The Food Folks Nutrition Curriculum
The Food Folks nutrition education curriculum was designed to educate elementary-aged children about the importance of a healthy diet. Originally created and approved by registered dietitians on staff at Children’s Hunger Alliance, the curriculum was recently re-developed by current RD’s and staff to be centered on the USDA’s MyPyramid. The five food groups are topics of 5 of the 12 lessons, with the others focusing on important topics such as breakfast, alternatives to fast food and food labels, among others. Within each lesson children learn about basic nutrition concepts relating to that topic, participate in learning and physical activities reinforcing nutrition concepts, and create a snack which teaches kitchen skills such as chopping produce or measuring ingredients. Each lesson is designed to be taught in approximately 1-1½ hours.

We hope this curriculum will provide a host of positive learning experiences for your students.

Sincerely,
Children’s Hunger Alliance
Lesson 1: Introduction to MyPyramid

**Learning Activity:** MyPyramid coloring sheet (for younger children); MyPyramid worksheet (for older children)

**Physical Activity:** Five Food Group Race

**Snack:** Pita Pockets

Pita sandwich (½ of a whole wheat pita stuffed with deli turkey, low-fat cheese like Provolone, lettuce, and tomato); serve with 100% fruit juice

Lesson 2: Reading Food Labels

**Learning Activity:** Portion control with everyday objects; Nutrition facts label comparison worksheet (for older children)

**Physical Activity:** Trekin’ Across Ohio

**Snack:** Trail mix (choice of cereal/grain, dried fruit, nuts/seeds and candy)

Lesson 3: Beverages

**Learning Activity:** A Spoonful (or Two) of Sugar

**Physical Activity:** Soda Stoppers

**Snack:** Smoothies (choice of recipes and ingredients); Fruit Juice Spritzer (100% fruit juice with club soda)

Lesson 4: Grains

**Learning Activity:** Iron-fortification experiment

**Physical Activity:** Movement Circles (grain- and food-related movements)

**Snack:** Breads & Spreads (whole wheat pita, chapatti, lavash, bagels, rye crackers, baked tortilla chips, etc., with salsa, hummus, peanut/other nut butter, jelly, honey, hummus); offer low-fat or air-popped popcorn

Lesson 5: Vegetables

**Learning Activity:** Amazing Eyes OR read a book about vegetables

**Physical Activity:** Carrot Relay

**Snack:** Make-Your-Own Salad (choice of salad green, vegetable toppings, dried fruits, low-fat cheese, nuts, low-fat or vinaigrette dressing); Make it a “salad boat” by using big leaves of romaine, putting a little dressing in the middle, stuffing it with veggies and toppings, then eating like a taco

Lesson 6: Fruits

**Learning Activity:** Fruit Around the World

**Physical Activity:** 5-A-Day Beanbag Toss (set up like cornhole, with kids facing each other and tossing beanbags into a basket; one point for getting it into basket, but no points if the opposing child gets it in; first to get 5-A-Day wins)

**Snack:** Choose one Fruit pizza (whole wheat 6-inch tortilla, pita, or English muffin spread with peanut butter or lite cream cheese and top with thinly sliced fruit)

Fruit salsa with baked cinnamon chips

Lesson 7: Meat and Beans

**Learning Activity:** Meat and Bean Bingo

**Physical Activity:** Pantomime and stretching

**Snack:** Tuna Canoes (tuna salad on celery stalks with red pepper strips as paddles); make tuna salad; also offer whole wheat crackers; have peanut butter and raisins to make Ants on a Log
Lesson 8: Dairy

Learning Activity: Post-it Note Poll (older children) or Where are the Milk Group Foods? Worksheet (younger children)
Physical Activity: Skimming Milk
Snack: Apple Yogurt (fat-free vanilla yogurt, chopped apple, granola cereal)

Lesson 9: “Sometimes” Foods

Learning Activity: Stoplight worksheet or food label comparison exercise
Physical Activity: Raid the Refrigerator
Snack: Tacos (soft corn tortillas, 90% lean ground beef/ground turkey/kidney beans, low-fat cheese, lettuce, tomatoes, fat-free sour cream, guacamole, salsa)

Lesson 10: Fast Food Alternatives

Learning Activity: Fat Bead Demonstration (younger children) or Fast Food Analysis (older children)
Physical Activity: Fast Food Favorites: Whoa, Slow or Go?
Snack: Choose one
Make-Your-Own Sub (whole wheat subs or buns with turkey or low-fat ham, low-fat cheese, vegetable toppings, condiments like low-fat mayo, mustard, or vinaigrette)
Mini Pizzas (whole wheat English muffin or pita topped with tomato sauce, vegetable toppings and low-fat cheese)

Lesson 11: Breakfast

Learning Activity: What’s On Your Plate? drawing activity
Physical Activity: Musical Food Groups
Snack: Choose one
Peanut butter waffles (waffle sandwich with peanut butter and banana); make peanut butter
Huevos Rancheros Rapidos (hard boiled egg, low-fat cheese and salsa wrapped in a whole wheat tortilla)

Lesson 12: Review

Learning Activity: Review content of previous lessons
Physical Activity: Five Food Group Relay Race
Snack: Chicken Salad with Fruit on Whole-Wheat crackers
Introduction to MyPyramid

Primary goals:
This lesson is intended to explain to students the USDA’s MyPyramid, the new version of the Food Guide Pyramid. This lesson will introduce students to the major food groups and nutrients about which they will be learning, as well as teach them the importance of food portions and physical activity.

Rationale:
MyPyramid is a great guide to healthy eating and personal diet or meal planning, but it needs to be well explained to children first. This information will also provide a framework for later lessons on the individual food groups.

Materials:
- MyPyramid poster and/or handouts
- Pre-tests (if not already administered)
- MyPyramid coloring page or worksheet, crayons/markers & pens/pencils
- Food & supplies for snack
- Supplies for Physical Activity, if administered

Administer the Pre-Test:
If the site staff has not already administered the pre-test, do this before you begin the lesson.
Nutrition Lesson:

- Ask the children to think about why we are teaching them about nutrition. After taking ideas from the children, explain that what you eat is very important because it can affect how you think, your grades in school, how well you grow and how your body performs inside and out. Also explain that what you eat while you're growing can affect you later in life.
- Introduce a picture or poster showing MyPyramid. Explain that this can help you decide what you should eat to stay healthy.
- Begin by briefly describing each of the food groups, pointing out which color represents each. Have the students give a few examples of foods in each group. Explain why the group is important (the grain group provides carbohydrates and fiber, etc.).
- The very tip of the pyramid is “discretionary calories” (i.e. added sugars, candy and other sweets that do not fit into another food group).
- Explain the layout of MyPyramid:
- The different widths of each band indicate you should eat more servings of one food group versus another.

- Each band is narrower at the top than at the bottom because some foods in each group are healthier than others. i.e. although a pastry, white plain bagel and brown rice would fall within the grains group, the brown rice would be placed at the bottom of the band versus the plain bagel which would probably be placed in the middle and the pastry at the top—indicating how often you should choose each.
- It is important to eat a wide variety of colors (for natural foods). The darker or richer the color of a natural food, the more nutrients it contains. Eating a variety of colors as well as foods from each group allows us to receive a variety of vitamins, minerals and nutrients that different foods contain.
- Ask the students why there would be stairs on the Pyramid. Explain that physical activity is an important part of being healthy.
- Explain it is not one-size-fits-all: exactly how much you should eat depends on your age, whether you’re a boy or girl, how big you are, and how active you are.
- Emphasize the importance of exercise! Children should aim for 60 minutes of physical activity on most days, although it doesn’t have to be all at once. Running around at recess, walking the dog, playing a sport, riding your bike, taking the stairs or just dancing around to your favorite music are great ways to be active.
Learning Activity:
MyPyramid Coloring Page and/or Worksheet

Equipment/Supplies:
- Enough copies of each handout for every student – bring both since you won’t have a good feel for the age and ability level of your class on the first day

Instructions for MyPyramid Coloring Page:
**This is a good activity for younger children
- Give them crayons and instruct them to color it like the MyPyramid poster so that they can take it home and refer to it later. They can also draw their favorite foods from each group.
- As students are finishing this activity, have them share some of their favorite foods within each group to segue into the snack.

Instructions for MyPyramid Worksheet:
**This activity is more appropriate for older children
- Instruct the children to fill out the worksheet as best they can
- This worksheet will introduce the concepts of portion sizes and daily intake, which may be confusing, especially to younger children.
- If the kids don’t seem to understand, you can go over it in later lessons on each food group.
- Keep in mind the serving goals listed on the worksheet are for a moderately active, ten-year-old male or female, so the kids shouldn’t take this as exactly how much they might need to eat.
- As students are finishing this activity, have them share some of their favorite foods within each group to segue into the snack.

Physical Activity:
Five Food Group Relay Race

Equipment/Supplies:
- The MyPyramid coloring page. Plan on one copy for every 4-5 students in your class.
- Outline the bands with the appropriate color or lightly color with colored pencils or crayons.
- Label each group.

Instructions:
- You will need a wide, clear space.
- Divide the class into teams of four or five students.
- Hang up the MyPyramid coloring sheets or posters on a wall or chalkboard, one for each team.
- Have each team line up, single file, across from their assigned chart. The chart should be about 10 feet away; for older children, make it further if you have the space to make it more challenging. Tape a pen or pencil to the wall with string or lay the pen or pencil in the chalkboard/whiteboard tray.
- When you say “Go,” one person from each team will run to their chart and write the name of a food in the appropriate band. Then that person will run back and tag the next team member.
- The next person can write a new food or correct an error.
- After three or four minutes, stop the game and add up the number of foods written in the correct band and subtract incorrect answers to determine the winning group.
- If available, the winning team can get a small non-food related prize.
Snack:
Pita Pockets and 100% Fruit Juice

Point out each of the different food groups that are a part of this snack!

Equipment/Supplies:
- Cutting boards
- Knives
- Kitchen towels or washcloths
- Paper plates
- Paper napkins
- Paper/plastic cups
- Plastic forks (for serving each ingredient)

Shopping List:
- 100% fruit juice
- Ingredients for Pita Pockets

Pita Pocket Ingredients:
- ½ of a whole wheat pita pocket
- 2 slices (1 oz) deli turkey
- 1 slice (0.75-1 oz) low-fat cheese (American, Provolone or Swiss are good choices)
- Lettuce (leaf or Romaine)
- Tomato

Instructions:

1. Wash your hands (or use hand sanitizer) and instruct the students to do so.

2. Children can wash and slice the tomato, wash the lettuce and cut into shreds or small pieces, and cut the pitas in half. Do this ahead of time if students are not allowed to use knives or if you are working with small children.

3. Have students assemble their own sandwiches. Encourage them to include all of the ingredients, especially the vegetables.

4. The recipe makes 1 pita pocket, although for young children, you may want to split the sandwiches in two. Multiply the recipe as needed.

5. Serve with 100% fruit juice. Remember that one serving of juice is 4-6 fl oz (½ – ¾ cup)! 

6. Ask students which food group each ingredient comes from. They should realize that all 5 food groups are represented in their snack.

Resources:
www.mypyramid.gov
# MyPyramid Worksheet

Check how you did yesterday and set a goal to aim for tomorrow

<table>
<thead>
<tr>
<th>Write In Your Choices From Yesterday</th>
<th>Food and Activity</th>
<th>Tip</th>
<th>Goal (Based On a 1800 Calorie Pattern)</th>
<th>List Each Food Choice In Its Food Group*</th>
<th>Estimate Your Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast:</td>
<td>Grains</td>
<td>Make at least half your grains whole grains.</td>
<td>6 ounce equivalents (1 ounce equivalent is about 1 slice bread, 1 cup dry cereal, or ½ cup cooked rice, pasta, or cereal)</td>
<td></td>
<td>ounce equivalents</td>
</tr>
<tr>
<td>Lunch:</td>
<td>Vegetables</td>
<td>Color your plate with all kinds of great tasting veggies.</td>
<td>2½ cups (Choose from dark green, orange, starchy, dry beans and peas, or other veggies)</td>
<td></td>
<td>cups</td>
</tr>
<tr>
<td>Fruits</td>
<td></td>
<td>Make most choices fruit, not juice.</td>
<td>1½ cups</td>
<td></td>
<td>cups</td>
</tr>
<tr>
<td>Snack:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner:</td>
<td>Milk</td>
<td>Choose fat-free or lowfat most often.</td>
<td>3 cups (1 cup yogurt or 1½ ounces cheese = 1 cup milk)</td>
<td></td>
<td>cups</td>
</tr>
<tr>
<td>Meat and Beans</td>
<td></td>
<td>Choose lean meat and chicken or turkey. Vary your choices—more fish, beans, peas, nuts, and seeds.</td>
<td>5 ounce equivalents (1 ounce equivalent is 1 ounce meat, chicken or turkey, or fish, 1 egg, 1 T. peanut butter, ½ ounce nuts, or ¼ cup dry beans)</td>
<td></td>
<td>ounce equivalents</td>
</tr>
<tr>
<td>Physical activity:</td>
<td></td>
<td>Build more physical activity into your daily routine at home and school.</td>
<td>At least 60 minutes of moderate to vigorous activity a day or most days.</td>
<td></td>
<td>minutes</td>
</tr>
</tbody>
</table>

How did you do yesterday?  □ Great  □ So-So  □ Not So Great

My food goal for tomorrow is: ________________________________________________________________

My activity goal for tomorrow is: ____________________________________________________________

* Some foods don’t fit into any group. These “extras” may be mainly fat or sugar—limit your intake of these.
Family Focus: MyPyramid

Today your child was introduced to the My Pyramid and learned the basics of food and kitchen safety. They also learned that exercising and being active each day is just as important as eating healthy. There are five food groups on the My Pyramid and your child will learn more about the nutrients, serving sizes and foods associated with each of the these groups in future lessons.

It is never too early to begin learning about nutrition. What you eat in your early years of life can affect your health later in life. Keep in mind that each person has different nutritional needs based on age, gender and activity. Try to make your plate colorful by eating a variety of nutritious foods from each food group.

Well-Balanced Meal Ideas

It’s easy to include servings from each food group at every meal. See if you can find all 5 food groups in the following recipes.

Healthy Sub Sandwiches:
Buy whole-wheat hoagies, subs or hamburger buns. Top with 2 slices of low-fat deli turkey and/or ham, 1 slice of low-fat sliced cheese, lettuce, peppers, onions, tomatoes (and other veggies you like), and lite mayo or lite Italian dressing. Serve with 100% fruit juice or a piece of fruit.

Simple Homemade Chicken Noodle Soup:
Combine 8 cups of water, 3 cubed boneless chicken breasts, 1 tsp. of pepper and Italian seasoning and 1 Tbsp. of garlic, seasoned salt, and dried onion flakes in large pot. Cover and cook over medium heat until chicken is done (about 1 hour). Add 2 cans of mixed vegetables (drained and rinsed), or chopped fresh vegetables, and ¼ pkg. of whole-grain noodles. Let cook until noodles are done (according to package directions). Serves 6. For dessert have a serving of low-fat frozen yogurt topped with your favorite fruit. Just remember that if it is canned you should choose light syrup.

Get Moving!
The Pyramid would fall over if it only had one side, so what is on the back of it? Physical activity! Each day adults should aim to get at least 30 minutes of physical activity (60 minutes for children) to stay strong, healthy and keep a healthy weight. You don’t have to do this all at once, you can have short activity breaks throughout the day. Also, it is easy to include exercise throughout the day. Try to take the stairs instead of the elevator, walk to the grocery store instead of driving, or park farther away from the entrance of a building to add extra steps. Small steps can make a big difference!

Why exercise? Exercising gives you more energy, helps increase self-confidence and reduces the risk for certain diseases like heart disease, diabetes and obesity.

Helpful Websites:
http://www.mypyramid.gov: This website is a great resource for learning about nutrition and how to stay healthy.

http://www.smallstep.gov/sm_steps/sm_steps_index.html: This website provides examples of small steps that can be used to improve eating and exercising habits.

http://allrecipes.com/Recipes/Healthy-Living/Main.aspx: This website provides a variety of healthy recipes to include in your daily lives.
Introduction to Reading the Nutrition Facts Label

Primary Goals:
The goal of this lesson is to introduce students to the Nutrition Facts label and the different nutrients listed on it. Students will understand the concepts of serving size and energy density (calories in relation to the amount of food). Older students will also know which values should be lower and which should be higher.

Rationale:
Given the abundance of packaged and processed foods that children eat, it is important they understand the Nutrition Facts label so that they can make smart choices. Labels can be confusing and packaging can often be misleading, so it is crucial to teach children how to read them.

Materials:
- MyPyramid poster
- Food Group Identifications worksheet
- Nutrition Facts Label Comparison worksheet (older students)
- Trail mix worksheet
- Portion size kit

Review:
Bring in the MyPyramid poster again and quickly review the food groups. Ask the kids to explain the significance of the layout (relative band widths, colors, the stairs, etc.). Reviewing the label in any depth is too advanced for younger children. Instead, show them the label and then move onto the learning activity.
Nutrition Lesson:

- Bring in a large picture or poster of a Nutrition Facts label (like the one shown here). Tell the students that this can help them to eat healthy, like MyPyramid.
- Go over each of the parts. For younger children, focus on serving size and what each of the nutrients are. Only a brief overview is necessary since you will cover it in other lessons. For older children, try to explain the amounts and percentages.
- Tell kids that they should pay attention to the listed serving size since it’s easy to eat more than that – think of 20 oz bottles of pop and boxes of cookies. Also, you don’t have to eat a full serving. To find out the nutritional value of what you consume, multiply by the number of servings.
- Remind the kids that calorie (energy) needs depend on lots of things, like age, size activity level and genetics. Children ranging in ages 6-18 can need anywhere from 1,200-3,000 calories per day.
- Explain just because some foods are big and bulky doesn’t mean they have a lot of calories, and that just because other foods are tiny doesn’t mean they have few calories. Explain energy versus nutrient density, using common foods as examples (fruits versus candy, etc.).

![Nutrition Facts Table]
Learning Activity:
Do the first activity with everyone; also do the second or third activity, depending on age level.

1. Portion Control with Everyday Objects

Equipment/Supplies:
- Enough copies of the handout for each student
- Portion Size toolkit

Instructions:
- Review the contents of the toolkit. After reviewing, use the worksheet to have students match the proper portion sizes with the correct picture.

2. Nutrition Facts Label Comparison Worksheet

This activity is more appropriate for older children.

Equipment/Supplies:
- Enough copies of the Nutrition Facts Label Comparison handout for everyone,
- Two copies of each Nutrition Facts labels for the foods listed on the handout (more if you have a large class, but students can share or work with one label while other students work with the rest)
- Find them at www.nutritiondata.com

Instructions:
- Students may work alone or in pairs to fill out the comparison sheet using the Nutrition Facts label print-offs
- When students are finished, discuss the relative nutrient and energy densities between similar foods

3. Food Group Identifications

This activity is more appropriate for young children

Equipment/Supplies:
- Enough copies for everyone of the Food Group Identifications file

Instructions:
- Have students complete the worksheet as a review of the food guide pyramid and preparation for the lessons on the food groups.
Snack
Trail Mix and Water

Trail mix is a portable snack that can be prepared ahead of time, which makes it great for kids on the run and for today’s physical activity, Trekin’ Across Ohio. Remind the kids to drink water to stay hydrated when they’re being active! This is also a great exercise to practice serving sizes, measuring portions and budgeting calories.

Equipment
- Measuring cups and spoons
- Kitchen towels or washcloths
- Handout on the calorie content of the Trail Mix ingredients

Shopping List
- Small Ziploc or fold-top sandwich bags, plastic cups
- Ingredients for the Trail Mix

1. Cereals
   Choose two of the following:
   - Wheat Chex
   - Cheerios
   - Kashi GoLean Crunch!
   - Quaker Oatmeal Squares
   - Low-fat Granola without Raisins

2. Dried Fruits
   Choose two of the following:
   - Raisins
   - Golden Raisins
   - Craisins
   - Dried banana chips
   - Dried pineapple
   - Dried cherries

3. Nuts and Seeds*
   Choose two of the following:
   - Peanuts
   - Soy nuts
   - Mixed nuts
   - Pumpkin seeds (whole)
   - Sunflower seeds (kernels)

*Choose dry roasted, unsalted products

4. Sweets
   Choose one of the following:
   - Semi-sweet chocolate chips
   - Mini marshmallows
   - M&M’s
Instructions:
- All students and helpers should wash their hands or use hand sanitizer.
- You may want to prepare an example ahead of time — both of trail mix and the worksheet.
- Walk through an example of how to assemble the trail mix and how much of each food to use.

Measurements are as follows:
- ½ cup of all cereals; ¼ cup for the granola (students choose 2)
- 1 T. for dried fruits (students choose 2)
- 1 T. for nuts or seeds (students choose 1)
- 1 T. for sweets (or 2 T. for mini-marshmallows)
- For younger children, specify how much of each type of food they may have and help them measure out what they would like. As students are eating, discuss that because foods have different energy and nutrient densities, specific portion sizes need to be measured for each.

For older children:
1. Make copies of the Trail Mix worksheet. Delete the items on the list that you aren’t using and change the calorie information if the product label indicates that it is different.
2. Tell students that they have a “Calorie Budget” of 300 calories to make their trail mix.
3. Give them the handout telling them the calorie content of the different ingredients.
4. Let them decide how much of each item they would like so that it adds up to 300 calories. They may only have one serving of sweets, but multiple servings of anything else.
5. Have them show you their worksheet before measuring out the ingredients.
6. Once the ingredients are measured, have students wait until all of their classmates have prepared their snack before eating. Compare and contrast the different mixes: did some students get just a little of one item that was more energy dense versus a lot of another component that was less energy dense? What does this teach us about portion size for energy dense foods and how much we can eat of some food items versus others?
Physical Activity
Trekin’ Across Ohio

Equipment/Supplies:
- None

Instructions:
- Tell the children you’re going to lead them on a North-to-South tour of the state of Ohio.
- Have them stand in a large circle, with you as part of the circle.

As you call out a place or attraction, they should do the corresponding action:

- Swim across Lake Erie
- Shovel the snow in Cleveland
- Ride the roller coasters at Cedar Point
- Wave to the seven Presidents who were born in Ohio
- Climb an apple tree
- Ski down the slopes in Mansfield
- Flex your muscles like Arnold Schwarzenegger at the Arnold Classic
- Throw a football like the Buckeyes
- Kick a soccer ball like the Columbus Crew
- Climb the Indian Mounds
- Harvest the corn
- Ride your horses
- Hit a homerun in Cincinnati
- Swim across the Ohio River

Resources:
Nutrient Data – for Nutrition Facts labels
http://www.nutritiondata.com/

Nutrient Data Laboratory
http://www.ars.usda.gov/main/site_main.htm?modecode=12354500
Today your child learned how to read a nutrition facts label and what basic concepts are found on the label. They also learned the importance of serving size. High-calorie foods that do not have a lot of nutrients, like pop and many fast foods, are nutrient-poor. Foods that are low in calories and have a lot of nutrients, like fruits and vegetables, are nutrient-rich foods. You want to eat more nutrient-rich foods and not as many nutrient-poor foods.

It is extremely important for kids to make healthy choices and limit their intake of packaged and processed foods. These foods tend to be packed with extra calories, sodium and fat. Paying attention and keeping track of serving sizes is an excellent way to avoid overeating and helps balance the intake of calories throughout the day. You can also use the nutrition facts label when shopping at a grocery store to compare different foods and choose healthy food items.

1. Check the serving size and number of servings per container. For example, this box of macaroni and cheese has two, 1-cup servings.

2. Check the calorie content. Remember calories are always for 1 serving, and there could be more than one serving per container. This box has 250 calories per serving, so it has 500 total calories per box.

3. Check the nutrients. Limit all of these nutrients except the dietary fiber and protein. Avoid foods that contain Trans fat and saturated fat. Trans fat (hydrogenated oils) is the worst kind of fat because it is solid at room temperature and does not break down in the body. This means it stays solid in the arteries, which could lead to cardiovascular disease. Look at the percentages. 20% or more indicates that the serving of food contains a large amount of the unhealthy (fat, cholesterol, sodium, etc.) or healthy (fiber, protein) nutrients. 5% or less means it contains a small amount of unhealthy or healthy nutrients.

4. Eat foods high in vitamins and minerals to maintain a healthy weight and avoid nutrient deficiencies. Check the percentages for good and poor sources of nutrients per serving.

5. This footnote tells you an approximation on the total number of grams of specific nutrients you should consume each day.

A Healthy Snack Any Time of the Day

Make your own Trail Mix:
- ½ Cup Whole-grain cereal: Quaker-Oat Squares, Cheerios, Rice Chex, Kashi, etc.
- ¼ Cup Granola, with or without raisins
- 2 Tbsp. Dried Fruit: Craisins, Raisins, Banana Chips, Apricots, Pineapple, etc.
- 1 Tbsp. Nuts or Seeds: Sunflower seeds, pumpkin seeds, unsalted mixed nuts or peanuts, etc.
- 1 Tbsp. Sweets: Marshmallows, chocolate chips, etc.

Mix all ingredients together and enjoy.

* Trail mix is a healthy snack because it provides servings of whole grains, fruits and nuts, which are a healthy protein.
* This recipe helps you to practice measuring serving sizes, controlling portions, and limiting calories.
Eat Smart with *MyPyramid for Kids*

**Draw a circle** around the foods that are in the *Grain Group*.

- Slice of bread
- Baked potato
- Popcorn
- Pasta (bowtie)
- Cereal
- Candy bar

**Draw a rectangle** around the foods that are in the *Vegetable Group*.

- Carrots
- Spinach
- Grapes
- Pasta (macaroni)
- Broccoli
- Swiss cheese

**Draw a square** around the foods that are in the *Fruit Group*.

- Corn
- Orange juice
- Apple
- Banana
- Strawberries
- Muffin

**Draw a triangle** around the foods that are in the *Milk Group*.

- 1% Milk
- Yogurt
- Egg
- American cheese
- Cookies
- Orange juice

**Draw an oval** around the foods that are in the *Meat and Beans Group*.

- Peanut butter
- Egg
- Beans
- Chicken
- Pork chop
- Fish
### Food Portions Compared to Everyday Objects

#### Fruit Group
- **½ cup of fruit juice** = size of a 4 oz juice box
- **1 small apple** = 1 cup = size of a baseball
- **½ cup of sliced fruit** = size of a small computer mouse

#### Vegetable Group
- **½ cup of carrots or other vegetables** = size of a small computer mouse
- **10 medium fries** counts as **½ cup** = size of a deck of cards
- **1 cup of raw vegetables** = size of a baseball

#### Meat & Beans Group
- **2-3 oz. of meat, poultry or fish** = size of a deck of cards
- **1 tablespoon of peanut butter** counts as **1 oz** = size of one 9-volt battery
- **½ cup of beans** counts as **2 oz** = size of a small computer mouse

#### Milk Group
- **1 cup of milk** = an 8 oz carton of milk
- **1 cup of yogurt** = size of a baseball
- **1½ oz. of low-fat natural cheese** = size of two 9-volt batteries

#### Grains Group
- **1½ cups of cooked pasta** = 1 oz = size of a small computer mouse
- **1 cup of dry cereal** = 1 oz = size of a baseball
- **1 slice of bread** counts as **1 oz** = size of a CD

#### Amounts of Foods

- **2 cups** = Fruit Group
- **2½ cups** = Vegetable Group
- **3 cups or equivalent** = Milk Group
- **5½ ounces or equivalent** = Meat & Beans Group
- **6 ounces or equivalent** = Grains Group

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*Counts as one cup

*About the thickness of 10 CDs (½ inch)

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**United States Department of Agriculture Food and Nutrition Service. USDA is an equal opportunity provider and employer. For more information, check out: teamnutrition.usda.gov November 2006**
## Nutrition Facts Label Comparisons

Use the Nutrition Facts Label printouts to fill in the following information.

<table>
<thead>
<tr>
<th>Serving Size</th>
<th>Calories</th>
<th>Fat</th>
<th>Sodium</th>
<th>Which vitamins and minerals does it have? Does it have fiber?</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Bread</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wheat Bread</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicken, baked, skinless</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chicken, fried, with skin</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baked Potato</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Fries</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk, fat free</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Milk, whole</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Make Your Own Trail Mix!

You have 300 calories to “spend” on your trail mix. Use the list of foods and the calories per serving to make up your snack. Use the space below for the math. You may have more than one serving of anything EXCEPT chocolate chips.

**Quaker Oatmeal Squares:**
- Serving Size = 1/4 cup
- Calories = 54

**Cheerios:**
- Serving Size = 1/4 cup
- Calories = 28

**Wheat Chex:**
- Serving Size = 1/4 cup
- Calories = 45

**Kashi GoLean Crunch!**
- Serving Size = 1/4 cup
- Calories = 50

**Granola**
- Serving Size = 1/4 cup
- Calories = 105

**Raisins:**
- Serving Size = 2 Tablespoons (1/8 cup)
- Calories = 62

**Golden Raisins:**
- Serving Size = 2 Tablespoons (1/8 cup)
- Calories = 62

**Craisins (Sweetened Dried Cranberries):**
- Serving Size = 2 Tablespoons (1/8 cup)
- Calories = 46

**Peanuts:**
- Serving Size = 1 Tablespoon
- Calories = 54

**Mixed Nuts**
- Serving Size = 1 Tablespoon
- Calories = 50

**Soy Nuts**
- Serving Size = 1 Tablespoon
- Calories = 48

**Pumpkin Seeds**
- Serving Size = 1 Tablespoon
- Calories = 18

**Sunflower Seeds**
- Serving Size = 1 Tablespoon
- Calories = 46

**Chocolate Chips**
- Serving Size = 1 Tablespoon
- Calories = 50

**M&M’s Candies**
- Serving Size = 1 Tablespoon (18-20 pieces)
- Calories = 64

**Mini Marshmallows**
- Serving Size = 2 Tablespoons (1/8 cup)
- Calories = 20

Now you do the math!

<table>
<thead>
<tr>
<th>FOOD</th>
<th>NUMBER OF SERVINGS</th>
<th>CALORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL CALORIES __________________
Introduction to Beverages

Primary Goals:
This lesson will introduce material to lay the foundation for future lessons. Children should understand that making smart beverage choices is an important part of staying healthy and fit. Children will understand the importance of drinking plenty of water as well as the benefits of choosing nutrient-dense “go” or “slow” drinks like low-fat milk and 100% fruit juice instead of “whoa” drinks, such as soda and fruit drinks. Children will also understand appropriate portion sizes for beverages.

Rationale:
Children need to stay hydrated and obtain adequate amounts of vitamins and minerals in order to lead healthy and active lives. However, many children today do not consume beverages that fulfill these needs, opting instead for sugary sodas and fruit drinks. Consumption of sugar-sweetened beverages has increased dramatically in the past few decades, and the empty calories they provide can lead to unhealthy weight gain and a host of other problems. These beverages also tend to reduce consumption of other, healthier beverages like milk, 100% juice and water. Children need to understand the importance of making smart beverage choices and how to navigate an environment filled with confusing and enticing choices.

Review:
Ask students what they remember learning last week. Prompt them by saying such things as, “What’s on all of the packages of food we buy?” or “How can we tell how many calories are in our favorite cookies?” Remind them that Nutrition Facts labels are very useful for finding out the nutritional contents of the foods we eat, which helps us to compare foods and make healthy choices. Quickly review some of the nutrients you discussed in the last lesson, especially sugar and fat. Tell students they will be learning about different drinks today, and Nutrition Facts labels are helpful for making healthy choices about beverages, too.

Materials:
- Whoa, Go, Slow worksheets
- Beverage Poster
Nutrition Lesson:

Introduce “whoa,” “slow” and “go”

- Even if you read the Nutrition Facts label, you still need to think about how often you should eat that food. Refer again to the bands on MyPyramid and point out how the bands are narrow at the top (for foods in that group you should choose less often).
- Following “whoa,” “slow” and “go” can help you decide so that you have a healthy, balanced diet.

“Go” foods are very good for you, and you should eat them everyday

“Slow” foods have more fat or calories, or fewer nutrients, so you should watch your portion size or eat them only once a day or a few times per week

“Whoa” foods contain even more fat or calories and even fewer nutrients, so you should save them for special treats

Review different types of drinks (next page), choosing to discuss facts about each drink as appropriate for different ages. Focus on portion size and whether the drink is “whoa,” “slow” or “go.” You can involve students by asking about their favorite healthy drinks.

Water – the most essential nutrient—a “Go” drink!

- You can only survive a few days without water; far less than you can live without food
- 60% of your body weight is water

Functions of water:

- Prevents dehydration
- Regulates your body temperature
- Carries nutrients and oxygen to your cells
- Provides moisture to the skin and other tissues
- Helps prevent constipation
- Strengthens muscles and cushions joints

3-2, pg. 23
How much should we drink?

- You can’t store water, so you have to drink it everyday, throughout the day.
- Exactly how much you need depends on your size, calorie needs, activity level and the environment (you need more on a hot, dry day)
- You get water from drinking plain water, juices, milk, and other drinks and from the foods you eat.
- Ages 4-8: 2-3 (8 fl oz) cups of water or other fluid each day
- Girls, ages 9-13: 3-4 (8 fl oz) cups of water or other fluid each day
- Boys, ages 9-13: 3-5 (8 fl oz) cups of water or other fluid each day
- If you’re thirsty, then you should be drinking more water.
- Plain water is great because it contains no calories, fat or sugar
- Flavored water drinks (i.e. PowerAde Option, Propel, Fruit2O) are fine; just watch out for added sugars.

Milk—almost always a “Go” drink!

- Briefly mention nutrients present in milk (Calcium, Vitamins A, D, B12, Riboflavin, Niacin, Potassium, Phosphorus, protein)
  - Emphasize calcium
- Discuss the importance of choosing low-fat or fat-free milk
  - “Go” versus “slow” or “whoa”
- 3-A-Day of Dairy: drinking milk is a great way to meet both fluid and dairy needs
  - 2 (8 fl oz) cups for children ages 4-8; 3 (8 fl oz) cups for older children

Flavored milk and milk-based drinks

- Again, choose low-fat or fat-free milk
- Chocolate milk and other flavored milks (like strawberry milk or yogurt smoothies) have added sugars, so you should consume plain milk most of the time
  - Milks other than plain are “slow” or “whoa” foods, depending on fat level and how much sugar
- You can thin these beverages with plain milk to reduce the sugar levels
- Starbucks-style beverages with lots of chocolate, sugar syrups and whipped cream contain lots of fat and added sugars, so these should be considered a special treat
- Milkshakes are the same
- Hot chocolate made with water does not count as a serving of milk

Soy Milk

- Made from the juice of soybeans
- Almost always calcium-fortified
- A good option if you are lactose-intolerant, allergic to milk or dislike it – counts as a serving of milk/dairy
- Again, flavored varieties may be high in sugar – “slow”
- One serving is 1 cup (8 fl oz), just like milk
Juice—A “Slow” Food
- Always look for 100% juice
- Juice contains natural sugars, like whole fruit does; however, avoid drinks with added sugar or high fructose corn syrup
- Juices contain Vitamin C and other phytochemicals, but they lack the fiber of whole fruits
  - The suggested serving size for juice is only 6 fl oz
  - Don’t have fruit juice everyday

Soda, Fruit Drinks and Sweetened Teas
- Contain lots of added sugars
- Usually no nutritional value – empty calories, energy-dense, nutrient-poor
- Often carbonated
- Often contain artificial coloring
- Problems associated with high levels of consumption:
  - Obesity resulting from excess calorie intake
  - Tooth discoloration and decay (especially if you “nurse” a bottle)
    - Even diet soft drinks, which contain no sugar, can erode your teeth because of the acid
  - Bone demineralization
  - Carbonated drinks weaken bones, plus high levels on consumption usually mean too little bone-building milk is consumed

Sports and Energy drinks—“Whoa” Foods
Sports drinks (i.e. Gatorade or PowerAde) contain sugars and electrolytes to help athletes stay hydrated and their bodies fueled
- Unless you are an athlete doing heavy training, you do not need sports drinks
- Empty, excess calories

Energy drinks (i.e. Red Bull, Superstar, etc.) also contain empty calories, too much caffeine and unnecessary herbs
Learning Activity: A Spoonful (or Two) of Sugar...

Equipment/supplies:
- Granulated sugar
- Measuring spoons
- Ziploc baggies OR clear plastic cups
- Bottles and cans of various beverages OR pictures
- Handout on beverage comparisons

Instructions:
Set out bottles and cans of the beverages listed below. You may use others, depending on what is available; you will just need to determine how much added sugar they have.
- Calculate the teaspoons of sugar in the whole bottle or container, not just per serving as listed on the label. To calculate the amount of total sugar, multiply the grams of sugar per serving by the number of servings per container. Then, divide the total grams of sugar by 4.16 to determine the teaspoons of total sugar.

One by one, ask the children how much sugar, specifically added sugar) that they think is in each one.
- After a few guesses, reveal the answer. You may want to write the guesses and actual answer on a chalkboard or large pad of paper.
- Have children measure the amount of added sugar into a cup or baggie, or have it measured ahead of time and show it to the class.
- Emphasize the overly-large portion sizes, particularly with the bottles of soda and fruit drinks
- Give students the handout comparing different drinks so students can see the comparison of multiple drinks by multiple nutrients

Drink, portion and teaspoons of added sugar:
- Water, any size bottle: 0 teaspoons
- Milk, skim or 1%, any size carton or bottle: 0 teaspoons [3 tsp natural milk sugars] > If using a size other than a half pint (8 fl oz), point out how many servings are in the carton
- Milk, chocolate, 1% low-fat, half-pint carton: 4 teaspoons [6 tsp total sugar] > OR use a 20 fl oz bottle: 10 teaspoons (3 tablespoons + 1 teaspoon)
- Coca-cola, regular, 12 fl oz can: 9.75 teaspoons (3 teaspoons + 0.75 teaspoons)
- Coca-cola, regular, 20 fl oz bottle: 16.25 teaspoons (about 5.5 tablespoons, or 5 tablespoons + 1 teaspoon + 0.25 teaspoons)
- Fanta, Berry, 20 fl oz bottle: 19.25 teaspoons (about 6.5 tablespoons, or 6 tablespoons + 1 teaspoon + 0.25 teaspoon)
- Capri Sun, Fruit Punch, one pouch: 6 teaspoons (2 tablespoons)
- Minute Maid Cranberry Grape, 25% juice, 15.2 fl oz bottle: 17.35 teaspoons total sugar (5.75 tablespoons, or 5 tablespoons + 2 teaspoons + 0.25 teaspoons)

No data is available on the exact amount of added sugars, but this is instructive nonetheless. First, the portion size is about three times what a serving of juice should be.

Second, this volume of 100% unsweetened apple juice (most of the juice in it is apple juice) should only contain 12.5 teaspoons of sugar; since the drink is only 25% juice, most of the sugars are undoubtedly added.

For the sugar content of more drinks, see http://www.energyfiend.com/sugar-in-drinks/
Snack:
Fruit Smoothies or Fruit Juice Spritzers

Choose one or two smoothies to make to reduce the number of ingredients you have to buy. For older children, bring a variety of ingredients and let them form teams and compete against each other for the best-tasting smoothie.

Equipment:
- Blender(s)
- Rubber spatulas
- Knives
- Cutting boards
- Measuring cups and spoons
- Can opener (for pineapple, if required)
- Pitcher (optional)
- Kitchen towels or washcloths

Shopping List:
- Paper/plastic cups (fun cup colors and bendy straws make the drinks more inviting)
- Paper towels (or bring kitchen towels/wash clothes)
- Spoons and/or straws for the smoothies
- Ingredients for the Fruit Juice Spritzer
- Ingredients for the Smoothies

Ingredients for Smoothies:

**Strawberry Smoothie – makes 4 servings**
- 1.5 cups frozen strawberries
- 8 oz fat-free plain, vanilla or strawberry yogurt

**Strawberry Banana Smoothie - makes 4 servings**
- 1 cup frozen strawberries
- 1 banana
- 1 cup fat-free plain, vanilla or strawberry yogurt

**Banana Orange Smoothie – makes 4 servings**
- 1 large banana
- 8 oz. fat-free plain or vanilla yogurt
- ½ cup orange juice
- 1-2 cups ice

**Berry Smoothie – makes 6 servings**
- 2 cups frozen mixed berries
- 1 cup frozen strawberries
- 1 cup low-fat vanilla soy milk
- 1/8 teaspoon cinnamon

**Purple Pineapple Smoothie – makes 4 servings**
- 8 oz pineapple chunks, drained
- 8 oz fat-free plain yogurt
- ½ cup grape juice
- 1-2 cups ice
Instructions:

1. Wash your hands, and instruct the children to do the same.

2. Make the fruit juice spritzer:
   - In a pitcher, mix equal parts fruit juice and club soda. One serving of spritzer is 1 cup (8 fl oz).
   - OR, in each cup, mix 4 fl oz fruit juice with 4 fl oz club soda. Children may choose the juice in their spritzer, if more than one choice is available.
   - If you want a more fruity (but less fizzy) drink, mix 2 parts fruit juice and one part club soda, then add more club soda to taste, if desired. One serving would then be ¾ cup (6 fl oz).

3. Make the fruit smoothies:
   - Children may choose which smoothie to make. If more than one blender, the class can vote on which recipes to make for each blender (dependent on supplies available).
   - Put all ingredients in the blender and blend until smooth.
   - You may adjust the ingredients as necessary to produce the desired consistency.
   - Each smoothie recipe makes 4-6 servings. Multiply the recipes as needed. You may make multiple batches at once, but be careful not to overload the blender.
   - Pour smoothies into cups. Each serving should be about ½-¾ cup (4-6 fl oz). Serve 4 fl oz if you are working with small children or if you are making multiple kinds of smoothie to try.
Physical Activity: Soda Stoppers

This activity requires a large open space, particularly for large groups of children.

Equipment/Supplies:
- Cones to mark the playing area (optional)

Instructions:

1. Set up a playing area, ideally 20 by 20 yards (60 by 60 feet), but adjust for your group's size.
2. Have the children scatter throughout the area.
3. Select one child to be “it” for every 10 or so students in the class.
4. When a student is tagged by “it,” s/he must run in place while calling out one of the five health risks associated with drinking soda.
   - You may need to remind students of them: cavities, dehydration, obesity, trouble sleeping/mood swings, weak bones.
5. Another student can come and save the tagged student by doing another exercise with them, such as jumping jacks.
   - To reinforce the message, have the students do five jumping jacks, calling out a different risk with each one.
6. If the same student is tagged again, they must now recite two health risks associated with drinking soda while running in place. Encourage students to avoid getting all five risks!
7. “It” may not tag the student who has been tagged or the student coming to save them while they are doing the exercise together.
8. Switch who is “it” after several minutes of play.

This activity was taken from Shasta County Public Health at http://www.co.shasta.ca.us/Departments/PublicHealth/newspublications/other%20publications/theme%20team%20files/May%20activities.pdf
Family Focus: Beverages

Today your child learned how to choose healthier drinks and why this helps them stay healthy and fit. Your child was also introduced to the concept of “Go”, “Slow” and “Whoa” which will be used in future lessons relating to making food choices.

Children tend to be more active and sweat throughout the day so they need to be drinking a lot of healthy fluids. Keeping your child hydrated with water and enough vitamins and minerals is extremely important. Kids need to consume more “go” and “slow” drinks like water and 100% fruit juice, and not as many “whoa” drinks like regular soda and sugary fruit drinks. “Whoa” drinks usually contain empty calories and when someone drinks a lot of them, it can lead to dehydration, weaker bones, discolored teeth and obesity.

<table>
<thead>
<tr>
<th>“Whoa”</th>
<th>“Slow”</th>
<th>“Go”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Milk</td>
<td>Chocolate Milk</td>
<td>Water</td>
</tr>
<tr>
<td>Milkshakes</td>
<td>2% Low-fat Milk</td>
<td>Fat-free or 1% Low-fat Milk</td>
</tr>
<tr>
<td>Juice Drinks (not 100%)</td>
<td>100% Fruit Juice</td>
<td></td>
</tr>
<tr>
<td>Regular Soda</td>
<td>Diet Soda</td>
<td></td>
</tr>
<tr>
<td>Sports Drink</td>
<td>(can be healthy only if you’re very physically active)</td>
<td></td>
</tr>
</tbody>
</table>

Sweet Smoothie Recipes

**Peanut Butter Banana Smoothie**
- 8 oz skim milk
- 1/3 small banana
- 1 tbsp reduced fat peanut butter
- 2 packets of sweet n’ low or other sugar substitute
- 5 ice cubes

In blender, combine milk, banana, peanut butter and sweet n’ low. Add ice cubes and pulse.

**Strawberry Smoothie**
- 2 cups frozen unsweetened strawberries
- 1 cup 1% low-fat milk
- 1 cup plain nonfat yogurt
- 3T honey, if desired

Place all ingredients in blender high-speed 30 sec. or until thickened and smooth.

How Many Cups of Water Should You Be Drinking for Your Age?

Water is the most important beverage and we could only survive a couple of days without it. Water helps regulate body temperature, provides moisture to the skin and other tissues, strengthens muscles, prevents dehydration and has other important functions. Water is found in many foods, like fruits and vegetables and beverages. TIP: To make water more enjoyable buy sugar-free drink mixes and add them to your water. They come in a variety of flavors and add great taste without the calories and sugar. You can also add lemon, lime or orange slices for extra flavor and nutrients like Vitamin C!

<table>
<thead>
<tr>
<th>Boys/Girls Age 4-8:</th>
<th>Girls age 9-13:</th>
<th>Female Adult:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3 cups</td>
<td>3-4 cups</td>
<td>8-10 cups</td>
</tr>
<tr>
<td>Boys age 9-13:</td>
<td>Male Adult:</td>
<td></td>
</tr>
<tr>
<td>3-5 cups</td>
<td>9-11 cups</td>
<td></td>
</tr>
</tbody>
</table>

All amounts are per day. Remember that you can get some of your daily water needs from foods that contain water, like fruits and vegetables!

Get Moving!

When shopping, park farther away from the entrance to add some extra steps into your day.
### When it comes to NUTRITION, not all drinks are created equal!

<table>
<thead>
<tr>
<th>Drink</th>
<th>Calories</th>
<th>% Daily Value</th>
<th>Total Fat</th>
<th>Total Carbohydrates</th>
<th>Protein</th>
<th>Vitamin A</th>
<th>Vitamin C</th>
<th>Vitamin D</th>
<th>Calcium</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Milk Lowfat 1%</strong></td>
<td>100</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>16%</td>
<td>10%</td>
<td>2%</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>Serving Size: 8 ounces</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Chocolate Milk Lowfat 1%</strong></td>
<td>160</td>
<td>4%</td>
<td>10%</td>
<td>8%</td>
<td>0%</td>
<td>2%</td>
<td>2%</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>Serving Size: 8 ounces</td>
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<td></td>
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<tr>
<td><strong>100% Orange Juice</strong></td>
<td>150</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<td>Serving Size: 8 ounces</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cola</strong></td>
<td>150</td>
<td>0%</td>
<td>14%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Serving Size: 12 ounces</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Diet Cola</strong></td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Serving Size: 12 ounces</td>
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<tr>
<td><strong>Fruit Punch</strong></td>
<td>130</td>
<td>1%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Serving Size: 8 ounces</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Soda</strong></td>
<td>50</td>
<td>0%</td>
<td>0%</td>
<td>5%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<tr>
<td>Serving Size: 8 ounces</td>
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<td></td>
<td></td>
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<tr>
<td><strong>Sports Drink</strong></td>
<td>0</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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<td>Serving Size: 8 ounces</td>
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</table>

Source: U.S. Department of Agriculture Nutrient Analysis.
% Daily Values are based on a 2,000 calorie diet.
Introduction to Grains

Primary Goals:
After the completion of this lesson, students will be able to give examples of foods in the grain group and the nutrients they provide. In particular, students will know what whole grains are. Students will understand the importance of eating whole grains.

Rationale:
Grains are vital not only for their carbohydrates, which provide most of the energy we need, but also for the vitamins, minerals and fiber they offer. Whole, unrefined grains provide much more nutritional value than their refined, “white” counterparts, but it is sometimes difficult to tell which grain products are best. Thus, it is important to teach students that grains should be an integral part of their diets and also how to incorporate whole grains.

Review:
Bring back the bottles and cans you used during the beverage lesson. Review “whoa,” “slow,” and “go” foods, and the category to which each drink belongs. Talk about why we need water and milk, why 100% fruit juice is a “slow” food, and why sodas and fruit drinks are “whoa” foods. Ask the kids if they remember which ones had the most sugar in them. Point out the Nutrition Facts labels on the bottles and cans and mention that you can look at these to make smart beverage choices (calorie, fat, sugar content, etc.). If you can, bring in a loaf of white bread and a loaf of whole wheat bread (or just the bags), and tell students that later you will be using the Nutrition Facts to tell the difference between the two.

Materials:
- Whoa, Slow and Go sugar samples (for review)
- Wheat kernel diagram poster (older students)
- Samples of different types of whole grains
- Portion size toolkit
- Appropriate food models
- Materials for learning activity
- Food & equipment for taste-testing
Nutrition Lesson:

Have the students name some foods that would fit into the grain group. Based on their choices, ask whether the foods they name are a “whoa” “slow” or “go” food. You may have to explain that different types of a grain product (i.e. bread) can be “slow” or “go” food, depending on if it is whole-grain. Remind the children that grain products like sweet breads, cakes, donuts, and sugary cereals are “whoa” foods.

For younger students

Tell students that the grain group helps provide us with certain nutrients to keep us healthy including: carbohydrates, fiber, iron and B vitamins (any further detail would probably be too much for younger students).

Briefly explain that there is a difference between whole-grain products vs. those that are enriched. Whole-grain products are healthier for us because they contain the entire grain, not just part of it (as with enriched).

- Provide examples of whole grains that students may not have thought about — popcorn (go easy on the butter and salt!), oatmeal, whole wheat pasta, whole-wheat bread or bagels, etc.
- Talk about and/or show some unusual grains that the kids may not have seen before
  - Barley, bulgur, quinoa, red or wild rice, and buckwheat
- Bring in the dried kernels or pictures of the plant or kernels

Show and talk about appropriate food models and/or portion size kit

- One ounce equivalent (serving) = 1 cup dry breakfast cereal; 1 cup popped popcorn; 1 slice of bread; ½ cup cooked pasta, rice or oatmeal; 1 pancake or waffle (4-inch diameter); ½ of a bun, bagel (3-inch diameter), pita (6-inch diameter) or English muffin
- Students ages 4-8 should have 4 servings per day; ages 9-13, girls should have 5 servings; boys should have 6
**For older students**

**Review information presented for younger students plus;**

**Further explain whole-grain vs. enriched products:**
- Bread is made with flour, which are grain kernels that have been ground into a powder.
- Breads can be made with whole wheat flour or refined flour, or even other kinds of grain flours.
- Bring a picture or diagram showing the different parts of the wheat kernel. Explain that we make flour from grinding up the kernel, and that we eat the whole kernel when we eat brown rice and other grains like bulgur, barley, etc.
- Explain how the milling process to make white flour, white rice, etc. removes the bran and germ, which removes much of the fiber, iron, B vitamins, proteins and healthy fats, leaving only the starchy endosperm.
- Whole grains keep you feeling full and keep your blood sugar steady so that you have constant energy supply because they still contain the bran and germ.
- Display bags of white and wheat bread. Point out the ingredient list and show them how the first ingredient for the whole wheat bread is “whole wheat flour” while the white bread’s first ingredient is “enriched wheat flour.” Also point out the difference in fiber content.
- Emphasize the importance of choosing whole grains over refined grains (including ones that have been enriched):
  - Whole grains are “go” foods, while refined grains (white bread) are “slow” foods.
Learning Activity
Iron Fortified Cereals

Explain to the children that refined, white grains and cereal products are enriched to replace some (but not all) of the nutrients stripped away by refining, including iron. Other products are fortified with nutrients that are not normally present in the food. Lots of cereals are fortified, and some are also enriched with more iron than the grain naturally contains. Iron is sometimes sprayed on the cereal, and you will see it in this experiment.

Equipment/Supplies:
- Blender
- Extension cord
- Bowl
- Strong magnet — preferably with a handle or tied to a string
- Iron-fortified cereal like Total (check for a cereal that has 100% DV of Iron; ingredient list should say “iron” or “reduced iron” — NOT FeSO4 or “iron sulfate” or “iron salts”)

Instructions:
1. Set up the blender and add 3 cups of dry cereal.
2. Add just enough water to cover the cereal.
3. Put the lid on and puree the cereal.
4. Pour the cereal puree into the bowl and dip the magnet in, swirling it around for about 2 minutes. (Get a kid to help stir.)
5. Gently dip the magnet in a cup of water. You should be able to see iron sticking to the magnet. Wipe the magnet on a paper towel to see it better.
Snack
Breads & Spreads

*This is a great snack to share different types of breads from around the world with the kids. Explain to the children where each item is from and how it is made as they sample it.
*Try to use whole-grain products whenever possible.
*Continue to emphasize healthy beverage choices by encouraging the kids to drink water; ask the kids for ideas on other healthy beverage choices.

Equipment:
- Kitchen towels or washcloths

Shopping List:
- Paper plates
- Plastic knives
- Paper napkins
- Paper/plastic cups (for water)
- Various grain products (whole grain if possible): pita, tortillas, chapatti, lavash, rye crackers, English muffins, bagels, etc. (try to get products where you can see the grains in them)
- Various toppings: peanut/other nut butter, apple butter, jam, honey, Neufchâtel cheese (reduced-fat cream cheese), hummus, etc.
- 94% fat-free popcorn (if the site has a microwave available for popping it)

Instructions:
1. Wash your hand and instruct the kids to do so as well.
2. If you have popcorn, pop it in the microwave according to the package instructions.
3. Slice the pita, tortillas, bagels and breads into small wedges and pieces so that kids can try a variety without overdoing it.
   (Have older kids help with the prep work.)

Discussion Points:
- Point out the whole grains in the foods the students are sampling.
- Discuss portion sizes of the samples they are tasting.
- Have the students rate the grain products they try. You can do a class average with thumbs up/down or in the middle; make tally marks on the board or pad of paper; etc.
Physical Activity: Movement Circles

Equipment/Supplies:
- None

Instructions:
- Have students form a large circle, with you as part of the circle
- Ask them to perform movements as you call them out. The movements should be related to grains or food.

- Pop up like bread in a toaster
- Go limp like a noodle
- Pop like popcorn
- Knead dough
- Toss pizza dough
- Melt like cheese on a pizza
- Mash potatoes
Family Focus : Grains

Today your child was introduced to the grains food group and learned how carbohydrates are important because they provide energy for growth, development and metabolism. They also learned different types of serving sizes of grains and how to choose healthy grains throughout the day.

Complex carbohydrates, like starchy vegetables (peas, corn, potatoes) and whole grains, should be consumed more than simple carbohydrates, like white bread, cakes and cookies. This is because complex carbohydrates are broken down more slowly in the body, help provide more energy throughout the day and make you feel fuller for a longer period of time. Grains also contain fiber, which has been proven to be good for the heart and promotes proper bowel function. Most Americans only eat about 11 grams of fiber a day, which is less than half of the recommended amount of 20-30 grams a day. Eating whole grains is an excellent way to increase your fiber intake. Tip: If you only like eating white enriched pasta, try slowly adding whole-wheat pasta to the white in order to adapt to the taste. Eventually you can switch to eating whole-wheat pasta all the time.

Whole Wheat v. White
- Just because the package is brown and says “multi-grain” or “wheat” doesn’t mean the food product is a whole grain. Make sure the first ingredient on the food label is a whole grain (i.e. whole-wheat).
- Today you can find most of your favorite foods made with whole grains: pasta, macaroni and cheese, cereals, rice and a variety of crackers.

Great Grain Snacks
- 98% fat-free popcorn with no added salt or butter
- Low-fat pretzels
- Whole-grain baked tortilla chips (lower in sodium and fat)
- Dry whole-grain cereal (toasted oats work great with younger children)
- Mini whole-grain bagel with low-fat or fat-free cream cheese
- Rice Cakes

Quick and Easy Family Recipe

Mac’ N’ Cheese
2 cups of whole wheat macaroni
3 Tbsp. Butter or low-fat or fat-free plain yogurt
1½ cups low-fat shredded cheddar cheese
¼ cup low-fat or fat-free sour cream
1 cup thawed broccoli cuts or fresh broccoli

After cooking the pasta, drain and remove from heat. Stir in butter until melted. Add the cheese, sour cream and broccoli, then salt and pepper to taste. Heat until cheese melts.

Grain Serving Sizes
- 1 slice of bread
- 1 cup of cereal
- ½ cup cooked pasta, rice, oatmeal
- 3 inch diameter mini bagel

Get Moving!
Take the family to a local park for a picnic. Bring some balls and Frisbees to play catch after your meal.
Diagram of a Wheat Kernel

Bran

Endosperm

Germ
Introduction to Vegetables

Primary Goals:
After completion of this lesson, students will be able to give examples of foods in the vegetable group, why vegetables are good for them and identify proper portion sizes of vegetables. Students will understand the importance of eating a wide variety of vegetables everyday.

Rationale:
Vegetables are rich sources of many vitamins, minerals, phytochemicals and fiber to keep our bodies healthy. They are also low in fat, calories and sodium, and are cholesterol-free. Diets rich in vegetables have been linked to lower risks of chronic diseases like cancer and cardiovascular disease. Thus, it is imperative to teach kids the value of eating vegetables and encourage them to try these nutritious foods.

Materials:
- Foam ball (for review)
- Equipment for learning activity or books about vegetables
- Food & equipment for snack
- Carrots & containers (for physical activity)

Review:
Bring in a small ball that is good for tossing, such as a foam ball. Tell the children you're going to play a game while you review what you did last week. Toss the ball to a child and ask which food group they learned about during the last lesson. Have them toss the ball back to you as they respond. Continue to toss the ball to different children, asking them why we eat grains (carbohydrates, energy, fiber, vitamins and minerals), which grain foods they ate or learned about during the last lesson, or other grain foods they have tried since then. Ask a few questions such as “Is pasta a grain food?” or “Is chicken a grain food?” Make your last question, “Is a potato a grain food?” This may stump them, so explain that other plant foods like vegetables can provide lots of carbohydrates as well as fiber, and other vitamins and minerals. This is what they will be learning about today.
Nutrition Lesson:

Ask the students: What is a vegetable?

- “Vegetable” is a very general term referring to edible plant parts.
- We can eat many different parts of plants, like the leaves (lettuce and greens), stems (asparagus), flowers (broccoli and cauliflower), roots (carrots), bulbs (garlic and onions), seeds (peas) or fruits (squash, cucumbers and peppers). Bringing a poster to illustrate the different parts of the plant might be helpful.
- There is some confusion over whether foods like potatoes, which are very starchy, should be counted as grains or vegetables (they’re technically tubers), or whether foods like tomatoes, which fit the botanical definition of a fruit, should be counted as fruits or vegetables.
- The classification doesn’t mean as much as the color. Make sure you eat a variety of dark green vegetables (broccoli, greens), orange vegetables (carrots, sweet potatoes, squash), starchy vegetables (potatoes, corn) and vegetables with other colors (cauliflower, tomatoes).
- Reiterate that you should eat a wide variety of vegetable everyday because different vegetables provide different nutrients
  - Outline the nutrients present in vegetables: Carbohydrates (how much varies depending on the vegetable), fiber, Vitamin A and Vitamin C; also B vitamins, Vitamin E, Vitamin K, calcium, potassium, magnesium, phytochemicals and antioxidants
  - Depending on the age of the children, explain what some of the nutrients do for our body (i.e. Vitamin C helps our wounds heal).

Show and talk about appropriate food models and/or portion size kit

- An easy way to remember how much you should eat: Get 5-A-Day of fruits and veggies (but more is great!)
- Children 4-8 should have 3 servings/day (1 ½ c.); girls age 9-13 should have 2 c. (4-servings) and boys age 9-13 should have 2 ½ c. (5-servings)
- ½ cup is generally considered a single serving; 1 c. for leafy vegetables

Ways to eat vegetables

- Ask the students how they eat their vegetables & then talk about the multiple ways that you can eat them: Raw, steamed, microwaved, baked, sautéed or stir-fried (cooked in a pan with a little bit of oil), boiled
- Tomato sauce, soups, stews, pizza and on sandwiches also are great ways to eat vegetables
- Frozen vegetables are great, but make sure they don’t have lots of extra salt or rich sauces
- Dips and sauces are great for making veggies taste better, but don’t use too much and try to use low-fat cheese for sauces, low-fat or fat-free Ranch dip or oil-based sauces and dressings instead of butter or cream-based ones
  - Butter and cream sauces can turn veggies from a “go” food into a “slow” food
- Limit how many deep-fried vegetables you eat (like French fries)
  - “whoa” foods
Learning Activity:
Choose the first activity, Amazing Eyes, if you are able to turn the lights off in your classroom. If you are unable to do so, read the students a book about vegetables or move straight into the snack.

Amazing Eyes
Many foods in the vegetable group contain beta-carotene, which our body turns into Vitamin A. Vitamin A helps us to see at night or whenever it’s dark.

Equipment:
- Vegetable Food Group Cards.

Instructions:
- Ask the students to put their heads on their desks and close their eyes.
- Dim the lights and then ask the children to count with you to 50. This will make their eyes adjust to darkness. While their eyes are closed, place the Vegetable Food Group Cards around the room in places where the students can see them while seated.
- Ask students to open their eyes and then to raise their hands when they can see you.
- Tell them that they will need their “night vision” to help you find six special cards with the names of vegetables that have been placed around the room. Ask students to stay seated and look around the room to see how many cards they can find.
- With the lights still off, call on students to read the vegetable on any card they see and retrieve the card.
- When all cards are retrieved, turn on the lights. Ask the students questions like, “What do you think it would be like if you couldn’t see in the dark?” “What things in your house might you want to be able to see when it’s dark?” “What things outside might you want to see when it’s dark?” “How would your life change if you didn’t have good night vision?”

Book choices:
- The Tomato and Other Fruit Vegetables by Millicent E. Selsam
- The Carrot and Other Root Vegetables by Millicent E. Selsam
- Vegetables from Stems and Leaves by Millicent E. Selsam
- The Vegetable Book by Cynthia Overbeck
- Growing Vegetable Soup by Louis Ehlert
- Giant Vegetable Garden by Nadine Westcott
- The Ugly Vegetables by Grace Lin
- Oliver’s Vegetables by Vivian French
- A Book of Vegetables by Harriet Sobol
- Cool as a Cucumber, Hot as a Pepper by Meredith Hughes (for older children)
- Fruit and Vegetables by Jenny Ridgwell (for older children)
Snack:
Build-Your-Own Salad or Salad Boats

This is a great snack for getting in lots of servings of vegetables. Remind students to go easy on the salad dressing and other toppings…or control this yourself. Continue to emphasize healthy beverage choices by encouraging the kids to drink water; ask the kids for ideas on other healthy beverage choices.

Ingredients for Salads:
- Romaine lettuce — whole heads or bagged Romaine hearts; do NOT get pre-chopped if you are making Salad Boats
- Other vegetables (choose as many as you want):
  - Fresh spinach
  - Dandelion or field greens, etc.
  - Cucumbers
  - Tomatoes (whole, cherry or grape)
  - Carrots
  - Bell peppers
  - Broccoli
  - Cauliflower
- Other toppings (choose a few or one of each type):
  - Sunflower seeds (preferably NOT oil roasted or salted)
  - Slivered almonds
  - Raisins
  - Low-fat shredded or crumbled cheese
  - Garbanzo beans (chickpeas)
  - Croutons (preferably low-fat and whole grain)
  - Craisins

Equipment:
- Can opener (for beans, if using)
- Knives
- Cutting boards
- Kitchen towels or washcloths

Shopping List:
- Paper plates (Salad Boats) or bowls (Build-Your-Own Salad)
- Paper napkins
- Plastic spoons (for serving ingredients like raisins, nuts and cheese)
- Plastic forks
- Plastic cups (for water)
- Low-fat or fat-free Ranch & vinaigrette dressing
- Ingredients for salads
Instructions:

Children should help with as much preparation as possible.

1. Wash your hands and instruct the students to do the same.
2. Wash the lettuce and other vegetables.
3. Chop off the tough stalk ends of the leaves of Romaine lettuce. If making salad, chop into bite-sized pieces.
4. Chop or slice the rest of the vegetables into bite-sized pieces.
5. Make the Salad Boats:
   - Take one large leaf of Romaine and put a small amount of dressing in the middle.
   - Put salad toppings on one of the long halves of the leaf.
   - Tuck in the ends, fold the lettuce leaf over and eat like a burrito or taco.
6. Make-Your-Own Salad (much less messy, but less fun)
   - Let the students make their own salad with choice of toppings, putting it on a plate or in a bowl.

Discussion:

- Ask the students what their favorite vegetables in their salads or salad boats are.
- As a class, calculate how many servings of vegetables each student is eating.
- Ask students what kinds of vegetables they eat at home and have them generate ideas for eating more vegetables each day.
Physical Activity
Carrot Relay

Equipment/Supplies:
- Carrots (one for each child)
- 2 baskets or other containers

Instructions:

1. Place half of the carrots into each basket
2. Divide the kids into two teams
3. Have the kids line up, single file, with each team across from its basket of carrots. Place the baskets at least 10 feet from the first student in line. You may want to mark a start line with tape or a ruler laid on the floor.
4. The first student will hop (feet together, like a bunny) to basket, take out a carrot and then hop back to the end of the line.
5. Once the first student crosses the start line, the next student may go.
   The team that retrieves all of their carrots first wins.
Today your child was introduced to the vegetables food group and the vitamins and minerals associated with vegetables. They learned that each vegetable provides different nutrients so it is important to have a variety each day. They also learned how to include 5-9 servings a day of fruits and vegetables into their meals and snacks each day.

Vegetables are low in calories, fat, sodium, and cholesterol and provide a lot of nutrients. It is important to try and make your plate as colorful as possible with fruits and vegetables. The deeper the color of the vegetable, the better it is for the body. Eating fruits and vegetables may reduce the risk of cancer, heart disease and obesity.

Ways to Add Vegetables to Every Meal

- Use a serving of canned vegetables as a side
  - Rinse canned vegetables to get rid of extra salt
- Add your favorite vegetables to casseroles
  - Add broccoli to tuna and noodles or add fresh tomatoes, peppers and onions to spaghetti sauce.
- Try buying a new vegetable each week that you have never tried before.
- Add chopped, fresh vegetables to soups
- Have a side salad
- Add vegetables to chopped

Dips and Sauces

If you don’t like to eat vegetables plain, try this …

- Low-fat cheese sauce
- Low-fat or fat-free ranch
- Oil-based sauces like Italian or Balsamic Vinaigrette

… instead of this

- High-fat cheese sauce
- Regular ranch dressing
- Butter or cream-based sauces

Get Moving!

Start your own garden. Working in the garden is great exercise and provides the family with nutritious food.

Fun activities to get your children to eat their vegetables

**Bagel Smiles**

3 whole-wheat bagels  
¼ cup low-fat/fat-free ranch dressing  
¼ cup low-fat/fat-free cream cheese

**Face Decoration Ideas:**

Asparagus spears  
Low-fat cheese slices

Shredded carrots
Red bell peppers  
Raisins  
Broccoli florets  
Canned beans (black, garbanzo, pinto)  
Grape tomatoes

Directions: Split bagels in half; lightly toast. Mix ranch dressing and cream cheese in small bowl; spread even amounts of mixture over each bagel half. Use imagination to assemble faces. Serves 6

**Ants on a Log**

Celery  
Peanut Butter  
Raisins (Ants)

Directions: Top 3-inch celery sticks with peanut butter. Let the children place the raisins (ants) on top of the peanut butter. This makes a great quick, healthy snack and is an excellent source of protein.

Find more great recipes and ideas at: www.allrecipes.com
Introduction to Fruits

Primary Goals:
Like the lesson on vegetables, this lesson is intended to teach children which foods are included in the fruit food group, why fruits are good for them and identify proper portion sizes of fruits. Children should also understand the importance of eating a wide variety of fruits everyday, and they should also be able to determine healthy choices within this group.

Rationale:
Fruits provide many important nutrients like Vitamin C, potassium, fiber and phytochemicals. They are also low in fat, calories and sodium, and they are cholesterol-free. Diets rich in fruits have been linked with a lower risk for many chronic diseases like cancer and heart disease. It is important to teach children the importance of consuming fresh fruits and fruit juices so that they can reap the health benefits. At the same time, children need to know how to make smart choices to avoid lots of added sugars.

Materials:
- Supplies for learning activity
- Large notepad & colored markers
- Portion Size Toolkit
- Food and Equipment for Snack
- Physical Activity Equipment

Review:
Ask the kids which food group they learned about last week. Ask what kinds of vegetables they’ve had already today, yesterday or since you last met. If applicable, ask if they noticed using their “night vision” since your last lesson. See if they can remember which nutrient helps them see in the dark (Vitamin A). Segue into the lesson on fruit by asking if they remember any of the other nutrients in vegetables and then asking which other food group would have lots of foods with similar nutrients.
Nutrition Lesson:

What is a fruit?
- The seed-bearing part of a plant
- We usually think of fruits as being sweet and juicy, but there are exceptions like avocados;
- We consider some fruits to be part of the vegetable group (like tomatoes, cucumber and squash)
  - Again, you shouldn’t stress out about the classifications as long as you’re eating a variety of plant foods

Review the nutrients present in fruits
- Fiber, Vitamin C, potassium, phytochemicals and antioxidants
- If appropriate for the age group, review the benefits of some of these nutrients

Reiterate that it’s important to eat a wide variety of fruits everyday because different fruits provide different nutrients.
- Taste the Rainbow — For optimal health benefits, your plate should look like a box of crayons! Different colors mean different phytochemicals and antioxidants, each with their own benefits, such as keeping your heart healthy, fighting sickness or preventing cancer.
- Have students name fruits in all of the color categories. List them on a pad of paper in different colors or inside the shape of a rainbow

  - **Blue/Purple**
    - Foods include: Blackberries, blueberries, plums, raisins and purple grapes.
  
  - **Green**
    - Foods include: Avocados, green grapes, green apples, honeydew, kiwi, and limes.
  
  - **White/Tan**
    - Foods include: bananas, dates, white pears, white nectarines, and brown pears.
  
  - **Yellow/Orange**
    - Foods include: yellow apples, apricots, cantaloupe, grapefruit, oranges, mangos, lemons, peaches, papaya, and pineapple.
  
  - **Red**
    - Foods include: Red apples, cherries, watermelon, cranberries, red grapes, strawberries, raspberries, and pomegranates.
Show and talk about appropriate food models and/or portion size kit

- An easy way to remember how much you should eat: Get 5-A-Day of fruits and veggies (but more is great!)
- Children 4-8 should have 1-1.5 cups of fruit (1 ½ servings of fruit each day); ages 9-13 should have 1 ½ servings daily (1.5 cups).
- One serving is usually considered one cup

Smart ways to eat fruit

- Fresh whole fruit — a “go” food and an easy snack!
- Applesauce or other fruit sauces
  - Go for unsweetened varieties
  - Add ground cinnamon for flavor
- Canned fruits
  - Look for fruits in their natural juices (“go”) or lite syrup (“slow”), not heavy syrup (“whoa”)
- Frozen fruits
  - Preserves a lot of the nutrients of fresh fruit
  - A great way to eat berries and peaches year-round — “go” foods
  - Go well in smoothies
- Fruit salads or fruit cocktails
  - Make it yourself to get a variety of healthy fruits
  - If you’re eating a canned or packaged product, make sure it’s in natural juice, not heavy syrup
- Fruit juice
  - Look for 100% fruit juice
  - “Slow” food

Ways NOT to eat fruit – “whoa” foods

- Fruit snacks; Fruit “drinks” — anything like Sunny D, Kool-Aid, Capri Sun, etc. that has little or no real fruit; Jelly; Pie fillings

For older students—review information for younger students plus

- Natural Sugar vs. Refined Sugar
  - Sugar (sucrose) is a carbohydrate that is found naturally in every fruit and vegetable. It is the major product of photosynthesis — the process used by plants to transform the sun's energy into food.
  - The natural sugars in fruits provide us with carbohydrates (energy). Unlike refined, processed white sugar or other sweeteners, fruits provide lots of other nutrients; they are nutrient-dense.
  - Even though fruit is naturally sweet, lots of people add more sugar to it! Stay away from added sugars because they add calories without the nutrients (energy-dense).
Learning Activity
Fruits Around the World

Equipment/Supplies:
- A world map
- A selection of exotic fruits OR pictures of exotic fruits
  - At the grocery store, pick out about five different fruits that students likely have not seen before. The list below includes suggestions and basic information, but you may choose whatever is available and reasonably priced. You can usually find information about other fruits on wikipedia.
  - Either bring two, one whole (to show) and one cut (to sample). Or, cut into the fruit after everyone has seen the whole fruit. Remember to wash them first!

Instructions:
- Introduce each fruit, pointing out where on the map the fruit originated or is grown today. Talk about the flavor, how to choose one at the store, which nutrients it has, etc.
- After you show the fruit and talk about it, you may either allow the children to sample it, or save it and include it in the snack.

Carambola (star fruit):
This fruit is grown in Caribbean countries, Hawaii, Central and South America and parts of Asia. Both the peel and seeds are eaten. Its flavor, depending on variety, can range from sweet to tart. Choose firm fruit that has a bright, even color.

Kumquat:
Grown in China, Japan and the United States. The entire fruit — skin and flesh — is edible. The orange rind is sweet, while the flesh is tart. Choose firm fruit without blemishes. Kumquats contain good amounts of vitamins A & C.

Mango:
Grown in temperate climates around the world, including California, Florida, India and Jamaica. When ripe, the skin is yellow with red mottling. Choose fruit with an unblemished, yellow skin blushed with red. Rich in vitamins A and C.

Papaya:
Grown in semitropical areas, including Hawaii and Florida. When ripe, it has a golden-yellow skin. Choose richly colored papayas that give slightly to palm pressure. Very good source of vitamins A & C.

Passion Fruit:
Grown in tropical areas such as Brazil, Australia, California, Florida, Hawaii and New Zealand. When ripe, it has a dented, deep-purple skin and a soft, golden flesh with tiny, edible black seeds. Choose large, heavy, firm fruit with a deep-purple color. Passion fruit contains small amounts of vitamins A & C.

Prickly Pear (cactus pear):
Grown in Mexico, Central and South America, the Mediterranean countries and southern Africa. It comes from several varieties of cactus. Its prickly skin can range in color from green to purplish-red; its soft,
Food Folks

Porous flesh (scattered with black seeds) can range from yellow-green to red.

Choose fruit that gives slightly to palm pressure. Remove seeds.

**Pomegranate**: Grown throughout Asia, the Mediterranean countries and in California. It is about the size of an orange, and has skin that can range in color from red to pink. Inside are hundreds of seeds surrounded by a translucent, red pulp. The pulp and seeds are edible. To use, cut the pomegranate in half and pry out the pulp-encased seeds, removing any of the light-colored membrane that may adhere. Choose those that are heavy for their size and have a bright, fresh color and blemish-free skin. Pomegranates contain vitamin C.

**Ugli Fruit**: First grown in Jamaica. It is a tangerine-grapefruit hybrid. It has a very thick, yellow-green skin. Choose fruit that’s heavy for its size and that gives slightly to palm pressure. An excellent source of vitamin C.

**Horned Melon (mellon)**: This is the fruit of a vine native to the Kalahari Desert in southern Africa. Now it is grown in California and New Zealand. When fully ripe, its skin is bright orange with small, dull spikes or horns all over it. The flesh is yellow-green and gelatinous, with white seeds. If it is picked green and allowed to ripen, the taste is a cross between a cucumber and a kiwi; the flavor is similar to a banana if it is picked when fully ripe.
**Snack**

**Fruit Pizza**

*This is a very simple recipe, which is great for young kids or if you don’t have access to an oven.*

*Continue to emphasize healthy beverage choices by encouraging the kids to drink water; ask the kids for ideas on other healthy beverage choices. You can bring samples of 100% fruit juice for everyone to try.*

**Equipment:**
- Knives
- Cutting boards
- Kitchen towels or washcloths

**Shopping List:**
- Plastic knives
- Paper plates
- Paper napkins
- Paper/plastic cups (for water)
- Ingredients for Fruit Pizzas

**Ingredients:**
- 1 whole wheat English muffin, ½ whole wheat pita or 6-inch whole wheat tortilla
- 2 tablespoons Neufchâtel cheese (lite cream cheese)
- OR 2 tablespoons peanut butter
- Fruit: banana, kiwi, peaches, nectarines, berries, etc.

**Instructions:**

*Children should be involved in as much preparation as possible*

1. Wash your hands and instruct students to do so, too.
2. Wash the fruit. Peel the kiwi and bananas.
3. Prepare the pizza toppings by thinly slicing the fruit. Citrus fruits do not work well for this because they are difficult to slice. Strawberries should be sliced, but it’s not necessary for other berries.
4. If using a pita, split it around the edges so that you have a circle, not a half-circle.
5. Spread the cream cheese or peanut butter evenly over the bread. If using English muffins, spread 1 tablespoon over each half.
6. Top with the sliced fruit and enjoy!
7. The recipe makes one pizza, so multiply the recipe as needed.
Snack
Fruit Salsa with Cinnamon Chips

This is a fun variation on fruit salad. Make this if you have access to an oven for making the Cinnamon Chips, or make them ahead of time. The fruits listed are suggestions. You may substitute other fruits that are in season, on sale, or used for the Fruits Around the World activity. Continue to emphasize healthy beverage choices by encouraging the kids to drink water; ask the kids for ideas on other healthy beverage choices.

Equipment:
- Knives
- Cutting boards
- Measuring spoons
- Cookie/baking sheets
- Oven
- Large bowl
- Kitchen towels or washcloths

Shopping list:
- Paper plates
- Paper napkins
- Paper/plastic cups (for water)
- Ingredients for Cinnamon Chips
- Ingredients for Fruit Salsa

Ingredients for Cinnamon Chips:
- 10 whole wheat tortillas
- Original or butter-flavored cooking spray
- Cinnamon sugar

Ingredients for Fruit Salsa:
- 1 cup of diced strawberries
- 1 cup of seedless grapes

Instructions:

1. Wash your hands and instruct the students to do so as well.

2. Preheat the oven to 350°F.

3. Make the Cinnamon Chips:
   a. Spray the baking sheet lightly with cooking spray
   b. Cut the tortillas into wedges
   c. Place the tortilla wedges on the baking sheets
   d. Spray the tops of the tortilla wedges lightly with cooking spray
   e. Sprinkle lightly with cinnamon sugar

4. While the chips are baking and cooling, make the Fruit Salsa:
   a. Pour the diced fruits in a bowl
   b. Drizzle with honey and sprinkle with the nutmeg and cinnamon over top.
   c. Stir until all of the fruit is evenly coated.

5. These recipes will make 10 servings each, so multiply the recipe as needed.
Physical Activity
Five-A-Day Beanbag Toss

This is a fun game to reinforce the message of eating “5-A-Day.” It would be good to have multiple games going at once so that children aren’t waiting around too long to play.

Equipment/Supplies:
- Bean bags, preferably shaped like fruits and vegetables – 10 per game
- Baskets or buckets – 2 per game

Instructions:
1. Have children play against each other one-on-one or two-on-two
2. Set up the baskets about 10-15 feet apart, but adjust for age and skill level. Each team will stand by one basket.
3. Give each team 5 bean bags to represent five servings of fruits and vegetables. Instruct the teams to take turns tossing a bean bag into the basket across from them.
4. If the bean bag lands in the basket, then they get one “serving.”
5. However, if both teams get their bean bag in the basket on a given turn, then they take the opposing team’s bean bag out of the basket and no points are earned that round.
6. The first team to get “5-A-Day” (all five bean bags in the other basket) wins!
Family Focus: Fruit

Today your child was introduced to the colorful world of fruits! After today, your child should be able to recognize which foods are considered fruits, which nutrients are associated with different sources of fruit, different regions where fruit is grown and the importance of eating 5-9 servings of fruits and vegetables each day.

Fruits are one of the oldest foods known to man. Not only are they loaded with vitamins, minerals and other important antioxidants, but they are also low in sodium. Fruits are easily digested and create a cleansing effect on the blood and the digestive tract. You should eat a rainbow of fruits throughout each week, since each color of fruit contains its own health benefits.

SMART Ways to Eat Fruit

- Fresh “Whole” Fruit or Dried Fruit
  - Easy snack: eat an apple or banana on the go
  - Add dried fruit to salads, cereals, trail mixes, etc.
- Canned Fruits
  - Choose fruit canned in natural juices or lite syrup instead of heavy syrup or rinse off heavy syrup.
- Frozen fruits
  - Stay fresh all year and keep their nutrients
  - Are great in smoothies
- 100% Fruit Juice

Ways NOT to eat fruit

- Fruit Snacks
- Fruit Drinks that are not 100%
  - They contain extra sugar and do not have as many nutrients
- Jelly

Fun Fruit Recipes!

**Fresh Fruit and Yogurt**
Cut up your favorite fruits or use thawed frozen fruit. Dip fruit in yogurt sauce or low-fat or fat-free flavored yogurt Sauce: Whisk together 1 cup of low-fat or fat-free plain yogurt, ¼ cup of frozen orange concentrate, and 1 Tbsp. of honey.

**Mango Salsa**
Finely chop and mix in a blender or food processor: 2 large Mangoes, 1 small Red Onion, 2 Tbsp. Fresh Cilantro, and 1 Tbsp. Lime Juice. Serve with baked tortilla chips!

Get Moving!
Walk to the grocery store or convenience store instead of driving.

Rainbow of Fruit Nutrients!

**Red:** Contain the photochemical lycopene. They help you to maintain a healthy heart, memory function, urinary track health and may help reduce the risk of some cancers.

**Yellow/Orange:** Loaded with Vitamin C & A, and flavonoids. These foods help heal cuts, vision health, immune health and may reduce the risks of certain cancers.

**Green:** Create antioxidant effects with the photochemical lutein. These foods are great for strong bones/teeth, vision, and may help prevent certain cancers.

**Blue/Purple:** Contain the photochemical anthocyanin, which is believed to reduce aging effects and memory loss. These powerful anti-oxidants may help prevent various cancers.

**White/Tan:** Contain the photochemical allicin and the mineral selenium, which help maintain a healthy heart and control cholesterol levels.
Introduction to Meat and Beans

Primary Goals:
After completion of this lesson, students will understand why protein is important and which foods are high in protein, particularly non-meat protein sources. Students will know how to make lean protein choices and why this keeps their bodies healthy.

Rationale:
Protein is essential for growth, building muscle and tissue repair. Americans typically consume enough protein to meet these needs, but their diets often include high-fat protein sources. A diet high in saturated fats from animal sources is detrimental to cardiovascular health, so it is important to teach children about lean protein sources. Varied protein choices will meet the body’s need for essential amino acids and provide a range of other nutrients.

Materials:
- Learning activity supplies
- Food and equipment for snack

Review:
Ask the children what their favorite color is. As they tell you, ask them if they’ve eaten a fruit or vegetable of that color in the past week. Ask them why it’s important to eat fruits and vegetables of lots of different colors. Ask them to name some of the good things in fruits and vegetables and what they do for your body. Answers include fiber, Vitamin C, Vitamin A, potassium, and phytochemicals. Ask them how many servings fruits and vegetables that they should eat each day (5-A-Day).
Nutrition Lesson:

Ask children if they know why meat, beans, nuts and seeds are in the same category in MyPyramid.

- All these foods contain protein which is needed in our body to grow tissue (muscle) and repair it. It also helps our antibodies, which help us from getting sick.
- These foods also contain fat, cholesterol, Iron, B Vitamins, Vitamin E

Have children name foods in this group. Fill-in gaps that they miss.

- Meats: beef, pork, lamb, wild game
- Poultry: chicken and turkey
- Animal products: eggs, milk, cheese, etc.
- Fish: salmon, tuna, cod, trout, sardines
- Legumes: beans (black, kidney, etc.), lentils, soybeans, peanuts
  - Soy products: tofu, tempeh
- Nuts and seeds: almonds, walnuts, sunflower seeds, etc.

Serving size & daily intake

- Children ages 4-8 should have about 3 ounce per day. Children ages 9-13 should have 5 ounces per day.
- 1 ounce of any meat, ¼ cup of cooked beans, 1 egg, 1 tablespoon of peanut butter, ½ ounce of nuts
  - Review that 3 oz of meat looks like a deck of cards; ½ ounce of nuts is 12 almonds or 7 walnut halves; a can of tuna is 3-4 ounces

Ways to eat foods from this group

- **Go**
  - Poultry, fish and non-meat protein sources
  - Try more baked, broiled, and grilled meats
  - Bean soups
- **Slow**
  - Peanut butter
  - Adding nuts on top of your cereal or salads
- **Whoa**
  - Limit red meat like hamburgers and processed meats
  - Limit deep-fried meats

For older children, review the above information and add these, as appropriate:

Complete vs. Incomplete proteins

- Animals products are complete while plant foods are generally incomplete
- Eating a variety of plant foods will still meet protein needs

Other nutrients in meats and beans (describe as necessary, depending on age level)

Ways to eat foods from this group

- Eat more poultry, fish and non-meat protein sources (“go”)
- Try more baked, broiled, and grilled meats
- Bean soups (usually “go”)
- Peanut butter (“slow”)
- Adding nuts on top of your cereal or salads (“slow”)
- Limit red meat like hamburgers and processed meats (usually “whoa”)
- Limit deep-fried meats (“whoa”)
Learning Activity: 
Meat and Beans Bingo

Equipment/Supplies:
- Bingo cards with a different food from the meat and beans group in each square. There should be a variety of “whoa,” “slow” and “go” choices.
- Cards or strips of paper with the different foods listed on them (for calling).
- Bingo chips or markers

Instructions:

1. Distribute the cards and markers to each student.

2. Call out the different foods, keeping track of which have been called.

3. When a student has a BINGO, they must tell you which foods they have and whether each one is “whoa,” “slow” or “go.” They may not know all of them, so it will be a good opportunity to continue teaching them. Continue to emphasize why the foods fall into those categories (processing or frying, fat content, etc.) to help them on the next round.
Snack:
Tuna Canoes or Ants on a Log

Continue to emphasize healthy beverage choices by encouraging the kids to drink water; ask the kids for ideas on other healthy beverage choices.

Ingredients for Tuna Canoes:

For the Tuna Salad
- 1 (6 oz) can of water-packed tuna
- 1 stalk of celery (about ¼ cup diced)
- 2 tablespoons (1/8 cup) fat free plain yogurt
- 2 tablespoons (1/8 cup) lite or fat-free mayo
- Fresh dill, to taste (about 2-4 tablespoons)
- Salt and pepper, to taste (a dash of each)

For the Canoes
- Tuna salad
- Celery stalks
- Red bell pepper

Ingredients for Ants on a Log:
- Celery stalks
- Peanut butter
- Raisins
Instructions

1. Wash your hands and instruct the students to do the same.

2. Make the Tuna Salad:
   - Chop the end off the celery and wash. Finely dice the celery stalk(s) for the tuna salad.
   - Chop the fresh dill, discarding the stems.
   - Drain the tuna and discard the liquid.
   - In the bowl, mix the tuna, yogurt, celery, mayo, dill, salt and pepper until incorporated. If the tuna is in large chunks, break them up slightly.
   - Put the tuna salad in the refrigerator while you prepare everything else.
   - The recipe will make 4 servings; multiply recipe as necessary.

3. Make the Canoes:
   - Cut the rest of the celery into 4-5 inch long pieces. You may want to shave off a little of the curved bottom side so that the celery stalk will lie flat after you fill it.
   - Wash the red pepper and cut into narrow strips about 2 inches long.
   - Spread tuna salad into a piece of celery and prop a red pepper strip on either side so that it looks like a canoe with two red paddles.

4. You can also serve the tuna salad on whole wheat crackers.

5. Make Ants on a Log:
   - Spread about a tablespoon of peanut butter in a celery stalk.
   - Place raisins in the peanut butter.
   - Peanut butter is calorie-dense, so limit the children to one or two “logs.”
Physical Activity: Pantomime and Stretching

Equipment/Supplies:
- None

Instructions:

1. Have the children all sit or stand in a circle.
2. Explain that you are each going to demonstrate a different activity that you need strong muscles to do. Without using any words, each student will do a movement to represent an activity, and everyone else will try to guess what it is.
3. Stand in the middle of the circle and go first to demonstrate.
4. Have the children take turns being in the middle, going around the circle. Or, make it more competitive by allowing whoever guesses correctly to go into the center. (This may limit the number of children who participate, though.)
5. Try these starter questions if the children can’t think of an activity:
   - What’s an activity you do at home that uses your muscles?
   - What’s an activity you do at school that uses your muscles?
   - What’s an activity you do on the playground or in the park that uses your muscles?
6. You may want to incorporate more physical activity by having everyone join in the action after it has been correctly guessed.
7. Now that you have warmed up, it’s time to stretch those muscles. Lead the kids in a few simple stretches (touch your toes, reach as high as you can, stand on one leg and hold your ankle behind you, etc.)
   - Talk about the importance of stretching to improve flexibility and keep muscles loose. Remind them to stretch after exercising or warming up, not before.
Today your child was introduced to the meat and beans food group and learned why it is important to eat protein. They should be able to recognize foods high in protein that are classified in the meat and beans group, especially foods that are not meat, like nuts, seeds and eggs, and understand how these foods are healthy for our bodies.

Many people eat enough protein to meet their recommended needs, however their diets often include high-fat protein sources. Many protein sources, like red meat, are high in saturated fats that come from animals and can contribute to cardiovascular health. It is very important for individuals to look for lean protein sources and to vary their protein choices to provide their bodies with all of the essential amino acids used by the body for growth, building muscle and tissue repair.

Keep it Lean
- Trim away all visible fat from meats and poultry before cooking.
- Broil, grill, roast, poach or boil meat, poultry or fish instead of frying.
- Drain off any fat that appears during cooking.
- Skip or limit the breading on meat, poultry, or fish. Breading adds fat and calories. It will also cause the food to soak up more fat during frying.
- Prepare dry beans and peas without added fats.
- Choose and prepare foods without high-fat sauces or gravies.

4-Ingredient Quick Family Meals

**Tuscan Bean Dip**
Add 1 can of drained white (cannelloni) beans, ¼ cup olive oil, and 3 cloves of garlic to a food processor or blender. Serve with baked tortilla chips!

**Chicken in Sweet Red Pepper Sauce**
Flatten and cook 4 chicken breasts in a skillet with a small amount of canola oil until golden brown. Next, combine 3 whole roasted red peppers, 1½ lbs. of light cream or 1 cup of milk, and 1 tsp. of dried Italian herbs in a blender or food processor. Pour sauce on top of hot chicken and serve.

When Choosing Your Protein
- **Red meat:** Always choose leaner cuts, such as filets and sirloins. When buying ground beef or sirloin, the label should say at least “90% lean.” Remember red meat is high in saturated fats, so it should be consumed in moderation.
- **Turkey:** Substitute turkey for red meat. There is extra-lean ground turkey, turkey burgers or turkey bacon available in grocery stores and they taste similar to their higher-fat counterparts.
- **Chicken:** Buy skinless chicken parts, or take off the skin before cooking.
- **Fish:** Contain a high concentration of Omega-3 fatty acids, which have been proven to reduce cardiovascular disease. Look for salmon, tuna, tilapia, trout, etc.
- **Nuts and seeds:** Along with being a good source of protein, they are also excellent sources of monounsaturated and polyunsaturated fats, which can help to reduce cholesterol.
- **Lunch Meats:** Choose lean turkey, roast beef, ham or low-fat luncheon meats for sandwiches instead of luncheon meats with more fat, such as regular bologna or salami.

Get Moving!
Turn on your favorite radio station or CD and dance to the music with your kids.
Introduction to the Dairy Group

Primary Goals:
After this lesson, children will understand the importance of calcium and consuming three servings of dairy foods each day. The children will be able to identify good sources of calcium, including low-fat dairy options and lactose-free food and drink options.

Rationale:
Calcium is an important nutrient not only for building strong bones and teeth, but also for regulating nerve conduction, muscle contractions, blood clotting and more. Adequate calcium intake reduces the risk for osteoporosis, hypertension and possibly colon cancer. Low-fat dairy products are a great source of calcium, and these foods may also help in maintaining a healthy weight. Yet, only 12% of girls and 32% of boys ages 12-19 get the recommended amount of calcium, which is alarming considering this is a critical time period for building bone mass. Children need to understand the importance of consuming low-fat dairy foods and learn to enjoy them.

Materials
- MyPyramid poster (for review)
- Portion size toolkit
- Appropriate food models
- Learning activity supplies
- Food and equipment for snack
- Physical activity equipment

Review:
Ask students what they had for lunch that day or dinner the night before. As they respond, have them also tell you which food group(s) it is from. Most likely, the children will say foods from the meats and beans group. Ask them why foods from the meat and bean group are important. Answers include protein, iron, B vitamins, Vitamin E, healthy fats (in fish, nuts and seeds) and fiber (in legumes). Also ask which nutrients in these foods they should try to limit (saturated fat and cholesterol). In addition, point out their meals should include foods from the other food groups, especially if the children did not mention having fruits or vegetables at their last meal. Ask them to list the other food groups they have learned about. Bring in the MyPyramid poster and point out the other groups all have wider bands than the meats and beans group, so they should be eating more of those foods. Ask them which food group they have not had a lesson about, and tell them they will be learning about that group, dairy foods, today.
Nutrition Lesson:

Ask students what foods are considered dairy products.
- Foods and drinks made from animal milk; usually from cows but also sheep and goats
- Includes milk, yogurt, cheese, cream cheese, butter, and ice cream
- Have the students name which would be “Whoa” “Slow” or “Go” foods and why
- Why do we need to eat foods in the dairy group?
  - Calcium—which help build our bones and make them strong
  - Other nutrients like protein, Vitamin D, Vitamin A, B Vitamins, Potassium, Phosphorus

What if you can’t eat dairy products?
Other foods that also provide calcium:
- Leafy green vegetables like spinach, collards and broccoli; cooked, dried beans. You would have to eat a lot to get the same amount of calcium as a dairy product, so you shouldn’t rely on veggies and beans alone
- Tofu
- Fortified products like cereal, orange juice and soy milk

Show and talk about appropriate food models and/or portion size kit
- 3-A-Day of Dairy
- Children ages 4-8 should have 2 cups per day; ages 9-18 should have 3-4 cups
- One cup (serving) = one cup of milk or yogurt; 1.5 oz “natural” cheese (Swiss, mozzarella, cheddar, etc.), 2 oz “processed” cheese (American), 1/3 cup shredded cheese, 2 cups of cottage cheese
Learning Activity:
Younger Children: Where are the milk group foods? (Worksheet)

Equipment/Supplies:
- Handouts for “Where are the milk group foods” for each student
- Markers or crayons

Instructions:
- Distribute this worksheet and have them find and circle all of the foods from the milk group.
- Walk through the answers as a group

Older Children: Post-It Note Poll

You can either do this activity before the lesson, to assess how much the children know and introduce them to the topic, or you can do it afterwards to test how well the children learned the material

Equipment/Supplies:
- Large easel-size paper
- Thick marker
- Post-It Notes, markers/pens or stickers
  - Enough Post-Its for each child to have one per question, or one marker/pen per child

Instructions:
- Before the lesson, prepare the questions. On each easel-sized piece of paper, write the question at the top. Write each of the answer choices below it, going across the page or down the side of the page. You may decide to omit some of the questions if you are working with young children.
What nutrient in dairy products helps us to build strong bones and teeth?
- Answer choices: Vitamin C, Calcium, Protein, Iron
- Correct answer: Calcium

Which of the following is NOT a dairy product:
- Answer choices: Milk, Soy milk, Yogurt, Cheese
- Correct answer: soy milk (but all contain calcium!)

Which of the following is NOT a good source of calcium:
- Answer choices: String cheese, Cottage Cheese, Cream Cheese, Spinach
- Correct answer: Cream cheese (although cottage cheese and spinach aren’t as calcium-rich as milk and other types of cheese)

Fat-free milk and dairy products have less vitamins and minerals than full-fat or whole milk products.
- Answer choices: True, False
- Correct answer: False. Skim milk has all the same vitamins and minerals in slightly higher amounts, even. All it’s missing is the fat and cholesterol.

Dairy products are complete proteins; they have all of the amino acids that we need to make our own proteins.
- Answer choices: True, False
- Correct answer: True

How many servings of dairy products should we eat each day?
- Answer choices: one, two, three or four
- Correct answer: Three (unless everyone in your lesson is under 8, which case it’s 2)

What is your favorite dairy product?
- Answer choices: milk, chocolate milk, cheese, yogurt
- No correct answer

Hang or hold up one question at a time. Read aloud the question and then the answer choices.
Ask the children to come forward and place a Post-It Note, sticker or make a tally mark by the answer that they think is correct. To maintain order, have them line up and file past, one by one, or have them come up by response.
Reveal the correct answer after each question, explaining why it is correct.
Use dairy council incentives to reward children for correct answers.
Snack: Apple yogurt

Continue to emphasize healthy beverage choices by encouraging the kids to drink water; ask the kids for ideas on other healthy beverage choices. You can bring samples of different dairy products for children to try (soy milk, lactose-free milk, etc.)

**Equipment:**
- Cutting board
- Knife
- Measuring cups and spoons
- Kitchen towels or washcloths

**Shopping List:**
- Paper/plastic bowls
- Plastic spoons
- Paper/plastic cups (for water)
- Ingredients for Apple Yogurt

**Ingredients:**
- 1 medium apple (Granny Smith works well)
- 2 cups fat-free vanilla yogurt
- ¼ cup low-fat granola cereal
- 2 tablespoons (1/8 cup) raisins (if granola does not contain raisins)

**Instructions:**

1. Wash your hands, and instruct the students to do the same.

2. Chop the apple into small pieces, discarding the core.
   - If doing the chopping ahead of time, toss in a small amount of lemon or orange juice, or soak in apple juice.

3. In each bowl, measure out 1 cup of yogurt

4. Stir in half of the chopped apple (about ½ cup chopped)

5. Top with 2 tablespoons (1/8 cup) of granola and 1 tablespoon of raisins (if separate)

6. The recipe makes 2 servings; multiply the recipe as needed.
Physical Activity: Skimming Milk

Equipment/Supplies:
- 4 hula hoops
- 20 foam balls or cotton balls (to represent fat)
- 20 bean bags (to represent lean protein, vitamins and minerals)

Instructions:

1. Arrange the hula hoops so one is in each corner of the room.
2. Place 5 foam balls and 5 bean bags in the middle of each hoop.
3. Divide the children into 4 equal teams. Have each team stand in front of a hula hoop.
4. Explain to the children that each of the foam balls represents fat, like the fat in whole milk. Each of the bean bags represents the lean protein, vitamins and minerals found in milk. Explain that with dairy products, you can have the two together, like in whole milk or full-fat cheese and yogurt, or you can separate them: you can skim off the fat and have nutrient-dense and healthy skim milk, or you can take just the fat and have butter. Tell them that today, they will be trying to skim the milk they have in their hula hoops.
5. Each bean bag is worth +1 point; each foam ball is -1 point.
6. The goal of the game is to accumulate the most points.
7. Students can increase their points by either removing a “fat” ball or placing it in another team’s hoop, or by snatching a bean bag from another team.
8. Students may carry only one object at a time.
9. Teams may not guard their own hoop.
10. No throwing or tossing is allowed.
11. It is up to you whether sabotage (moving “fat” from one team’s hoop to another team’s) is permitted.
12. Tell the teams when to start, and give them 5 minutes to play.
13. Add up each teams points at the end. Objects not in a hoop do not count.
Family Focus: Dairy

Today your child was introduced to the dairy food group. After today’s lesson, your child should be able to name good sources of calcium, low-fat dairy foods and drinks, and plan a menu for the day that includes 3 servings of dairy. He/she should also be able to identify other food and drink options without lactose. Lactose is a sugar found in milk that many people's bodies cannot digest.

For children between the ages of 9 and 18, the amount of calcium in each person’s diet builds almost half of the bone mass needed for their life! Calcium is also important for adults who need it to prevent diseases such as osteoporosis, which thins and damages the bones. It may also help regulate blood pressure and may reduce colon cancer.

Adding Dairy Daily: 3-A-Day Dairy

- Choose skim or 1% milk instead of 2% or whole milk.
- Puree fat-free or low-fat cottage cheese or evaporated skim milk with lemon juice and rosemary to make a light pasta sauce.
- Substitute fat-free or low-fat sour cream for full-fat sour cream in your recipes.
- Substitute low-fat or fat free plain yogurt for butter when making macaroni and cheese.

Lactose Intolerant?

Try these methods for getting your daily calcium needs...

- Choose dairy products such as low-fat or fat-free hard cheeses, cottage cheese, ice cream, yogurt and lactose-free milk instead of regular milk. These foods contain a lower amount or no lactose per serving and are still excellent sources of calcium.
- Use over-the-counter pills or drops that contain lactase, which can eliminate symptoms altogether.
- Eat more leafy green vegetables like spinach and broccoli, beans, tofu, and fortified products such as orange juice and soymilk. These are all good sources of calcium. However, they don’t have as much as other dairy products, so be sure to include many of these items in your diet or still include some dairy products.

Delicious Dairy Snacks

Mozzarella Cheese Sticks
1 (12-ounce) package reduced-fat Mozzarella string cheese
1 egg
1 teaspoon Italian seasoning
8 tablespoons panko (Japanese) bread crumbs
1/2 cup prepared marinara sauce, warmed

Whisk the egg in a small bowl and heat the oven to 350 degrees. Heat the breadcrumbs and seasonings in a small skillet over medium heat until brown. Dip each cheese stick in the egg, followed by the breadcrumbs and place on a foil covered baking sheet. Bake for 5-6 minutes. Dip in marinara sauce and enjoy.

Apple Yogurt
1 medium apple
2 cups fat-free vanilla yogurt
¼ cup low-fat granola cereal (with or without raisins)

Cut apple into small pieces; mix with yogurt, top with granola. Serves 2

Get Moving!

Take a walk outside and catch some sunlight. Just a small amount of sun helps your body make Vitamin D, which helps keep your bones and teeth strong.
Here are the milk group foods hidden in this picture. There are 22 foods from the milk group.

Swiss Cheese Slice  
Yogurt cups  
Glass of Milk  
Frozen Yogurt Pops  
Milk Gallon  
American Cheese Slice  
Cheese Cube  
String Cheese  
Milk Bottle  
Cheese Wheels  

Getting your milk group foods is as easy as breakfast, lunch, and dinner! Start your day off with a bowl of your favorite cereal with a cup of milk. Munch sticks of string cheese at lunch. For a snack, have a cup of lowfat yogurt. Yum!

"MOOS" YOU CAN USE

Try mixing it with milk for a dairy-licious drink! Stir in your favorite flavor like chocolate or strawberry. Or, mix up lowfat milk with fat-free pudding and add your favorite fruits for an extra kick!

Color in all the milk, cheese, and yogurt you can find.

Answer: Build stronger bones.

Be a dairy detective

You can find them all hidden in this picture. Where are the milk group foods?
Rate your MyPyramid Style—page 1

Find your score below and identify your own style.

1. Frequently = 3 points, Sometimes = 2 points, Rarely = 1 point.
2. Frequently = 3 points, Sometimes = 2 points, Rarely = 1 point.
3. Frequently = 3 points, Sometimes = 2 points, Rarely = 1 point.
4. Frequently = 3 points, Sometimes = 2 points, Rarely = 1 point.
5. Frequently = 3 points, Sometimes = 2 points, Rarely = 1 point.
6. Frequently = 3 points, Sometimes = 2 points, Rarely = 1 point.
7. Frequently = 3 points, Sometimes = 2 points, Rarely = 1 point.
8. Frequently = 3 points, Sometimes = 2 points, Rarely = 1 point.

Your total score_________

Find your score below and identify your own style.

8-11—Overwhelmed Parent. You know what you should be doing for good health, and most of the time you succeed, but you find it challenging to always do the right thing. This booklet will give you some good ideas for making positive changes.

12-15—Thinker Parent. Sometimes you are very proud of the steps you take toward good health, but then there are other times when you think about what you could do, but don’t. You want to make healthy changes, but it may be challenging. This booklet will give you ideas for continuing to eat healthy foods, even when you are busy with other major things. This booklet will give you some things you can do right now to improve your health.

16-19—Silver Medal Parent. You know what you should be doing for good health, and most of the time you succeed, but you find it challenging to always do the right thing. This booklet will give you some good ideas for making positive changes.

20-24—Role Model Extraordinaire. You always think about your health and the health of your family. Although it may be challenging to always do the right thing, you find it easy to eat healthy foods, even when you are busy with other major things. This booklet will give you ideas for continuing to eat healthy foods, even when you are busy with other major things.
Introduction to “Sometimes” Foods

Primary Goals:
Students have already been introduced to the concept of “whoa, slow and go” foods. This lesson will reinforce the importance of choosing “go” and “slow” foods and help students to understand why foods are classified the way they are and how to better determine into which category a new food fits. Students will also know how a “whoa” or “slow” food can become a “go” food.

Rationale:
While all food fuels the body by providing calories, some kinds of “food fuel” are less nutrient-dense than others. The new Food Guide Pyramid (MyPyramid) shows this by the vertical food group bands; healthier choices within each group should make up the base of our diets, while other foods, near the top of the pyramid, should be consumed in moderation or as special treats. Children are surrounded by foods that come from the top portions of the pyramid, and these are often the foods they prefer to eat. Children should be allowed to have their favorite foods so they do not feel deprived or try to sneak treats, but it is equally important they understand the concept of moderation and how to make healthier choices.

Materials:
- MyPyramid pocket chart and cards
- MyPyramid poster
- Learning activity supplies
- Food and equipment for snack
- Physical activity equipment & supplies

Review:
Now that you have finished reviewing all of the major food groups, review all of them. Use the MyPyramid pocket chart and ask the students to classify the cards into food groups. Ask them if they can remember any of the nutrients in that particular food or foods from that food group and what those nutrients do for their bodies. Focus on dairy products since they just learned about them in the last lesson. Include some less healthy foods, too, like ice cream or doughnuts, ask what are some unhealthy ingredients or nutrients in them (like saturated fat and sugar). See if they can remember whether the food is “whoa,” “slow” or “go.”
Nutrition Lesson:

- Explain that all foods are ok to eat; there are no “bad” foods. However, some foods contain more nutrients to help us grow taller and stronger, so we should eat more of those foods.

- Show the MyPyramid poster and review the significance of the shape, particularly the vertical bands.
  
  - Foods at the base of the pyramid are “go” foods because we can go ahead and eat them everyday.
  - Foods in the middle of the pyramid are “slow” foods because we should slow down and make sure we’re eating the correct portion and balancing these choices out with “go” foods. We should eat “slow” foods no more than several times per week, but not everyday.
  - Foods at the very top of the pyramid are “whoa” foods because they contain lots of added fats, hydrogenated oils and sugars but very few nutrients. These foods can lead to health problems like obesity and diabetes if eaten all the time, so we should only consume these foods occasionally.

- Explain there are usually healthier alternatives to “whoa” or “slow” foods, or ways to turn those foods into “go” foods
  
  - Example: skim milk instead of whole milk;
  - Example: baked chicken instead of fried
Learning Activity: Whoa, Slow, Go Stoplight Worksheet

Equipment/Supplies:
- Whoa, Slow, Go Stoplight worksheet (one per student)
- Markers or crayons
- Pens or pencils
- Chalkboard and chalk or whiteboard and dry erase markers (if available)

Instructions:
- Distribute the Whoa, Slow, Go Stoplight handout to each student.
- Have the students trace each circle with the appropriate color (whoa = red; slow = yellow; go = green).
- In each circle, have the children brainstorm some foods from each food group that might belong in each one.
- After the children have written down (or drawn in) several foods in each category, discuss the results together.

- You may need to correct them on some foods or explain that it’s sometimes difficult to classify each food.
- If you have a chalkboard or white board, write down their answers on the board for everyone to see.
- Make sure you point out examples from all of the different food groups
- Review the nutrients found in foods in each of the groups and point out that “whoa” foods generally contain very few if any of these nutrients
Snack: “Go” Tacos

This is a great snack to point out all of the ways to make healthier substitutions to turn a “whoa” food into a “go,” or at least “slow,” food. If you do not have a stove, make the meat filling ahead of time and heat it up in the microwave. Or, use plain kidney beans as the protein since they do not require any cooking. Continue to emphasize healthy beverage choices by encouraging the kids to drink water; ask the kids for ideas on other healthy beverage choices.

Equipment:
- Stove
- Large pan or skillet
- Wooden or heat-resistant spoon
- Can opener
- Knives
- Cutting boards
- Kitchen towels or washcloths

Ingredients for Taco Filling:
- 1 lb extra lean ground beef (ground sirloin or ground round; 90-95% lean) OR all-white meat ground turkey
- 1 (1.25 oz) envelope of taco seasoning
- 1 (8 oz) can of plain tomato sauce (1 cup, 8 fl oz)
- ½ cup kidney or pinto beans

Ingredients for Tacos:
- Soft, 6-inch flour or corn tortillas (NOT the crispy shells)
- Romaine lettuce
- Salsa
- Fat-free sour cream
- Low-fat or fat-free shredded cheddar cheese
- Salsa

Shopping List:
- Paper plates
- Paper/plastic bowls (for toppings)
- Napkins
- Plastic forks and spoons
- Paper napkins
- Paper/plastic cups (for water)
- Ingredients for Taco Filling
- Ingredients for Tacos
Instructions:

1. Wash your hands and instruct the students to do the same.

2. Make the taco filling:
   - Brown the ground beef or turkey in the frying pan or skillet. Drain off excess fat, if any.
   - Add the tomato sauce and seasoning packet. Let simmer for 10 minutes.
   - Open and drain the beans. Add to the filling and let simmer an additional 5-10 minutes.
   - You may want to make this ahead of time and either keep it warm in a crock pot or let cool completely, refrigerate and heat in the microwave at the site.
   - This recipe makes enough for 12 tacos. Multiply the recipe as needed.

3. Prepare the tacos:
   - Wash and chop or shred the lettuce.
   - Put the toppings in small bowls with spoons to help serve.
   - Place a little of the beef filling on a tortilla and top with whatever you like!
Physical Activity
Raid the Refrigerator

This is a great game to continue the lesson on the food groups, “sometimes” foods and making healthier choices.

Equipment/Supplies:
- Two “refrigerators” — you may choose to draw it on a chalkboard or make one out of cardboard or paper
- Tape, magnets or sticky tack for sticking food pictures to the refrigerator
- Two copies of pictures of various foods (models made out of construction paper work fine). Write the name of the food on the picture as well. You will want to have a good mix of “whoa,” “slow” and “go” foods, and make sure you have enough for each child to be able to pick a “go” or “slow” food.

Below is a list of suggestions:

- Skim (fat-free) milk
- Whole milk
- Fat-free string cheese
- Cream cheese
- Ice cream
- Frozen yogurt
- Salmon
- Skinless chicken breast
- Eggs
- Hot dog
- Peanut butter
- Chicken nuggets
- Sausage
- Ground beef
- Extra-lean ground beef
- Capri Sun
- 100% Apple Juice
- Strawberries (fresh)
- Strawberry jam
- Carrots
- Frozen French fries
- White bread
- Whole-wheat bread
- Any other foods from the “Whoa, Slow & Go Foods” sheet
Instructions:

1. Set up the two “refrigerators” side by side at one end of the room.

2. Place one of each picture in each refrigerator so that the contents are identical, though you can hang the pictures anywhere within them. Sticky tack or magnets (if you can use a dry erase board) would work best since the children will have to pull them off.

3. So that you don’t lose track of what is in the refrigerator, make a list of how many foods belong to each food group and write down the order in which you will call them. This will prevent disputes or pauses during the game.

4. Divide the kids into two teams.

5. Have the teams line up, single file, across from their “refrigerator.”

6. When you call out a food group, the first person in line for each team will run to their refrigerator, pull out a food that belongs to that group and then run to the end of their line.

7. For foods from the correct food group, give 3 points for a “go” food, 2 points for a “slow” food and 1 point for a “whoa” food. Do not give any points for a food from the wrong food group. Give the person who finished first an extra point, as long as their food is from the correct group.

8. Give each of the students a turn.

9. Whichever team has the most points at the end wins!

Resources

For more info on “whoa, slow, and go,” visit: http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/live-it/go-slow-whoa.htm

For more info on food substitutions, visit: http://www.nhlbi.nih.gov/health/public/heart/obesity/wecan/live-it/cooking.htm
Today your child learned how to use the concept of “Go, Slow and Whoa” to help make healthy food choices. They also learned how to label foods as “Go”, “Slow” or “Whoa” and ways to turn “Whoa” foods into “Slow” or “Go” foods.

There are no “bad” foods. A person can eat any food they want by eating it in moderation and correct serving sizes. All foods provide calories or “fuel” for the body, but some provide more nutrients than others. My Pyramid shows this by the vertical food group bands; healthier choices (“Go” foods) within each group should make up the base of our diets, while other foods, near the middle and top of the pyramid, should be consumed in moderation or as special treats (“Slow” or “Whoa” foods). Many children are more exposed to “Slow” and “Whoa” foods and have a tendency to want to eat these and not try healthy “Go” foods. Children should be allowed to have their favorite foods so they do not feel deprived or try to sneak treats, but it is very important they understand the concept of moderation and how to make healthy choices.

### Choose This...

<table>
<thead>
<tr>
<th>Meal Type</th>
<th>Serving Size</th>
<th>Calories</th>
<th>Fat</th>
<th>Sodium</th>
</tr>
</thead>
<tbody>
<tr>
<td>McDonald’s Side Salad with herb vinaigrette</td>
<td>1</td>
<td>50</td>
<td>0 g</td>
<td>10 mg</td>
</tr>
<tr>
<td>Fat-Free Frozen Yogurt</td>
<td>½ cup</td>
<td>95</td>
<td>0 g</td>
<td>14 mg</td>
</tr>
</tbody>
</table>

### Instead of That...

<table>
<thead>
<tr>
<th>Meal Type</th>
<th>Serving Size</th>
<th>Calories</th>
<th>Fat</th>
<th>Sodium</th>
</tr>
</thead>
<tbody>
<tr>
<td>McDonald’s Big Mac</td>
<td>7.6 oz sandwich</td>
<td>590</td>
<td>34.0 g</td>
<td>890 mg</td>
</tr>
<tr>
<td>Regular Ice Cream</td>
<td>½ cup</td>
<td>150</td>
<td>7.8 g</td>
<td>17 mg</td>
</tr>
</tbody>
</table>

### Snacks with 100 Calories or Less

- 18 fat-free mini pretzel twists
- 1 string cheese
- 1, 4-inch diameter rice cake (any flavor)
- 1 cup carrots (about 14 baby carrots)
- 1 medium orange or apple

### Get Moving!

Take the family for a swim at your local community pool or recreation center.
WHOA!
WHOA foods are once-in-a-while foods. They have lots of fat and sugar but not a lot of nutrients. Trace this circle in red and draw in some WHOA foods.

SLOW!
SLOW foods are sometimes foods. These foods aren’t off limits, but you shouldn’t have them everyday, either. Trace this circle in yellow and draw in some SLOW foods.

GO!
GO foods are OK to eat almost anytime. These foods have lots of nutrients, so they are the healthiest for you. Trace this circle in green and draw in some GO foods.
<table>
<thead>
<tr>
<th>Food Group</th>
<th>GO (Almost Anytime)</th>
<th>SLOW (Sometimes)</th>
<th>WHOA (Once in a While)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetables</td>
<td>Almost all fresh,</td>
<td>All vegetables in</td>
<td>Any vegetable fried in</td>
</tr>
<tr>
<td></td>
<td>frozen, and canned</td>
<td>added fat or salt</td>
<td>oil, such as French</td>
</tr>
<tr>
<td></td>
<td>vegetables without</td>
<td>Oven-baked fries</td>
<td>fries or hash browns</td>
</tr>
<tr>
<td></td>
<td>added fat (such as</td>
<td>Avocados</td>
<td></td>
</tr>
<tr>
<td></td>
<td>butter) or sauces</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fruits</td>
<td>All fresh and</td>
<td>100% fruit juice</td>
<td>Fruits canned in</td>
</tr>
<tr>
<td></td>
<td>frozen fruits</td>
<td></td>
<td>heavy syrup</td>
</tr>
<tr>
<td></td>
<td>Canned fruits</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>packed in juice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Breads and</td>
<td>Whole-grain breads,</td>
<td>White bread and</td>
<td>Doughnuts, muffins,</td>
</tr>
<tr>
<td>Cereals</td>
<td>pits, and tortillas</td>
<td>pasta that’s not</td>
<td>croissants, and</td>
</tr>
<tr>
<td></td>
<td>Whole-grain pasta,</td>
<td>whole grain</td>
<td>sweet rolls</td>
</tr>
<tr>
<td></td>
<td>brown rice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hot and cold</td>
<td>Taco shells</td>
<td>Sweetened breakfast</td>
</tr>
<tr>
<td></td>
<td>unsweetened whole-</td>
<td>French toast,</td>
<td>cereals</td>
</tr>
<tr>
<td></td>
<td>grain breakfast</td>
<td>waffles, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>cereals</td>
<td>pancakes</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Biscuits</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Granola</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low-fat microwave</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>popcorn</td>
<td></td>
</tr>
<tr>
<td>Milk and Milk Products</td>
<td>Meats and Other Sources of Protein</td>
<td>Milk and Milk Products</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------</td>
<td>------------------------</td>
<td></td>
</tr>
<tr>
<td>• Skim and 1% milk</td>
<td>• Beef and pork that has been trimmed of its fat</td>
<td>• Whole milk</td>
<td></td>
</tr>
<tr>
<td>• Fat-free and low-fat yogurt</td>
<td>• Extra-lean ground beef</td>
<td>• Full-fat cheese</td>
<td></td>
</tr>
<tr>
<td>• Part-skim, reduced-fat, and fat-free cheese</td>
<td>• Chicken and turkey without skin</td>
<td>• Cream cheese</td>
<td></td>
</tr>
<tr>
<td>• Low-fat and fat-free cottage cheese</td>
<td>• Tuna canned in water</td>
<td>• Yogurt made from whole milk</td>
<td></td>
</tr>
<tr>
<td>• 2% milk</td>
<td>• Fish and shellfish that's been baked, broiled, steamed, or grilled</td>
<td>• Lean ground beef</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tofu</td>
<td>• Broiled hamburgers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Fat-free and low-fat yogurt</td>
<td>• Chicken and turkey with the skin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Part-skim, reduced-fat, and fat-free cheese</td>
<td>• Tuna canned in oil</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Low-fat and fat-free cottage cheese</td>
<td>• Ham</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Low-fat hot dogs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Canadian bacon</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Peanut butter</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Nuts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Whole eggs cooked without added fat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lean ground beef</td>
<td>• Beef and pork that hasn't been trimmed of its fat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Broiled hamburgers</td>
<td>• Fried hamburgers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Chicken and turkey with the skin</td>
<td>• Fried chicken</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tuna canned in oil</td>
<td>• Bacon</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Ham</td>
<td>• Fried fish and shellfish</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chicken nuggets</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hot dogs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lunch meats</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Pepperoni</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Sausage</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ribs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Whole eggs cooked with added fat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Low-fat and fat-free cottage cheese</td>
<td>• Whole milk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• 2% milk</td>
<td>• Full-fat cheese</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cream cheese</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Yogurt made from whole milk</td>
<td></td>
</tr>
<tr>
<td>Sweets and Snacks</td>
<td>Low-fat frozen yogurt [dairy]</td>
<td>Cookies, cakes, and pies</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low-fat ice cream [dairy]</td>
<td>Cheesecake</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ice milk bars [dairy]</td>
<td>Ice cream [dairy]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Frozen fruit-juice bars [fruit]</td>
<td>Chocolate candy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fig bars [grain &amp; fruit]</td>
<td>Chips</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ginger snaps [grain]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Baked chips</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pretzels [grain]</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low-fat creamy salad dressing</td>
<td>Butter [dairy]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low-fat mayonnaise [oils]</td>
<td>Margarine [oils]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low-fat sour cream [dairy]</td>
<td>Lard</td>
<td></td>
</tr>
<tr>
<td>Buttery, Ketchup, and Other Stuff That Goes on Food</td>
<td>Fat-free creamy salad dressing</td>
<td>Salt pork</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fat-free mayonnaise</td>
<td>Gravy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fat-free sour cream [dairy]</td>
<td>Regular creamy salad dressing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Olive oil [oils]</td>
<td>Mayonnaise [oils]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vegetable oil [oils]</td>
<td>Tartar sauce</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Oil-based salad dressing [oils]</td>
<td>Sour cream [dairy]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vinegar</td>
<td>Cheese sauce [dairy]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cream sauce [dairy]</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cream cheese dips [dairy]</td>
<td></td>
</tr>
<tr>
<td>Drinks</td>
<td></td>
<td>Drinks</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>-------</td>
<td>----------</td>
<td>-------</td>
</tr>
<tr>
<td></td>
<td>• Water</td>
<td></td>
<td>• 2% milk [dairy]</td>
</tr>
<tr>
<td></td>
<td>• Fat-free and 1% milk [dairy]</td>
<td>• 100% fruit juice [fruit]</td>
<td>• Regular soda</td>
</tr>
<tr>
<td></td>
<td>• Diet and unsweetened iced teas and lemonade</td>
<td>• Sports drinks</td>
<td>• Fruit drinks with less than 100% fruit juice</td>
</tr>
</tbody>
</table>

Source: U.S. National Heart, Lung, and Blood Institute, National Institutes of Health
Introduction to Fast Food Alternatives

Primary Goals:
After this lesson, children will understand some of the reasons why food from fast food restaurants tends to be less healthy and the negative consequences of eating it frequently. Children will also know how to make smart menu choices so they can eat more healthfully on their next trip to their favorite fast food restaurant. The children will also know how to make their own healthy alternative to fast food.

Rationale:
Many children today eat frequently at fast food restaurants. Children are easily influenced through advertisements, peer influences, prizes and the tasty, kid-friendly foods. However, those who eat fast food regularly consume more fats, sugars, and carbohydrates and fewer fruits and non-starchy vegetables. Portion sizes are large, and one meal can often contain far more than a child’s daily needs for fats and sugars, and close to or more than the recommended daily calorie intake. It is important for children to understand that fast food should be a “once-in-a-while” food. At the same time, children must know how to order more healthfully at such restaurants because it is unlikely they can or will stop going there altogether.

Materials:
- Learning activity supplies
- Food and equipment for snack
- Physical activity supplies

Review:
Ask the children to recall what they learned about last time. Review what “whoa,” “slow” and “go” mean in reference to foods and which kinds of food fall into each category. Review “whoa,” “slow” and “go” choices from each of the lessons before, especially beverages. Segue into the lesson on fast food by asking where you could go to find a lot of “whoa” foods.
Nutrition Lesson:
Discuss their fast food habits by asking:

- How often they eat at restaurants like McDonald’s, Wendy’s and Taco Bell
- Why they like eating there
- What their favorite foods are at those restaurants
- Which food groups those foods belong to, where on the pyramid they fall (the base, the middle or the top), and whether they are “whoa,” “slow,” or “go” foods
  - Ask them if they can think of why some fast foods would be “whoa” foods

Prompt them by asking about specific foods, like a Big Mac (lots of fat, cholesterol, sodium and calories), French fries (high in sodium, fat and calories), a milkshake (high in fat and sugar) or soda (high in sugar)

- Go over some of the health risks associated with eating fast foods, like the ones mentioned above, on a regular basis
  - Obesity and diabetes, even when they’re young
  - Not growing as much because of lack of vitamins and minerals
  - Heart trouble later in life
  - Hypertension from excess sodium

- Brainstorm together ways to make eating at fast food restaurants more healthful. Some suggestions are:
  - Order only one “whoa” food and make the rest of their meal more healthy
  - Order small portions of their favorite “whoa” food, like fries or dessert, and share those foods with others
  - Order snack-sized, kid-sized or naturally smaller portions of food

- A plain hamburger or cheeseburger is actually an OK choice (a “slow” food)
  - Resist the urge to “supersize”
  - Get baked potatoes instead of fries
  - Go easy on toppings for sandwiches, potatoes and tacos like mayonnaise, tartar sauce, cheese, cheese sauce, sour cream and butter

- Go for toppings like veggies (tomato, onion, lettuce, etc.), salsa, ketchup, mustard and barbeque sauce instead
  - For pizza, get lots of veggie toppings; go easy on the meat toppings and cheese

- Pizza can help you get in 5-A-Day!
  - Order grilled chicken instead of fried
  - Get low-fat milk or water to drink

- If ordering juice, juice drinks or soda, always get the smallest size

- Try the salad, yogurt, fruit and vegetable options on the menu
  - Apple Dippers, Fruit n Yogurt Parfait, Fruit & Walnut Salad, other salads at McDonald’s; Mandarin Oranges, Yogurt with Granola and other salads at Wendy’s; Applesauce and Garden Salad at Burger King; Apple Slices, Raisins, salads and vegetable soups at Subway
  - Go for lite or vinaigrette salad dressings
  - A great way to get in 5-A-Day!
  - Point out that you can do things at home to be healthier

- Eat more fruits, vegetables and whole grains at home on days when you eat out

- Make your own “fast food” treats at home (with the help of your parents)
Use extra lean ground beef or turkey and whole wheat buns for burgers

Try a veggie burger instead of meat

Make potato fries in the oven

Make pizzas at home using pre-made whole wheat crusts or pita bread; load with lots of sauce and veggie toppings

Emphasize that no food is a bad food, but that eating a variety of foods is important and that they should follow the “whoa,” “slow” and “go” rules for choosing what to eat

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**Learning Activity:**

**Fat Bead Demonstration and/or Fast Food Analysis Worksheet**

*This activity can be done in conjunction with the nutrition lesson if desired.

**Equipment/Supplies:**

- Copies of the McDonald’s menu nutrition guide. Download a printable version at http://www.mcdonalds.com/app_controller.nutrition.index1.html
- Marbles or beads (2 colors)
- 1-lb. and 5-lb. fat models

**Instructions for the Fat Bead Demonstration:**

*This activity helps kids visualize how much fat is in fast food. This activity is especially good for young children who may have trouble with the concept of fat content, plus it will help with their counting skills.

- Each bead equals one gram of fat. If you would like to do less counting of beads, say that each bead equals 5 grams of fat.
- Count out how many grams of fat and saturated fat that children should consume each day. Use one color for total fat and the other color for saturated fat.

**Notes:**

- Children ages 4-8: about 50 grams total fat; no more than 17 grams saturated fat
- Girls ages 9-13: about 60 grams total fat, no more than 20 grams saturated fat
- Boys ages 9-13: about 65-70 grams total fat, no more than 22 gram saturated fat

Using the McDonald’s nutrition guide, count out the grams of fat and saturated fat in different menu items. Choose a range of menu items (some “whoa,” “slow” and “go”).

For a compare/contract affect, look up the total and saturated fat counts in healthy items and have students count those out as well.
Instructions for Fast Food Analysis Worksheet:
*This activity is better for older children. This will help them to understand how to make informed choices when ordering at fast food restaurants.

- Distribute copies of the Fast Food Analysis worksheet and the McDonald’s nutrition guide. Each student should have their own copy of the worksheet, but they can share the nutrition guide.
- Ask students to put together a typical meal that they might order at McDonald’s and write down how much fat, salt and calories are in each item. Add up the totals for the meal.

- Then, have students put together a meal of healthier foods. They may choose healthier items, smaller portions, or balance a “whoa” food with “go” foods.
- Discuss the difference in fat, salt and calories. Emphasize those nutrients aren’t the full picture. (For example, milk has more calories than diet soda, but it has calcium and protein.)
Snack:
* As you make the food, emphasize what is healthy in this “fast food”: the different vitamins in the vegetables; carbohydrates, fiber, vitamins and minerals in the bread; calcium in the cheese; protein in the meat, etc. Point out how whole grains, vegetables and low-fat toppings make “whoa” foods “slow” or “go.”
* If you have access to an oven or microwave, personal pizzas are a fun option. If you do not have either of these, make the sub sandwiches.
* Continue to emphasize healthy beverage choices by encouraging the kids to drink water; ask the kids for ideas on other healthy beverage choices.

Personal Pizzas

**Shopping List:**
- Paper plates
- Plastic forks and spoons (to help serve ingredients)
- Paper napkins
- Plastic cups (for water)
- Whole wheat English muffins (½ per student)
- Jarred pizza or pasta sauce
- Part skim/low-fat shredded mozzarella cheese
- Mushrooms
- Green peppers
- Tomatoes
- Black olives (canned & sliced)
- Pineapple tidbits (canned)

**Ingredients:**
- Personal Pizzas

**Equipment:**
- Oven or microwave
- Cookie/baking sheets and parchment paper (if using oven)
- Can opener
- Cutting board
- Knives
- Kitchen towels or washcloths
- Equipment:

**Instructions:**
*Have the children complete as much of the preparation as possible.
Wash your hands and instruct the students to do the same.

1. If using an oven, preheat oven to 350°.
2. Wash and slice/chop mushrooms, green peppers & tomatoes. Do this ahead of time if you are working with younger children. Encourage older children to help, but watch them closely while using knives.
3. Let each student assemble their own pizza:
   a. Using a spoon, spread a thin layer of tomato sauce English muffin half
   b. Place toppings of choice on tomato sauce.
   c. Cover with shredded cheese.
4. For oven: Place pizzas on a cookie sheet with parchment paper. Write each child’s initials beside the pizza s/he made. Bake for 10 minutes or until cheese melts.
   For microwave: Microwave each mini-pizza on child’s own plate.
Healthy Sub Sandwiches

Equipment:
- Knives (include a bread knife if buns are not pre-sliced)
- Cutting board
- Kitchen towels or wash cloths

Shopping List:
- Paper plates
- Paper napkins
- Plastic knives, forks and spoons (for serving ingredients)
- Paper/plastic cups (for water)
- Ingredients for Sub Sandwiches

Ingredients:
- Whole wheat hoagie, sub or hamburger bun (cut in thirds)
- 2 slices (1 oz) low-fat deli turkey & ham
- 1 slice (0.75-1 oz) low-fat sliced cheese (American, Provolone or Swiss)
- Lettuce (leaf or Romaine)
- Green pepper
- Tomato
- Onion
- Lite mayo and/or lite Italian dressing

Instructions:

1. Wash your hands and instruct the students to do the same.

2. Wash and slice the tomatoes, green pepper and onions. Wash the lettuce and tear into large pieces. Do this ahead of time if you are working with younger children. Encourage older children to help, but watch them closely while using knives.

3. Set out the ingredients and let each child make their own sandwich.

4. This recipe makes three sandwiches, so multiply the recipe accordingly.
Physical Activity:
Fast Food Favorites: Whoa, Slow or Go?

Equipment/Supplies:
- Poster board or construction paper:
  - one sheet each of red, yellow and green
- Tape or sticky tack to hang the poster board

Instructions:
1. Clear any tables and chairs from the room or push them into one corner.
2. Hang one of the colors of poster board or construction paper in each corner. Red is for “whoa” foods, yellow for “slow” foods and green for “go” foods.
3. Have the kids stand in the middle of the room.
4. Call out a different food you could order at a fast food restaurant. The kids should run to the appropriate corner depending on whether the food is “whoa,” “slow” or “go.” Some suggestions are:

- Chicken nuggets [whoa]
- Subway Apple Slices [go]
- Low-fat chocolate milk [slow]
- Low-fat plain milk [go]
- McDonald’s Triple Thick Chocolate Milkshake [whoa]
- 100% apple juice (juice box) [slow]
- Coca-cola [whoa]
- Wendy’s Yogurt with Granola [slow]
- Wendy’s Mandarin Oranges [go]
- French fries [whoa]
- Wendy’s Broccoli and Cheese Stuffed Baked Potato [slow]
- McDonald’s Caesar Salad with Crispy Chicken [whoa]
- McDonald’s Caesar Salad with Grilled Chicken and low-fat Balsamic Vinaigrette [go]
- KFC Crispy Chicken Twister [whoa]
- KFC Corn on the Cob [go]
- KFC Baked Beans [go]
- KFC Coleslaw [whoa]
- KFC Macaroni and Cheese [whoa]
Family Focus: Fast Food Alternative

Did you know that nearly one-third of U.S. children aged 4 to 19 eat fast food, which likely packs on about six extra pounds per child per year and increases the risk of obesity?

Today your child learned how to make healthy eating decisions when eating out and how to create a quick alternative meal when dining at home. Everyone is guilty of eating fast food, especially when you’re in a time crunch, but our goal is to teach children which menu items are the healthier choice and how your child can make small changes to every meal.

Easy Guidelines While Eating on the Run

- Always choose grilled chicken over crispy or fried chicken.
- Avoid the “special” sauce or ranch. You can always get the sauce on the side or ask for a packet of a low-fat option.
- Cut calories by drinking water or a diet soda instead of regular soda.
- Look online or ask for the restaurant’s nutrition information ahead of time.
- Keep portion sizes small; resist the urge to “supersize”
- If ordering a salad choose low-fat or fat-free dressing. Some regular dressings could make your healthy salad worse than a Big Mac!

Low-Cost Quick Family Meal Ideas

Healthy Personal Pizzas
Buy whole-wheat pizza crust and add pizza sauce. Top with low-fat cheese, your choice of fresh cut veggies and lean meats for a more nutritious meal.

Homemade Fries
Cut up real potatoes into match stick shapes and bake in the oven. Dip in ketchup. These fries taste great and do not contain the extra sodium and fat found in fried fries from fast food restaurants.

Get Moving!
Make up a scavenger hunt with a group or family members. Have everyone join and have hidden clues throughout a local park.
# Fast Food Analysis

## My Favorite Meal

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## A Nutritious Meal

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Primary Goals:

Children will understand why breakfast is the most important meal of the day and know some of the negative outcomes that result from skipping breakfast. Children will work through common excuses for not eating breakfast, come up with strategies to help squeeze in breakfast and learn quick and healthy breakfast ideas to suit their personal tastes.

Rationale:

Many children skip breakfast, and there are myriad reasons why: they are too busy in the morning, they would prefer sleeping, they are not hungry or they do not like “breakfast foods.” However, breakfast is the most important meal of the day. Children who eat breakfast are better able to concentrate in school, score better on tests, have more energy and consume more nutrients overall than children who skip their morning meal. Children must understand how important breakfast is and learn how to get into the habit of eating it.

Materials:

- Learning activity supplies
- Food and equipment for snack
- Physical activity supplies

Review:

Ask the children what they learned about during the last lesson. Ask them if they have eaten at fast foods restaurants less frequently, if at all, since the lesson. If they have gone to a fast food restaurant, ask them if they tried to use any of the strategies that you discussed. Review ways to make smart choices at fast food restaurants. Segue into the lesson on breakfast by asking about what you could order for breakfast at a fast food restaurant that would be healthy. Low-fat milk, 100% juice, fruit and yogurt are still the best options. Plain eggs, toast or English muffins are good choices, but breakfast meats, most breakfast sandwiches and pastries are “whoa” foods.
Nutrition Lesson:

Why do we need breakfast?
- Ask the children if they like to eat breakfast and what some good reasons are for eating breakfast.
- Compare the human body to a car. You need to refuel yourself regularly with food, just like you need to refuel your car. Although you are not active overnight, your “engine” is still running because your body is busy growing and repairing itself. When you wake up, you’re very low on fuel because you haven’t eaten all night, so you need to refuel in the morning!
- Go over some of the benefits to eating breakfast: more energy during the day, easier to concentrate at school, perform better on tests and other activities, consuming more nutrients (like calcium) to help you grow tall and strong, maintaining a healthy weight.
- The reverse is true if you skip breakfast: more likely to be tired, irritable, have difficulty concentrating, consume fewer important nutrients and gain weight (if you substitute breakfast with unhealthy snacks or big meals later in the day).

Why do you skip breakfast?
- Have the children list common reasons why kids might skip breakfast: too tired to wake up in time, too busy, not hungry, dislike “breakfast” foods.
- Brainstorm ways to fit breakfast into the morning routine
  - Pack/prepare a breakfast the night before: make a fruit/cereal/yogurt parfait; make a sandwich; throw together some trail mix; blend a homemade smoothie and put it in a thermos or to-go mug; ask your parents to make low-fat bran muffins or breakfast casseroles so that they’re ready in the morning; lay out a bowl, spoon and box of cereal the night before
  - Grab something quick: cold cereal; toast with peanut butter on top; a sandwich or wrap; fruit; frozen whole-wheat waffles or pancakes
  - Grab something really quick or to-go: a piece of whole fruit; juice box of 100% juice; a container of yogurt; string cheese; baggie of cereal, nuts or trail mix; granola bar
- Things to eat if you don’t like “breakfast food”
  - Sandwiches or wraps with lean deli meats
  - Smoothies
  - Soup
  - Leftovers from dinner
- If you’re not hungry
  - If you eat a big dinner later in the evening or snack late at night, you might not be hungry in the morning. Cutting back a little at night will help.
  - Take one of the “to-go” options to eat when you do get hungry
  - At least drink water and maybe some milk or juice.
Choosing good fuel

- It's never too early to start getting in servings of milk and fruit!
- Whole grains have the carbohydrates your brain needs, plus fiber to keep you full and other nutrients
  - Oatmeal, whole grain cereals, whole wheat toast, etc.
  - Look for cereals with >3 gram fiber/serving
- Sugary cereals may give you a quick sugar rush, but they won't keep you full and energized all the way until lunch
  - Look for cereals with <5 grams sugar/serving
  - The same is true for sugary fruit drinks and many cereal bars
- Protein and fat from eggs, peanut butter or nuts will help keep you full and energized
  - Remember to watch your portion size on “sometimes” or “slow” foods
- Breakfast pastries and meats (bacon, sausages) contain more sugar and unhealthy fats than you need (“whoa” foods)

Learning Activity:
What’s on Your Plate?

Equipment/Supplies:

- Copies of “What’s on Your Plate?”
- Colored pencils, crayons and markers

Instructions:

- Based on your discussion, have the children draw a healthy breakfast they would like to try.
- Review the food groups to which their selections belong and the nutrients in each one.
Snack:
Huevos Rancheros Rapidos and 100% Fruit Juice

Equipment:
- Stove
- Pot
- Knife
- Cutting board
- Measuring cups
- Kitchen towels or washcloths

Shopping List:
- Paper plates
- Paper napkins
- Paper cups
- Paper bowls (for serving ingredients)
- Plastic forks and spoons (for serving ingredients)
- 100% fruit juice
- Ingredients for Huevos Rancheros Rapidos

Ingredients:
- One egg, hardboiled
- One 6 or 8-inch whole wheat tortilla
- 1/3 cup shredded low-fat or fat-free Cheddar cheese
- Salsa

Instructions:

1. Wash your hands and instruct the students to do the same.

2. Prepare the hardboiled eggs:
   a. Tip: use eggs that are at least two weeks old (just make sure they’re not past the date on the carton).
   b. Place eggs in a pan with enough COLD water to cover completely by one inch.
   c. Place the pan on high heat and bring to a rolling boil.
   d. Reduce the heat so that the water is at a medium boil. Cook for 10 minutes.
   e. Immediately remove the pan from the heat, remove the eggs and place under cold running water or in a bowl of ice water. This prevents the yolks from turning green.
   f. If preparing ahead of time, refrigerate in shell up to 1 week.
   g. When ready to use, gently roll the egg in your hands or against the counter to crack the shell, then peel.
   h. Slice the egg.

3. Set out the cheese and salsa in bowls for the children to serve themselves.

4. Make your wrap by placing the sliced hardboiled egg, shredded cheese and salsa on the tortilla. Wrap like a burrito and enjoy!

5. This recipe makes one wrap which will feed 2, so multiply the recipe as needed.

6. Serve with 100% fruit juice to drink for a complete breakfast.
Snack
Peanut Butter and Banana Waffle and Milk

Equipment for the Waffles:
- Cutting board
- Knives
- Microwave or toaster oven (optional)
- Kitchen towels or washcloths

Shopping List:
- Paper plates
- Paper napkins
- Paper cups
- Plastic knives
- 1% low-fat milk

Ingredients for Peanut Butter Waffles:
- 2 whole-grain mini waffles or 1 full-size (4-inch) whole-grain waffle
- ½ banana
- 2 tablespoons peanut butter

Instructions:
1. Have the children prepare as much of the snack as possible.
2. Wash your hands and instruct the students to do the same.
3. Make the waffles:
   a. Defrost the waffles ahead of time.
   b. Toast or microwave the waffles if possible.
   c. Slice the banana
   d. Cut the waffle in half if using a full-sized waffle.
4. Serve with 1% low-fat milk for a complete breakfast.

Have the children help prepare as much of the snack as possible.

Wash your hands and instruct the students to do the same.

Make the waffles:

- Defrost the waffles ahead of time.
- Toast or microwave the waffles if possible.
- Slice the banana
- Cut the waffle in half if using a full-sized waffle.

Serve with 1% low-fat milk for a complete breakfast.
Family Focus : Breakfast

Today your child was taught why breakfast is the most important meal of the day and why it is essential to a strong, healthy body. They also learned how skipping breakfast can affect them all day long and were given ideas for quick, easy breakfasts.

Why we need breakfast can be understood by comparing the human body to a car. If you left your car running in the garage all night what would happen in the morning? It wouldn’t start because it would have run out of fuel.

Food is the fuel for your body and you need it every morning to get your engine running.

40% of children skip breakfast. Skipping breakfast can lead to low energy levels, difficulty concentrating and learning in school, irritability, and eating more food late in the day which can lead to weight gain over time. On the other hand, people who eat a healthy breakfast have more energy, are able to focus on tasks, learn better in school and are more likely to maintain a healthy weight.

Quick and Nutritious Morning Meals

Speedy Sunrise Sandwich
- Whole-grain English muffin
- Low-fat or fat-free cream cheese
- Peaches, banana or apple slices
- Sunflower seeds or nuts
- Put a serving of low-fat cream cheese (2 Tbsp.) on bagel; top with fruit, seeds, and nuts. You can use any type of fruit.

Healthy “Grab-and-Go” Choices
- Fresh fruit: banana, apple, orange
- Low-fat fruit granola bars
- Low-fat fruit and nut bars
- Serving of dry cereal in a bag (toasted oats work great for younger children)
- Low-fat or fat-free yogurt

Tips for a Healthy Start
- Add fresh or frozen fruit to hot and cold cereals for extra flavor and nutrients.
- Use leftover meats and vegetables from the night before to make a delicious morning omelet.
- Choose low-fat dairy products: low-fat yogurt, 1% or fat-free milk, soymilk, and low-fat cheeses.
- Avoid cereals with more than 8 grams of sugar per serving and high-sugar breakfast items like doughnuts, croissants and frozen pastries.
- Choose cereals with 3 or more grams of dietary fiber per serving
- If you drink coffee and add creamer, choose low-fat or fat-free varieties.

Get Moving!
Go on a bike ride or take a walk with the family and your dog.
Introduction to the Review Lesson

Primary Goals:
The purpose of this lesson is to review all of the information covered in the previous classes and to reinforce messages about making healthy food and drink choices from each food group.

Rationale:
Reviewing nutrition information will help the students to retain their new knowledge and further encourage them to make positive changes in their diets.

Materials:
- Post-test
- Materials needed to review content from previous lessons
- Food and Supplies for Snack
- Physical activity materials
Review / Nutrition Lesson:

- Nutrition Facts labels
  - Bring in a handout or blow-up of a label
- Remind students that labels can help you to compare foods and make smart choices
- Review the nutrients listed on the label — what they do and how they can prevent or promote chronic diseases
- Go over which nutrients should have higher values (fiber, protein, vitamins) and which should be lower (fat, cholesterol, sodium)
- Whoa, Slow and Go
  - Review how foods are classified and how often you should eat foods from each category
- MyPyramid and the food groups
  - MyPyramid
- Bring in the MyPyramid poster
- Review the significance of the shape (relative band widths, vertical bands)
- Emphasize variety
  - Food groups
- You may need to spend a little more time on the fats and oils group since there was no lesson on this concept
- Review key nutrients for each food group
- Review which foods are found in each group and ask students to remember “go,” “slow” and “whoa” foods from each group
- The tip of the pyramid - “whoa” foods like soda and candy
- Fast Food
- Ask the children for some ideas to eat more healthfully at fast food restaurants (more “go” foods and fewer “whoa” foods)
- Breakfast
  - Review why it is important to eat breakfast
  - Ask the children for ideas on how to incorporate breakfast into their busy schedules

Administer the Post-Test

Snack:

Chicken Salad with Fruit
This recipe includes foods from every food group. See if the children can identify all of them. Continue to emphasize healthy beverage choices by encouraging the kids to drink water; ask the kids for ideas on other healthy beverage choices.

Equipment:

- Large & small bowl
- Large spoon
- Knives
- Cutting boards
- Can opener
- Measuring cups and spoons

Shopping List:

- Paper plates
- Paper napkins
- Plastic forks
- Paper/plastic cups
- Ingredients for the Pasta Salad Dressing

Ingredients:

- 1 can (about 12 ounces) pineapple tidbits
- 1 1/2 to 2 cups diced cooked canned chicken
- 1/2 cup thinly sliced celery
- 1/4 cup raisins
- 1/2 cup toasted slivered almonds
- 2 green onions, sliced
- 1/3 cup low-fat or fat-free mayonnaise
- 1/3 cup low-fat or fat-free sour cream
- 1 teaspoon ground coriander
- 1/4 teaspoon dry mustard
- 1 small clove garlic, minced
Physical Activity
Five Food Group Relay Race

This is a repeat of the activity from the first lesson. It will provide a good capstone and show the students how far they have come.

Equipment/Supplies:
- The MyPyramid coloring page. Plan on one copy for every 4-5 students in your class.
  - Outline the bands with the appropriate color or lightly color with colored pencils.
  - Label which group is which.

Instructions:
- You will need a wide, clear space.
- Divide the class into teams of four or five students.

- Hang up the MyPyramid coloring sheets on a wall or chalkboard, one for each team.
- Have each team line up, single file, across from their assigned chart. The chart should be about 10 feet away; for older children, make it further if you have the space to make it more challenging.
- Give each group one pen or pencil. When you say “Go,” one person from each team will run to their chart and write the name of a food in the appropriate band. Then that person will run back and hand off the pen to the next team member.
  - Students should now be able to write “whoa,” “slow” and “go” foods in the correct part of the band
  - You may want to draw lines to separate the areas of the pyramid so that there is less debate later about where on the pyramid they meant to put a food.
- The next person can write a new food or correct an error.
- After three or four minutes, stop the game and add up the number of foods written in the correct band and subtract incorrect answers to determine the winning group.

- Wash your hands and instruct the students to do so as well.
- Wash and chop the celery and onions. Put them in the large bowl with the chicken, pineapple, raisins and almonds.
- In another bowl, combine remaining ingredients.
- Toss dressing with chicken pineapple mixture.
- Serve on-top of whole-wheat crackers
- This recipe makes 15-20 crackers. Multiply as needed for a few crackers per child.

Wash and chop the celery and onions. Put them in the large bowl with the chicken, pineapple, raisins and almonds.
In another bowl, combine remaining ingredients.
Toss dressing with chicken pineapple mixture.
Serve on-top of whole-wheat crackers
This recipe makes 15-20 crackers. Multiply as needed for a few crackers per child.
Help us end childhood hunger in Ohio

Children’s Hunger Alliance is the statewide agency committed to ending childhood hunger in Ohio by expanding access to food, nutrition education and quality child care. In changing the way hunger is perceived and addressed throughout the state, the agency works with schools, child care providers, youth-serving and faith-based organizations, legislators, elected officials, businesses and individuals to dramatically improve each child’s opportunity to grow into a productive, healthy, contributing adult.

To learn more, visit www.ChildrensHungerAlliance.org