GROW STRONG

NUTRITION EDUCATION PROGRAM

GRADE 3 LESSONS

With funding by the USDA Supplemental Nutrition Assistance Program - Education
Grow Strong
Grade 3

TABLE OF CONTENTS

Introduction to the Veggies for Kids: Grow Strong Program 3

Lessons
1. Play Hard! Drink Water! 1-1
2. Eat Smart! with MyPyramid for Kids 2-1
3. Choose Whole Grains! 3-1
4. Vegetables are Parts of Plants 4-1
5. Grow Strong! Eat a Rainbow! 5-1
6. Watch Food Grow! 6-1
7. Meat and Beans: Go Lean! 7-1
8. Grow Strong with Native American Foods, Part 1 8-1
10. What We Have Learned 10-1

Resources
Nevada Education Standards - Links to Lesson Content R-1
A Close Look at MyPyramid for Kids R-5
Translations R-7

Program Evaluation PE-1
GROW STRONG
NUTRITION EDUCATION PROGRAM

OVERVIEW
Research shows that of all ethnic groups, Native American children are at greatest risk for obesity, attendant development of diabetes and other chronic diseases. While studies of Native American diets have been limited, recently published findings from the Strong Heart Study (Weidman, 2005) and related studies show that intakes of vegetables and fruits are significantly less than recommended, variety is limited and use of traditional foods – derived largely from plant sources, fish and lean wild game – is waning. Awareness of the health benefits of traditional foods, promotion of their consumption, and subsistence or supplementary vegetable gardening are other methods cited to promote the desired intake of vegetables recommended in the Dietary Guidelines 2005 (USDHHS & USDA, 2005) and USDA’s MyPyramid for Kids food guide (USDA, 2005). Increased physical activity, substitution of water for sweetened beverages and limiting screen time – TV, video games, computers – are other behaviors shown to promote healthy growth and are incorporated into this program’s messages.

PROGRAM GOALS
The “Veggies for Kids: Grow Strong” program provides a series of 10 50-minute, in-school nutrition classes to second- and third-grade students with the overall goals of:

- Reinforcing the importance and integration of nutrition education in schools, with lesson content linked to Nevada education standards
- Promoting adequate intake of vegetables and fruits through increased exposure
- Promoting use of water and low-fat milk as preferred beverages over sweetened beverages.
- Promoting daily physical activity
- Reinforcing Native American cultural connections to traditional health promoting behaviors through use of traditional foods, food gathering and Paiute translations
- Providing an introduction to gardening through in-class experiences
- Engaging parents through weekly take-home assignments

The grade three curriculum is based on USDA’s MyPyramid for Kids and Eat Smart, Play Hard concepts and builds on lesson content presented in the second grade curriculum. It incorporates adapted versions of five lessons from University of Nevada Cooperative Extension’s Chefs for Kids Curriculum (Leontos & Lednicky, 1992/2008). Additional material on healthy traditional Native American foods is provided. The project staff is grateful for the support of the communities involved, participating schools and their teachers, and to Carolyn Leontos and Sue Lednicky for sharing the Chefs for Kids lessons.
HOW TO USE THE *VEGGIES FOR KIDS* CURRICULUM

This manual contains 10 sequential lessons. Each lesson outline includes:

- Lesson Objectives
- Materials Needed
- Preparation Tasks and Tips
- Vocabulary List
- Lesson Content
- A Journal Task
- Homework
- References
- Handouts and Black-line Masters

The “Lesson” section has directions for the instructor as well as a script to follow. The script sections are in blue italicized text. The script is just an example of how to present the material to make sure the key learning points are covered. Feel free to state the information in your own words, but do try to keep the content as close to the script as possible.

About 10 minutes before the end of each lesson, distribute the students’ journals for them to write in. Collect them at the end of class for use at the next lesson.

Since a positive food-sampling experience by the students is a main program goal, ensure that the fruits and vegetables served are of the highest quality and flavor. Your grocery store’s produce staff can help you choose what’s freshest and most delicious, and will often let you sample available choices before purchasing.

Remember to practice and model safe food-handling methods at all times for the safety and health of your students. Before delivering this curriculum, we recommend instructors review the information on safe food handling available at [www.fightbac.org](http://www.fightbac.org).

We hope the delivery of these lessons brings you a bounty of educational rewards.

References:


LEARNING OBJECTIVES:
1. Students will be able to state why it is important to play hard (be physically active).
2. Students will be able to state how much play they need to do every day.
3. Students will be able to write a paragraph describing one way that they will play hard.

MATERIALS NEEDED:

| MyPyramid for Kids Poster, hanging material(s) | Jump ropes* |
| Veggies for Kids (VFK) “Play Hard! Drink Water!” cards* | VFK water bottles* |
| Orange and lemon, 1 each, fresh | VFK folders* |
| Optional: ice for water | Water pitcher(s) |
*one per student

PREPARATION:
- Print Play Hard! Drink Water! cards on cardstock, one per child.
- Carefully select, wash, then prepare one small slice of orange or lemon per student.
- Hang the MyPyramid for Kids (MPK) poster.

VOCABULARY LIST:
- Write on the board Pyramid Pal, Eat smart, Play hard, Drink water, 60 minutes, 1 hour

LESSON (10-12 minutes):
Introduce yourself to the class. Briefly explain the Veggies for Kids: Grow Strong program and the key messages of “Eat smart. Play hard.” and “Drink water instead of sweet drinks.” Set classroom behavior expectations for the lessons (have fun, raise hands, stay on task, etc.).

How many of you remember the Veggies for Kids: Grow Strong program from last year? Do you remember this poster? What is it called? (MyPyramid for Kids). Can anyone tell me something you already know about MyPyramid for Kids?

Does anyone remember who this is running up the stairs on the side of MyPyramid? Point to Pyramid Pal on the board. That is Pyramid Pal. Pyramid Pal is growing up to be strong by
eating smart, playing hard, and drinking water instead of sweet drinks. Point to “Eat smart, Play hard” and “Drink water” on the board. Pyramid Pal can help you learn to grow strong, too.

Over our 10 lessons together, we are going to learn even more about how to grow strong by eating smart, playing hard, and drinking water instead of sweet drinks. We will do fun stuff and try yummy foods. Today, let’s talk more about playing hard.

Can you tell me what playing hard means? When we have fun moving our bodies, this is called playing hard! There are lots of fun ways to play hard. Point to, identify and discuss the activities shown on the MPK poster. How many of you play hard during recess? Do you play hard when you’re at home?

Playing hard is fun and will help you grow strong and have energy. Did any of you know that playing hard can help you do better in school? How many of you want to do better in school? I bet your parents and elders will like that!

Now, who can tell me how long we need to play hard every day? At least 60 minutes, that’s one hour or more every day. Point to 60 minutes and 1 hour on the board. So, how long do we need to play hard every day to be strong? How many minutes? How many hours? How often?

But not everyone plays hard for at least one hour every day, sometimes not even adults. I want you to think of some easy and fun ways we can all play hard every day. What types of things could we do? Ask at least three students to share their ideas.

I have a fun activity to do together. Please take out a pencil.

Pass out a “Play Hard! Drink Water!” card to each student.

PLAY HARD CHARADES GAME (12-15 MINUTES):
This game helps students think about the many ways to play hard.

Now we’re going to play a game. On the back of your card, write the name of something you want to do to play hard every day. This can be something you already know how to do. It can also be something you want to learn, like playing basketball or baseball, doing cool dance moves or even just cleaning your room at home. Demonstrate writing down a favorite activity on the card. Help with spelling and grammar.

Are you ready to play the game? I’d like a volunteer to come up to the front of the class with me, and – without talking – show us the activity you wrote down. The other students will guess the name of your activity. Select a student volunteer and bring them up to the front of the room to silently act out the movement on their card. The other students will try to guess what they are doing until they get it right. Demonstrate.

Once the students guess the activity correctly, the class will then act out the activity together for at least 30 seconds. Repeat with other students as many times as possible. Encourage excitement and participation. Remind them that they are now closer to reaching their goal of doing one hour of play every day.
LESSON, CONTINUED (5 MINUTES):

Those are all fun ways to play hard. We know now that playing hard is one way that will help you grow strong and have lots of energy, just like Pyramid Pal.

Now, who can tell me what you do when you are NOT playing hard at home? How many of you watch TV, play the computer, or play video games? Are they fun? They sure are, but sometimes they will keep us from playing hard at least one hour every day. This means if we do them too much, we won’t grow up strong. Pyramid Pal wants us all to grow strong, watch less television and play less computers and video games at home. This way, we have more time to play hard. Do you think you can do this?

JOURNAL TASK (10 MINUTES):

Pass out VFK folders, one per student. Ask them to write their names on the outside of it. I would like you to write a short paragraph of two or three sentences telling what you learned today. In your sentences, use the vocabulary words that I wrote on the board. Give one or two examples of sentences. Walk around, helping with spelling as needed.

As time permits, ask students to read what they wrote aloud. Collect folders and place in a classroom area designated by the teacher. These will be collected during post-testing.

HOMEWORK (10 minutes):

Pass out one jump rope and one VFK water bottle to each student to take home. Ask how many students can jump rope. Tell students that jumping rope is something fun they can do to help them play hard every day. This water bottle will help you remember to drink water every day instead of sweet drinks, like soda. Water is the best drink for our bodies when we are thirsty. Fill each bottle with cold water and add the fresh lemon or orange slices. Ask students to dispose of this fruit slice at the end of the day.

Ask students to take their Play Hard! Drink Water! cards home and share them with their parents or elders.

Remember to play hard! See you next week!

REFERENCES:

Dear Parent,

As part of the “Veggies for Kids: Grow Strong” program at school, your child is learning to “Eat smart. Play hard.” and “Drink water” instead of sweetened drinks.

To grow strong, children need to move their bodies at least one hour every day. Parents can help by limiting the time your child spends on TV, video, and computer games to make more time for active play.

Your child has written down one activity that will help them meet this goal. If possible, please help them learn and do this activity.

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Your child has written down one activity that will help them meet this goal. If possible, please help them learn and do this activity.
LEARNING OBJECTIVES:
1. Students will be able to state that eating smart helps them to grow and be healthy.
2. Students will be able to state the names of the MyPyramid for Kids food groups.
3. Students will be able to name at least one food from each food group.
4. Students will be able to state one health benefit of each food group.

MATERIALS NEEDED:

<table>
<thead>
<tr>
<th>Napkins*</th>
<th>MyPyramid for Kids poster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving cups*</td>
<td>MyPyramid for Kids mini-poster handouts*</td>
</tr>
<tr>
<td>Forks*</td>
<td>Food Group Fun! handouts*</td>
</tr>
<tr>
<td>Hand sanitizer or sani-wipes*</td>
<td></td>
</tr>
</tbody>
</table>

**Foods to sample:** 1 box whole grain crackers (without trans fats), seasonal fresh green vegetable (snow peas, broccoli, spinach leaves), seasonal red fruit (apples, strawberries), string cheese or yogurt, 1 can pinto beans, 1 small can of whole olives, 1 small bottle of olive oil (for display)

*one per student

ADVANCE PREPARATION:
- Carefully select, wash and prepare the food. Purchase enough for a small sample for each child. The olives and oil are for display.
- Complete the homework activity sample to present as an example.
- Hang the MyPyramid for Kids poster.

VOCABULARY LIST:
- Write on the board Eat smart. Play hard. Drink water.
- Additional words: food group; Grains – energy, cracker; Vegetables, Fruits - Vitamin A, Vitamin C, broccoli, snow peas, apple or strawberry (depending on which vegetable and fruit is served); Milk – calcium, yogurt or string cheese; Meat and Beans – Protein
LESSON REVIEW (5 minutes):
Remind students about the rules of participation (raise hands before speaking, stay on task, etc.).

Review Lesson #1, Play Hard. Ask:
- What did you learn? Who can tell me why it is important to play hard?
- What did you do to move your bodies and play hard this week?
- Did you turn off the television or computer and play instead?
- Did any of you play or do an activity with your parents or elders?
- I want you to raise your hand if you drank water today.

LESSON (30 minutes):
Today we will talk about eating smart. Point to Eat Smart on the board. Do any of you know what “eating smart” means? Eating smart means eating yummy foods to help us grow and be strong, just like playing hard helps us to grow strong. Pyramid Pal wants to help teach us how to eat smart every day with MyPyramid.

Can anyone tell me what these stripes on MyPyramid mean? (food, food groups)
Each colored stripe is called a food group. Point to Food Group on the board.
Foods that are alike are put in the same food group.
Notice how the stripes on the pyramid are different sizes.
What do you think that means? (The size of the stripe reminds us that to grow strong we need to eat more from some groups – the larger stripes – and less from others - the smaller stripes)

Grains
Look at the biggest stripe. What color is it? (orange)
What is the name of that food group? (Grains) Point to the word grains on the board.
Look at the foods by that stripe. Do they give you clues to the name of the food group?
Foods in the Grains food group give us energy to grow and play. Point to the word energy on the board.
I have a food for you to taste from the Grains group.
Offer a cracker to each student. Point to the word cracker on the board. Taste this food now, if you want.

Vegetables
Look at the next stripe. What color is it? (green)
What is the name of that food group? (Vegetables) Point to the word vegetables on the board.
Look at the foods by that stripe. Do they give you clues to the name of the food group?
Foods in the Vegetables food group give us special vitamins, called Vitamins A and C. Point to the words on the board. Vitamin A and C help keep your skin and eyes strong. These vitamins also help cuts and bruises heal too.
I have a food for you to taste from the Vegetable group. (broccoli or snow peas)
Offer a sample of broccoli to each student. Point to the word broccoli or snow peas on the board. Taste this food now, if you want.

Fruits
Look at the next stripe. What color is it? (red)
What is the name of that food group? (Fruits) Point to the word fruits on the board.
Look at the foods by that stripe. Do they give you clues to the name of the food group?
Just like veggies, the Fruit group gives us those special Vitamins A and C to help us grow strong.
I have a food for you to taste from the Fruit group. (apple slice or a few strawberries)
Offer a sample of fruit to each student. Point to the name of the fruit served written on the board. 
*Taste this food now, if you want.*

**Oils**

*Now, look at the yellow stripe on MyPyramid. This is called the Oils group. We get oils and fats from some of the foods we eat.*  
*Oils are liquid. Fats are hard or solid*  
*Oil comes from crushing different plant foods (seeds, nuts, or beans).*  
*How many of you have ever eaten an olive? (Show the can of whole olives.)*  
*Did you know that olive oil comes from crushing olives? (Show the bottle of oil.)*  
*Can you name any other foods from this group? (butter, margarine, salad dressing, mayonnaise)*  
*Most of us eat plenty of oil and fat in the different foods we eat every day. This is why the yellow stripe is so small.*  
*Does this mean we don’t need to eat very much oil and fats? Yes.*

**Milk**

*Look at the next stripe. What color is it? (blue)*  
*What is the name of that food group? (Milk) Point to the word milk on the board.*  
*Look at the foods by that stripe. Do they give you clues to the name of the food group?*  
*Do you know the name of the important mineral in milk? It’s called calcium. Point to calcium on the board. Calcium helps make strong bones and teeth.*

*Some people get an upset tummy when they drink milk. Point to your stomach.*  
*But, everyone’s body still needs calcium to grow and be healthy. There are special milks called Lactaid and soy milk that don’t cause tummy aches. But today we are having string cheese (or yogurt) to sample. Point to the name on the board. String cheese (or yogurt) is made from milk but is better for people who have sensitive tummies. Eating yogurt and cheese is a way that everyone can enjoy something made from milk every day. Taste this food now, if you want.*

**Meat and Beans**

*Look at the last stripe. What color is it? (purple)*  
*What is the name of that food group? (Meat and Beans) Point to the words meat and beans on the board.*  
*Look at the foods by that stripe. Do they give you clues to the name of the food group?*  
*This group gives us protein. Protein helps us build strong muscles and blood. This is one reason why foods from the Meat and Beans group will help us grow strong.*  
*I have a food for you to taste from the Meat and Beans group. Offer a sample of pinto beans to the students. Underline the word beans on the board.*  
*Taste this food now, if you want.*

**JOURNAL TASK (8-10 minutes):**

Pass out the VFK journals. I’d like you to write a short paragraph of two or three sentences telling what you learned today about MyPyramid. Use these vocabulary words on the board to help. As time permits, ask students to read aloud what they wrote. Discuss what food they tasted today, which was their favorite and why, and what food group it belonged to.

**HOMEWORK (5 minutes):**

*I’m going to give you some homework now.*  
*Please think about the foods you eat tonight, and which food groups they belong to.*  
*Write the names of each of the foods you eat on this sheet in the correct food group. Some of our favorite foods may be made with foods from more than one food group. Use this mini MyPyramid for Kids poster to help you out; and, if you cannot decide what group a food goes*
under, ask your parents or elders to help you. Don’t forget to bring it back by _____ (Give the date per teachers’ preference or, alternately, collect the homework during lesson #3.)

Eat smart and play hard! See you next week!

REFERENCES:

### Food Group Fun!

**Homework:** Using MyPyramid, write the names of all the foods you eat **tonight** in the correct food group boxes below.

<table>
<thead>
<tr>
<th>Grain Group</th>
<th>Fruit Group</th>
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<tr>
<th>Vegetable Group</th>
<th>Oil Group</th>
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<tr>
<th>Milk Group</th>
<th>Meat &amp; Bean Group</th>
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MyPyramid
For Kids
MyPyramid.gov

Eat Right, Exercise, Have Fun.

Fruits
Focus on Fruits

Vegetables
Every Day

Grains
Make half your grains whole!

Milk
Get your dairy rich in calcium.

Meat & Beans
Go lean with protein.

Fats and sugars
Know your limits.

Eat Healthy, Be Active, Have Fun.

USDA
United States Department of Agriculture
LEARNING OBJECTIVES:
1. Students will be able to identify the Grains food group on MyPyramid for Kids.
2. Students will be able to name at least two foods from the Grains Group.
3. Students will be able to identify whole grain foods using information on food packages.
4. Students will be able to state the health benefits of the Grains Group: Foods in this group provide energy, vitamins, minerals and fiber.

MATERIALS NEEDED:

<table>
<thead>
<tr>
<th>Napkins*</th>
<th>MyPyramid for Kids poster</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand sanitizer or sani-wipes*</td>
<td>Choose Whole Grain Cereals card*</td>
</tr>
<tr>
<td>Medium plastic zipper baggies*</td>
<td>4-7 examples of whole grain food packages (1 for every 4 students)</td>
</tr>
<tr>
<td>2 large plastic zipper baggies</td>
<td>¼ cup serving spoon</td>
</tr>
</tbody>
</table>

Foods:
• 1 – 12 oz. box each of whole grain wheat flakes and flaked corn cereals, for tasting activity
• Plain toasted oat “Os” cereal, 1 - 17 oz. box per every 8 students (2 cups per student), for take-home

*one per student

PREPARATION:
• Prepare take-home baggies of cereal, one per student. Include in each medium zipper baggie:
  o 2 cups of plain toasted oat “Os” cereal
  o 1 Whole Grain Cereal card
• To avoid revealing the identity of the two cereals for the blind tasting activity transfer the wheat and corn flakes cereals into the large individual unmarked bags or containers (or simply pull the cereal bags out of boxes). Save the boxes for display.
• Hang the MyPyramid for Kids poster

VOCABULARY LIST
• Write on the board Eat smart, Play hard and Drink water.
  Additional words: seeds, fuel, whole grains, vitamins, minerals, oats, wheat, rice, ingredient, 100% whole grain, refined
REVIEW (5 minutes):
Remind students of the rules of participation (raise hands before speaking, stay on task, etc.).
Review the previous lessons.

- Who can tell me why we need to **play hard** every day? Do you know how long we need to **play hard** for every day to grow strong?
- Did you **drink water instead of** sweet drinks today? What about yesterday?
- What does it mean to **eat smart**?
- Who can tell me the names of the food groups?
- Who can name one food from each food group?
- Do you have your homework? Collect and file.

LESSON (20 minutes):
Today we are going to learn more about **eating smart** by learning more about the orange colored stripe on MyPyramid. What is the name of this food group? Point to Grains on the board.

Grains are made from from plants like oats, wheat and rice. Point to these names on the board. We use grains to make yummy foods, like bread, cereal and pasta. Point to the MyPyramid for Kids grains pictures. Have any of you ever eaten grains or foods made from grains? Which ones?

Pyramid Pal wants you to eat grains every day because grains give us fuel to **play hard** and to grow. This is why the Grains group is one of the biggest groups. Just think of a car, how far would a car go without gas? Not very far! Grains give us fuel, but they also give us nutrients called vitamins and minerals we need to grow strong.

Some grains are better for us than others. Grains that help us grow the strongest are called whole grains.

You might not know that many of the grains we eat every day are not whole grains at all. In fact, many grains are missing important nutrients that we need to grow strong. Grains that are missing these important nutrients are called refined grains. Refined grains are also used to make many breads, cereals and pasta, just like whole grains, so it is hard to tell which one we are eating sometimes.

Pyramid Pal tells us that to grow strong, at least half of the grains we eat each day should be whole grains. So how can you tell if you are eating whole grains instead of refined grains? Today, Pyramid Pal and I want to show you.

How many of you have ever been to a grocery store before? I want everyone to close their eyes for a moment. Now, imagine that you are in a grocery store right now. You are looking for a delicious whole grain snack. Keep your eyes closed. Can
you imagine...the tall aisles...all the different foods to choose from? Quietly pass out the food label examples for students to share. Now, open your eyes.

When we go to a store with our parents or elders, we can choose whole grains by looking at the food packages. Look at your package with a partner. Who thinks that they have a whole grain snack to buy? How can you tell?

Sometimes I can tell because the package has “100% Whole Grain” in big letters written on it. Sometimes it will say “100% whole wheat.” Does yours? But what if it doesn’t and you are still not sure?

Turn over your package and look for a list of ingredients. This tells us what your food is made from. Whole grain foods have a “whole” grain as the very first food listed. Do any of you have whole corn, whole oats, or whole wheat listed first? Who thinks they have a whole grain food now? (Help students find the ingredients list and determine if there are any whole grains listed.)

Have the student’s trade labels and look again.

TASTING ACTIVITY (15 minutes):
Now, who thinks they can tell the difference between a whole grain and a refined grain by just tasting it, without looking at a box? Let’s find out...

Have students wash their hands or pass out sani-wipes instead. Pass out napkins. Without revealing the cereals’ identities, distribute a few flakes of unmarked wheat cereal and a few flakes of unmarked corn cereal to every student.

One of the cereals in front of you is made from whole grains and the other is made from refined grains. Can tell which one is which?

Remember, just because a grain is brown doesn’t mean it is a whole grain.

Sometimes you can taste the whole wheat in the different foods, but sometimes you can’t. Taste the first cereal. Eat it slowly. Remember how it looks, tastes and how it feels. Now, try the other cereal. Does it taste or feel differently?

Do a poll, by a show of hands, to see how many students think which cereal is made from whole grains and which is not. Ask them how they can tell. Remind them that they have to check by reading the label.

Reveal the cereal boxes. Let students examine them to see which cereal has a whole grain as the first ingredient.

Remember, eating whole grains like whole grain cereal can help you grow up strong, just like Pyramid Pal.

Can you ask your parents or elders to buy 100 percent whole grain foods the next time they go to the store? You can show them what to look for on the packages.
**JOURNAL TASK (5-7 minutes):**
Pass out the VFK journals. *I’d like you to write a short paragraph of two or three sentences telling what you learned today about the Grains group. Please use a vocabulary word from the board.* As time permits, ask students to read aloud what they wrote. Discuss what food they tasted today, which was their favorite and why. Review what food group it belonged to. Collect VFK journals.

**HOMEWORK (3 minutes):**
*How many of you remember taking home oatmeal to try last year? This year I have another whole grain cereal for you to take home and try. I like to eat my whole grain cereal for breakfast with fruit and low-fat milk or as a snack. Eating whole grain cereal is a great way to start your day.*

Hand out baggies of cereal. Ask students to take their cereal and cereal cards home and share them with their parents or elders.

*Eat smart and play hard! See you next week!*

**REFERENCES AND RESOURCES:**


Grow Strong: Choose Whole Grain Cereals

Dear Parent,

This package contains a whole grain cereal to share with your child. Whole grain cereals list a “whole grain” as the first ingredient. They can be eaten as a delicious and nutritious meal or snack. Try yours with fruit and low-fat milk. Serves two.
Make Half Your Grains Whole!

Food labels should claim "100% whole" or list a form of whole grain as the first ingredient. Whole grains are whole wheat, brown & wild rice, oats, popcorn and buckwheat. Try:

• 1 slice of whole grain bread, ½ English muffin, pita or bagel
• ½ cup cooked whole grain cereal
• ½ cup brown/wild rice, pasta
• 1 small whole grain roll, biscuit, muffin, pancake, waffle, tortilla
• 1 cup ready-to-eat whole grain breakfast cereal
• 3 cups popcorn

Make Half Your Grains Whole!

An EEO/AA institution
The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. To find out more, contact (702) 486-1646. The USDA is an equal opportunity provider and employer.
LEARNING OBJECTIVES:
1. Students will be able to identify the Vegetables group on MyPyramid for Kids.
2. Students will be able to name at least one vegetable for each type of plant part - seed, root, stem, leaf and flower.
3. After sampling edible plant parts, students will be able to identify what plant parts they have eaten.

MATERIALS NEEDED:

<table>
<thead>
<tr>
<th>Napkins*</th>
<th>Vegetables are Parts of Plants activity packet (six pages)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowls / Plates*</td>
<td>Vegetable Parts take home activity *</td>
</tr>
<tr>
<td>Hand sanitizer or sani-wipes*</td>
<td></td>
</tr>
<tr>
<td>Vegetables:</td>
<td></td>
</tr>
<tr>
<td>• 1 bag pre-washed fresh baby spinach leaves</td>
<td></td>
</tr>
<tr>
<td>For display:</td>
<td></td>
</tr>
<tr>
<td>• 1 can or 1 box frozen spinach</td>
<td></td>
</tr>
<tr>
<td>• 1 fresh celery bunch, preferably with leaves</td>
<td></td>
</tr>
<tr>
<td>• 1 15-oz. can corn</td>
<td></td>
</tr>
<tr>
<td>• 1 whole carrot, preferably with leaves</td>
<td></td>
</tr>
<tr>
<td>• 1 small head broccoli or cauliflower</td>
<td></td>
</tr>
</tbody>
</table>

*one per student

PREPARATION:
• Carefully select, wash and prepare each vegetable for display. Carefully wash, pick-through and prepare the fresh spinach for tasting.
• Review the Vegetables are Part of Plants packet and vegetable parts identification activity.
• Hang the MyPyramid for Kids poster

VOCABULARY LIST:
• Write on the board *Eat smart, Play hard, Drink water.*
  Additional words: vegetable, seeds, roots, stems, leaves, flowers, corn, celery, spinach, carrots, broccoli (or cauliflower)
REVIEW (5 minutes):
- Who can tell me one thing that you have learned in the past three weeks about eating smart and playing hard?
- What color is the Grains group? What did you learn about grains? Did you and your elders eat the whole grain cereal? Did anyone eat theirs with fruit and low-fat milk?
- Did any of you drink water instead of sweet drinks this week?

LESSON (5-10 minutes):
Today we are going to learn about the Vegetable group (point to the Vegetable group on MyPyramid). Do any of you have a favorite vegetable?

Vegetables are the parts of plants that we eat. Although vegetables look very different from each other, they will have the same parts including seeds, roots, stems, leaves and flowers. Do any of you remember the book Tops and Bottoms that we read last year?

Let’s see if you can tell what plant part we eat from each vegetable I’m going to show you. Again (pointing to the words on the board), your choices are seeds, roots, stems, leaves and flowers. For example (Hold up each individual vegetable and ask the students to identify the plant part), I like to eat spinach, which is what? (leaves), celery which is what? (a stem), carrot which is a what? (root), and corn which are what? (seeds) What about broccoli (or cauliflower)? (flower) Encourage brief discussion on each.

ACTIVITY (15 minutes)
Let’s learn more about the seeds, roots, stems, leaves and flowers that we can eat to grow strong.

Pass out the Vegetables are Part of Plants packets, one per student. Go through each page with the students and have them complete the answers while providing assistance.

TASTING LEAVES (10 - 12 minutes)
I brought an edible vegetable part for you to try today. How many of you have ever eaten spinach? Point to spinach on the board. Show the vegetable again. When we eat spinach, we are eating the leaves. Spinach leaves are a fun vegetable to eat anytime. Sometimes people eat fresh baby spinach leaves as part of their favorite salad. Also, sometimes I cook fresh or frozen spinach and have it with my favorite meal.

Have students clean their hands. Distribute plates and napkins. Pass out the washed, raw baby spinach leaves to sample giving one or two per student. Ask:
- Does the spinach look like any other vegetable you’ve eaten before? (lettuce, salad)
- What plant parts were those vegetables? (leaves)
- Who likes the baby spinach leaves?

Congratulate everyone for trying the fresh spinach. If complaints were heard, explain that it can take many times of trying a food before learning to like it. Encourage them to try fresh baby spinach and cooked spinach at home in the future.
**JOURNAL TASK (5-7 minutes):**
Pass out the VFK journals. *I’d like you to write a short paragraph of two or three sentences telling what you learned today about vegetables. Include at least one of the vocabulary words.* As time permits, ask students to read aloud what they wrote. Discuss their favorite vegetables. Have the students identify which plant parts they represent.

**HOMEWORK:**
Pass out the vegetable parts identification activity. *I also have some homework for you. I want you to list the different plant parts that you and your elders have eaten.* Tell the students the deadline for completion.

*Eat smart! Play hard! See you next week.*

**REFERENCES:**

Seeds are the parts of a plant that make new small plants. The seeds are planted, and then they grow into big plants. Some seeds are OK to eat. The seeds on this page are eaten for food.

Circle the names of the seeds in the word puzzle. Write the names on the lines next to the row of the puzzle they are in.

1. __________________________
2. __________________________
3. __________________________
4. __________________________

Which of these seeds do you eat at your house?

Hi! I'm looking for my little seeds. Look below for the seeds, and then color them.
Look at the plants growing here. They are root foods. Roots store food for plants. Roots keep plants in the ground until they are ready to eat. The roots on this page are good to eat. Roots come in different colors. Color them.

Unscramble these roots:
1. eetb
2. onnoi
3. corrat
4. radshi
5. trupin
6. pootta

Which of these roots do you eat at your house?
Hi! I eat stems. And so do you! Not all stems are OK to eat but we do eat celery, green onions, mushrooms, asparagus, and rhubarb. Stems carry food and water to the rest of the plant.

Read the RIDDLES. The answers are in the pictures of the stems above.

1. It is a stem.
   It is white.
   It looks like an umbrella.
   It is __ __ __ __ __ __ __ __ __.

2. It is a stem.
   It is tall.
   It has leaves.
   It is __ __ __ __ __ __ __ __ __.

   It is a stem.
   It is red.
   It can be made into pies.
   It is __ __ __ __ __ __ __ __ __.

   It is a stem.
   It is green.
   It has four syllables in its name.
   It is __ __ __ __ __ __ __ __ __.

Which of these stems do you eat at your house?

__________________________
Leaves to Eat

Some foods that we eat are leaves. Leaves of green plants help make food for the plants. Not all leaves can be eaten, but these leaves are good to eat.

Unscramble these leaf foods. Write them on the lines.

1. kela________________________
2. cagabbe________________________
3. spnaich________________________
4. tunrpi greesn________________________
5. letcute________________________
6. musratd grenes________________________

Which of these leaf foods do you eat at your house?
Did you know that you eat some flowers? Not all flowers can be eaten, but broccoli and cauliflower are two flowers that we can eat. Look at the pictures on this page.

Color the seeds that we eat yellow.
Color the roots that we eat orange.
Color the stems that we eat blue.
Color the leaves that we eat green.
Color the flowers that we eat red.
**Instructions:**

1. Draw a star * beside the names of the vegetable parts that you have eaten.
2. Draw a circle ○ beside the ones your parents or elders have eaten.
3. Draw a picture of your favorite vegetable in the last box.

### Seeds

<table>
<thead>
<tr>
<th>Me</th>
<th>Elder(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beans</td>
<td>Beans</td>
</tr>
<tr>
<td>Corn</td>
<td>Corn</td>
</tr>
<tr>
<td>Peas</td>
<td>Peas</td>
</tr>
<tr>
<td>Pine nuts</td>
<td>Pine nuts</td>
</tr>
</tbody>
</table>

Other:_______________________

### Roots

<table>
<thead>
<tr>
<th>Me</th>
<th>Elder(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beet</td>
<td>Beet</td>
</tr>
<tr>
<td>Carrot</td>
<td>Carrot</td>
</tr>
<tr>
<td>Onion</td>
<td>Onion</td>
</tr>
<tr>
<td>Potato</td>
<td>Potato</td>
</tr>
<tr>
<td>Radish</td>
<td>Radish</td>
</tr>
<tr>
<td>Turnip</td>
<td>Turnip</td>
</tr>
</tbody>
</table>

Other:_______________________

### Stems

<table>
<thead>
<tr>
<th>Me</th>
<th>Elder(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asparagus</td>
<td>Asparagus</td>
</tr>
<tr>
<td>Celery</td>
<td>Celery</td>
</tr>
<tr>
<td>Green Onions</td>
<td>Green Onions</td>
</tr>
<tr>
<td>Mushrooms</td>
<td>Mushrooms</td>
</tr>
<tr>
<td>Rhubarb</td>
<td>Rhubarb</td>
</tr>
</tbody>
</table>

Other:_______________________

### Leaves

<table>
<thead>
<tr>
<th>Me</th>
<th>Elder(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabbage</td>
<td>Cabbage</td>
</tr>
<tr>
<td>Kale</td>
<td>Kale</td>
</tr>
<tr>
<td>Lettuce</td>
<td>Lettuce</td>
</tr>
<tr>
<td>Mustard Greens</td>
<td>Mustard Greens</td>
</tr>
<tr>
<td>Spinach</td>
<td>Spinach</td>
</tr>
<tr>
<td>Turnip Greens</td>
<td>Turnip Greens</td>
</tr>
</tbody>
</table>

Other:_______________________

### Flower

<table>
<thead>
<tr>
<th>Me</th>
<th>Elder(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broccoli</td>
<td>Broccoli</td>
</tr>
<tr>
<td>Cauliflower</td>
<td>Cauliflower</td>
</tr>
<tr>
<td>Squash Blossom</td>
<td>Squash Blossom</td>
</tr>
</tbody>
</table>

Other:_______________________

### My Favorite Vegetable

The University of Nevada, Reno is an Equal Employment Opportunity/Affirmative Action employer and does not discriminate on the basis of race, color, religion, sex, age, creed, national origin, veteran status, physical or mental disability, and sexual orientation in any program or activity it operates. The University of Nevada employs only United States citizens and aliens lawfully authorized to work in the United States.

The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. To find out more, contact (702) 486-1646. The USDA is an equal opportunity provider and employer.
LEARNING OBJECTIVES:
1. Students will be able to identify the Fruits and Vegetables food groups.
2. Students will be able to name a fruit or vegetable from each color category.
3. Students will be able to state one difference between a fruit and a vegetable.
4. Students will be able to state that fruits and vegetables give us Vitamins A and C, which help to keep us healthy.

MATERIALS NEEDED:

<table>
<thead>
<tr>
<th>Forks or toothpicks (deli)*</th>
<th>Hand sanitizer or sani-wipes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving cups*</td>
<td>MyPyramid for Kids Poster</td>
</tr>
<tr>
<td>Napkins*</td>
<td>Eat a Rainbow of Fruits and Vegetables handout*</td>
</tr>
</tbody>
</table>

1 fruit or 1 vegetable from all five color categories. Purchase enough to yield one small sample (~1 oz.) of each per student.

Optional: citrus juice
* one per student

PREPARATION:
- Use the *Eat a Rainbow of Fruits and Vegetables* handout to help purchase the fruits and vegetables. Choose the freshest and most flavorful produce in season whenever possible.
- Prepare the foods for in-class sampling with the goal of preserving freshness, flavor and color.
  - Sampling will be done in small groups of four to five students. Each group will need their own fruits and vegetables of every color to sample.
  - Cut the produce into bite-sized pieces. Put each fruit and vegetable into separate small sampling containers. Use citrus juice (lemon, lime, or orange) to prevent browning if necessary. Keep chilled.
- Hang the *MyPyramid for Kids* poster.
- Review the Translations resource pages (p. R-7) to write and be able to say the color names in either Northern Paiute or Shoshone if time permits.
VOCABULARY LIST:
- Write on the board *Eat smart, Play hard, Drink water, Vitamin A, Vitamin C* and the following diagram:

**Eat a Rainbow!**

| Blue / purple | Green | White / Brown | Yellow / Orange | Red |

REVIEW (5 minutes):
- *Who played hard* for at least one hour every day this week? Did you turn off the TV and computer so you could *play hard* at home?
- *Who drank water instead of soda* or sweet drinks today? Yesterday? This week?
- *What did you learn last week?* Take out your homework. *What plant parts have you eaten? What plant parts have your parents or elders eaten?* What did they tell you about those vegetables? Did anyone ask them to buy these so you could eat them together? Collect homework.

LESSON (20 minutes):
Note: lesson content is the same as Grade 2, but with the additional mention of specific vitamins and what they do to keep us healthy.

*How many of you have ever seen a rainbow? Learning about MyPyramid is like learning the colors of the rainbow.*

*What do the different colored stripes on MyPyramid mean?* (Food groups)

*Do you think the stripes look like the colors of a rainbow?*

*What food group is green?* (Vegetables) *What food group is red?* (Fruits)

*Which stripe is bigger, the red or the green?* (green) *Why do you think that is?* (The bigger the stripe the more we need of that group to grow healthy and strong. Since the green stripe is bigger, we need to eat more vegetables than fruits every day.)

*If you look at the red and green stripe together they are bigger than any other stripe. Pyramid Pal says this means fruits and vegetables are very important for us to eat. Eating lots of yummy fruits and vegetables will help our bodies grow strong.*

*Did you know that there is another rainbow inside MyPyramid?* This rainbow is inside the red and green stripes. *Take a look; look harder…can you see it?* Look for it with your hand over your brow.

*I am thinking of the colors of a special rainbow.* Point to the following on the chalk board:

*Who can tell me their favorite fruit? What color is it?* *Who can tell me their favorite vegetable? What color is it?* *Who can name another fruit or vegetable that is ___ color?* Name the other color categories. Encourage the students to name as many fruits and vegetables for each color as possible. Refer to the color category handout if needed.
Today we are going to taste a rainbow. I have a fruit or vegetable from every color group. Fruits and vegetables give us many different vitamins. Do you know any of their names? Vitamin A and Vitamin C are two of them. Point to the words on the board. Vitamin A keeps our skin and eyes healthy. Vitamin C helps our body heal itself and fights infections. They are both important in keeping us healthy. But there many other things in the different fruits and vegetables that work to help us grow and be healthy, including the different colors. This is why the red and green stripes are two of the biggest on the pyramid, and why we need to eat lots of fruits and vegetables every day. It’s also why we need to eat a rainbow of different colored vegetables and fruits. Most of us don’t eat enough vegetables and fruits.

What are good times in the day to eat fruit? (Anytime: breakfast, lunch, dinner, after school snack, dessert) When is a good time to eat vegetables? Who can think of a vegetable to eat at breakfast?

Who wants to try some tasty fruits and vegetables today?

**SAMPLING (10 minutes)**

If possible, have the students arrange their desks in small groups. While the students clean their hands, have a helper pass out sampling containers, napkins and plastic forks or toothpicks. Place containers of cut-up fruit and vegetables in the center of each desk group. Using a plastic fork or toothpick, get the students started selecting pieces of fruit and vegetables in each color category. (Alternately, enlist student helpers to pass out the samples, offering one of each color vegetable and fruit to each student.) Ask them to fill up their serving cup. Explain that this will help them get more fruits and vegetables for today to keep them healthy.

Discourage double-dipping, which is putting a fork or toothpick they have had in their mouth back into the containers. Allow time for the students to sample the fruits and vegetables of their choice. Ask students who liked which fruit or vegetable the most.

What did the red stripe of your rainbow taste like? How about the green stripe? What stripe was the sweetest?

Some of the foods we tried today were from the Fruit group and others were from the Vegetable group. Sometimes you can tell a food is a fruit because it is sweet. Most vegetables are not sweet. Fruits usually grow on trees or shrubs and have seeds or pits on their inside. Vegetables are usually the leaves, roots, stalks or flowers of plants, but some have seeds as well. Can you name a fruit that has its seeds on the outside? (strawberries, raspberries) These are usually sweet. Can you name a vegetable that has seeds? (tomatoes, summer and winter squash) Can you name the fruits we tasted today? Can you name the vegetables?

**Instructor Information:** Is a tomato a fruit or a vegetable? Many foods that we call vegetables and that are in the vegetables group on MyPyramid are actually fruits. This is because anything with a seed, like avocados, tomatoes and cucumbers, is botanically classified as a fruit. However, they are not sweet – as are most fruits – and we generally use and eat these foods like we do other vegetables. This is why these foods are classified in the vegetable group instead of the fruit group on MyPyramid for Kids.
Remember, eating a rainbow of fruits and vegetables helps us eat smart and grow strong, like Pyramid Pal. Pyramid Pal eats different colors of fruits and vegetables every day to grow strong, just like you did today. Do you think you could ask your parents or elders to buy a rainbow of different colored fruits and vegetables so you, too, can grow strong?

JOURNAL TASK (5-7 minutes):
Provide journals. I’d like you to write a short paragraph of two or three sentences telling what you learned today about the Fruit and Vegetable groups. As time permits, ask students to read aloud what they wrote. Discuss what food they tasted today, what their favorite was and why, and what food group it belonged to.

HOMEWORK (3-5 minutes):
Distribute the Eat a Rainbow of Fruits and Vegetables handout.

I’d like you to take this list of delicious fruits and vegetables home and read it with your parents or elders. Circle every fruit or vegetable they have eaten, and underline every fruit or vegetable that you have eaten. Demonstrate this on a sample copy.

Tell the students the deadline for the completion and return of their homework.

Remember to be healthy, eat fruits and vegetables of different colors every day.
Eat smart! Eat a rainbow! Play hard! See you next week!

REFERENCES:
# Eat a Rainbow of Fruits & Vegetables!*  
**Directions:** Circle the fruits and vegetables your parents or elders have eaten. Underline the ones you have eaten.

<table>
<thead>
<tr>
<th>Blue/Purple</th>
<th>Green</th>
<th>White/Brown</th>
<th>Yellow/Orange</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purple Asparagus</td>
<td>Artichokes</td>
<td>Apples – all colors</td>
<td>Apricots</td>
<td>Beets</td>
</tr>
<tr>
<td>Purple Belgian Endive</td>
<td>Arugula</td>
<td>Bananas</td>
<td>Blood Oranges</td>
<td>Blood Oranges</td>
</tr>
<tr>
<td>Blackberries</td>
<td>Asparagus</td>
<td>Brown Pears</td>
<td>Buck Berries</td>
<td>Buck Berries</td>
</tr>
<tr>
<td>Black Currants</td>
<td>Avocados</td>
<td>Cauliflower</td>
<td>Red Cabbage</td>
<td>Red Cabbage</td>
</tr>
<tr>
<td>Black Salsify</td>
<td>Green Beans</td>
<td>Dates</td>
<td>Cherries</td>
<td>Cherries</td>
</tr>
<tr>
<td>Blueberries</td>
<td>Broccoli</td>
<td>Garlic</td>
<td>Chokecherries</td>
<td>Chokecherries</td>
</tr>
<tr>
<td>Purple Carrots</td>
<td>Broccoli Rabe</td>
<td>Ginger</td>
<td>Cranberries</td>
<td>Cranberries</td>
</tr>
<tr>
<td>Dried Plums</td>
<td>Brussels Sprouts</td>
<td>Jicama</td>
<td>Pink/Red Grapefruit</td>
<td>Pink/Red Grapefruit</td>
</tr>
<tr>
<td>Eggplant</td>
<td>Green Cabbage</td>
<td>Mushrooms</td>
<td>Red Grapes</td>
<td>Red Grapes</td>
</tr>
<tr>
<td>Elderberries</td>
<td>Celery</td>
<td>White Nectarines</td>
<td>Red Onions</td>
<td>Red Onions</td>
</tr>
<tr>
<td>Purple Figs</td>
<td>Chayote Squash</td>
<td>Onions</td>
<td>Red Peppers</td>
<td>Red Peppers</td>
</tr>
<tr>
<td>Purple Grapes</td>
<td>Chinese Cabbage</td>
<td>Parsnips</td>
<td>Pomegranates</td>
<td>Pomegranates</td>
</tr>
<tr>
<td>Purple Peppers</td>
<td>(Napa/Boc Choy)</td>
<td>White Peaches</td>
<td>Red Potatoes</td>
<td>Red Potatoes</td>
</tr>
<tr>
<td>Plums</td>
<td>Cucumbers</td>
<td>White Potatoes</td>
<td>Radicchio</td>
<td>Radicchio</td>
</tr>
<tr>
<td>Purple Potatoes</td>
<td>Endive</td>
<td>Shallots</td>
<td>Radishes</td>
<td>Radishes</td>
</tr>
<tr>
<td>Raisins</td>
<td>Green Grapes</td>
<td>Turnips</td>
<td>Raspberries</td>
<td>Raspberries</td>
</tr>
<tr>
<td>Honeydew Melon</td>
<td>Honeydew Melon</td>
<td></td>
<td>Pomegranates</td>
<td>Pomegranates</td>
</tr>
<tr>
<td>Kiwifruit</td>
<td>Leafy Greens</td>
<td></td>
<td>Red Potatoes</td>
<td>Red Potatoes</td>
</tr>
<tr>
<td>Leeks</td>
<td>Lettuce</td>
<td></td>
<td>Rhubarb</td>
<td>Rhubarb</td>
</tr>
<tr>
<td>Limes</td>
<td>Okra</td>
<td></td>
<td>Strawberries</td>
<td>Strawberries</td>
</tr>
<tr>
<td>Green Onions/Wild Onions</td>
<td>Green Onions</td>
<td></td>
<td>Tomatoes</td>
<td>Tomatoes</td>
</tr>
<tr>
<td>Peas</td>
<td>Green Pears</td>
<td></td>
<td>Watermelon</td>
<td>Watermelon</td>
</tr>
<tr>
<td>Green Peppers</td>
<td>Green Pepper</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spinach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zucchini</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Color grouped by edible portion*  
Adapted from Chefs for Kids, Lesson 12. Taken from 5 A Day for Better Health Website: [www.5aday.org](http://www.5aday.org)

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LEARNING OBJECTIVES:
- Students will be able to state at least two of the elements that plants need to survive (including energy or fuel from the soil, water, sunlight, room to grow and care).
- Students will be able to state that plants come from seeds which sprout when they are ready to grow (i.e. when they have water and the right temperature).
- Students will be able to state that some seeds and sprouts are edible and very nutritious.
- Students will observe and maintain a variety of seeds sprouting.
- Students will observe, measure and document the rate of roots and sprouts growth.

MATERIALS NEEDED:

<table>
<thead>
<tr>
<th>Napkins*</th>
<th>Medium plastic zipper baggies*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper towels* (for mini-greenhouse)</td>
<td>How a Bean Grows handouts*</td>
</tr>
<tr>
<td>4 oz. serving cups*</td>
<td>Watch Your Sprouts Grow Strong! handouts*</td>
</tr>
<tr>
<td>Tape, staplers, staples, scissors</td>
<td>Mini-greenhouse card stock templates*</td>
</tr>
<tr>
<td>Laminated pictures of squash</td>
<td>Butternut squash - 2 small whole squash - one to show and one to cook for in-class sampling, vegetable peeler, kitchen knife, microwaveable container with lid (or microwaveable plastic wrap) to cook squash.</td>
</tr>
<tr>
<td>Seeds – a variety of 3 to 4 vegetable seeds that are eaten as sprouts (e.g. radish, alfalfa, mung, sunflower, broccoli, millet and lentils)</td>
<td>*one per student</td>
</tr>
</tbody>
</table>

PREPARATION:
- Purchase squash and seeds.
- Use the template provided to make a sample mini-greenhouse. Cut out one in advance for each student, but if time permits, have students cut them out in class.
- Food preparation: wash and peel the outer skin from the butternut squash until orange flesh is fully exposed. Cut squash in half and scoop out seeds and pulp. (Save seeds to show the students.) Cut into even 1/2 inch cubes. Add a small amount of water to squash in the microwaveable container. Microwave about five minutes or until tender, stirring periodically. Cool, then refrigerate.
- Review the lesson handouts.
- Hang the MyPyramid for Kids poster.
VOCABULARY LIST:

- Write on the board *Eat smart, Play hard* and *Drink water.*
  Additional words: *sprout, seed, energy, vitamins and minerals, water, mini-greenhouse*

REVIEW (5 minutes):

- **Who** played hard for at least one hour every day this week? Who can tell me why you should **play hard** every day? What can you do to **play hard** instead of watching TV, playing video games or playing on the computer?
- **Did anyone** drink water every day this week?
- **What** did you learn the last time we met? Let’s see if we can name five different colors of fruits? Who can name a red fruit? Yellow fruit? Green fruit? Blue or purple fruit? How about a white fruit? Now let’s see if we can name five different colors of vegetables? Give the same color examples.
- **Do most of us** eat enough vegetables and fruits to keep us healthy? No, most of us need to eat more.
- **What** colors of fruits and vegetables had your parents or elders eaten? Collect the “Fruits and Vegetables by Color Category” homework.

LESSON (15 minutes):

Today I want to talk about seeds and sprouts.

Has anyone ever eaten a plant seed before? **What kind?** (Sunflower, pumpkin, some nuts, etc…write answers on the board). **Any others?** **How about the seeds we eat in fruits and vegetables?** (seeds in strawberries and raspberries, cucumber, zucchini, etc.)

All plants start out as seeds. Seeds have energy and nutrients, like vitamins and minerals, which the seed needs to sprout and start growing. Eating edible seeds can give us what we need to grow and be healthy too. Not all plant seeds are safe to eat, so make sure you check with a parent or an elder before you taste a seed you don’t know.

Pass out *How a Bean Grows* handout.

*This handout shows us how our plant foods grow. The pictures show what a bean – which is a very big seed – looks like when it sprouts. Remember, all plants start out as seeds. When the soil is warm and there is water, a seed opens and sends up a plant stem. This stem is called a sprout. A sprout will soon grow leaves. When a sprout has leaves it can grow strong by making its own energy from the sun* (Refer to the handout and draw a sprouting seed on the board.) **Like some seeds, we can eat some kinds of sprouts too. We will try some later.**

ACTIVITY: MAKE A MINI-GREENHOUSE TO WATCH SEEDS SPROUT (15 minutes)

Today each of you is going to create a greenhouse to watch seeds sprout.

Show students the soaked seeds. Explain that the seeds will grow sprouts that we can eat, just like the kinds eaten in salads and on sandwiches.

*Has anyone ever eaten sprouts before? What kind? Any others?* (Write the names of the sprout types on the board under the heading *sprouts.*)
Divide the class into the same number of groups that you have different seed varieties.

Pass out the materials, so each student receives:
- One small plastic zipper baggie
- One paper towel or napkin
- One mini-greenhouse template, scissors (if templates are not pre-cut) and staplers to share

Give students these instructions:

1. Write your name and today’s date on your greenhouse.
2. Fold the napkin or paper towel to the size of your baggie,
3. Dampen the paper with water, and carefully place it in the baggie.
4. Staple a seam of 3-4 staples across the baggie, about 2/3 up from bottom. This seam keeps the seeds from falling to the bottom of the baggie, while allowing the roots to extend below.
5. Staple the outer edges of the baggie to the greenhouse template. This will allow water to be added if the napkin dries out.

Pass out one soaked seed variety to each group, giving three or four seeds of the same variety to every student in that group. Use a different seed variety for each group. Have students write the name of their seed variety on their mini-greenhouse. Continue…

6. Place the seeds in the baggie, in front of the napkin, above the staple seam.
7. DO NOT SEAL THE BAGGIE.
8. Tape the mini-greenhouses to a classroom wall or suspend with clothespins from a twine line. Display the same seed varieties close together for ease of comparison. Check occasionally to maintain dampness, adding water as needed.

**FOOD TASTING (5-7 Minutes)**
Have the students wash their hands.
*Today we will try a type of squash called a butternut squash. This is what it looks like when a squash seed sprouted then grew up strong and healthy. It is finished growing now and ready to help us grow when we eat it.* Show the sample uncooked squash and pass it around while showing the laminated pictures of other squash varieties and the seeds that came from the squash that was cooked.

**JOURNAL TASK (5-7 minutes):**
Pass out the VFK folders. *I’d like you to write a short paragraph of two or three sentences telling what you learned today about sprouts. How can eating sprouts help us grow up strong and healthy? Use any word from the board.* As time permits, ask the students to read aloud what they wrote. Collect the VFK folders.

Eat smart! Play hard! Drink water not soda! See you next week.

**HOMEWORK:** Provide the teacher with the *Watch Your Plants Grow Strong* handouts for students to use to monitor and record the growth of their sprouts.
RESOURCES:
Adapted from "Greenhouse" Sprouts Garden lesson plan
http://www.education-world.com/a_lesson/01-1/lp229_05.shtml
http://www-pub.naz.edu:9000/~sprouts/sproutlist.htm
**Watch Your Sprouts Grow Strong!**

Your Name: ______________________  Date: ______________

Name of Your Seed: ______________________

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>How Tall Is Your Sprout (inches)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Seed 1</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td></td>
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<tr>
<td>12</td>
<td></td>
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</tr>
</tbody>
</table>

Which Seed Is the Shortest?
Which Seed Is the Tallest?

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The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. To find out more, contact (702) 486-1646. The USDA is an equal opportunity provider and employer.
The bean seed is planted in the ground. Roots begin to form.

The plant breaks through the ground. A sprout grows.

The bean plant grows tall. Beans grow in pods on the bean plant.
Acorn Squash (Winter)
Butternut Squash (Winter)
Kabocha or Buttercup Squash (Winter)
Spaghetti Squash (Winter)
Turban Squash (Winter)
Yellow or Crookneck Squash (Summer)
1. FOLD ON SOLID LINE

Name_________________________________________

Date___________  Seed________________________

2. CUT ON DOTTED LINES
LEARNING OBJECTIVES:

1. Students will be able to identify the Meat and Beans group on MyPyramid for Kids.
2. Students will be able to name at least one food from the Meat and Beans group.
3. Students will be able to state that foods in the Meat and Beans group are high in protein.
4. Students will be able to state the role of protein in the body.

MATERIALS NEEDED:

<table>
<thead>
<tr>
<th>Plates*, napkins*</th>
<th>Serving spoon, vegetable peeler, Chef’s knife</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plastic forks* (optional)</td>
<td>MyPyramid for Kids Poster</td>
</tr>
<tr>
<td>Hand sanitizer or sani-wipes*</td>
<td>Bean Pictures for display</td>
</tr>
<tr>
<td>Can opener</td>
<td>Meat and Beans: Go Lean! handouts*</td>
</tr>
</tbody>
</table>

Food supplies:
- Either 1-2 large jicama or red/yellow bell peppers (1 pepper for every 4 students).
- Low-fat or fat-free refried beans, either black or pinto (1 – 15 oz can per every 7 students).
- For display: 1 can of green beans
  - 1 bag of dried beans mixture (e.g. 15, 18, or 21 bean soup mix)
(Optional: a variety of nuts and edible seeds to display)

*one per student

PREPARATION:
- Purchase food per quantities listed above. If serving jicama, remove the skin with the vegetable peeler, then slice. If serving peppers, de-stem, remove seeds and slice into strips. Each student should have 2-3 slices. The canned beans will be a dip for the vegetables. Stir the contents well after opening the can to mix in any liquid that may have separated. Keep refrigerated or chilled until serving time.
- Review the lesson handouts.
- Check on the progress of the mini-greenhouses and tracking charts. Ask students to put a small amount of water on the paper towels if needed. Demonstrate.
- Hang the MyPyramid for Kids poster.
VOCABULARY LIST:
- Write on the board *Eat smart, Play hard* and *Drink water*. Additional words: *meat and beans, protein, nuts, seeds, pod*

REVIEW (8-10 minutes):
- Who *played hard* for at least one hour every day this week? Who can come up and show us their favorite way to *play hard*?
- Last week you learned that plants grow from seeds. What do seeds have in them that help the plant grow up strong and healthy? (energy, nutrients, vitamins and minerals).
- What do we call the small stem that grows out of the seed? (sprout)
- What is happening to the seeds in your greenhouse? Are there any sprouts yet? Do you want to take them home and plant them when they sprout?

LESSON (15-20 minutes):
Review each food group:

*Starting from this* (the left) side of MyPyramid, who can tell me the food group name of the orange stripe? (Grains group) (bread, cereals, rice, pasta, popcorn)

*What’s the name of the next group, the green stripe?* (Vegetable group) *Who can name some foods in the Vegetable group?* (broccoli, snow peas, spinach leaves).

*What about the next group, the red stripe?* (Fruits group) *Who can name some foods in the Fruits group?* (apple, oranges, bananas, strawberries).

*What about the next group, the tiny yellow stripe?* (Oils group) *Who can name some foods in the Oils group?* (oil, butter, salad dressing, mayonnaise)

*What about the next group, the blue stripe?* (Milk group) *Who can name some foods in the Milk group?* (milk, string cheese, yogurt).

*What about the name of the last group?* (Meat and Beans group) *Who can name some foods in the Meat and Beans group?* (chicken, beef, fish, beans, eggs, nuts, seeds) *Today I want to talk more about the purple stripe on MyPyramid.* Point to the words *Meat and Beans* on the board.

*Did you know that meat comes from animals, like cows, pigs, fish and chicken; and that beans, nuts, and seeds are from plants? Where do eggs come from? That’s right, chickens. These foods might seem different but all of these foods are in the purple group together. Does anyone know why Pyramid Pal put meat, chickens, fish, eggs, beans, nuts and seeds all in the purple group together?*

*These foods are in the purple group together because they all have lots of protein.* Point to *protein* on the board. *Protein is a nutrient, something that your body needs to grow strong, just like Pyramid Pal.*
We all need to eat foods that have protein so our body can grow as tall as it can get. Protein also helps our body build its muscles. Every part of our body has protein. That means protein is in our skin, our muscles and even our heart.

How many of you have ever played with building blocks or Legos®? Well, eating foods from the Meat and Beans group give our body building blocks of protein to grow, build muscles to be strong, and to heal itself when we are hurt. Ask students to feel their own skin, arm or leg muscles and tummies.

Beans are very important foods from this group. Beans help us grow strong because they have lots of protein and are also low in fat. Remember, the yellow Oils and Fats food group is the smallest stripe on MyPyramid because our body does not need very much oil and fat to grow strong.

There are many types of beans. I've got some dried beans to show you. Show the students the sample dried bean mixtures and the bean pictures. What kind of beans have you eaten? Do you remember the pinto beans that you tried?

Many nuts and seeds have lots of protein too. What is your favorite nut? And what seeds have you eaten? Point to nuts and seeds on the board. Do any of you have a favorite nut? (e.g. almond, Brazil nut, cashew, filbert, peanut, pecan, pine nut, walnut) Do you have a favorite seed to eat? (e.g. poppy, pumpkin, sunflower, sesame)

Today I am going show you how to make a high-protein snack using low-fat refried beans. Have students observe the preparation.

SNACK (12-15 minutes):

1. Ask students to wash (preferred) or sanitize their hands.
2. Pass out a plate and napkin to each student
3. Place a small scoop (about ¼ cup or 2 oz.) of refried beans on each plate
4. Give each student 3-4 pieces of jicama or red bell pepper to dip.

Encourage students to try their snack. Lead a discussion about how, with the help of their elders, they could eat this as a healthy snack at home. Ask the class which food groups are being eaten (Vegetables, Meat and Beans).

Pass around the dried bean mix (and edible seeds, if used). Encourage discussion. There are many types and colors of beans (and seeds) that we eat. See how many different ones you can count.
Remember, nuts and seeds are also in purple Meat and Beans group. These are yummy foods that give us protein. Protein helps us grow healthy and strong.

**JOURNAL TASK (5-7 minutes):**
Pass out the VFK folders. *I’d like you to write a short paragraph of two or three sentences telling what you learned today about the purple Meat and Beans group. How can eating foods from the Meat and Beans group help you grow up strong and healthy? Use any word from the board.* As time permits, ask students to read aloud what they wrote. Collect the VFK folders.

**HOMEWORK (3 Minutes):**
Distribute the *Meat and Beans: Go Lean!* handout. Give them instructions on how to complete it. Encourage the students to complete and return it by the deadline set by the teacher.

*Eat smart! Play hard! Drink water! See you next week.*

**REFERENCES:**
# Meat and Beans: Go Lean!

**Instructions:** For one day, write the name of all foods you eat that belong to the Meat and Beans group. Circle the type of animal or plant food each item is. Ask your elders to help.

<table>
<thead>
<tr>
<th>Name of Food</th>
<th>Animal Foods</th>
<th>Plant Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TURKEY</strong></td>
<td>Meat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chicken/Turkey Fish Eggs</td>
<td>Nut Bean Seed</td>
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<tr>
<td></td>
<td>Meat</td>
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<td>Nut Bean Seed</td>
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<td>Meat</td>
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<td></td>
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Lima Beans

Lentils
LEARNING OBJECTIVES:

- Students will be able to describe at least one thing that they learned from the *Tah Gum* video.
- Students will be able to name which Food Group pine nuts belong in.
- Students will be able to name at least one nutrient found in pine nuts.
- Students will be able to describe one aspect or element of traditional pine nut gathering and preparation.

MATERIALS NEEDED:

| Hand sanitizer or sani-wipes* | 4 oz. tasting cups* |
| Napkins* | *Tah Gum* video |
| Optional: Pinion pine cone if available |
| Food sample: |
| Pine nuts: approx. 1 Tbsp. portion per student (gathered wild or purchased) |
| Potting supplies: |
| Medium or small plastic zipper baggies* |
| 6-8 oz. disposable paper cups for planting sprouts* |
| Potting soil |

*one per student

PREPARATION:

- Purchase or obtain pine nuts.
- Preview the *Tah Gum* video. Arrange for VCR in the classroom.
- Scoop the potting soil into individual small plastic zipper baggies. Put in an amount sufficient to fill the disposable paper cups ¾ full.
- Check on the progress of the mini-greenhouses.

VOCABULARY LIST:

- Write on the board *Eat smart, Play hard* and *Drink water*. Additional words: *tah gum, pine nuts, pinion pine, food gathering*
REVIEW (8-10 minutes):

- Did anyone play hard for at least one hour already today? Who can come up and show us their favorite way to play hard?
- Pyramid Pal tells us that we should drink water instead of sweet drinks to grow strong. Should we drink milk too? Is the Milk group as big as the other groups?
- What did you learn about the “purple” stripe last week? What is this food group’s name? (Meat and Beans). Which other two foods belong to this food group? (Nuts and seeds)
- What do meat, fish, beans, nuts and seeds give us to help us grow? (Protein)
- How does protein help us grow strong? (protein is the building blocks for our body)
- Do you have your “Meat and Beans: Go Lean!” homework? Who would like to share what they ate from this group. What kind of food from this group did you eat? Collect and place in student folders.

LESSON (3 minutes):

Today I want to talk about another healthy food from the Meat and Beans food group. How many of you have ever heard of pine nuts? Who has eaten a pine nut? Have any of you have ever gathered pine nuts?

Records show that people from around the world have been eating pine nuts for over two million years! Pine nuts grow inside the cones of a tree called the pinyon pine. Many years ago pine nuts were a very important food source for the Northern Paiute, Shoshone and Washoe Indian tribes in Nevada. Eating pine nuts helped them survive during the cold winter, when there was not much food to eat.

I have a video to show you that will help us learn more about pine nuts. It tells us about how the Washoe Indians of Nevada gathered, roasted and ate them.

VIDEO AND DISCUSSION (25 minutes):

Play the Tah Gum video for the students.

After watching the video, engage the students in a brief discussion about the video content. Discussion questions may include:

- Where do the Washoe Indians gather their pine nuts? (sacred pine nut forests, pine nut hills)
- What time of year do the Washoe Indians gather pine nuts? (in the fall, when the pine nuts are ripe)
- How do the Washoe Indians gather their pine nuts? (they pick or shake/beat the cones out of the pinyon tree, then they pound the cones to get out the nuts)
- How many times do the Washoe Indians roast their pine nuts? (two)
- What ways did the Washoe Indians eat their pine nuts? (either whole or in pine nut soup)

If any students have gathered pine nuts, ask them to share their experience(s).
IN-CLASS TASTING (5 minutes):
Have students wash or sanitize their hands. Pass out the napkins and tasting cups. Pour each student a small sample of nuts. Encourage the students to taste them.

Create more discussion. Encourage students to talk about any experiences they have had gathering pine nuts with their parents or elders.

JOURNAL TASK (5-7 minutes):
Pass out the VFK folders. I’d like you to write a short paragraph of two or three sentences telling what you learned today about pine nut gathering. Use any word from the board or video. As time permits, ask students to read aloud what they wrote. Collect the VFK folders.

HOMEWORK (3-5 minutes):
Take down the mini-greenhouses and return them to the students. Distribute the cups with the baggie of potting soil inside. Instruct the students to use the cups of soil to plant their sprouts. Remind students to put their cup in a sunny location, to water it and watch it grow. Have them ask their parents or elders to help them.

Eat smart! Play hard! Drink water! See you next week!

Reminder: If applicable, confirm the participation of the invited guest speaker in next week’s class. Provide them with the day, time and location of the lesson and number of participating students. Find out if they need any special supplies or classroom setup.

REFERENCES:
The Tah Gum video is available from: University of Nevada Oral History Program Mail Stop 0324, Reno, NV 89557-0324, Phone: (775) 784-6932.

The additional information on pine nuts was provided by Leslie Allen, Program Officer, University of Nevada Cooperative Extension, 2008.
LEARNING OBJECTIVES:
1. Students will be able to name at least one traditional native food.
2. Students will be able to describe one technique for finding and gathering a traditional native food.
3. Students will be able to state in which food groups the traditional foods they sample belongs.

MATERIALS NEEDED:

<table>
<thead>
<tr>
<th>4 oz. tasting cups*</th>
<th>Hand sanitizer or sani-wipes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Napkins*</td>
<td></td>
</tr>
<tr>
<td>Traditional Native American plant foods to display or sample, including wild onions, asparagus, nutgrass, buckberries, wild grains, Indian tea, and/or pine nuts</td>
<td></td>
</tr>
</tbody>
</table>

*one per student

PREPARATION:
- Acquire native food samples. Ensure these foods are harvested from a proven safe, unpolluted source. Wash and pick through.
- Finalize class format and structure with the guest speaker, if available. Review the class time-line and the key content points** (page 9-2) to be covered. Note: consider combining second- and third-grade classes for this lesson if appropriate. A combined class will generally need added class time.

VOCABULARY LIST:
- Write on the board *Eat smart, Play hard* and *Drink water*.
  Additional words: asparagus, buckberry, pine nut, wild onion, nutgrass, Indian rice grass, Indian tea

REVIEW (5 minutes):
- *Raise your hand if you are playing hard every day now?*
- *Raise your hand if you are drinking water instead of soda?*
Review questions for Grade 3 students:
- What did you learn from our last lesson about Tah Gum?
- Did anyone talk to their parents or elders about pine nut gathering?
- Who planted their sprouts at home?

LESSON (25 minutes):
Today we are going to learn more about foods that your parents and elders (and your ancestors before them) gathered and ate, like pine nuts and buckberries.

Introduce the guest speaker. Estimated presentation length: 20-30 minutes.
** Suggested key content points for the guest speaker to share:
- Personal experiences gathering specific traditional foods
- Cultural importance of those foods
- Ways those foods were prepared
- Nutritional contribution of those foods
- Samples of traditional foods, if available

Discussion (5 minutes):
Upon conclusion of the guest speaker’s presentation, co-lead a brief discussion on native foods with him or her. Potential discussion questions include:
- Have you, your parents or elders ever eaten the foods that were mentioned?
- What other native foods have you or your elders eaten?
- What is your favorite traditional food?
- What food groups do you think these belong in?
- Have you ever helped gather or hunt for these foods before?
- Why do you think native people are not eating them as much today?
- Do you think eating more native foods will help you grow strong? Why?
- How are these foods different from foods that come in packages from the grocery store?
- What did your parents or elders drink when they were thirsty?

FOOD TASTING (10 minutes):
Ask students to wash their hands or clean them with sani-wipes. Have student volunteers help pass out sani-wipes, napkins and samples of the native foods. Continue the discussion on the specific foods being sampled. Make the point that traditional native foods were eaten as nature provided with little or no processing and that water was the favored drink. Encourage students to try samples so they can grow strong.

The following information can be used to enhance the discussion:

*Native Food Facts by Leslie Allen, University of Nevada Cooperative Extension*

Wild Asparagus:
- The wild asparagus found in northern Nevada is probably an escapee from someone's garden.
- Keen-eyed asparagus gatherers search irrigation ditches and other wet places for the tasty green shoots in the spring.
• Wild asparagus is very difficult to locate, and almost impossible to find unless you have an elder to guide you.
• Ask your elders to show you their secret wild asparagus gathering spot!

Wild Onion:
• Wild onions are native to Nevada and much easier to gather than asparagus.
• Wild onions grow in moist places or where the snow stayed on the ground for a long time.
• Wild onions have beautiful small pink or purple flowers that you can eat. But many people gather wild onions to eat the little sweet bulbs that grow underground.
• The taste of wild onions is fresher than and not as strong as store-bought onions.

Buckberries:
• Buckberries are small tart red berries that are native to Nevada.
• When people harvest buckberries they must be careful and wear special clothing to protect them from the thorns.
• Some people think that buckberries are sweeter after a frost.
• Buckberries can be eaten raw or dried. They can also be used to make pudding or jam.

Indian Tea:
• The thin green stems from the Indian tea plant can be soaked in hot water to make a delicious tea.

Indian Rice Grass:
• Tiny Indian rice grass seeds are collected in late summer, dried, winnowed and ground into flour.
• Indian rice grass is also good food for animals.
• It is the state grass for the state of Nevada.

Nutgrass:
• Nutgrass grows along creek banks and in wet areas.
• It has small “nuts” on its roots that are eaten.
• Nutgrass is gathered in the summer and the “nuts” eaten fresh or cooked like pine nuts to be stored for the winter.

JOURNAL TASK (5-7 minutes):
Pass out the VFK folders. *I’d like you to write a short paragraph of two or three sentences telling what you learned today about gathering wild foods. How can gathering wild foods help you grow up strong and healthy? Use any of the words from the board.* As time permits, ask students to read aloud what they wrote. Collect the VFK folders.

OPTIONAL HOMEWORK (3 minutes):
Ask students to write a brief letter 1) thanking the guest speaker and 2) telling the guest speaker what they learned from the presentation. Tell them that you will pick up the completed letters the following week at Lesson 10. Coordinate the delivery of the letters to the speaker(s).

Eat smart! Play hard! Drink water! See you next week for our final class!
GROW STRONG

Grade 3: Lesson 10
What We Have Learned

LEARNING OBJECTIVES:
1. Students will be able to state key MyPyramid for Kids concepts covered in the past nine lessons, including:
   • The importance of eating a variety of healthy foods every day.
   • Each food group has foods that their body needs to grow up and grow strong.
   • Each food group gives us its own special nutrients to keep us healthy.
   • Eating a rainbow of fruits and vegetables every day helps keep us healthy.
2. Students will state that playing hard every day keeps us strong.
3. Students will state that water is one of the best drinks to drink when they are thirsty.

MATERIALS:

| Drinking cups*, 4 oz. tasting cups*, napkins* | MyPyramid for Kids (MPK) – Modified handout/review worksheet* |
| Hand sanitizer or sani-wipes* | MyPyramid for Kids poster – Note: do not display until after the students complete the MPK review worksheet |
| Water pitcher and cold water | |
| Pyramid Relay supplies: | |
|   • 6 shoe boxes or rolled down paper grocery bags (1 for each food group) | |
|   • Assorted food images from each food group (e.g., Dairy Council Food Models) | |
| Food for sampling - enough for one small sample per student: | |
|   • One unique seasonal vegetable variety (e.g., red or yellow bell peppers, sugar snap peas, jicama) | |
|   • One unique seasonal fruit variety (e.g. cherries, strawberries or apricots) | |
|   • 1 fresh lemon or orange | |

*one per student

PREPARATION:
- Purchase only the best fresh fruit and vegetable samples. Wash and carefully pick through. Right before class, slice the citrus fruit and add the slices to the cold water to enhance the flavor.
- Research fun facts about the fruit and vegetable choices for the classroom discussion.
PREPARATION (continued):

- Read the Food Pyramid relay instructions below. Identify and gather the supplies to play this game. Label one box or bag for each of the food groups.
- Temporarily cover or remove any MyPyramid for Kids display materials.

VOCABULARY LIST:

- Write on the board *Eat smart, Play hard* and *Drink water*. Additional review words: whole grains, fruits, vegetables, low-fat milk, meat and beans

REVIEW (5 minutes):

- *What did you learn from our last lesson?*
- *What was your favorite gathered food?*
- *Have any of you spoken with your parents or elders about gathering traditional native foods like pine nuts or buckberries?*

REVIEW WORKSHEET (5 minutes):

Ask students to clear their desks and take out a pen or pencil. Distribute the MyPyramid for Kids color handout with blank food group titles. Ask students to fill in the names of the food groups from memory. If a student does not know or cannot remember a food group name, ask him or her to leave the space blank. Hang the MyPyramid for Kids poster and begin the lesson.

LESSON (10 minutes):

- *Why is it important to eat smart like Pyramid Pal?*

Review food group names and concepts of MyPyramid for Kids. Have students correct and complete their Worksheet as they go. Emphasize “Eat smart to grow strong” concepts:

Every day...

- Choose whole grains for fuel and important vitamins.
- Eat a rainbow of fruits and vegetables for important vitamins and minerals.
- Have low-fat milk, cheese and yogurt for calcium to build strong bones and teeth.
- Eat less oils and fats, like salad dressing and fried foods.
- Eat lean meats, fish, beans, nuts and seeds for protein.
- Drink water instead of sweet drinks.
- Play hard for at least 60 minutes every day.

Pointing to each food group in turn on the MyPyramid poster, help students recall the foods that were tasted during the lessons. For the Fruits and Vegetables groups, help the students recall by naming the color categories. Foods named *may* include:
- Grains: whole grain crackers, whole grain cereal
- Fruits: apples, bananas, buckberries, strawberries
- Vegetables: asparagus, squash, sprouts, spinach, jicama or red bell peppers, wild onions
- Milk: string cheese or yogurt
- Meat and Beans: refried beans, pinto beans, sunflower or pumpkin seeds, pine nuts

Remember, eating these delicious foods every day will help you to grow strong, just like Pyramid Pal.

How many of you play hard every day now? Remember, playing hard means to have fun moving your body at least 60 minutes, or one hour, every day. Playing hard also helps you grow strong. So, how many of you play hard every day now?

I want to play a fun game that helps us remember to eat smart and play hard, just like Pyramid Pal.

**FOOD GROUP RELAY ACTIVITY (15 Minutes):**

*Setup:*
- Create or find an appropriate space. At one end of this area set up the six labeled paper boxes or bags, each representing a different food group.
- Place two piles of assorted food pictures (face down) at the opposite end of the space.
- Have the students form two even lines behind the food pictures.

*Perform relay:*
- The first student in both lines will take their top picture, speed walk to the other end and place it in the correct food group box/bag, then return and tag the next student in their line. Repeat until all the food pictures have been taken.
- Ask students to then sit down when their team is finished.
- Hold up the food pictures, one-by-one, from each bag and ask the class if it was placed in the correct food group.
- Encourage participation and excitement.
- If time permits, change the food pictures or movement skill (e.g. hop down and back on one foot, skip, frog jump, etc.). Repeat as time permits.

**FOOD TASTING (10 minutes):**

Ask students to clean their hands. Provide samples of the seasonal fruit, vegetable and citrus-flavored water. Lead a brief discussion on the foods being sampled. Re-emphasize drinking water instead of sweet drinks when-thirsty.

**JOURNAL TASK (5-7 minutes):**

Pass out the VFK folders. I'd like you to write a short paragraph of two or three sentences telling what you learned from the Veggies for Kids lessons. Write why it is important to drink water. Use any word from the board. As time permits, ask students to read aloud what they wrote.

Collect the VFK folders.
FAREWELL TO CLASS (1 minute):

Well students, this was our last “Veggies for Kids: Grow Strong” lesson. Are there any questions? Each of you can now grow stronger by eating smart, playing hard, and drinking water. Pyramid Pal and I say good-bye.

REFERENCE:
Resources
# Veggies For Kids

## GROW STRONG

### Nevada Education Standards

Links to Lesson Content

Grade 3, Lessons 1-10

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>VFK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5.1</td>
<td>I can identify the relationship between healthy behaviors and personal health</td>
<td>1-8, 10</td>
</tr>
<tr>
<td>1.5.4</td>
<td>I can identify key nutrients, their functions, and the role they play in optimal health</td>
<td>2, 3, 5, 7, 8, 10</td>
</tr>
<tr>
<td>1.5.5</td>
<td>I can identify the health-related components of an active lifestyle</td>
<td>All</td>
</tr>
<tr>
<td>1.5.10</td>
<td>I can explain ways to prevent/control for contagious and noncontagious illness/disease</td>
<td>8, 9</td>
</tr>
<tr>
<td>5.5.1</td>
<td>I can apply a healthy choice when making personal decisions.</td>
<td>1-3, 5, 7, 9, 10</td>
</tr>
<tr>
<td>5.5.3</td>
<td>I can predict how decisions regarding health behaviors have consequences for self and others.</td>
<td>1-3, 5, 7, 9, 10</td>
</tr>
<tr>
<td>7.5.1</td>
<td>I can demonstrate behaviors that avoid or reduce health risks.</td>
<td>All</td>
</tr>
<tr>
<td>7.5.2</td>
<td>I can demonstrate the ability to interpret nutrition information.</td>
<td>2, 3, 5, 7, 8, 10</td>
</tr>
<tr>
<td>7.5.3</td>
<td>I can engage in behaviors that promote physical activity.</td>
<td>All</td>
</tr>
<tr>
<td>8.5.1</td>
<td>I can describe ways to influence and support others to make positive health choices.</td>
<td>1-3, 5, 7, 9, 10</td>
</tr>
</tbody>
</table>
### Language Arts Education Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Code*</th>
<th>Description</th>
<th>Lesson #</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3.1 / 2.3.2</td>
<td>I/L</td>
<td>I can use reading strategies based on text and purpose.</td>
<td>9, 10</td>
</tr>
<tr>
<td>2.3.3</td>
<td>I/L</td>
<td>I can use after reading strategies based on text and purpose to recall details.</td>
<td>4, 9</td>
</tr>
<tr>
<td>3.3.9</td>
<td>I/L</td>
<td>I can use information to answer specific questions.</td>
<td>All</td>
</tr>
<tr>
<td>4.3.1</td>
<td>I/L</td>
<td>I can identify the purpose and gain information from illustrations and diagrams.</td>
<td>1, 2, 3, 5, 7</td>
</tr>
<tr>
<td>4.3.4</td>
<td>I/L</td>
<td>I can compare text from different cultures and time periods.</td>
<td>4, 6</td>
</tr>
<tr>
<td>4.3.7</td>
<td>I/L</td>
<td>I can read and follow directions to complete tasks.</td>
<td>2, 4, 6, 7</td>
</tr>
<tr>
<td>6.3.1</td>
<td>I/L</td>
<td>I can write paragraphs, which include a topic sentence, supporting details, and a concluding statement.</td>
<td>All</td>
</tr>
<tr>
<td>7.3.1</td>
<td>I/L</td>
<td>I can listen for a variety of purposes including gaining information, being entertained &amp; understanding direction.</td>
<td>All</td>
</tr>
<tr>
<td>7.3.2</td>
<td>I/L</td>
<td>I can listen to and respond to oral communication.</td>
<td>All</td>
</tr>
<tr>
<td>7.3.3</td>
<td>I/L</td>
<td>I can expand vocabulary through listening.</td>
<td>All</td>
</tr>
<tr>
<td>7.3.5</td>
<td>I/L</td>
<td>I can actively listen to and participate in conversations.</td>
<td>All</td>
</tr>
<tr>
<td>8.3.2</td>
<td>I/L</td>
<td>I can use precise language to describe feelings, experiences, observations and ideas</td>
<td>All</td>
</tr>
<tr>
<td>8.3.4</td>
<td>I/L</td>
<td>I can contribute to conversations and discussions about a given topic.</td>
<td>All</td>
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</tbody>
</table>

### Math Education Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Code*</th>
<th>Description</th>
<th>Lesson #</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1</td>
<td>E/S</td>
<td>I can order and describe objects by various measurable attributes.</td>
<td>6</td>
</tr>
<tr>
<td>3.3.2</td>
<td>I/S</td>
<td>I can measure to a required degree of accuracy to the nearest half unit.</td>
<td>6</td>
</tr>
</tbody>
</table>
### Science Education Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Code*</th>
<th>Description</th>
<th>Lesson #</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.5.C.2</td>
<td>E/S</td>
<td>I know organisms interact with each other and with the nonliving parts of their ecosystem.</td>
<td>4, 6, 7, 8</td>
</tr>
<tr>
<td>L.5.B.1</td>
<td>E/S</td>
<td>I know that plants and animals have structures that enable them to grow, reproduce and survive.</td>
<td>4, 6, 7</td>
</tr>
<tr>
<td>L.5.D.1</td>
<td>E/S</td>
<td>I know plants and animals can be classified according to their observable characteristics.</td>
<td>4, 5, 6, 7</td>
</tr>
<tr>
<td>N.5.A.7</td>
<td>E/S</td>
<td>I know observable patterns can be used to organize items and ideas.</td>
<td>2, 4, 5, 6, 7</td>
</tr>
<tr>
<td>N.5.B.3</td>
<td>E/L</td>
<td>I know the benefits of working with a team and sharing findings.</td>
<td>1, 5, 6, 8</td>
</tr>
</tbody>
</table>

*Education standards prioritization codes.
- **E** = Essential, enduring, complex, engaging knowledge
- **S** = NV Academic Standards that are assessable at the state and local levels
- **I** = Important to know and do
- **L** = NV Academic Standards that are assessable at the local level only

Note: No prioritization codes are specified in the Health Education and Social Studies standards.

Reference: Nevada Department of Education. Education Standards for Core Subjects.

### Social Studies Education Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Lesson #</th>
</tr>
</thead>
<tbody>
<tr>
<td>C13.3.3</td>
<td>I can explain individual responsibilities in the classroom and the school.</td>
<td>All</td>
</tr>
<tr>
<td>G6.3.2</td>
<td>I can identify characteristics of neighborhoods and communities.</td>
<td>8</td>
</tr>
<tr>
<td>G6.3.3</td>
<td>I can identify ways in which people express culture.</td>
<td>4, 5, 6, 8, 9</td>
</tr>
<tr>
<td>G8.3.5</td>
<td>I can describe ways humans depend on and manage natural resources within their community.</td>
<td>4, 6, 8, 9</td>
</tr>
<tr>
<td>E11.3.2</td>
<td>I can identify classroom resources that are limited and must be shared.</td>
<td>All</td>
</tr>
</tbody>
</table>

*Education standards prioritization codes.
- **E** = Essential, enduring, complex, engaging knowledge
- **S** = NV Academic Standards that are assessable at the state and local levels
- **I** = Important to know and do
- **L** = NV Academic Standards that are assessable at the local level only

Note: No prioritization codes are specified in the Health Education and Social Studies standards.

Reference: Nevada Department of Education. Education Standards for Core Subjects.
A Close Look at MyPyramid

MyPyramid for Kids reminds you to be physically active every day, or most days, and to make healthy food choices. Every part of the new symbol has a message for you. Can you figure it out?

Be Physically Active Every Day
The person climbing the stairs reminds you to do something active every day, like running, walking the dog, playing, swimming, biking, or climbing lots of stairs.

Choose Healthier Foods From Each Group
Why are the colored stripes wider at the bottom of the pyramid? Every food group has foods that you should eat more often than others; these foods are at the bottom of the pyramid.

Eat More From Some Food Groups Than Others
Did you notice that some of the color stripes are wider than others? The different sizes remind you to choose more foods from the food groups with the widest stripes.

Every Color Every Day
The colors orange, green, red, yellow, blue, and purple represent the five different food groups plus oils. Remember to eat foods from all food groups every day.

Make Choices That Are Right for You
MyPyramid.gov is a Web site that will give everyone in the family personal ideas on how to eat better and exercise more.

Take One Step at a Time
You do not need to change overnight what you eat and how you exercise. Just start with one new, good thing, and add a new one every day.
Translations
## GROW STRONG

### English – Northern Paiute Translations

<table>
<thead>
<tr>
<th>English word</th>
<th>Paiute spelling</th>
<th>Paiute pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Sumu’yoo</td>
<td>Su-mu-yoo</td>
</tr>
<tr>
<td>Two</td>
<td>Waha’yoo</td>
<td>Wa-ha-yoo</td>
</tr>
<tr>
<td>Three</td>
<td>Pahe’yoo</td>
<td>Pa-he-yoo</td>
</tr>
<tr>
<td>Four</td>
<td>Watsukwe’yoo</td>
<td>Wa-tsu-kwe-yoo</td>
</tr>
<tr>
<td>Five</td>
<td>Manege’yoo</td>
<td>Ma-ne-ge-yoo</td>
</tr>
<tr>
<td>Six</td>
<td>Napahe’yoo</td>
<td>Na-pa-he-yoo</td>
</tr>
<tr>
<td>Blue</td>
<td>Poohekweta</td>
<td>Poo-he-kwe-ta</td>
</tr>
<tr>
<td>Green</td>
<td>Pooekweta</td>
<td>Poo-e-kwe-ta</td>
</tr>
<tr>
<td>White</td>
<td>Tohawkweta</td>
<td>Toe-ah-kwe-ta</td>
</tr>
<tr>
<td>Yellow</td>
<td>Okawkweta</td>
<td>Ah-kwe-ta</td>
</tr>
<tr>
<td>Red</td>
<td>Atesawkweta</td>
<td>Ah-tsa-kwe-ta</td>
</tr>
<tr>
<td>Rabbit</td>
<td>Kammu</td>
<td>Ca-moo</td>
</tr>
<tr>
<td>Fish</td>
<td>Paggwe</td>
<td>Pag-we</td>
</tr>
<tr>
<td>Deer</td>
<td>Tuhudya</td>
<td>Tuh-huh-die</td>
</tr>
<tr>
<td>Porcupine</td>
<td>Tsagwuda</td>
<td>Tsa-gwa-da</td>
</tr>
<tr>
<td>Onion</td>
<td>Uneana</td>
<td>Un-ana</td>
</tr>
<tr>
<td>Acorns</td>
<td>Wea</td>
<td>Way</td>
</tr>
<tr>
<td>Potato</td>
<td>Hunngu</td>
<td>Hun-nug-u</td>
</tr>
<tr>
<td>Wild Carrot</td>
<td>Yabba</td>
<td>Yah-ba</td>
</tr>
<tr>
<td>Buck Berry</td>
<td>Weapooe</td>
<td>Way-poo-e</td>
</tr>
<tr>
<td>Chokecherry</td>
<td>Toesabbooe</td>
<td>Toy-sob-booy</td>
</tr>
</tbody>
</table>
Seeds to Eat

Northern Paiute: poe natukana (po-nah-to-kana)
Shoshone:

Seeds are the parts of a plant that make new small plants. The seeds are planted, and then they grow into big plants. The seeds on this page are eaten for food.

Hi! I'm looking for my little seeds. Look below for the seeds, and then color them.

Seeds are the parts of a plant that make new small plants. The seeds are planted, and then they grow into big plants. The seeds on this page are eaten for food.

Circle the names of the seeds in the word puzzle. Write the names on the lines next to the row of the puzzle they are in.

1. __________________________  
2. __________________________  
3. __________________________  
4. __________________________

Which of these seeds do you eat at your house?
Name ________________________________

Roots to Eat
Northern Nevada Paiute: tuna natukana (tu-na nah-to-kana)
Shoshone:

Look at the plants growing here. They are root foods. Roots store food for plants. Roots keep plants in the ground until they are ready to eat. The roots on this page are good to eat. Roots come in different colors. Color them.

Unscramble these roots:
1. eetb ________________________________
2. onnoi ______________________________
3. corrat ______________________________
4. radshi ______________________________
5. trupin ______________________________
6. pootta ______________________________

Which of these roots do you eat at your house?
**Stems to Eat**

**Northern Nevada Paiute:**

Shoshone:

Hi! I eat stems. And so do you! We eat celery, green onions, mushrooms, asparagus, and rhubarb. Stems carry food and water to the rest of the plant.

**Read the RIDDLES. The answers are in the pictures of the stems above.**

1. **It is a stem.**
   - It is white.
   - It looks like an umbrella.
   - It is __ __ __ __ __ __ __ __ __.

2. **It is a stem.**
   - It is tall.
   - It has leaves.
   - It is __ __ __ __ __ __ __ __ __.

Which of these stems do you eat at your house?
Name ____________________________________________________________

Leaves to Eat

Northern Nevada Paiute: naka natukana (nah-ka nah-to-kana)

Shoshone:

Some foods that we eat are leaves. Leaves of green plants help make food for the plants. These leaves are good to eat.

lettuce

kale

cabbage

spinach

turnip greens

mustard greens

Unscramble these leaf foods. Write them on the lines.

1. kela__________________________________________________________

2. cagabbe_____________________________________________________

3. spnaich_____________________________________________________

4. tunrpi greensn______________________________________________

5. letcute_____________________________________________________

6. musratd grenes______________________________________________

Which of these leaf foods do you eat at your house?

____________________________________________________________________
Did you know that you eat some flowers? Not all flowers can be eaten, but broccoli and cauliflower are two flowers that we can eat. Look at the pictures on this page. Color the seeds that we eat yellow. Color the roots that we eat orange. Color the stems that we eat blue. Color the leaves that we eat green. Color the flowers that we eat red.
The bean seed is planted in the ground.

Roots begin to form.

The plant breaks through the ground.

A sprout grows.

The bean plant grows tall.

Beans grow in pods on the bean plant.

*Northern Paiute Names

**sumu’ yoo**
(su-mu-you)

**waha’ yoo**
(wa-ha-you)

**pahe’ yoo**
(pa-he-you)

**watsukwe’ yoo**
(wa-tsu-kwe-you)

**manege’ yoo**
(ma-ne-ge-you)

**napahe’ yoo**
(na-pa-he-you)
Program Evaluation
The “Veggies for Kids: Grow Strong” nutrition education program has been conducted using an evaluation component to tell whether the program is effective in achieving its objectives of increasing exposure to a variety of healthy foods, increasing knowledge about the MyPyramid food groups, promoting use of water over soft drinks and daily physical activity. The following pages provide you with the evaluation tools to conduct your own optional pre- and post-testing. Documents provided include:

**Lessons Evaluation Worksheet**
This form may be used to document qualitative or descriptive information about each lesson. This may include the date the class was delivered, the names of foods sampled and brief descriptions of class response or ideas to modify the lesson for future use.

**Pre/Post Test**
This test is administered individually to each student prior to and following the teaching of the lessons. Photographs and small dishes of bite-sized pieces of each of the six vegetables mentioned are shown and samples are offered to assess students’ willingness to taste each of them.

**Pre/Post Test – Coded**
This version provides you with numeric codes to use to record student responses in a database to permit data analysis and determine program effectiveness.

**MyPyramid for Kids Handout - Modified**
The names of the Food Groups are removed from this version of the MyPyramid for Kids handout. This allows its use to test the students’ ability to name the food groups.

If you are interested in publishing the results of your program evaluation, approval will need to be obtained from your school district’s superintendent or evaluation/research office before you can conduct pre- and post-testing. To help you with this process, information on the VFK research protocol may be obtained by contacting this Manual’s co-authors: Kerry Seymour or Joe Dibble at University of Nevada Cooperative Extension, 5305 Mill Street, Reno, NV, 89502. Phone: (775) 784-4848. Email: seymourk@unce.unr.edu or dibblej@unce.unr.edu.
<table>
<thead>
<tr>
<th>LESSON TITLE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1 Play Hard! Drink Water!</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td></td>
</tr>
<tr>
<td>Lesson 2 Eat Smart! with <em>Mypyramid for Kids</em></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td></td>
</tr>
<tr>
<td>Lesson 3 Choose Whole Grains</td>
<td></td>
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<tr>
<td>Date:</td>
<td></td>
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<td>Time:</td>
<td></td>
</tr>
<tr>
<td>Lesson 4 Vegetables Are Parts of Plants</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
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<tr>
<td>Lesson 5 Grow Strong! Eat a Rainbow!</td>
<td></td>
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<tr>
<td>Date:</td>
<td></td>
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<td>Time:</td>
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<td>Lesson 6 Watch Food Grow!</td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
<td>Time:</td>
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<td>Lesson 7 Meat and Beans: Go Lean!</td>
<td></td>
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<tr>
<td>Lesson 8 Grow Strong with Native American Foods, Part 1</td>
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<tr>
<td>Lesson 9 : Grow Strong with Native American Foods, Part 2</td>
<td></td>
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<td>Time:</td>
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<tr>
<td>Lesson 10: What We Have Learned</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
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<tr>
<td>Time:</td>
<td></td>
</tr>
</tbody>
</table>
1. **My Pyramid**

<table>
<thead>
<tr>
<th>Have you seen this before?</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
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</thead>
</table>

2. **Naming of food groups**

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<thead>
<tr>
<th>Grains</th>
<th>Vegetables</th>
<th>Fruits</th>
<th>Milk</th>
<th>Meat &amp; Beans</th>
</tr>
</thead>
</table>

Write in student’s answer.

3. **Green Beans**

<table>
<thead>
<tr>
<th>What is the name of this vegetable? (write in name).</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Have you tasted it before?</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
</table>

If Yes, how much did you like it?  

<table>
<thead>
<tr>
<th>Really liked</th>
<th>So-so</th>
<th>Not liked</th>
<th>Really liked</th>
<th>So-so</th>
<th>Not liked</th>
<th>Really liked</th>
<th>So-so</th>
<th>Not liked</th>
<th>Really liked</th>
<th>So-so</th>
<th>Not liked</th>
<th>Really liked</th>
<th>So-so</th>
<th>Not liked</th>
</tr>
</thead>
</table>

If No, are you willing to taste it?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
</table>

If Not Sure, are you willing to taste it?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
</table>
4. Beverages

a. Did you drink any of these drinks yesterday?
   - Yes____   - No____   - I Don't know/Remember_____
   (show sweet drinks graphic)

b. Did you drink anything else?
   - Yes____   - No____   - I Don't know/Remember_____

   c. If yes, list:
      1)__________________________  2)__________________________  3)__________________________

5. Physical Activity

a. How did you travel home after school yesterday?
   - 1) Walk  2) Bicycle  3) Bus  4) Car  5) Other (Describe)

b. What did you do after school yesterday?
   List responses:
      1)______________________________  2)______________________________  3)______________________________

c. What did you do after your evening meal yesterday?
   List responses:
      1)______________________________  2)______________________________  3)______________________________
The information given herein is supplied with the understanding that no discrimination is intended and no endorsement by Cooperative Extension is implied.
<table>
<thead>
<tr>
<th>Walking</th>
<th>Outdoor Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sports</td>
<td>Running</td>
</tr>
<tr>
<td>Chores</td>
<td>Bicycling</td>
</tr>
</tbody>
</table>
### My Pyramid

<table>
<thead>
<tr>
<th>Have you seen this before?</th>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

### Naming of food groups

<table>
<thead>
<tr>
<th>Groups</th>
<th>Grains</th>
<th>Vegetables</th>
<th>Fruits</th>
<th>Milk</th>
<th>Meat &amp; Beans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write in student's answer.

<table>
<thead>
<tr>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

### Green Beans, Tomatoes, Beans, Carrots, Squash, Spinach

<table>
<thead>
<tr>
<th>Vegetable</th>
<th>Correct</th>
<th>Incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Beans</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Tomatoes</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Beans</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Carrots</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Squash</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Spinach</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

### Have you tasted it before?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

### If Yes, how much did you like it?

<table>
<thead>
<tr>
<th>Really liked</th>
<th>So-so</th>
<th>Not liked</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>6</td>
<td>3</td>
</tr>
</tbody>
</table>

### If No, are you willing to taste it?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

### If Not Sure, are you willing to taste it?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Not Sure</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
Pre- & Post-Test Vegetable Pictures

- Tomatoes
- Green beans
- Spinach leaves
- Carrots
Pre- & Post-Test Vegetable Pictures