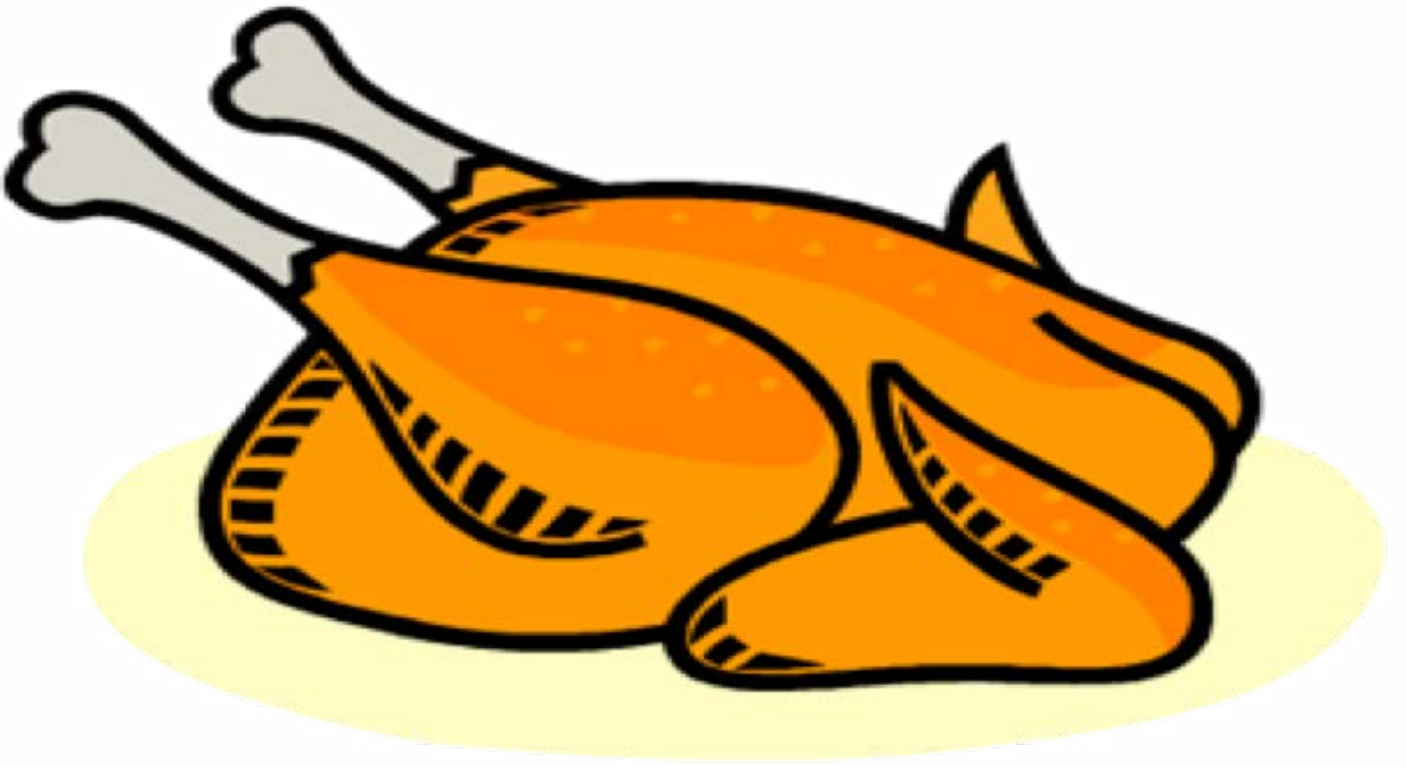


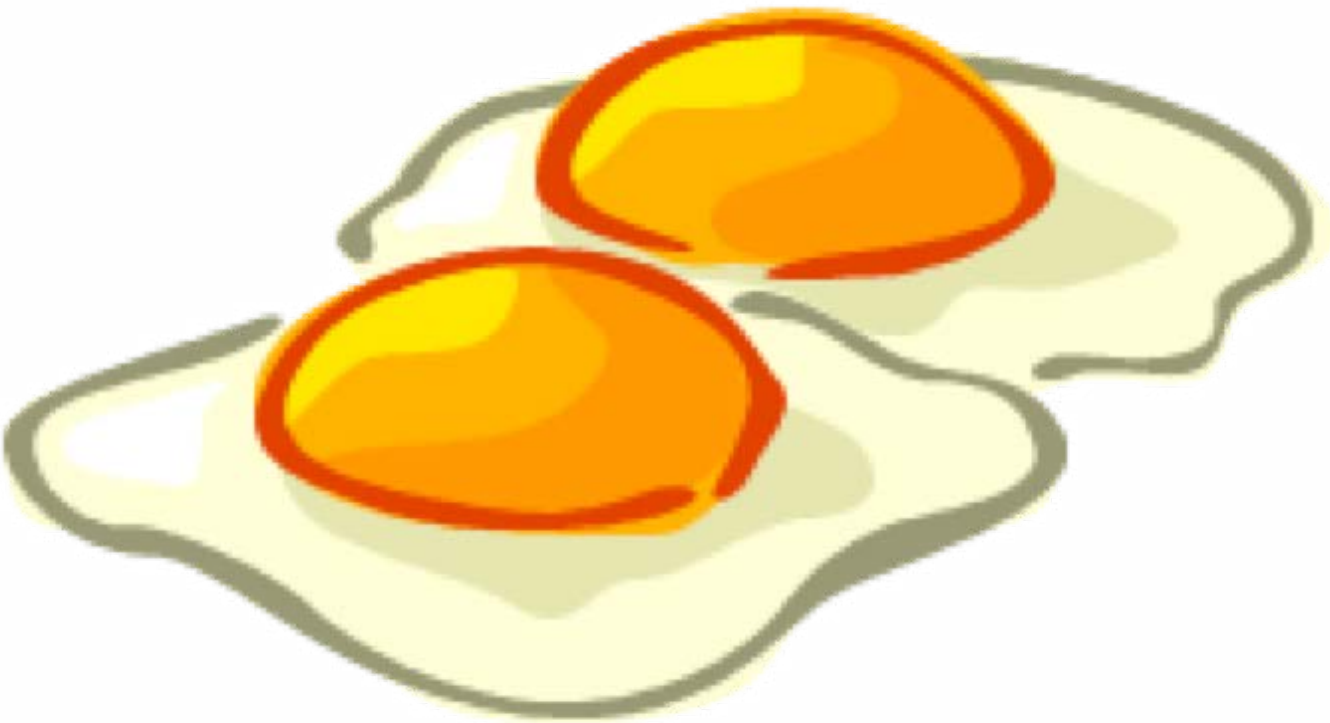


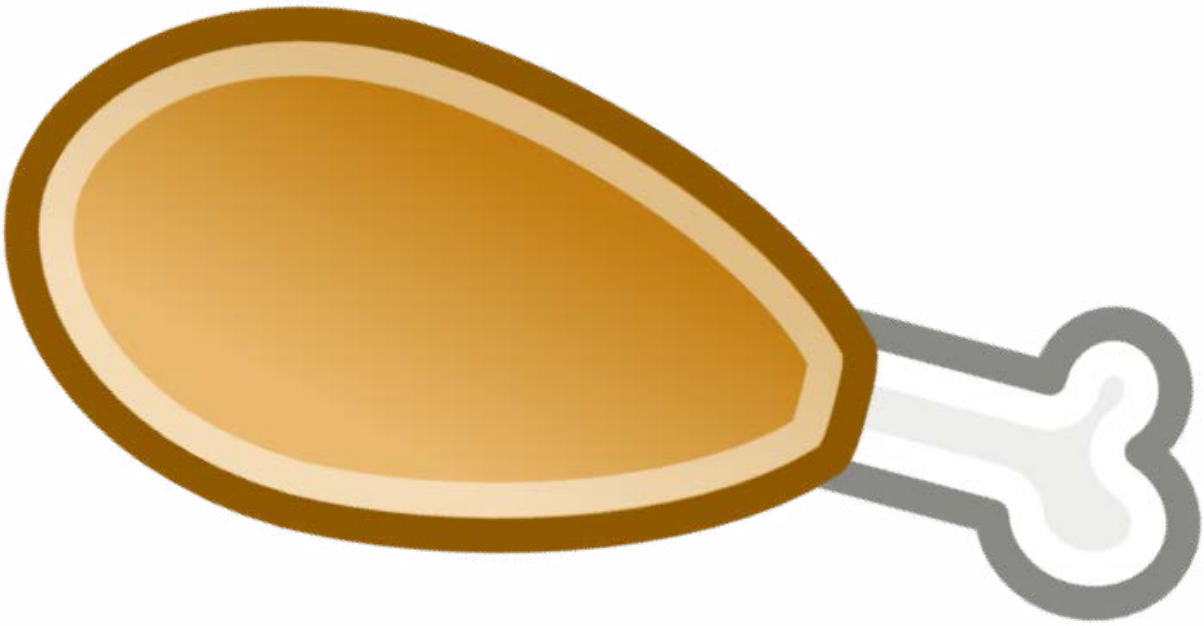


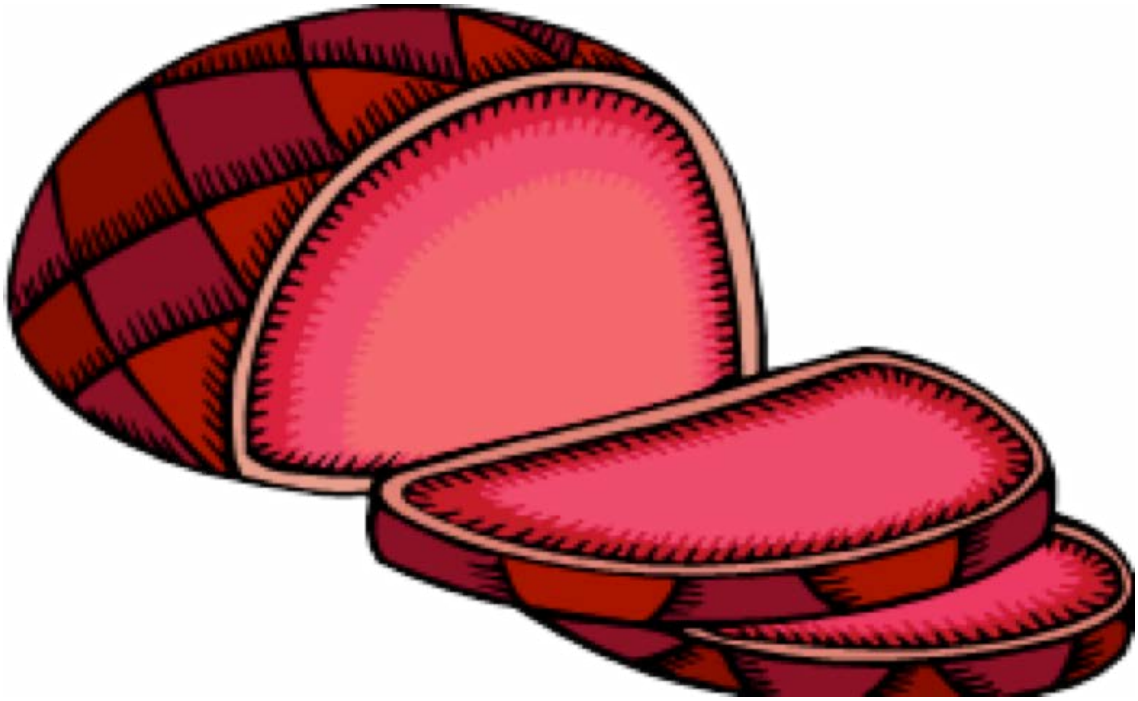


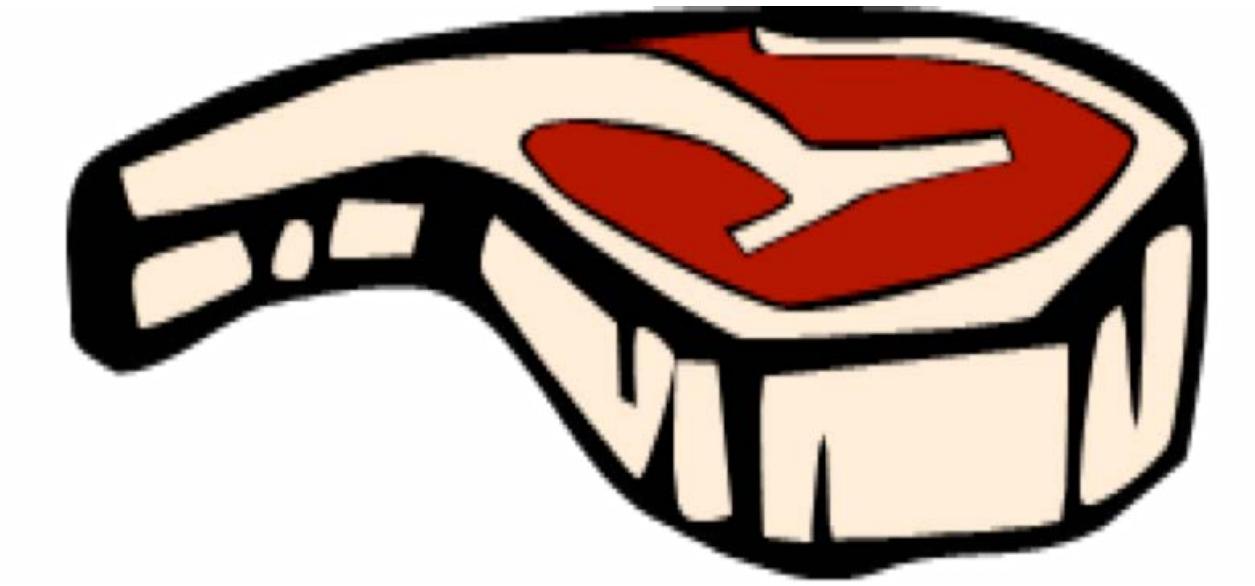


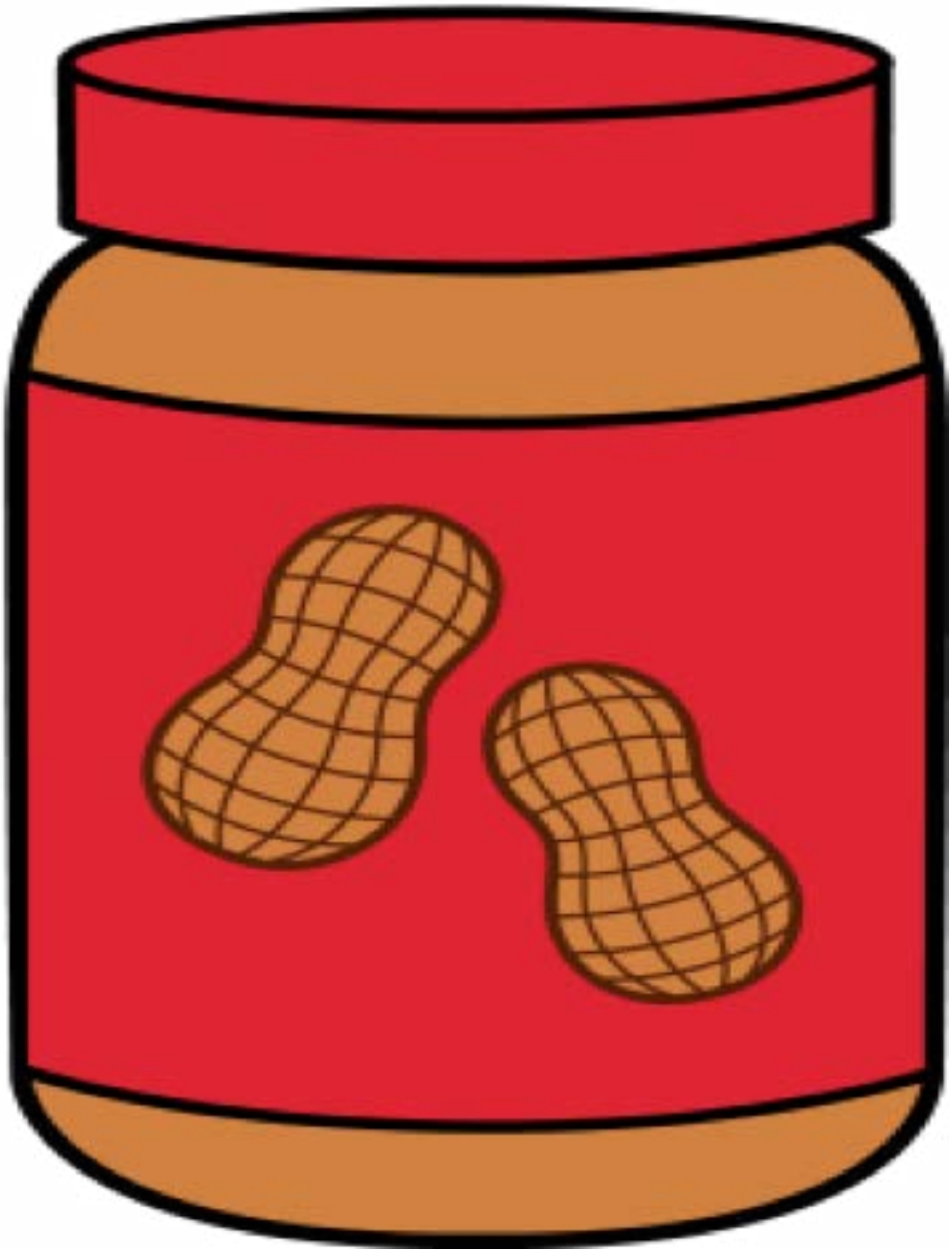


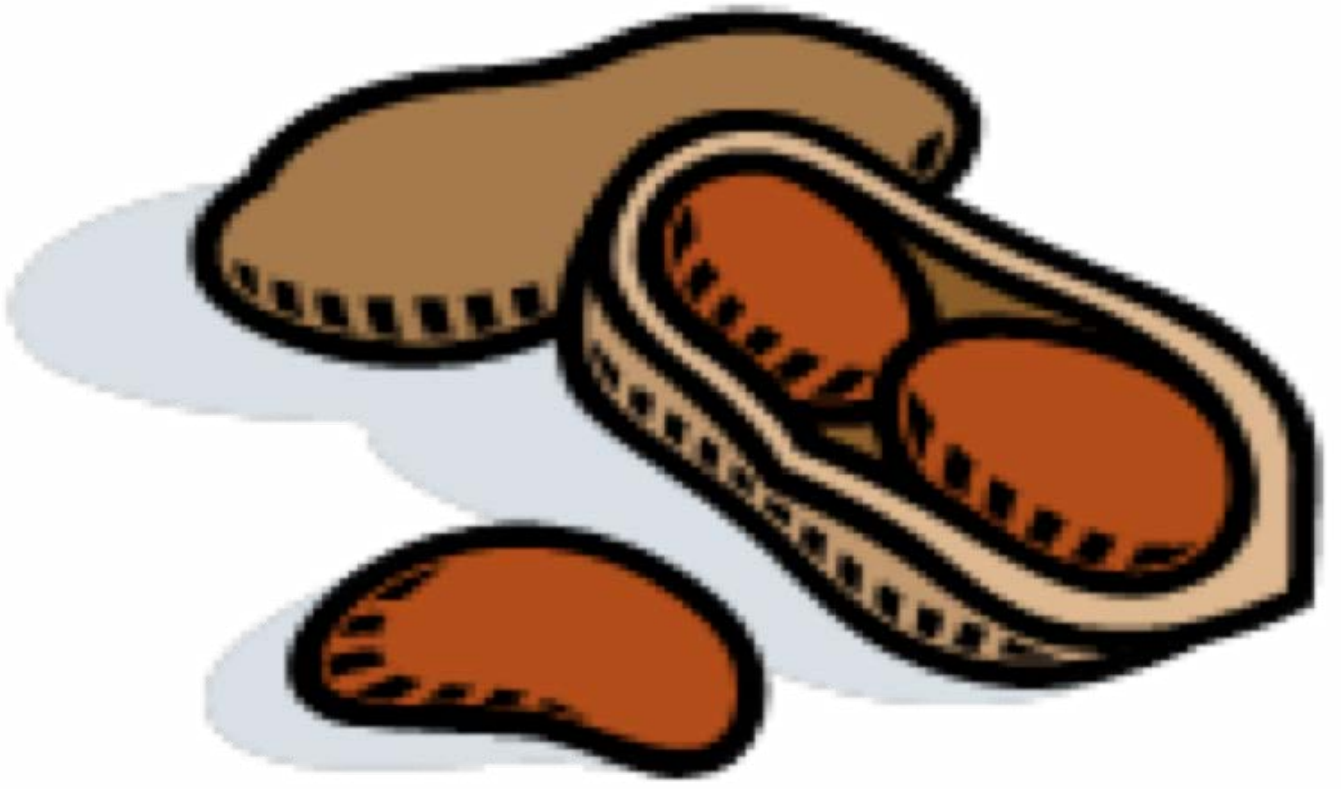


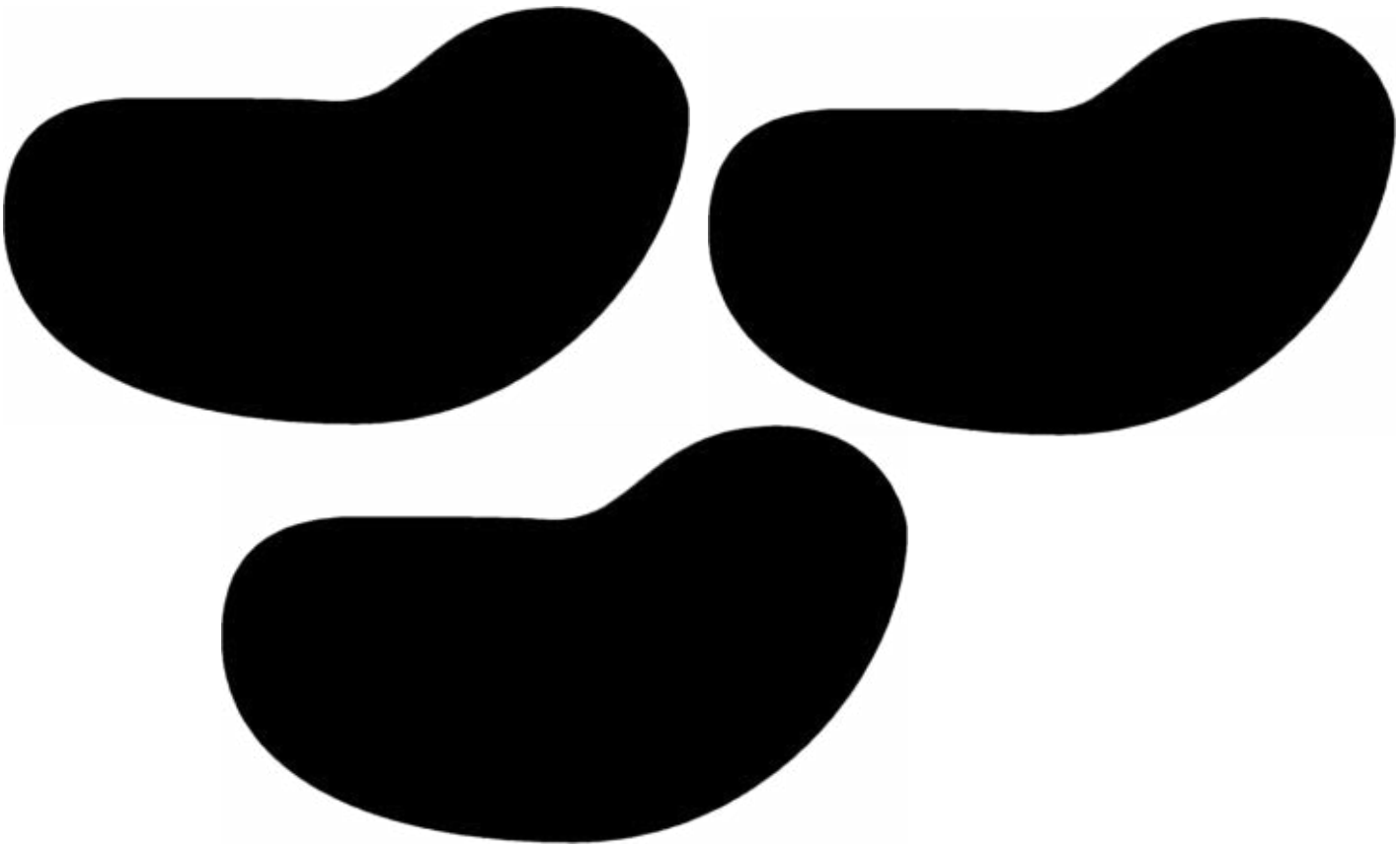


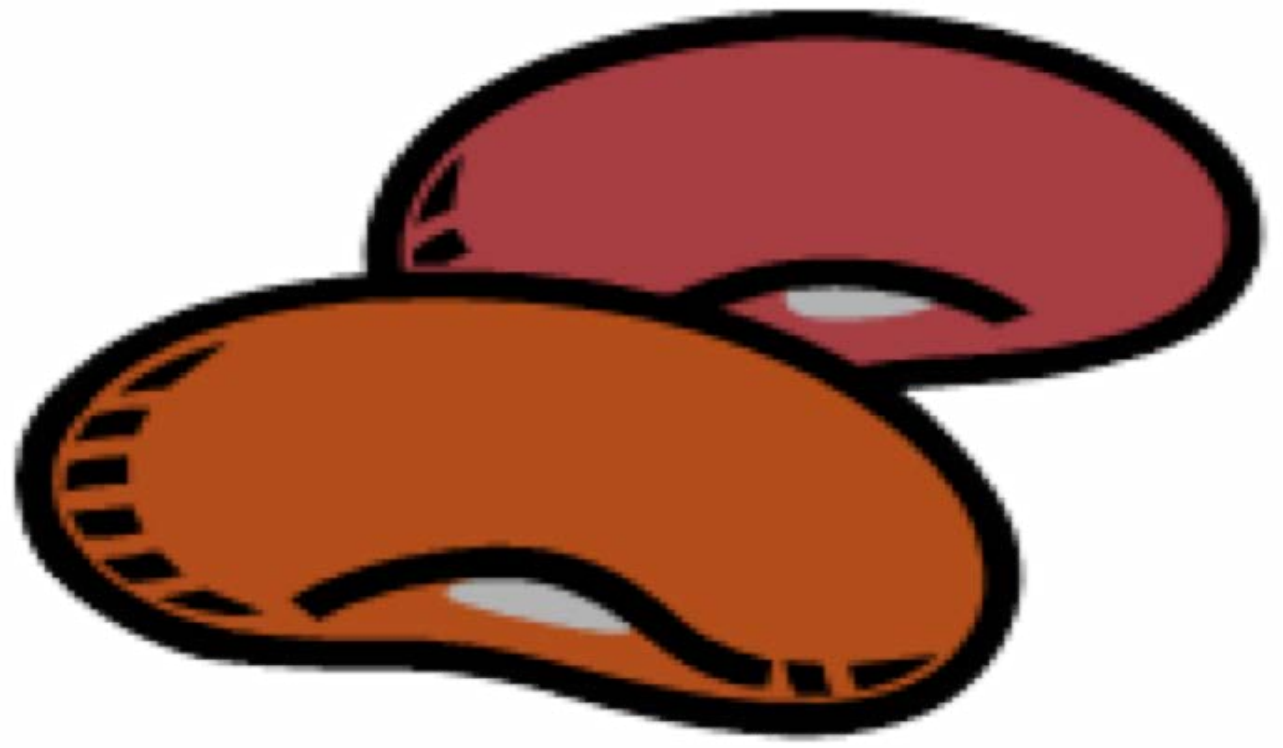


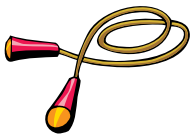












Physical Activity: Protein Foods March

MATERIALS

- Protein Chants, provided
- List of physical movements to be performed, provided with the Protein Chants

PRIOR TO ACTIVITY

Move and/or rearrange desks in the classroom so that there is enough space for the students to march and perform various movements around you in a circle.

Print a copy of the Protein Chants. Review the Protein Chants and physical movements.

ACTIVITY INTRODUCTION

Now that we know that we need both animal and plant protein foods to keep our muscles healthy and strong, let us put that to the test by performing some fun movements! Everyone stand up and gather around me in a circle. Make sure that you have enough room to spread your arms out and move around without bumping into each other. We are going to play 'Protein Foods March!'

ACTIVITY DIRECTIONS

1. *I will be reading/singing rhyming chants about the Protein Foods group to you. As I say these rhymes, everyone will march around me in a circle, without stopping, and you will repeat what I say. For example, if I say, "I don't know what you have seen," everyone will then say "I don't know what you have seen." Then I will say the next line, and everyone will repeat that as well, all the way through the activity. Any questions so far?* Allow students to ask any questions at this point.
2. *Whenever you hear me say the words, "Sound off," I will perform a movement that you will have to also perform. You will stop marching to perform that movement, and then continue marching when you are done. I will be performing different movements, so pay close attention!*
3. *Let's begin! Start marching around me in a circle.*
4. Begin reading the Protein chants, one at a time, until you have gone through all of the chants and movements. Repeat any chants and movements as you would like.

PROTEIN CHANTS

(Protein Chant #1)
"I don't know if it's been said, (Allow students to repeat this line as they march)

Protein foods keep me well-fed!" (Allow students to repeat this line as they march)

"Sound off, 1, 2" (Perform a jumping jack as you say 1, 2) (Allow students to repeat this line and to perform the jumping jack)

"Sound off 3, 4" (Perform another jumping jack as you say 3, 4) (Allow students to repeat this line and to perform another jumping jack)

Note to Educator: Follow the above format for the remainder of the Protein Chants. Repeat any chants and movements as you would like.

(Protein Chant #2)
"I don't know if it's been heard, chicken and turkey are protein birds!"

"Sound off, 1, 2" (Perform two squats)

"Sound off, 3, 4" (Perform another two squats)

(Protein Chant #3)
'I don't know what you have seen, but you can get protein from a bean!"

"Sound off, 1, 2" (Stretch down two times to touch your toes)

"Sound off, 3, 4" (Stretch down two times to touch your toes)

(Protein Chant #4)
"I don't know what you've been told, protein makes your muscles bold!"

"Sound off, 1, 2" (Perform a lunge with one leg)

"Sound off, 3, 4" (Perform a lunge with the opposite leg)

(Protein Chant #5)
"I don't know what you may wish, but you get protein from a fish!"

"Sound off, 1, 2" (Squat down and jump up high into the air)

"Sound off, 3, 4" (Squat down and jump up high into the air)

***Alternative movements:** push-ups, butterfly poses, high knees, crunches or planks

DISCUSSION:

Great job, everyone! Remember to eat a variety of plant and animal protein foods to keep your muscles strong and healthy!

Snack: Black Bean and Corn Salad with Baked Tortillas Chips

SERVINGS: 8

SERVING SIZE: ½ cup black bean and corn salad and 8 baked tortilla chips

INGREDIENTS

- 1–15.5 ounce can black beans
- 1–15.25 ounce can whole kernel fiesta corn (or sweet corn)
- 1–8 ounce jar mild salsa
- 1 tablespoon chopped cilantro
- 64 baked tortilla chips

EQUIPMENT

- Cutting board
- Chef's knife (or other suitable sharp knife)
- Can opener
- Colander
- 2, 2 cup plastic containers with lids
- 1 ½ quart-mixing bowl
- Large spoon for mixing
- Tablespoon measuring spoon
- 7" paper plates for serving

DIRECTIONS

1. In advance, thoroughly wash the cilantro. Shake off the excess water and pat dry with a paper towel. Chop enough cilantro to yield 1 tablespoon.
2. Open the can of black beans. Drain and rinse beans in the colander. Store in the refrigerator in a sealed plastic

(continued on next page)

NUTRITIONAL ANALYSIS PER SERVING

Nutrition Facts

Serving Size 1/2 cups (1g)
Serving Per Container 8

Amount Per Serving	
Calories 145	Calories from Fat 20
	% Daily Values*
Total Fat 1.4g	**2%**
Saturated Fat 0.3g	**2%**
Trans Fat 0g	
Polyunsaturated Fat 0.3g	
Monounsaturated Fat 0.1g	
Cholesterol 0mg	**0%**
Potassium 260mg	**7%**
Sodium 368mg	**15%**
Total Carbohydrate 27g	**9%**
Dietary Fiber 7g	**28%**
Sugars 2g	
Protein 6g	**12%**
Vitamin A 3% •	Vitamin C 5%
Iron 8% •	Folate 25%

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

container. Repeat the same process with the corn.

3. In the classroom, add the beans, corn, salsa and cilantro to the mixing bowl. Stir to mix well.
4. Using a measuring spoon, put 2 tablespoons of the recipe on each plate, along with 2 baked tortilla chips.

COMMONLY ASKED QUESTIONS:

Q: Why is it important for children to eat a variety of foods from the Protein Foods group?

A: Each food from the Protein Foods group provides different amounts of nutrients that your body needs. If you eat the same kind of food all of the time, then your body gets a lot of some nutrients, but may be lacking in others nutrients. Eating a variety of protein foods gives your body lots of different types of nutrients, which keeps you healthy.

Q: Why is it important for children to eat the recommended amounts of protein?

A: Children are growing every day at a fast rate, so their bodies need protein to support healthy development and growth.

Q: What amount of protein foods is recommended for children to eat every day?

A: MyPlate recommends that children between the ages of four and eight consume four ounces of food from the Protein Foods group every day.

Q: Can vegetarians eat enough protein to stay healthy?

A: Vegetarians that eat a variety of beans, peas, nuts, nut butters, seeds and soy products can get plenty of protein in their diets. Vegetarian protein sources may lack certain nutrients and amino acids, so a vegetarian diet with a variety and adequate amounts of protein foods is important to maintain good health.

Dear Parent or Caregiver,

Today your child learned about the Protein Foods group. The Protein Foods group is one of the five food groups on MyPlate. We learned that protein foods come from animals and plants. Animal protein foods include chicken, turkey, ham, eggs, fish, and steak. Plant foods include beans (like black, kidney and pinto beans), nuts, seeds, and peanut butter. It is important to eat a variety of protein foods, including animal protein foods and plant protein foods. Eating a variety of protein foods provides your body with many of the nutrients it needs to stay healthy.

As parents or caregivers, you play a big role in helping your child develop good eating habits. MyPlate recommends that children between the age of four and eight consume four ounces of food from the Protein Foods group every day. For example, one small lean hamburger provides about three ounces of protein, one can of tuna provides four ounces of protein, one small half of a chicken breast provides three ounces of protein, and two tablespoons of peanut butter provides approximately four ounces of protein. Children in America usually eat more than enough protein, so getting the recommended amount is not a main concern. It is most important to make sure that children are eating a variety of choices from the Protein Foods group. Trying the following activities with your child can help your child learn more about the different protein foods and help them to remember what they learned in class:

- When having breakfast, lunch or dinner together, ask your child if they can identify which foods in the meal are protein foods. Ask your child whether the protein food comes from an animal or a plant.
- When grocery shopping, ask your child which foods in the cart, if any, are protein foods and whether the protein food comes from an animal or a plant. them why protein is important for the body- (building strong and healthy muscles!)

With the lesson your child learned today, along with the above activities, we hope that your child will eat a variety of protein foods to support the body's growth. If you would like to learn more about the protein foods group, visit the MyPlate website at www.ChooseMyPlate.gov.

Sincerely,

LESSON 6

Create Your Plate

Concept

In addition to eating healthier foods, it is important for children to eat the right amount of foods from each food group. Children and caregivers are often unaware of how much food children actually need. This lesson teaches children to eat the right amount of foods from each food group at every meal.

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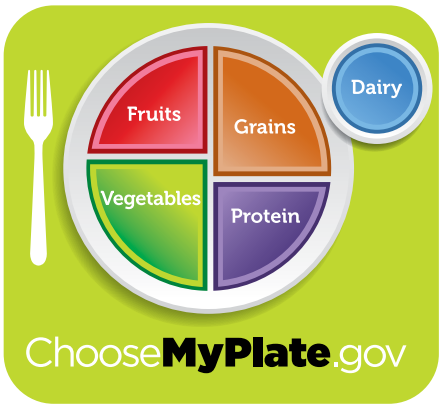
yum
Youth Understanding MyPlate

Background

The incidence of obesity has increased over the last 40 years across all classifications of age, sex, race and ethnicity. This increase in overweight and obesity in children can be attributed to many causes, but genetics and the environment are two broad factors that play a role (1). Since genes are inherited from parents and do not change quickly enough to be the main culprit, the environment must be the focus of lifestyle changes to promote a healthy weight. The environment includes everything that affects how, when and what children eat. Children in the United States are consuming too many empty calories – calories that have few essential nutrients, and they are not getting enough exercise (2). The three top sources of calories for children and adolescents ages 2 to 18 years are grain-based desserts, pizza and soda/energy drinks/sports drinks (2). Children do not have much control over their environment, but what little they have is an important place to start in order to foster healthy eating habits. Although www.ChooseMyPlate.com recommends specific child-sized serving equivalents of foods from each food group, the concept is not easy for younger children to understand, so a simpler approach is needed to educate this age group.

According to the Dietary Guidelines for Americans, 2010, children consume less than the recommended amounts of fruits and vegetables, whole grains and lean protein sources (2). Each of these food groups are important because they contain essential nutrients that cannot be found in other food groups. Fruits and vegetables are high in fiber and antioxidants and do not contribute many calories. Whole grains are high in fiber and certain minerals. Lean protein sources are high in protein and many vitamins and minerals (2). Eating the correct amounts of these foods can help maintain a healthy weight, which can decrease the risk of type 2 diabetes, certain cancers and other diseases (3).

In order to help Americans meet their needs for fruits and vegetables, the Dietary Guidelines for Americans, 2010, recommends filling half the plate with fruits and vegetables at every meal (2). To help Americans visualize this recommendation, the US Department of Agriculture recently released the newest food guide: MyPlate, which replaces MyPyramid as the nation's symbol for proper nutrition (4). The MyPlate symbol is a plate containing the Grains, Vegetables, Fruits, and Protein Foods groups and a cup representing the Dairy group. According to the MyPlate symbol half of the plate should be filled with vegetables and fruits with more vegetables than fruits. The other half of the plate is divided between the Grains and Protein Foods groups. This visual representation of nutrition recommendations can be useful to help children consume the correct amounts of foods from the food groups included on MyPlate at every meal. Although MyPlate is informative it is one component of the USDA's food guidance system, which also incorporates the ChooseMyPlate.gov website that provides nutrition recommendations, as well as a variety of other evidence-based information and tools that consumers can use to make better food and physical activity choices (4).



Research has shown that the amount of food on a person's plate influences the amount of food consumed (5-7). If fruits and vegetables make up the largest part of a child's plate, then they will be consumed in the greatest amount. Whole grains and lean protein sources each make up a quarter of the plate, so in general children should eat more fruits and vegetables than grains or lean protein sources during each meal. To ensure that all food groups are represented on the MyPlate symbol, the Dairy group is depicted as a smaller circle to the top right of the plate. This emphasizes the importance of consuming foods from this group as well.

Learning to eat the right amount of food in school can help children know what to do at home. Following the MyPlate guidelines may help to reduce the caloric content of meals and increase the variety of foods consumed. These healthy changes can help to decrease the percentage of overweight and obese children in the United States today.

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1. US Department of Health and Human Services, US Department of Agriculture. Dietary Guidelines for Americans, 2010. Available at: http://www.cnpp.usda.gov/DGAs2010-PolicyDocument.htm. Accessed May 19, 2011.
2. Atkinson R. *The Management of Eating Disorders*. 2nd ed. Totowa, NJ: Humanan Press Inc, 2005.
3. US Department of Agriculture. MyPlate. Available at: http://www.choosemyplate.gov/index.html. Accessed June 23, 2011.
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5. Wansink B. *Mindless Eating: Why We Eat More Than We Think*. New York, NY: Bantam Dell, 2006.
6. Wansink B, Painter JE, North J. Bottomless bowls: why visual cues of portion size may influence intake. *Obes Res.* 2005;13:93-100.

1st Grade Lesson

LEARNING OBJECTIVES

The students will:

- assign foods from each of the food groups in the proper section of the plate.
- recognize how much of the plate should be used for foods from each of the food groups.

BEHAVIORAL OBJECTIVE

The students will:

- choose appropriate amounts of a variety of foods.

RECOMMENDED BOOK

Picky Peggy by Jennifer Dussling

FLORIDA STANDARDS

HEALTH EDUCATION

HE.1.P.1.1.: The student will demonstrate good personal health habits.
HE.1.P.1.In.a: The student will demonstrate selected good personal health habits, such as brushing teeth, sharing with others and getting adequate sleep.

HE.1.P.1.Su.a: The student will demonstrate selected good personal health habits, such as brushing teeth, sharing with others and getting adequate sleep.

HE.1.P.1.Pa.a.: The student will perform a guided good personal health habit, such as brushing teeth or sharing with others.

HE.2.P.1.1.: The student will demonstrate health behaviors to maintain or improve personal health.
HE.2.P.1.In.a.: The student will demonstrate selected health behaviors that maintain or improve personal health, such as making healthy food choices, engaging in physical activity, being kind to others, following universal precautions, and practicing pedestrian safety.

HE.2.P.1.Su.a: The student will demonstrate a selected health behavior to maintain or improve personal health, such as making healthy food choices, engaging in physical activity, being kind to others, following universal precautions or practicing pedestrian safety.

(continued on next page)

PHYSICAL EDUCATION

PE.2.L.2.11: The student will categorize food into food groups.

PE.2.L.2.In.k.: The student will identify food in food groups.

PE.2.L.2.Su.k.: The student will recognize food in food groups.

PE.2.L.2.Pa.k: The student will recognize different kinds of foods.

Learning Activity: Make Your Plate

PRIOR TO ACTIVITY

Enlarge Your Plate master copy to 16" X 20" and laminate. Enlarge food for Your Plate master, cut out and laminate. To assemble the "Your Plate" placemats, attach a 9-inch paper plate to the center of a sheet of construction paper using a glue stick or double-sided tape. You will need to make enough for each student. Print the food stickers. Cut each column of stickers down the middle. Each student should receive one column of stickers.

ACTIVITY INTRODUCTION

Today we will learn about eating the right amounts of each food group compared to the other MyPlate food groups. If we eat too much food, our bellies will feel too full. Hold your bellies and wiggle in your seat if you have ever eaten so much food that your belly felt too full. Choose one or two students to tell the class about their experience. *Eating the right amount of food is important so that we get enough foods from each food group, and so we don't eat so much that our bellies feel too full. That will help us to be healthy, grow strong and have the energy we need so that we can do fun things like play with our friends. Raise your hand if you like to play with your friends.* Choose one or two students to share what their favorite "outside" game to play is. *If we learn where to put different kinds of foods on our plates, and we eat the right amounts of foods from all the food groups every day, it will help us to be healthy and strong and to have enough energy to play with our friends!*

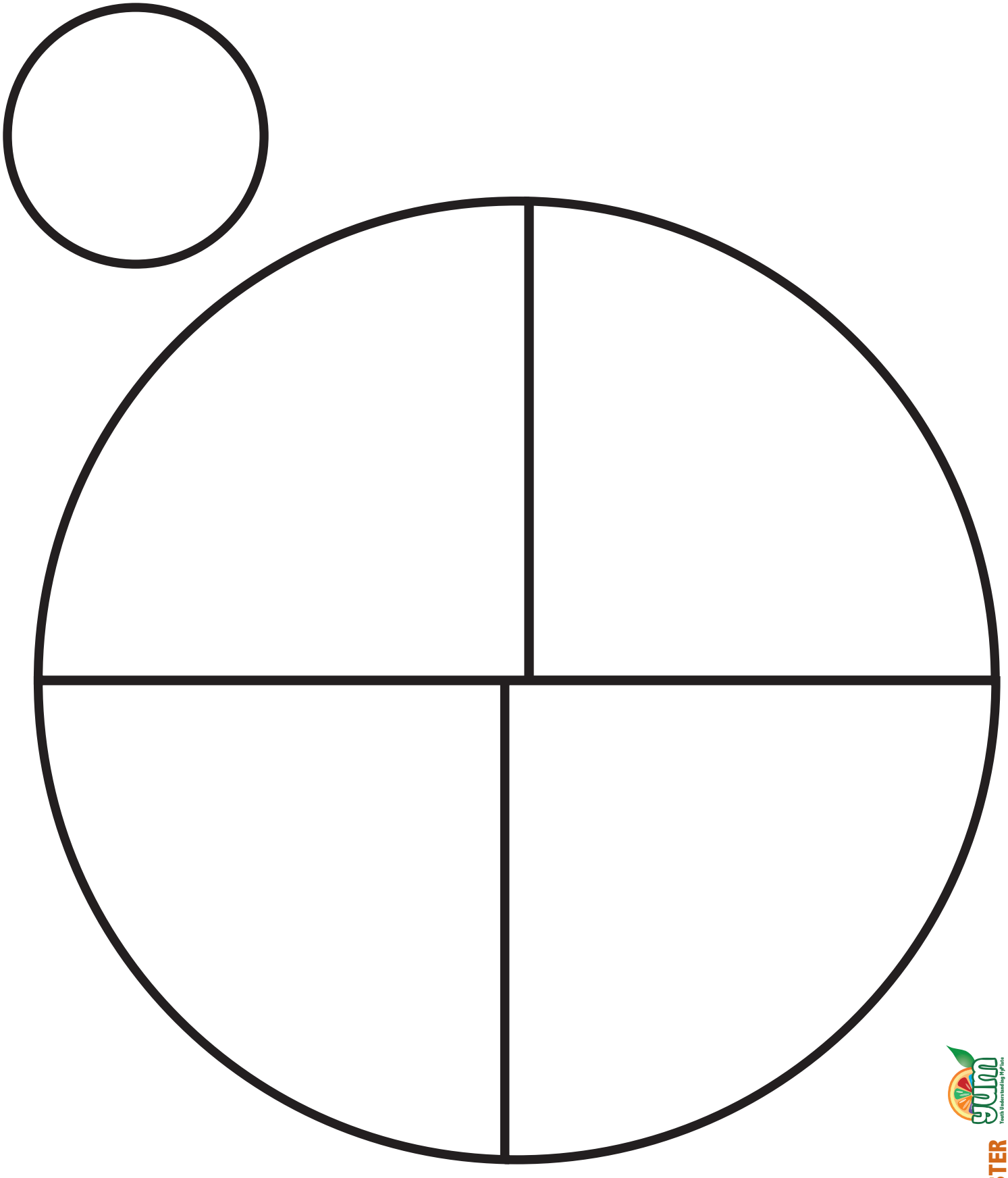
ACTIVITY DIRECTIONS

1. Distribute a Your Plate placemat to each student. *Today, we are going to do an activity that will help you learn how to arrange foods on your plate to get the right amount from each of the MyPlate food groups. Each of you has a placemat where you can design Your Plate. I have posted MyPlate on the board* (use the enlarged master for your visual), *and I will use it to show you where foods from each of the food groups belong on Your Plate. Listen carefully to what I say.*
2. *MyPlate has a long line dividing it in half, does everyone see this?* Use your finger to trace the line on MyPlate that divides the plate in half. *Now, pick your favorite color crayon. Does everyone have a crayon?* Be sure that every student has a crayon before you begin. *Good! I want everyone to draw a line down the middle of your plate so that it has a long line dividing it in half just like MyPlate. When you're finished dividing your plate in half, hold it up so I can see how it looks.* Be sure you have seen everyone's plate and that the lines are correct before you move on to the next section of the plate.
3. *Next, I want you to see how one half of MyPlate is divided into two sections.* Use your finger to trace the line on MyPlate that you are referring to. *Does everyone see this? Good! I want everyone to draw a line dividing one half of Your Plate into two sections. When you are finished dividing one half of your plate into two sections, hold it up so I can see how it looks.* Be sure you have seen everyone's plate and that the lines have been drawn correctly before you move on.

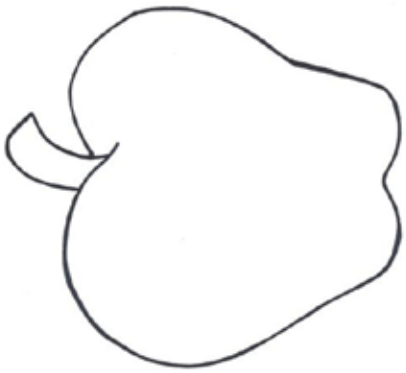
MATERIALS

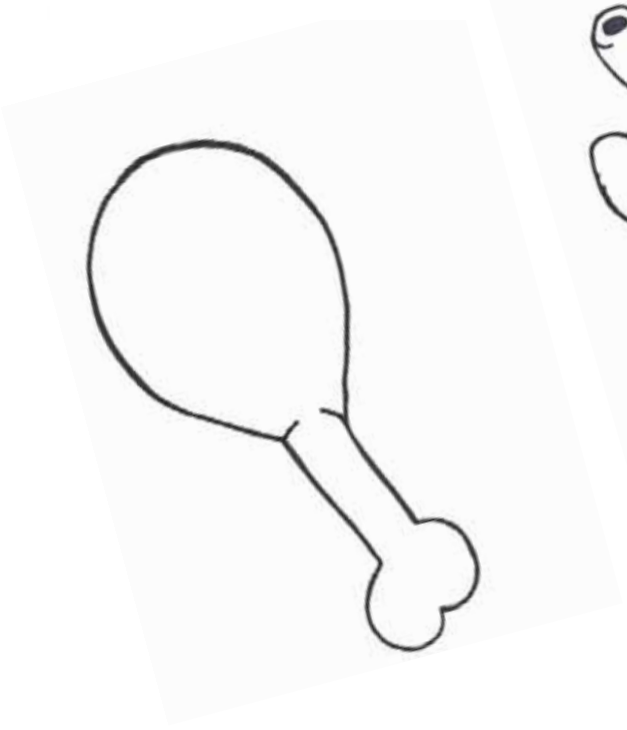
- Your Plate Master, provided
- One food from each section of Your Plate, provided
- Food stickers master, provided
- Crayons (each student should have their own crayons at their desk)
- 9-inch plain white paper plates (enough for class)
- Construction paper 12" X 17" – one sheet for each student
- Sticky tack
- Glue or double-sided tape
- Avery Address labels, 14 per sheet - available at any office supply store

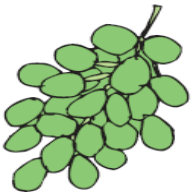
1. *The other half of MyPlate is also divided into two sections.* Use your finger to trace the line on MyPlate that you are referring to. ***Does everyone see this? Again, I want everyone to draw a line dividing this half of Your Plate into two sections. When you are finished dividing this half of your plate into two sections, hold it up so I can see how it looks.*** Be sure you have seen everyone's plate and that the lines are correct before you move on.
2. ***How many sections have we divided our plate into?*** Choose a student to tell the class, or students can answer all at once. ***That's right! We have 4 sections, and each section is special: it's a home to a certain group of foods from MyPlate. Half of our plate is home to foods from the Fruits group and the Vegetables group. Can someone tell me what you would put in this section?*** Choose one or two students to share what their favorite fruit and/or vegetable is. ***Mmm... I like those too, but my favorite fruit is an apple and my favorite vegetable is broccoli, so I'm going to put those on MyPlate.*** Use sticky tack to affix the laminated apple and broccoli onto this section of the plate—this will serve as a guide for the students when they "build" their plate a little later.
3. ***There are two other sections on your plates. One of these sections is home to foods from the Grains group. Can someone tell me what you would put in this section?*** Choose one or two students to share their favorite food from the Grains group. ***Great! One of my favorite foods from the Grains group is macaroni, so I'll put it here!*** Use sticky tack to affix the laminated macaroni to this section of the plate.
4. ***The last section of the plate is home to foods from the Protein Foods group. Can someone tell me what you would put in this section?*** Choose one or two students to share what their favorite food from the Protein Foods group is. ***Good! One of my favorite foods from the Protein Foods group is chicken, so I'll put it here!*** Use sticky tack to affix the chicken into this section of the plate.
5. ***There is one more thing that we should remember to include in our meal, and it's something that does not go on our plate, it goes next to it. Does anyone know what food group I am thinking about?*** Allow students to answer. The answer you're looking for is the Dairy group. ***Great job! You need to remember to get 2 1/2 cups per day from the Dairy group. Draw a little circle at the top right of Your Plate placemat, just like the little circle on MyPlate, so we remember to drink milk or eat foods from the Dairy group every day!***
6. ***Great job everyone! Now, you will have a chance to put foods you might eat at a meal in the correct section of Your Plate using the stickers I am giving you. Stick them where they belong on Your Plate. Now remember that you can look at MyPlate and ask me questions if you need help remembering where the homes are for the foods that go on Your Plate. Let's get started!***



YOUR PLATE MASTER







GRAPES

ORANGE SLICES

BANANA

BROCCOLI

CELERY

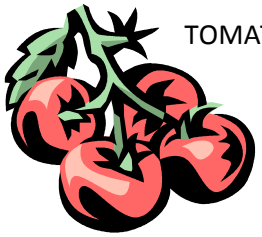
SALAD

NOODLES

BAGEL

PEANUT BUTTER

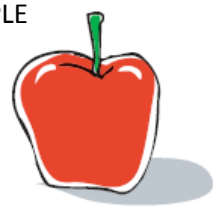
SWEET POTATO



TOMATO

EGG

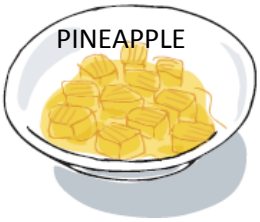
APPLE



CHICKEN

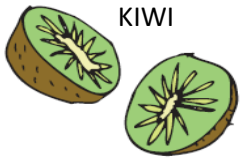
CHICKEN

PINEAPPLE



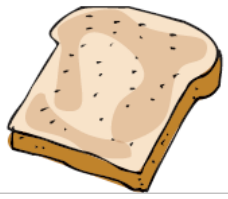
CARROT STICKS

KIWI

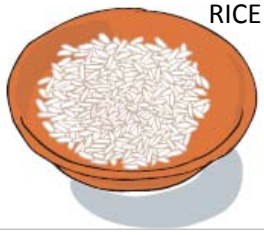


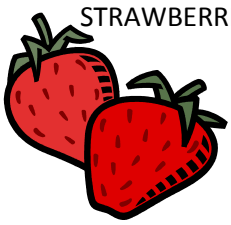
SPINACH

BREAD



RICE





STRAWBERRIES

MUSHROOM

GRAPE JUICE

Physical Activity: Food Group Corners

PRIOR TO ACTIVITY

Laminate Food Group Corners posters. Attach posters to walls of classroom with sticky tack or tape (can post one in each of four corners, or all on the same wall, just be sure that there is room for the children to be in each area with a clear division of groups). Place the food flash cards in a bag or envelope and mix them up. Set up CD so that Conga song is ready to be played.

ACTIVITY INTRODUCTION

It's time to play a game! First, I'm going to teach you our Funky Foodie Moves. Demonstrate each of the following moves and have the students imitate you:

Jumping Bean – children jump up and down as high as they can go

Squirmy Noodle – children wiggle and squirm

Hoppin' Popcorn – children hop from one foot to the other, bringing their knees high

Crazy Chicken – children bring their hands to their armpits to form a chicken wing, "flap" their wings, step up and down and make chicken noises

Dairy Dance – children pretend to hold one glass of milk in each hand; they wiggle and dance while "drinking" one glass of milk and then the other

Apple Twist – children stand with their feet planted on the ground and put their hands on their hips, then they twist back and forth as far as they can go

Carrot Disco – children use their right hand to reach left across their body to "pick" a carrot out of the ground; then they lift it up and point it as high up to the right as they can (this looks like the classic "disco point" move, wiggling the hips helps here)

Are you ready? If I say "do the Jumping Bean," I want you to do this. Demonstrate the Jumping Bean. ***Do it with me!*** Allow the class to do practice the move. ***And if I say "do the Squirmy Noodle," do this.*** Demonstrate the Squirmy Noodle. ***When I say "do the Hoppin' Popcorn" do this!*** Demonstrate the Hoppin' Popcorn. ***This is the "Crazy Chicken."*** Demonstrate the Crazy Chicken. ***Now try the "Dairy Dance."*** Demonstrate the Dairy Dance. ***If I say "do the Apple Twist", go like this!*** Demonstrate the Apple Twist. ***And last, but not least, if I say "do the Carrot Disco" do this!*** Demonstrate the Carrot Disco. ***Great job, now listen carefully, and I'll tell you how to play.***

ACTIVITY DIRECTIONS

1. Give each student a food card. ***Look at your food card. You need to decide if the food on your card belongs to the Fruit, Vegetable, Protein Foods, Grains or Dairy group.*** Go around the room and make sure every student knows the group to which they belong.
2. ***Next, decide where your food belongs on the plate.*** Review each section of the plate.
3. ***Each of the assigned areas of the room has a poster with one of the special sections of Your Plate highlighted. Can someone point to where the Fruits and Vegetables***

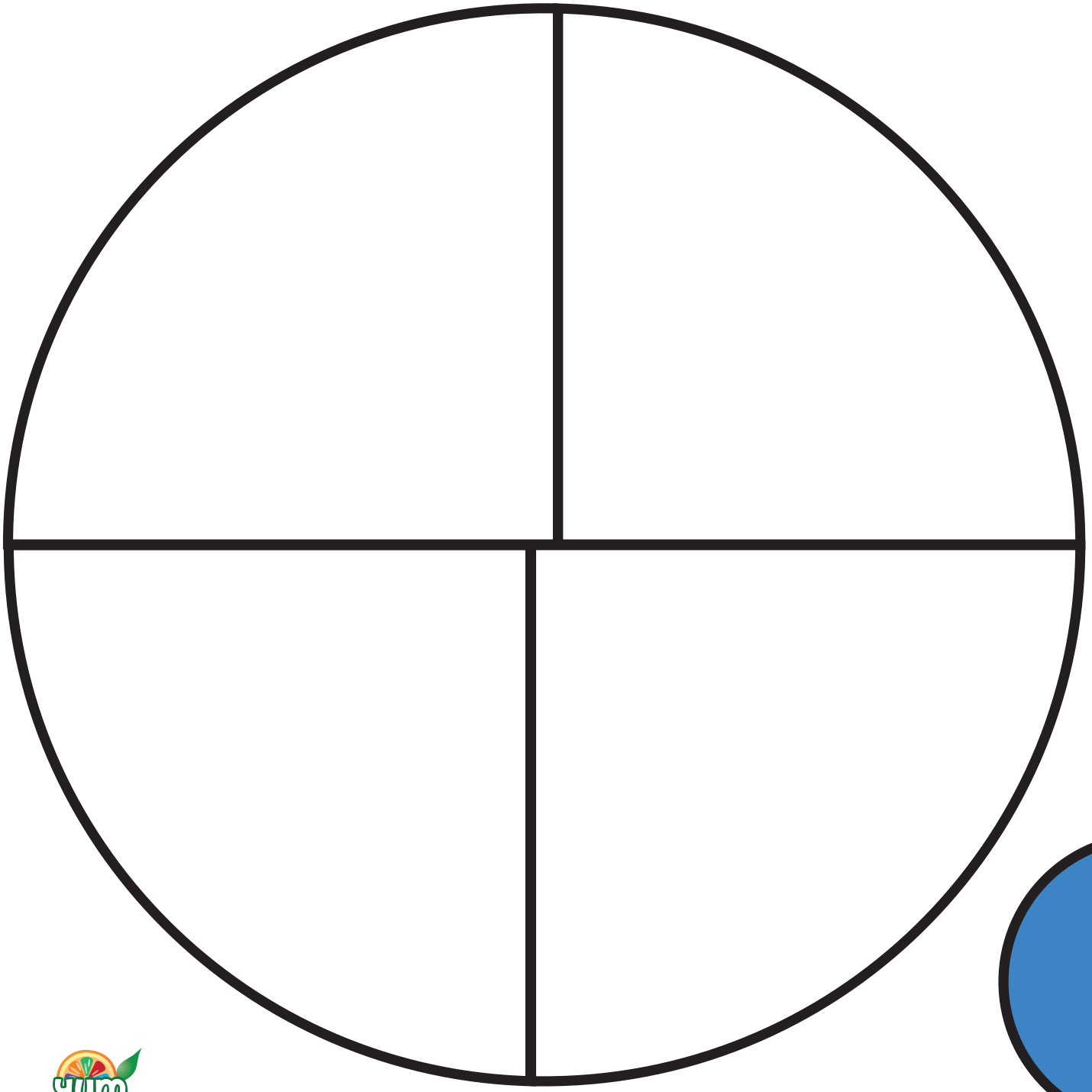
MATERIALS

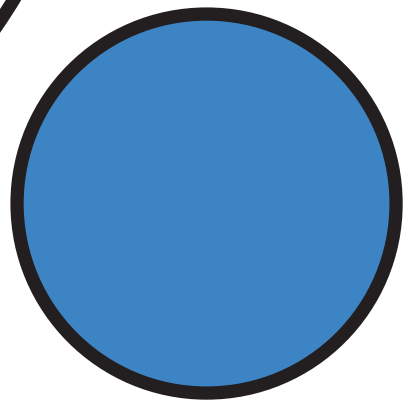
- Food Group Corners posters (one for each group division: fruits and vegetables, protein foods, dairy foods, grains), provided
- Food cards, provided
- Manila envelope or paper bag large enough to hold food cards
- Sticky tack or tape
- A Tisket, A Tasket CD (play Conga song): ASIN: B0001Z92AS, available on Amazon.com for $14.97 (optional)

1. *groups are located?* Choose one student to point it out. *How about the Grains group? The Protein Foods group? Where's the Dairy foods group? Great job!*
2. Have the students form a conga line. *You are now in a conga line. When you hear the music, we will move around the classroom in our conga line. When the music stops, move to the poster that matches the section of the plate where your food belongs and freeze. When everyone gets to their section of the plate, I will call out a Funky Foodie Move. Start doing the "movement" and keep doing it until I tell you to stop. Are there any questions? Great! Let's get started!*
3. Start the music and randomly stop it. *Move to your corner and freeze!* Call out a Funky Foodie Move for the students to perform. Use this time to check if children are in the correct section of the plate. You may change the Funky Foodie Move at any time, so it is possible to do one move, or all six, while you check the children's food cards against the location they selected. After checking the cards, tell the children to stop their Funky Foodie Move.
4. *Now, as a class, remind me: What foods should we eat the most of every day?* Children should reply with foods from the Fruits group and the Vegetables group. *What food groups do we eat in smaller amounts?* Children should reply with foods from the Grains, Protein foods and Dairy groups. *Perfect!*
5. *Now you can trade your food card with someone* from a different food group *and form a conga line so we can play some more!*
6. Continue the activity for as long as you need to extend the lesson. Variations are: "spin" or "frog hop" to the correct corner of the room.

SUMMARY

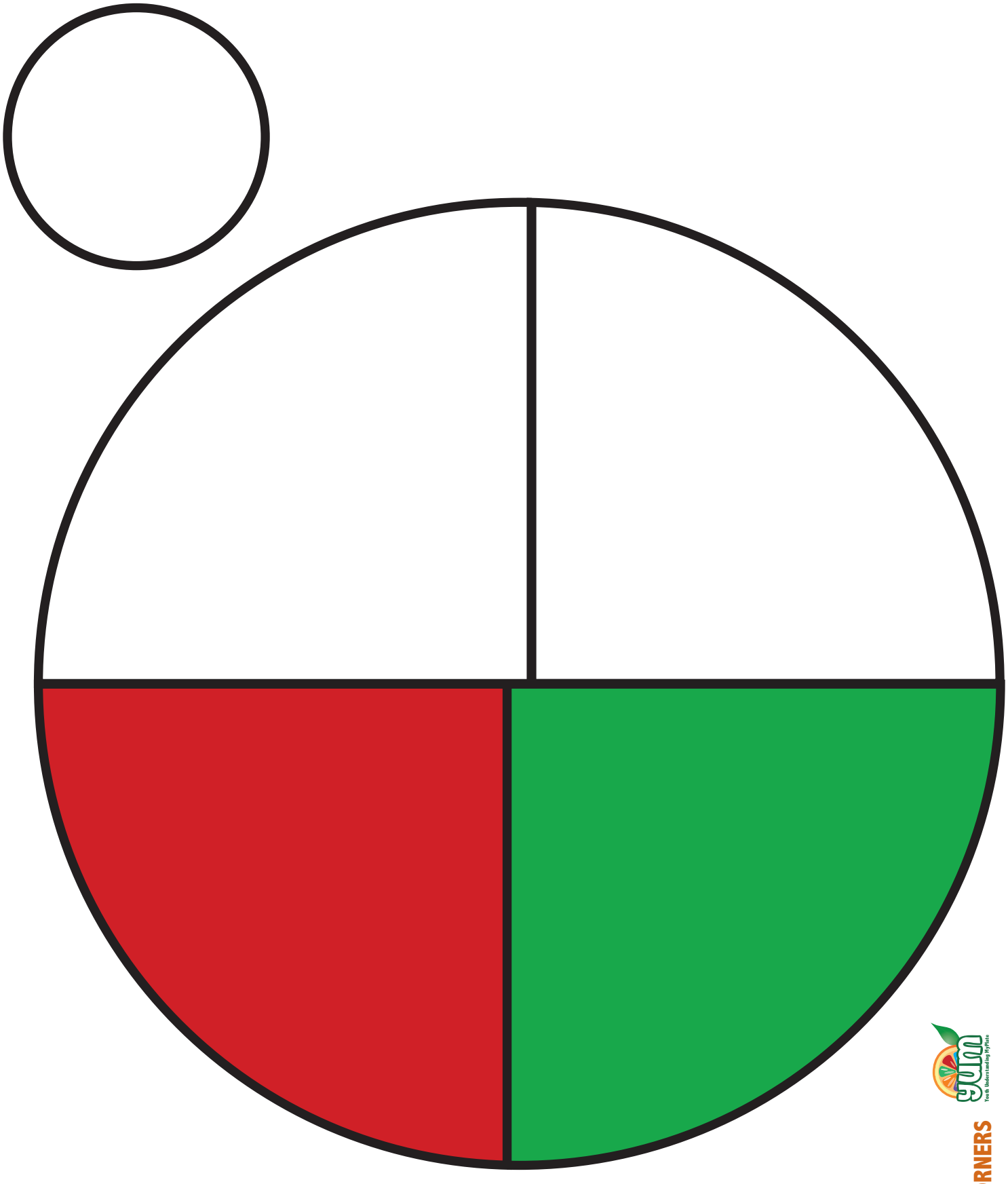
Great job! Remember, eating the right amounts of food from each food group is important for good health. One half of your plate is home to foods from the Fruits group and the Vegetables group, and you should eat smaller amounts of foods from the Protein Foods group, the Grains group, and Dairy group every day. Clap your hands really loud if you think you can eat the right amounts of food from each food group at home!





FOOD GROUP CORNERS

yum
Youth Understanding MyPlate



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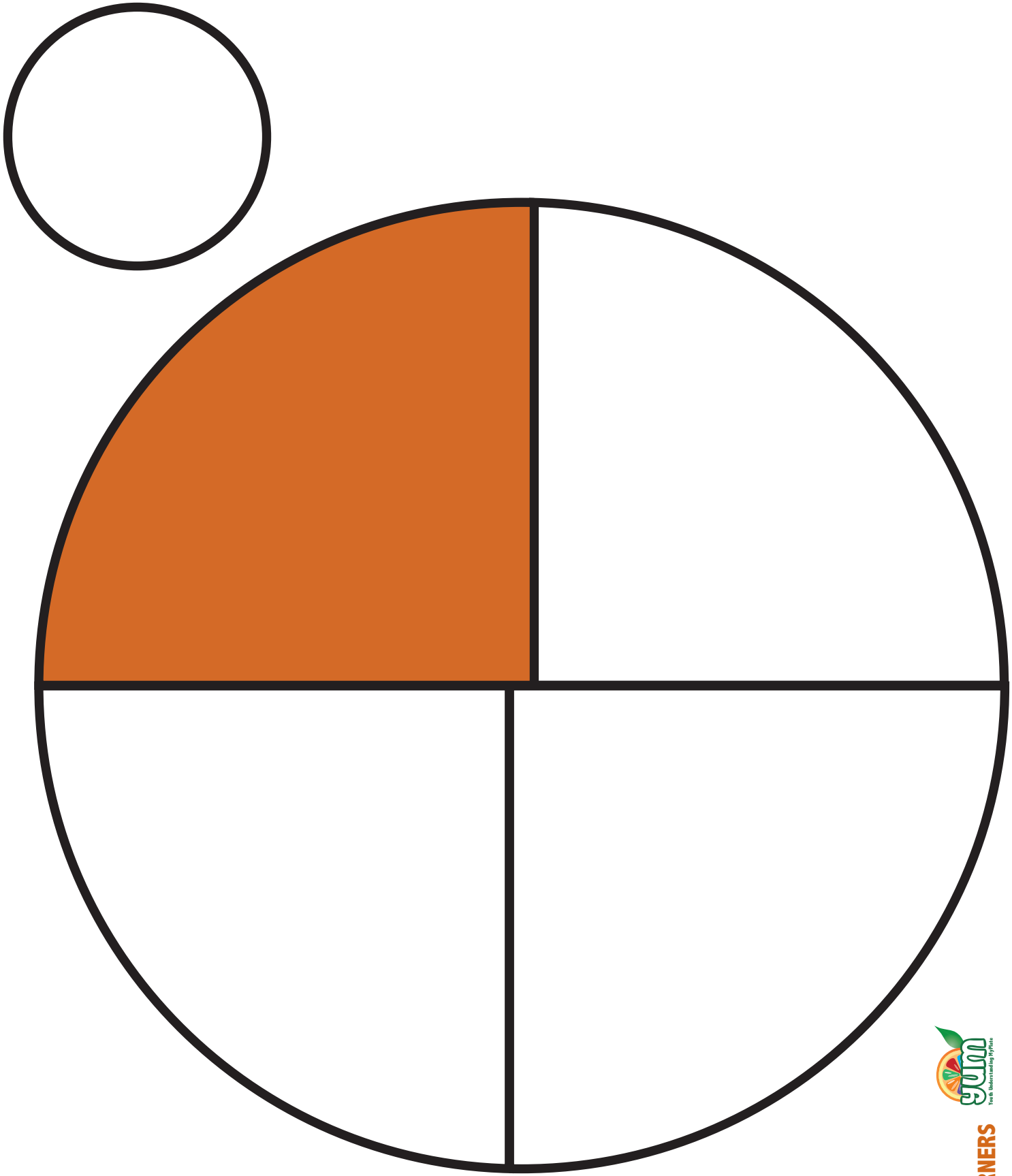

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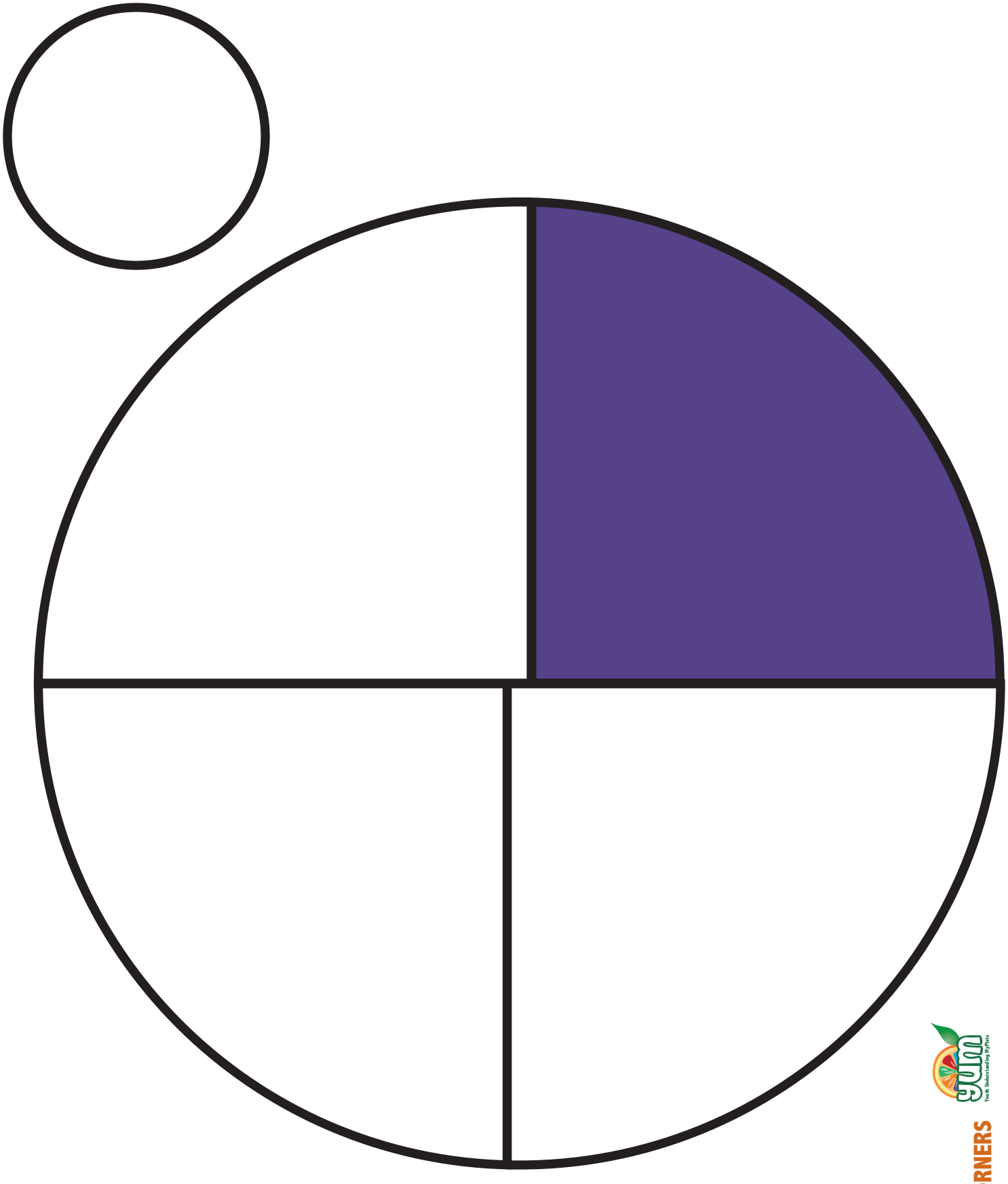

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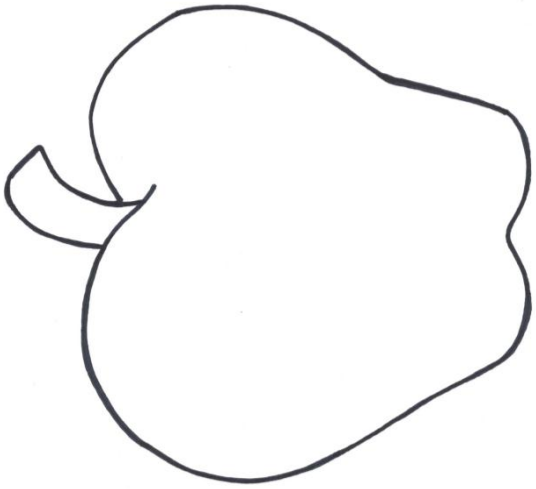
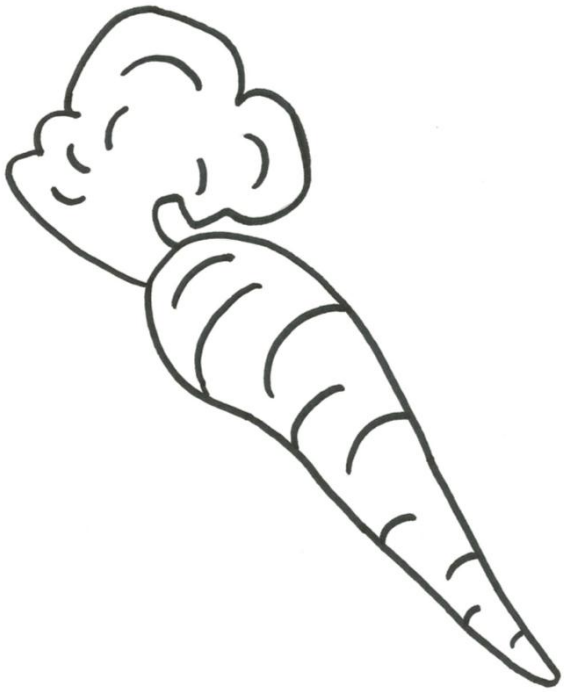
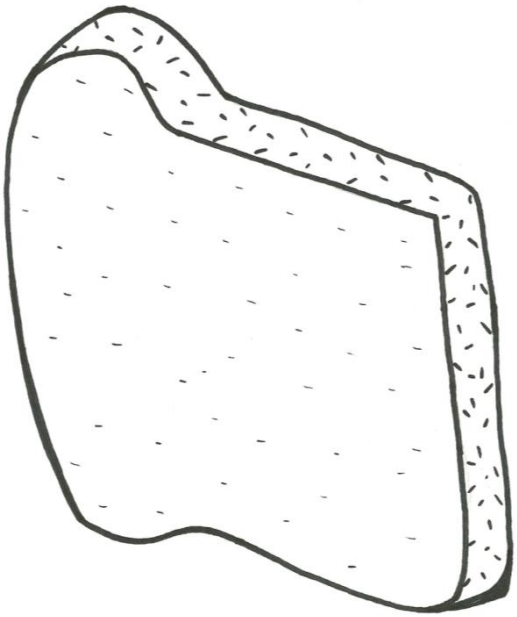
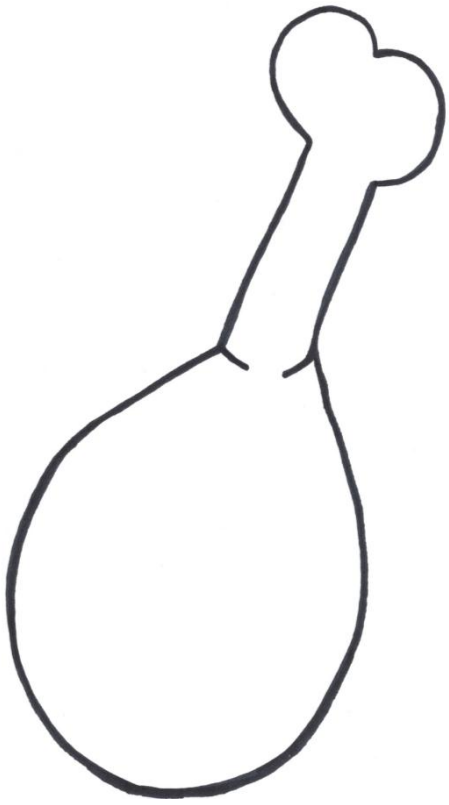
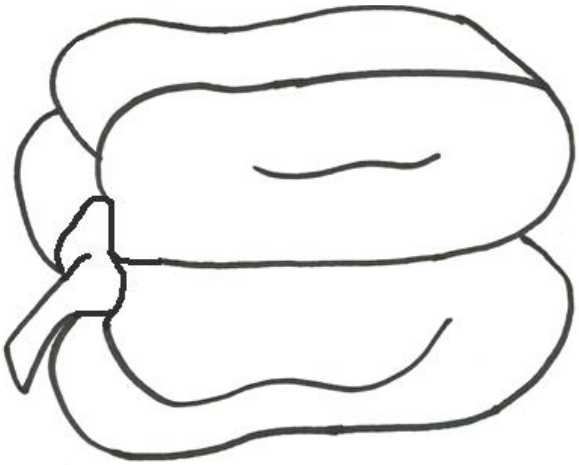
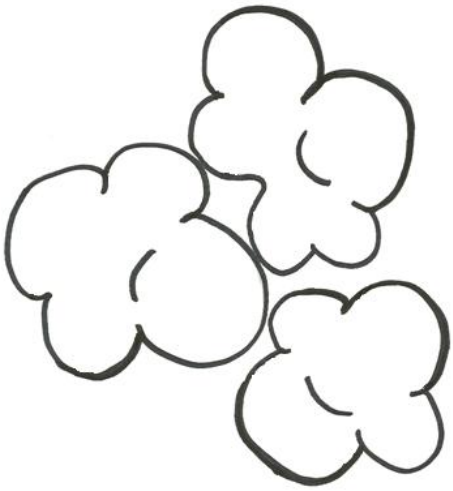


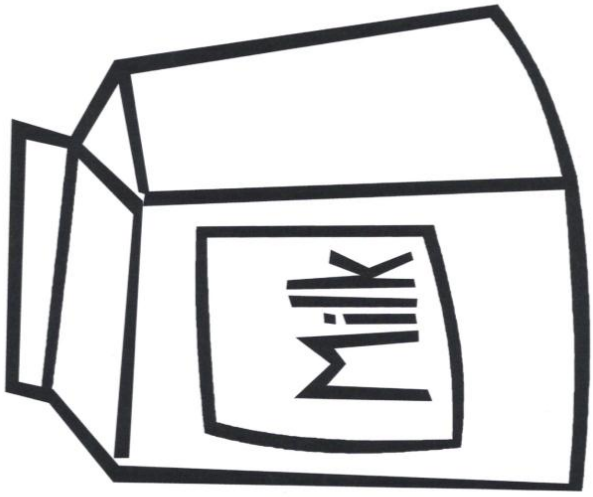


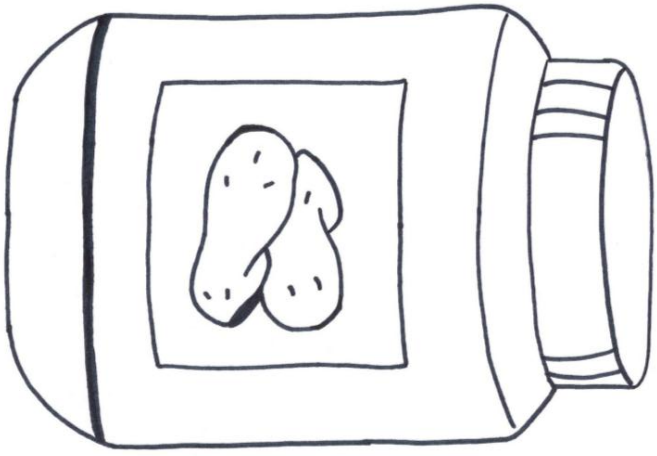


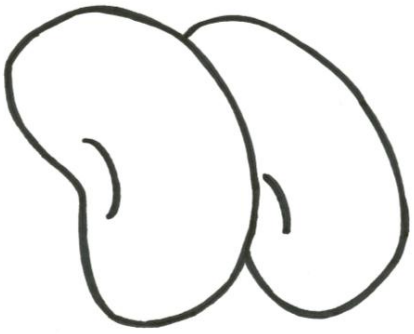


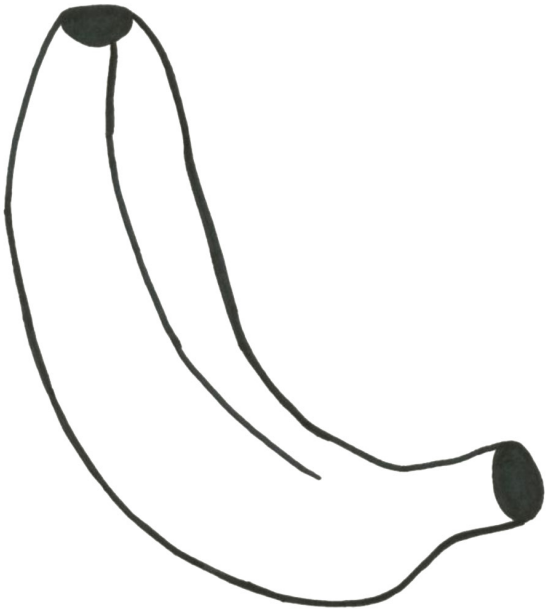


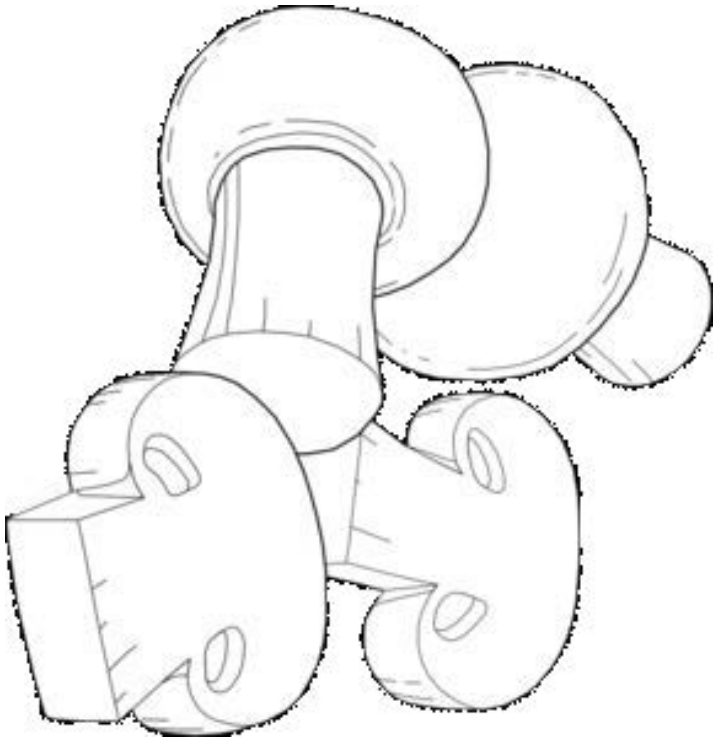


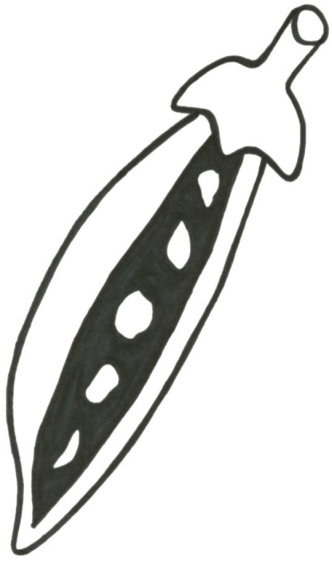

Milk

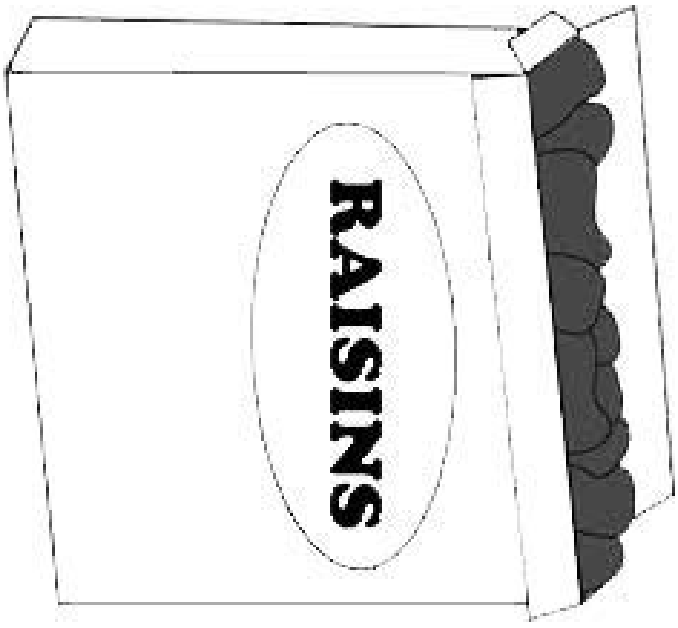








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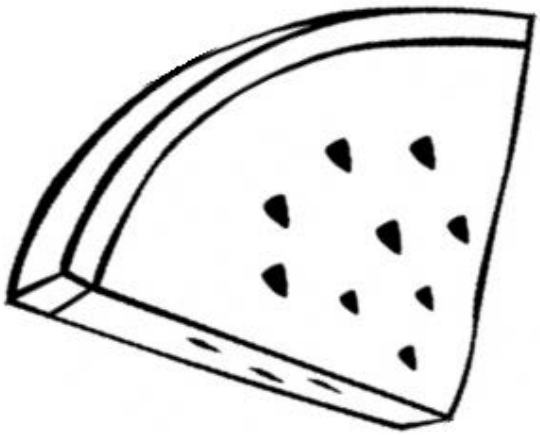
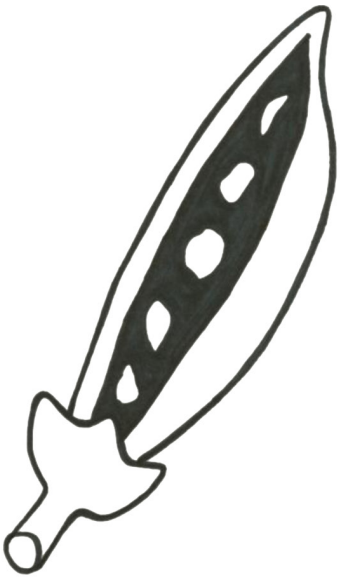
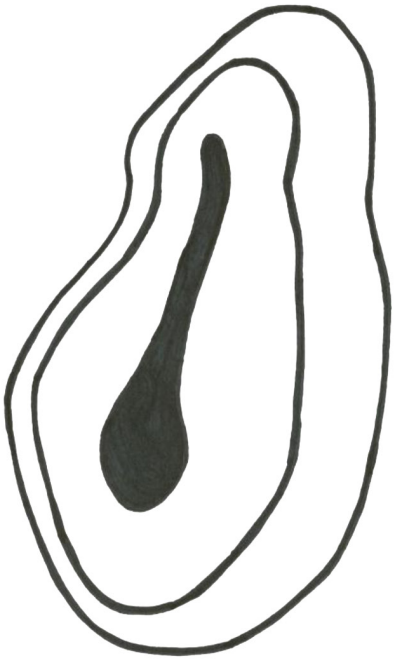
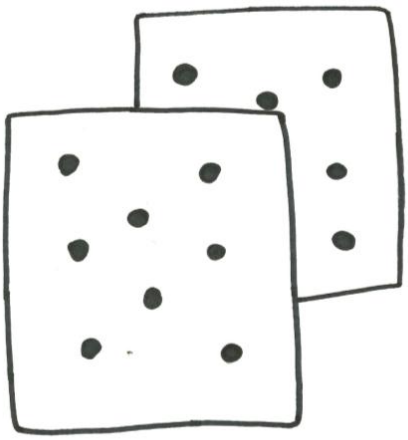
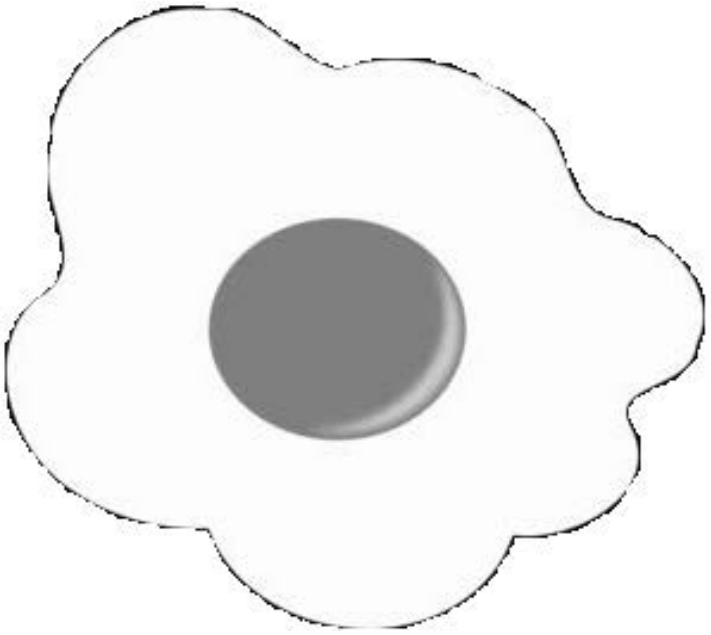
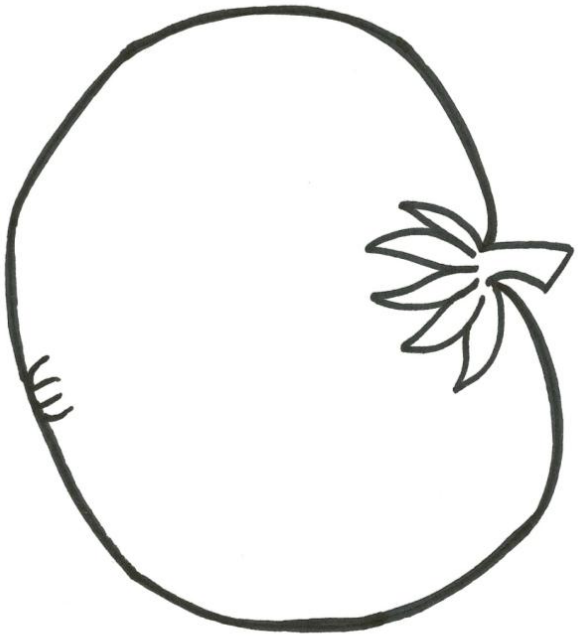












Snack: MyPlate Pitas

NUTRITIONAL ANALYSIS

Nutrition Facts

Serving Size (140g)
Servings Per Container

Amount Per Serving	
Calories 260	Calories from Fat 15
	% Daily Value*
Total Fat 2g	**3%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 380mg	**16%**
Total Carbohydrate 58g	**19%**
Dietary Fiber 9g	**36%**
Sugars 14g	
Protein 9g	

Vitamin A 80% • Vitamin C 4%
Calcium 15% • Iron 15%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

		Calories:	2,000	2,500
Total Fat	Less than		65g	80g
Saturated Fat	Less than		20g	25g
Cholesterol	Less than		300mg	300mg
Sodium	Less than		2,400mg	2,400mg
Total Carbohydrate			300g	375g
Dietary Fiber			25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4

SERVING SIZE: 1 Pita

INGREDIENTS

- Small (6") whole wheat pita – 1
- Fat-free vanilla or plain yogurt* – 2 Tablespoons
- Carrot rounds (depends on size of carrot) – 12–16
- Raisins – 24
- Cinnamon – ½ Teaspoon

*Substitute hummus dip if there are students with milk allergies in the class.

UTENSILS

- Knife
- Cutting board
- Measuring spoons
- Popsicle sticks

DIRECTIONS

1. Cut carrots into rounds.
2. Spread yogurt on top of pita with popsicle stick and decorate with desired combination of fruits and vegetables.
3. Serve and enjoy!

NOTE TO EDUCATOR

When making this recipe in class, cut the pita into fourths. This is the class snack size, which will serve four students.

OTHER POSSIBLE COMBINATIONS

Use yogurt or hummus with any of these combinations:

- Red pepper, pineapple and black beans
- Mandarin oranges, cucumber and red pepper
- Celery, hardboiled egg, red grapes
- Blueberries, cantaloupe and celery
- Small pieces of ham, tomato and spinach leaves
- Strawberries, carrots and raisins
- Apples, carrots and celery

COMMONLY ASKED QUESTIONS

Q: Are there any recommendations for the amounts of food we should eat?

A: Yes. The Dietary Guidelines for Americans, 2010, recommend that you make half your plate fruits and vegetables.

Q: Are recommended amounts different for children and adults?

A: Yes. The recommended amounts needed from each food group for adults are larger than those for children. For more information and to get personalized recommended amounts, visit www.choosemyplate.gov.

Q: Do children need to fill the sections of the plate completely with foods from the groups that are represented for that section of the plate every time they eat?

A: Absolutely not. Children are the best judges of how hungry they are, so allowing them to choose how much food should fill each section of the plate is perfectly acceptable; and they don't have to fill up any one section if they don't want to. Children should eat a variety of foods from each section of the plate every day, while maintaining the proper amounts of each food.

Q: How can children remember how much food from each food group they should eat every day?

A: If you access www.choosemyplate.gov, you can print and hang a MyPlate mini-poster on the wall. This will help children remember how much from each group they should be eating every day.

Q: Are items on the "kids' menu" served in amounts recommended for children?

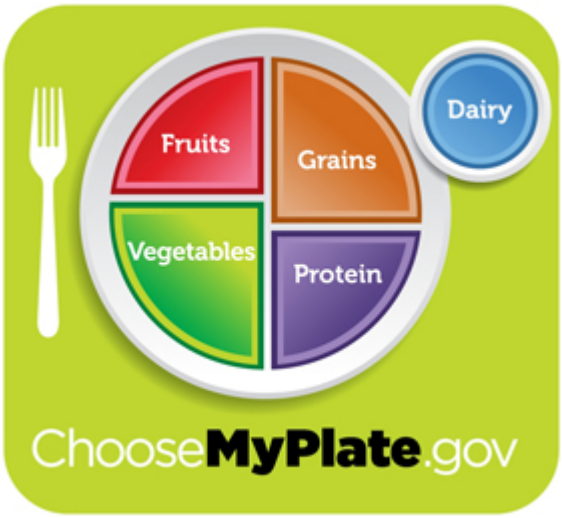
A: Unfortunately they are not. Usually items on the kids' menu exceed the recommended amounts for children. However, because the amount of food in a kids' meal is less than in a regular entrée, ordering from the kids' menu is a better choice for children.

Q: What if children don't like any of the food offered on the kids' menu?

A: They can share an entrée with an adult! Otherwise, they can order an adult-sized entrée and immediately put half of it in a to-go box to bring home for another time. This is also a good strategy for adults trying to control the amount of food the eat.

Dear Parent or Caregiver,

Today your child completed the last lesson of the *Youth Understanding MyPlate* nutrition curriculum. This lesson taught your child about eating the right amounts of foods from the different foods groups. Your child learned how to create a healthy plate by adding foods from the different food group on different parts of the plate. The *MyPlate* symbol below is a great reminder of where the foods need to go.



Parents and caregivers play a big part in helping kids eat healthy. Next time you serve your child dinner, think about the *MyPlate* symbol and make sure that half of your child's plate is filled with fruits and vegetables. Making sure that they are getting foods from each food group will help your child get a variety of food, which is important for good health. You can start by trying the recipe on the back of this letter for *MyPlate* Pitas.

For more information about *MyPlate* and the different food groups, or to learn more about what nutrients your child needs, visit: www.ChooseMyPlate.gov.

Sincerely,