Chefs for Kids

Nutrition Education Program

Food for Health

Curriculum for Grade 2

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# Chefs for Kids
Second Grade Nutrition Program

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<td>Students will identify the six essential nutrients and their function in the body.</td>
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<td>Students will identify five parts of the body involved in digestion.</td>
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<td>Students will further investigate the digestive process.</td>
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<tr>
<td>38</td>
<td>Bingo!</td>
<td>Students will gain further practice in classifying foods according to food group, and will complete the snack post test.</td>
<td>69</td>
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**UNIT 7**  
**EXPLAINING DIGESTION**

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<td>Sugar Cube Experiment</td>
<td>Students will further investigate the digestive process.</td>
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**FINAL LESSON**

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<td>Bingo!</td>
<td>Students will gain further practice in classifying foods according to food group, and will complete the snack post test.</td>
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**Appendix A**  
**Accompanying Materials**  
Reproducible visual aids that can be used by the educator in the classroom. Educators can use these resources or create their own.

**Appendix B**  
**Lesson Management**  
Resources that can aid in planning and tracking of lessons.
Introduction
Chefs for Kids Nutrition Education Program

Overview
Chefs for Kids, Inc. is a cooperative venture of University of Nevada Cooperative Extension (UNCE) and ACF (American Culinary Federation) Chefs of Las Vegas. Chefs for Kids’ mission is to eliminate malnutrition and hunger in children through education and awareness. Proper nutrition is essential to a child’s physical, mental and cognitive development. To that end, Chefs for Kids has chosen to provide nutrition education to students in “high needs” schools in Nevada. These schools meet the criteria of 50 percent or more children receiving free or reduced-price school meals. Nutrition Educators from UNCE developed curricula for both first- and second-grade children; this curriculum is for second grade students. Lesson plans and materials used are based on the Dietary Guidelines for Americans (U.S. Department of Agriculture and U.S. Department of Health and Human Services Dietary Guidelines for Americans, 2010), MyPyramid for Kids (U.S. Department of Agriculture, Team Nutrition, 2005) and Choose MyPlate (U.S Department of Agriculture Center for Nutrition Policy and Promotion, 2011). Students learn about choosing foods that provide the greatest benefit to their bodies, learn the benefits of eating a wide variety of foods and learn about the importance of physical activity to an overall healthy lifestyle. The overall goal of this program is to increase knowledge of participating children to engender a healthy lifestyle through appropriate food and activity choices.

Theoretical Framework
This second-grade curriculum is tailored to the needs and abilities of the children being educated, and satisfies content standards as outlined in the Nevada State Board of Education/Nevada State Board for Career and Technical Education’s Second Grade Health Standards (Nevada State Board of Education/Nevada State Board for Career and Technical Education’s Second Grade Health Standards, 2007) (these are listed in a table on the next page). We use a linear strategy of education where lessons build upon knowledge gained from previous lessons and experiences. This strategy has been proven successful over several decades. A major theme in the theoretical framework of Bruner (Constructivism) is that learning is an active process in which learners construct new ideas or concepts based upon their current/past knowledge (Bruner, J. 1973). The learner selects and transforms information, constructs hypotheses, and makes decisions, relying on a cognitive structure to do so. Cognitive structure (i.e., schema, mental models) provides meaning and organization to experiences and allows the individual to “go beyond the information given.” The task of the instructor is to translate information to be learned into a format appropriate to the learner's current state of understanding. The curriculum is organized in a spiral manner so that the student continually builds upon what they have already learned.
The Chefs for Kids Nutrition Education Program teaches the following concepts as outlined in the Nevada State Board of Education/Nevada State Board for Career and Technical Education’s Second Grade Health Standards (2007):

<table>
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<th>Proficiency</th>
<th>Strand</th>
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<td>Health Promotion and Disease Prevention Core Concepts</td>
<td>1.2.1 - Identify Health Behaviors that impact personal health.</td>
<td>Personal Health</td>
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<td></td>
<td>1.2.4 - Describe how healthy eating and daily physical activity promote health and well-being.</td>
<td>Nutrition and Physical Activity</td>
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<td></td>
<td>1.2.9 - Recognize germs may cause illness/disease.</td>
<td>Prevention/Control of Disease</td>
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<td></td>
<td>1.2.10 - Recognize basic prevention strategies for common illness/disease.</td>
<td></td>
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<tr>
<td></td>
<td>1.2.11 - Identify elements of the environment that affect personal health (sun, water, air, soil, food and pollutants).</td>
<td>Environmental/Consumer Health</td>
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<tr>
<td>Analyze Influences on Health Behaviors</td>
<td>2.2.3 - Discuss nutrition and physical activity in diverse families.</td>
<td>Nutrition and Physical Activity</td>
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<tr>
<td></td>
<td>2.2.5 - Teach personal health skills (hand washing and physical activity)</td>
<td>Prevention/Control of Disease</td>
</tr>
<tr>
<td>Use Decision Making Skills to Enhance Health</td>
<td>Content Standard 5.2.1 - Discuss healthy options vs. unhealthy options.</td>
<td>Personal Health</td>
</tr>
<tr>
<td>Use Goal Setting Skills to Enhance Health</td>
<td>6.2.2 - Develop goals to practice daily health habits</td>
<td>Prevention/Control of Disease</td>
</tr>
<tr>
<td></td>
<td>6.2.3 - Identify resources when assistance is needed to develop personal health goals (i.e. recycling, water conservation, littering, food choice).</td>
<td>Environmental/Consumer Health</td>
</tr>
<tr>
<td>Self Management</td>
<td>7.2.1 - Identify responsible personal health behaviors.</td>
<td>Personal Health</td>
</tr>
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<td></td>
<td>7.2.2 - Choose healthy foods that help you grow.</td>
<td>Nutrition and Physical Activity</td>
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<td></td>
<td>7.2.3 - Explore various movements that enhance an active, healthy lifestyle.</td>
<td></td>
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<tr>
<td>Support/Promote Family, Personal, Community Health</td>
<td>8.2.1 - Identify ways to promote personal and family health</td>
<td>Personal Health</td>
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</table>

Nevada State Board of Education/Nevada State Board for Career and Technical Education’s Second Grade Health Standards. 2007.
Structure of the Curriculum
The multidisciplinary format used in this curriculum allows maximum flexibility for each unique educational setting. Each lesson is intended to fit within a 30 minute time frame. We suggest educators gather the required materials and practice each lesson to ensure comfort with its content. Additionally, it is important for educators to give special consideration to special needs students and those with food allergies. Family handouts can be copied and distributed to extend the learning into the home. Use your own creativity to expand and personalize the information in these programs/lessons.

The curriculum is divided into three parts.

- **Lesson Plans** are divided into seven units including:
  - Introduction to a Healthy Lifestyle (Lessons 1 and 2)
  - Determining the Need for Food (Lessons 3 through 7)
  - Keeping Food Safe (Lessons 8 through 10)
  - Classifying Foods (Lessons 11 through 24)
  - Food Combinations (Lessons 25 through 29)
  - Building a Healthy Lifestyle (Lessons 30 through 35)
  - Explaining Digestion (Lessons 36 and 37)

Units contain a unit objective and key facts. Within each unit, individual lessons include an objective, materials list, and scripted activities for that lesson.

- **Accompanying Materials** includes visual aids that are required in different lessons.
- **Lesson Management** includes tools UNCE teachers use in organizing, tracking and evaluating their work.

**Lesson Plans**
Each lesson plan includes:

- A learning objective, key facts to support the objective, a materials list and the teaching protocol;
- Masters of Worksheets, Challenges and Family Handouts that can be copied and distributed. Family Handouts and Challenges should be printed two-sided. Printing for specific worksheets is suggested in the lesson plans;
- Footnotes that describe how we made some of the visual aids and materials used, and where we purchased supplies. These lists do not endorse any distributor or manufacturer as all materials can be obtained from a variety of vendors.

**Accompanying Materials**
Resources in this section are visual aids that are used by UNCE educators during lessons. Each file (on the CD version) is titled with the class number specific to its use and has a brief description of how it may be used. UNCE visual aids called for in the lesson plans (i.e. enlarged “Nutrition Facts” label, picture sets of foods/meals, etc.) may be used by the educator, or the educator may create his/her own visual aids.

**Lesson Management**
Resources and information contained in this section have been developed over many years and have proven useful to UNCE educators who teach multiple classrooms of students. These materials include

- Record-Keeping Tools
• A Curriculum Outline (similar to the Table of Contents)
• Evaluations—Three of the evaluations (An Active Lifestyle, Hand Washing Evaluation and Variety the Pyramid Way) are also included in the Lesson Plan section. This was done to ensure that they would be performed during the time required. The pre-post test (Snack Evaluation) is not included in the lesson plans as it is performed prior to any classes being taught and after classes are completed. The four evaluations test specific objectives of the program.
  o The Snack Evaluation (pre-post test) assesses students’ motivation to change snacking habits. The pre and post tests are the same. They should be printed in color if available. The pre-post evaluation asks students to choose three snacks from 12 possible choices. Food items on the page are given number values with healthier choices (banana, cheese, pistachios, orange, trail mix, carrots) given a value of 10 and less healthful choices (chocolate, doughnut, sundae, potato chips, cookies, brownie) given a value of five. Students are asked to circle three snacks they would like to eat, and tests are collected and held until nutrition lessons are completed. Then, the same test is given when classes are completed. Tests are scored (scores range from 15 for three less healthful choices, to 30 for three more healthful choices). Tests from the beginning of the year are paired by student name with the tests from the end of the year, and scores are compared and averaged from pre to post to determine if students displayed intent to change snacking behavior by improving their choices.
  o An Active Lifestyle assesses students’ ability to identify activities that are part of an active lifestyle as defined in the lessons. This evaluation is performed after the lessons on activity have been completed, in Lesson 7. Students are asked to write two activities that would be considered part of an “active lifestyle.” Answers are considered correct if the activity will produce the results (increased heart rate, shortness of breath, increased body temperature) that were outlined in classes.
  o The Hand Washing Evaluation is given after the lessons on food safety are completed. This assesses students’ hand washing behavior as demonstrated in the lessons on hand washing and food safety.
  o Variety the Pyramid Way assesses students’ ability to identify two healthy foods from each food group, and to categorize foods according to food group. Performed after teaching all the lessons on the food groups, this evaluation requires students to write the names of two healthy foods in each food group on a handout of MyPyramid.

For further assessment, classroom teachers can also use the worksheets as evaluative tools as desired.
We hope that you will enjoy using the Chefs for Kids Second Grade Curriculum and look forward to your feedback. Questions and comments can be directed to:

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Second Grade Nutrition Education Program
Curriculum Outline*

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<tr>
<td>Prior to classes beginning</td>
<td>Pre-test</td>
<td>Students will be surveyed for the types of snacks they would choose from 10 pictures of snacks.</td>
<td>This must be collected and saved until the end of the school year.</td>
<td>Snack Evaluation Pre-test</td>
</tr>
<tr>
<td>1</td>
<td>Fit to Be</td>
<td>Students will be introduced to the concept of a healthy lifestyle.</td>
<td>“Fit to Be” video, TV/VCR, apple stickers, two-pocket folders</td>
<td>“Be a Healthy Role Model for Children”</td>
</tr>
<tr>
<td>2</td>
<td>Energy Needs</td>
<td>Students will define “energy” and will distinguish between activities that use more or less energy.</td>
<td>Bean bag or ball</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Activity and Exercise</td>
<td>Students will identify three benefits of exercise and activity and will determine what they can do to be active.</td>
<td>“Follow the Leader” game</td>
<td>“Activity Helps my Body…” “Energy”</td>
</tr>
<tr>
<td>4</td>
<td>Tools for Activity (Optional Lesson)</td>
<td>Students learn about tools they can use to motivate them to be more active.</td>
<td>Pedometers, sashes</td>
<td>“Step to It!” “Activity Challenge” “Using a Pedometer. A Guide to Help Step It Up!”</td>
</tr>
<tr>
<td>5</td>
<td>Activity Graph</td>
<td>Students will determine that different amounts of energy are used in several activities through a graphing exercise. They will explore the concept of “energy balance.”</td>
<td>Large Nutrition Facts Label, enlarged activity graph, erasable markers, balance scale, weights with flags attached, pictures of two different meals, activity challenge incentive</td>
<td>“How Much Energy?”</td>
</tr>
<tr>
<td>6</td>
<td>Energy Balance</td>
<td>Students will further explore the concept of energy balance through the “Balance Game.”</td>
<td>Pictures of five different meals and four activities, balance scale, weights with pictures attached</td>
<td>“How Much Energy?” (lesson 5) “An Active Lifestyle” evaluation</td>
</tr>
<tr>
<td>7</td>
<td>How Clean is Clean?</td>
<td>Students learn how to properly wash hands and why it is important.</td>
<td>Paper towels, water, soap, Glogerm™, black light</td>
<td>“No More Germs” “Activity Review” “Food Safety Facts”</td>
</tr>
<tr>
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<tr>
<td>8</td>
<td>Food Handling</td>
<td>Students identify proper food storage and handling methods.</td>
<td>Safe Foods Coloring/Activity Book</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Hand Washing Evaluation</td>
<td>Students will demonstrate proper hand washing techniques as shown on the “No More Germs” handout.</td>
<td>Sink, water, soap, paper towels, germ-buster stickers, evaluation tally sheet, Optional: lunch bags, ice packs</td>
<td>Safe Foods Coloring/Activity Book (lesson 8) Optional: “Earth Friendly Finds”</td>
</tr>
<tr>
<td>10</td>
<td>Choose MyPlate</td>
<td>Students will be introduced to MyPlate and learn how it can be a useful tool in establishing a healthy lifestyle.</td>
<td>MyPlate poster</td>
<td>“Choose MyPlate” coloring page “Choose MyPlate” family handout</td>
</tr>
<tr>
<td>11</td>
<td>Animal or Plant?</td>
<td>Students will distinguish between sources of different foods.</td>
<td>Food pictures, felt board, felt MyPlate, four pictures of a plant and two pictures of an animal</td>
<td>“Animal Food or Plant Food?”</td>
</tr>
<tr>
<td>12</td>
<td>Name That Fruit!</td>
<td>Students will determine the three parts of a fruit.</td>
<td>Four to six kinds of fruits, 1-pound coffee cans, socks, knife, plates, napkins, moist towelettes, cutting board, felt MyPlate, felt board, gloves, fruit stickers</td>
<td>“Three Parts of a Fruit” “MyPlate” coloring page (lesson 10) “Focus on Fruits”</td>
</tr>
<tr>
<td>13</td>
<td>Vegetables-Edible Plant Parts</td>
<td>Students will learn the parts of a plant that provide vegetables to our diets.</td>
<td>“Tops and Bottoms,” enlarged plant poster (optional)</td>
<td>“Vegetables are Parts of Plants” packet</td>
</tr>
<tr>
<td>14</td>
<td>Vegetables-Edible Plant Parts (cont.)</td>
<td>Students will continue to identify vegetables as different parts of plants.</td>
<td>Plant poster, potatoes, four baskets or boxes, two oven mitts</td>
<td>“Vegetables are Parts of Plants” packet, “MyPlate” coloring page (lesson 10), “Vegetable and Fruit Challenge”</td>
</tr>
<tr>
<td>15</td>
<td>Healthy Snacking with Fruits and Vegetables</td>
<td>Students review fruits and vegetables, identify everyday and sometimes fruit and vegetable group foods, and learn one technique to help them eat more fruits and vegetables daily.</td>
<td>Pictures of many different fruits and vegetables, moist towelettes, plates, napkins, cut fruits and vegetables for demonstration, gloves, vegetable stickers</td>
<td>“A Fruit and Vegetable Rainbow” Snack Diagram/Fun Time Code “Add More Vegetables to Your Day”</td>
</tr>
<tr>
<td>16</td>
<td>Go for the Grains!</td>
<td>Students are introduced to grain plants and how foods are made from them.</td>
<td>Bundle of Wheat, “The Little Red Hen”</td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Topic</td>
<td>Activity</td>
<td>Teaching Materials</td>
<td>Handouts</td>
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<tr>
<td>17</td>
<td>Foods From Grains</td>
<td>Students will identify many foods made from grains and the differences between different grains.</td>
<td>Felt MyPlate, felt board, bundle of wheat, grain cards, foods made from several different grains, napkins, gloves, moist towelettes</td>
<td>“MyPlate” coloring page (lesson 10), “Learning About the Grain Group” “Food from Grains” word search “Grain Group Challenge”</td>
</tr>
<tr>
<td>18</td>
<td>Healthy Grain Group Choices</td>
<td>Students will identify the healthiest choices from within the grain food group.</td>
<td>Felt MyPlate, felt board, sample food package listing “whole grain”, pictures of foods made from grain, grain food sets, grain group stickers</td>
<td>“Make Half Your Grains Whole”</td>
</tr>
<tr>
<td>19</td>
<td>Milk: From Cow to You</td>
<td>Students learn how milk is produced and made available.</td>
<td>Felt MyPlate, felt board, poster on milk production</td>
<td>“From Moo to You” “Got Your Dairy Today?”</td>
</tr>
<tr>
<td>20</td>
<td>Dairy Products</td>
<td>Students learn how dairy products are made, identify everyday and sometimes dairy foods, and see how healthy snacking can incorporate dairy products.</td>
<td>“Make Mine Milk” video, pictures of dairy foods, felt MyPlate, felt board, two types of cheese, two types of whole grain crackers, moist towelettes, gloves, napkins</td>
<td>“MyPlate” coloring page (lesson 10) “Dairy Products Challenge”</td>
</tr>
<tr>
<td>21</td>
<td>Overview of the Protein Foods Group</td>
<td>Students identify different foods found in the protein foods group.</td>
<td>Felt MyPlate, felt board, pictures of protein group foods, white board, flying plastic disks or heavy weight paper plates</td>
<td>“The Protein Group,” “MyPlate” coloring page (lesson 10) “With Protein Foods, Variety is Key”</td>
</tr>
<tr>
<td>22</td>
<td>Beans and Nuts</td>
<td>Students will identify several beans and nuts and their origin.</td>
<td>Bean and Nut Sample posters, felt MyPlate, felt board, several kinds of beans and nuts, plastic cups</td>
<td>“Yummy Beans and Nuts” “Protein Challenge”</td>
</tr>
<tr>
<td>23</td>
<td>The Good Health Train</td>
<td>Students will define “variety” as it relates to healthy eating and the five food groups.</td>
<td>Protein group stickers, Good Health Train Storyboard, Good Health Train story, story pieces, food pictures</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>The Good Health Train (continued)</td>
<td>Students will categorize foods according to the five food groups.</td>
<td>Enlarged worksheet</td>
<td>“The Good Health Train”</td>
</tr>
<tr>
<td>25</td>
<td>How Much Food is Right for You?</td>
<td>Students will learn that the amount of food needed depends on age, gender, size and activity level.</td>
<td>Box of cereal, two or more cereal bowls, MyPlate poster or felt MyPlate</td>
<td>“How Much Food is Right for You?”</td>
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<tr>
<td>Lesson</td>
<td>Topic</td>
<td>Activity</td>
<td>Teaching Materials</td>
<td>Handouts</td>
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<tr>
<td>26</td>
<td>Eating the Right Amount of Food</td>
<td>Students will learn what standard amounts of foods look like.</td>
<td>Plastic food models, 1-cup measure, 1/2-cup measure, large bowl of fresh baby carrots, large bowl of cooked brown rice, Optional: measuring cups for students</td>
<td>“What Counts?” “How Much Food Challenge” “Build a Healthy Meal”</td>
</tr>
<tr>
<td>27</td>
<td>Food Chart</td>
<td>Students will determine if selected menus provide adequate servings from each food group.</td>
<td>MyPlate Poster, Ally and Aaron’s food choice pictures, Eat the Right Amount stickers</td>
<td>“Katie’s/Jacob’s Menu”</td>
</tr>
<tr>
<td>28</td>
<td>Eating a Variety of Foods</td>
<td>Students will learn the importance of variety in food choices.</td>
<td>Chalkboard</td>
<td>“Variety, the MyPlate Way” evaluation</td>
</tr>
<tr>
<td>29</td>
<td>Serving Store Evaluation</td>
<td>Students will categorize foods according to food group and will identify amounts of food from each food group needed for a child their age.</td>
<td>Crayons, moist towelettes, food samples from the five food groups, napkins, plates, serving utensils or gloves</td>
<td>Activity Review Packet</td>
</tr>
<tr>
<td>30</td>
<td>The Sometimes Foods</td>
<td>Sometimes foods are defined and identified.</td>
<td>Sugar, fat and salt test tubes</td>
<td>“Sometimes Foods” “Sometimes Foods” word search “Cut Back on Your Kids Sweet Treats”</td>
</tr>
<tr>
<td>31</td>
<td>Healthy Snacks</td>
<td>Students will demonstrate their ability to choose and prepare a healthy snack.</td>
<td>Pictures of snack foods, expandable folders, assortment of five different foods, moist towelettes, plates, napkins, serving utensils or gloves</td>
<td>“Facts About Snacks” “10 Tips to Healthy Eating for Kids” “Snack Challenge”</td>
</tr>
<tr>
<td>32</td>
<td>Nutrients for Health and Growth</td>
<td>Students will identify the six essential nutrients and their function in the body</td>
<td>Snack stickers, plastic food models or food pictures</td>
<td>“Nutrients” “Nutrients for Your Body”</td>
</tr>
<tr>
<td>33</td>
<td>Nutrients for Health and Growth (continued)</td>
<td>Students will identify nutrients present in several different foods.</td>
<td>Moist towelettes, graham crackers, peanut butter, sliced banana, plastic knives, plates, napkins, gloves</td>
<td>“Nutrient Amazement” “Snack’n It”</td>
</tr>
<tr>
<td>34</td>
<td>Breakfast to Start the Day</td>
<td>Students will identify the importance of eating a healthy breakfast.</td>
<td>EAGAHBEDD video, TV/VCR, video synopsis</td>
<td>“Breakfast”</td>
</tr>
<tr>
<td>Lesson</td>
<td>Topic</td>
<td>Activity</td>
<td>Teaching Materials</td>
<td>Handouts</td>
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</table>
| 35     | A Simple Breakfast     | Students discover the ease with which a healthy breakfast can be prepared | Bagels (cut in half), apple butter, vanilla low-fat yogurt, orange juice, ice, plates, napkins, knives, 3 oz. cups, measuring cup, blender, moist towelettes, gloves | “Breakfast Word Search”  
“Orange Nog Recipe”                  |
| 36     | The Digestive System   | Students will identify five parts of the body involved in digestion       | Crackers, blender, water, funnel, jar, small bowl, cheese cloth, trash can, enlarged digestive system representation | “The Parts of Digestion”          |
| 37     | Sugar Cube Experiment  | Students will further investigate the digestive process.                  | Sugar cubes, hammer, two clear glasses, water, spoon, saltines, dried fruit, moist towelettes, gloves | “The Big Breakdown”               |
| 38     | Bingo!                 | Students will gain further practice in classifying foods according to food group, and will complete the snack post test. | Bingo cards, teacher key, bean “markers,” prizes (optional)                        | Snack Evaluation Post test         |

*This outline is subject to change without notice due to personal and school schedules and student comprehension.*

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Chefs for Kids
Nutrition Education Program

Food for Health

Curriculum for Grade 2
Introduction to a Healthy Lifestyle

Lesson 1 – FIT TO BE

OBJECTIVE: After completing this lesson, students will be able to identify two components of a healthy lifestyle—healthy food choices and exercise.

KEY FACTS: A healthy lifestyle improves health, appearance and performance. Choosing a variety of healthy foods daily is only one aspect of good health. Scientific evidence links regular physical activity to a wide array of physical and mental health benefits such as reduced risk of coronary heart disease, hypertension, osteoporosis, colon cancer, and anxiety and depression. Physical activity is not just a structured, daily routine. Any bodily movement that expends energy at a moderate level is considered physical activity. Scientists recommend 30 minutes of moderate exercise daily for adults and 60 minutes daily for children. Even small changes that increase daily activity will enable individuals to reduce their risk of chronic disease and enhance quality of life.1

MATERIALS: “Fit to Be” video Drawing paper or apple stickers*
TV/VCR/DVD Chalkboard
Two-Pocket folders
Family Handout - “Be a Healthy Role Model for Children”

ACTIVITIES:

1. Open the lesson by telling the students everything you do in a day (you wake up, take a shower, eat breakfast, brush your teeth, drive to work, etc.). Ask the students some of the things they do each day. Explain to the students that the things we do every day or most of the time are what we call our lifestyle. Ask the students to name things that would be part of a healthy lifestyle. Write their responses on the chalkboard.

2. Lead the students to the idea that diet and exercise, among other things, are key components of a healthy lifestyle.

3. Show the students the video, “Fit To Be.” (Any video that depicts the importance of living a healthy lifestyle may be used.)

4. When the video has finished, ask the students the following questions:
   - In the beginning, what did Michael choose to eat?
   - What was Michael’s energy level?
   - How did Michael feel when he couldn’t keep up with his new friends? (Point out the correlation between Michael’s food choices, lack of energy and unhappy feelings.)
   - What changed in Michael’s life?
   - How have the changes affected Michael’s life?
5. Pass out the two-pocket folders for the students. Have them write their names on them and write the word “nutrition” on them. Explain to students that these are their “blue nutrition folders” (or whatever color you choose) and you want them to keep all of their worksheets in these folders so that they can look back at them if they need reminders of what they have been studying. (If you like, you or the students can come up with a catchy name for the folders.) Folders must be kept at school until the end of the school year so that they can refer to them when necessary. Every time you give them a worksheet, remind them to put it in their nutrition folder. If you give them a challenge or a parent letter, remind them not to put it in their folder, but to take it home.

6. Have students draw their own special apple on the front of the folder to remind them of proper eating and exercise habits. (or hand out the apple sticker for the children to put on their folders or wear)

7. Distribute the Family Handout for the students to take home.


*We made apple stickers using Avery label # 5293 (see below).
1. **Show by example**
   Eat vegetables, fruits, and whole grains with meals or as snacks. Let your child see that you like to munch on raw vegetables.

2. **Go food shopping together**
   Grocery shopping can teach your child about food and nutrition. Discuss where vegetables, fruits, grains, dairy, and protein foods come from. Let your children make healthy choices.

3. **Get creative in the kitchen**
   Cut food into fun and easy shapes with cookie cutters. Name a food your child helps make. Serve “Janie’s Salad” or “Jackie’s Sweet Potatoes” for dinner. Encourage your child to invent new snacks. Make your own trail mixes from dry whole-grain, low-sugar cereal and dried fruit.

4. **Offer the same foods for everyone**
   Stop being a “short-order cook” by making different dishes to please children. It’s easier to plan family meals when everyone eats the same foods.

5. **Reward with attention, not food**
   Show your love with hugs and kisses. Comfort with hugs and talks. Choose not to offer sweets as rewards. It lets your child think sweets or dessert foods are better than other foods. When meals are not eaten, kids do not need “extras”—such as candy or cookies—as replacement foods.

6. **Focus on each other at the table**
   Talk about fun and happy things at mealtime. Turn off the television. Take phone calls later. Try to make eating meals a stress-free time.

7. **Listen to your child**
   If your child says he or she is hungry, offer a small, healthy snack—even if it is not a scheduled time to eat. Offer choices. Ask “Which would you like for dinner: broccoli or cauliflower?” instead of “Do you want broccoli for dinner?”

8. **Limit screen time**
   Allow no more than 2 hours a day of screen time like TV and computer games. Get up and move during commercials to get some physical activity.

9. **Encourage physical activity**
   Make physical activity fun for the whole family. Involve your children in the planning. Walk, run, and play with your child—instead of sitting on the sidelines. Set an example by being physically active and using safety gear, like bike helmets.

10. **Be a good food role model**
    Try new foods yourself. Describe its taste, texture, and smell. Offer one new food at a time. Serve something your child likes along with the new food. Offer new foods at the beginning of a meal, when your child is very hungry. Avoid lecturing or forcing your child to eat.

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**Be a healthy role model for children**

10 tips for setting good examples

*You are the most important influence on your child.* You can do many things to help your children develop healthy eating habits for life. Offering a variety of foods helps children get the nutrients they need from every food group. They will also be more likely to try new foods and to like more foods. When children develop a taste for many types of foods, it’s easier to plan family meals. Cook together, eat together, talk together, and make mealtime a family time!

 Go to www.ChooseMyPlate.gov for more information.

USDA
Center for Nutrition Policy and Promotion

The University of Nevada, Reno is an EEO/AA institution. This material was funded by USDA’s Supplemental Nutrition Assistance Program. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-221-5689 or read www.fns.usda.gov/snap. USDA is an equal opportunity provider and employer.
Sea un modelo
saludable para los niños

10 consejos para establecer buenos ejemplos

Usted es la influencia más importante de su hijo. Usted puede hacer muchas cosas para ayudar a sus hijos a desarrollar hábitos alimenticios saludables para toda la vida. Ofreciendo una variedad de alimentos ayuda a los niños a obtener los nutrientes que necesitan de cada grupo de alimentos. También será más probable que prueben nuevos alimentos y que les gusten más alimentos. Cuando los niños desarrollan un sabor de muchos tipos de alimentos, es más fácil planear comidas familiares. ¡Cocinar juntos, comer juntos, hablar juntos y hacer de la cena un tiempo de familia!

1. Mostrar el ejemplo
Coma verduras, frutas y granos enteros con las comidas o como aperitivos. Permita que su hijo vea que le gusta comer los vegetales crudos.

2. Vayan juntos a comprar los alimentos
Yendo juntos a la compras de alimentos puede enseñarle a su hijo/a sobre la alimentación y la nutrición. Hábleles de donde vienen las verduras, las frutas, los granos, los productos lácteos. Permita a sus hijos escoger alimentos ricos en proteínas.

3. Ser creativo/a en la cocina
Corte los alimentos en formas divertidas y fáciles con cortadores de galletas. Nombre una comida que su hijo/a le ayuda a hacer. Sirve la "Ensalada de Janie" o "Patatas dulces de Jackie" para la cena. Anime a su hijo a inventar nuevos aperitivos. Hagan su propio mezcla de cereal integral bajo en azúcar y fruta seca.

4. Ofrezca los mismos alimentos para todos
Deja de ser un "cocinero de orden" haciendo platos diferentes para complacer a los niños. Es más fácil planear comidas familiares cuando todos comen los mismos alimentos.

5. Recompense con atención, no alimentos
Muestra tu amor con besos y abrazos. Demuestre su afecto con abrazos y conversaciones. Elija no ofrecer dulces como recompensas. Esto permite que a su hijo piense que los dulces o postres son mejores que otros alimentos saludables. Cuando no se comen las comidas, ellos no necesitan comidas "extras", como los dulces o las galletas — como alimentos de reemplazo.

6. Enfoque en cada uno en la mesa
Hablén sobre cosas divertidas y felices durante la comida. Apague la televisión. Deje las llamadas de teléfono para después de comer. Trate de hacer las comidas un momento sin estrés.

7. Escuche a su hijo/a
Si su hijo/a dice que tiene hambre, ofrécele una pequeña merienda saludable, aunque no sea el tiempo para comer. Ofrezca alternativas. Pregúntale ¿Qué deseas para la cena: brócoli o coliflor? En lugar de decir ¿Quieres brócoli para la cena?

8. Limite el tiempo de pantalla
No les permita más de 2 horas al día frente de la televisión o en juegos de computadora. Levántense y muévanse durante los comerciales para obtener alguna actividad física.

9. Promueva la actividad física
Haga la actividad física divertida para toda la familia. Involúcre a los niños en la planificación. Camine, corre, y juegue con su hijo/a, en lugar de sentarse. Demuestre el ejemplo siendo físicamente activo y utilizando equipo de seguridad, como los cascos de bicicleta.

10. Ser un modelo de la buena comida
Pruebe nuevos alimentos usted mismo. Describe su olor, sabor y textura. Ofrezca un nuevo alimento a la vez. Sirva algo que su hijo/a le gusta junto con los nuevos alimentos. Ofrezca nuevos alimentos al comienzo de una comida, cuando su hijo/a tenga mucha hambre. Evite dar sermones o forzar a su niño a comer.

La Universidad de Nevada, Reno es una institución de EEO/AA. Este material fue financiado por el programa de asistencia de nutrición suplementaria del USDA. El programa de asistencia de nutrición suplementaria proporciona asistencia de nutrición para personas de bajos ingresos. Puede ayudarle a comprar alimentos nutritivos para una mejor dieta. Para obtener más información, llame al 1-800-221-5689 o leer www.fns.usda.gov/snap.

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Determining the Need for Food

Lessons 2 through 7

UNIT OBJECTIVE: After completing these lessons, students will 1) be able to distinguish between activities that use more energy and those that require less energy and 2) be able to list activities that are part of an active lifestyle.

KEY FACTS: The body requires energy from food to be active, to build and rebuild tissues, and to heat the body. Activities that require vigorous body movement use more energy than those that require slow or no movement.

All energy used in the body comes from the burning of energy-yielding food or stored body fuels. Simply put, those who do not eat enough food to provide the amount of energy their bodies need will lose weight because they will burn some body tissue. Those individuals who eat more food energy than is required by their bodies will store the excess energy as fat and may gain weight.

Lesson 2 - ENERGY NEEDS

(Words written in bold type in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

OBJECTIVE: Students will 1) define “energy” and, 2) will distinguish between activities that use more or less energy.

MATERIALS: Bean bag or beach ball

ACTIVITIES:

1. Start the class by reviewing last week’s lesson about Michael. What kind of lifestyle did Michael have at the beginning of the movie? How did he feel? What kind of lifestyle did Michael have at the end of the movie? How did Michael feel then? Why do you think Michael was happier at the end of the movie?

2. Michael was happier because he started eating healthy food and being more active. He had more energy. Ask the students to define “energy.” (Basically, energy is what makes them “go.” Webster’s Dictionary defines energy as “usable power.”) Ask children if they know what makes a car go (gas). Gasoline is energy for a car. What do you need to make a television work? (electricity) Electricity is energy for the television. Ask if anyone knows what gives the body energy. (food) Food is energy for people. Raise your hand if you think you are using energy right now. Raise your hand if you think you are not. We are using energy right now. How is your body using energy? (breathing, heart beating, seeing, hearing, thinking, digesting breakfast or lunch, etc.) Everything we do uses energy. Sleeping, growing, breathing, even thinking uses some amount of energy. And food gives us energy so we can do the things we want to do.

3. Now let’s talk about amounts of energy. Divide the class in half. Have one-half of the class do jumping jacks while the other half of the class sits and watches. When finished, ask the
“movers” how they feel. (hot, tired, out of breath, etc.) Why do you feel this way? (because they were moving around a lot)

4. Have the students sit down and ask them the following questions:

- **Which group used more energy?** *(those doing jumping jacks)*
- **Why did it take more energy to do jumping jacks than it did to sit and watch?** *(they were moving around more doing jumping jacks)* So sometimes we use a small amount of energy and sometimes we use a lot of energy.
- **Who uses more energy - the more physically active or the less physically active person?** *(more active)* Why? *(the more you move, the more energy you use)*
- **KEY POINT—THE MORE YOU MOVE, THE MORE ENERGY YOU USE!!**

5. If time permits, have the students stand in a circle with you. Explain that you’re going to play “Activity Toss.” In this game, you will toss a bean bag or beach ball to a student. That student has to name any activity. Then they toss the bean bag or ball back to you. You then throw the bean bag/ball to another student and ask if the activity just named used a lot or a little energy. Then that student returns the bean bag/ball to you. Continue this process around the circle so that all the students get a chance to contribute. If students are not naming any “low energy” activities, name one or two yourself so that they get the idea that all activities use energy. If a student replies incorrectly about the energy level of the activity, ask how one can tell if the activity uses a little or a lot of energy *(the more you move, the more energy you use)* so that they can determine the correct answer. Have the students return to their seats when all or most have had a turn.

6. Explain to students that activities that make them move more, that make their hearts beat harder and make them breathe harder, are part of an active lifestyle and children should try to be active at least 60 minutes each day. Remember! **The more you move, the more energy you use!**
Lesson 3 – ACTIVITY and EXERCISE
(Words written in bold type in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

OBJECTIVE: Students will 1) identify three benefits of exercise and activity and 2) will determine what they can do to be active.

MATERIALS: “Follow the Leader” game
Worksheet – “Activity Helps My Body…”
Family Handout - “Energy”

ACTIVITIES:

1. Begin class by asking students to define “energy.” Remind them that they use energy for everything they do—sometimes they just use a little energy (sleeping, breathing, growing, digesting food, etc.), and sometimes they use a lot of energy (running, playing sports, etc.). Today you are going to do an energy experiment by playing “Follow the Leader” with the students. Have a list of movements ready, starting and ending with warm-up/cool down and stretching activities. The students can stay by their desks if space does not permit movement throughout the classroom.

2. When the game is finished, have the students sit in their seats and ask the following questions:
   - **What is exercise?** (moving your body to keep it fit, activity) Stress that any type of active movement can be considered exercise. When people are very physically active, we can say that they have an ACTIVE LIFESTYLE.
   - **What does activity do for you?** (improves muscle tone, maintains weight, improves attitude, strengthens heart and lungs, makes you look good, feel stronger, healthier, makes you feel that you have more energy)
   - **What can you do to be active?** (Make sure children understand that activity can be any form of movement, not just exercises. Dancing, walking the dog, riding bikes, are all forms of activity.)
   - **How much exercise/activity should we get in a day?** (Children-60 minutes. This activity can be all at once or in 10- or 15-minute bouts.)
   - **What gives you energy so that you can be active?** (food)

3. Hand out the worksheet, “Activity Helps My Body…,” for the students to complete with you.

4. Distribute the Family Handout for the students to take home.
List three things that exercise and being active do for you.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

For each day below, write something you will do to be active.

SUNDAY ______________________________________________________________

MONDAY ______________________________________________________________

TUESDAY ______________________________________________________________

WEDNESDAY __________________________________________________________

THURSDAY ____________________________________________________________

FRIDAY ________________________________________________________________

SATURDAY _____________________________________________________________

Draw a picture of yourself being physically active.
WHERE DOES OUR ENERGY COME FROM?

We get energy from the foods we eat. Energy from food is measured in calories.

Foods like ice cream, cake, French fries and tortilla chips give us a lot of calories, but very few vitamins and minerals.

Other foods like apples, whole grain bread, brown rice, carrots and skim milk give us small amounts of calories and a lot of vitamins and minerals.

The more calories (energy) we eat, the more energy our bodies have to use. When we take in more energy than we use, we gain weight. If we eat fewer calories than we use, we lose weight.

For more information visit: www.choosemyplate.gov

WHY EXERCISE?

The more we move, the more energy we use. Exercising uses up excess energy and strengthens the heart, muscles and bones. Be a role model for your children and exercise!

Plan an activity that your whole family can do together. Then get out there and do it!

IDEAS FOR FAMILY EXERCISES YOU CAN DO:

- Walk around the block
- Bicycle riding
- Sports
- Hike
- Run a race with your children see if they are faster than you

Try this: Use the chart below to plan a healthy after-school snack with your child. Pick foods with lots of vitamins and minerals for good health and enough energy to be active.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

Created by Cathy Baptista
¿DE DÓNDE VIENE NUESTRA ENERGÍA?

Recibimos la energía de los alimentos que comemos. Energía de los alimentos se mide en calorías.

Alimentos como los helados, pasteles, papas fritas y frituras de maíz nos dan muchas calorías, pero muy pocas vitaminas y minerales.

Otros alimentos como las manzanas, el pan integral, arroz integral, zanahorias y leche descremada nos dan pequeñas cantidades de calorías y una gran cantidad de vitaminas y minerales.

Cuanto más calorías (energía) consumimos, la más energía que nuestros cuerpos tiene que utilizar. Cuando consumimos más energía que usamos, aumentamos de peso. Si comemos menos calorías que de las que utilizamos, perdemos peso.

Para obtener más información, visite: www.choosemyplate.gov

¿POR QUÉ EL EJERCICIO?

Cuanto más nos movemos, más energía utilizamos. El ejercicio consume el exceso de energía y fortalece el corazón, los músculos y los huesos. ¡Sea un modelo a imitar para los niños y haga ejercicio!

Planee una actividad que toda su familia pueda practicar. ¡Diviértanse!

IDEAS PARA EJERCICIOS DE FAMILIA QUE PUEDE HACER:

- Caminar alrededor de la cuadra
- Andar en bicicleta
- Deportes
- Ir a una caminata
- Ejecutar una carrera con sus hijos para ver si son más rápidos que usted

Prueba esto: Utilice la siguiente tabla para planificar una sana merienda después de la escuela con su hijo/a. Elija alimentos con muchas vitaminas y minerales para la buena salud y energía suficiente para estar activo.

<table>
<thead>
<tr>
<th>Lunes</th>
<th>Martes</th>
<th>Miércoles</th>
<th>Jueves</th>
<th>Viernes</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Creado por Cathy Baptista

La Universidad de Nevada, Reno es una institución de EEO/AA. Este material fue financiado por el programa de asistencia de nutrición suplementaria del USDA. El programa de asistencia de nutrición suplementaria proporciona asistencia de nutrición para personas de bajos ingresos. Puede ayudarle a comprar alimentos nutritivos para una mejor dieta. Para obtener más información, llame al 1-800-221-5689 o leer www.fns.usda.gov/snap. USDA es un proveedor de igualdad de oportunidades y el empleador.
Lesson 4 - TOOLS FOR ACTIVITY (Optional Lesson*)
(Words written in **bold type** in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**Objective:** Students learn about tools they can use to motivate them to be more active.

**Materials:** Pedometers  Sashes (for children who have no waist band)  
Worksheets - “Step to It!”  
Activity Challenge  

**Activities:**

1. In the past two weeks we have been talking about energy and activity. Who can name an activity that would be part of an active lifestyle? Why is it important to have an active lifestyle; in other words, what does being active do for you?

2. One way that we can see if we are being as active as we should is by using a tool called a “pedometer” or “step counter.” (Show children pedometers.)

3. Pedometers are worn snug at the waist, directly above the knee. It can’t dangle from your clothes because then it won’t sense movement correctly. These particular pedometers are best if used over the whole day and not just in a short walk. All you need to do to use it is clip it on your pants or skirt at the waist, press the button once to put the counter to zero, and then let it do its job. Don’t play around with it because then you won’t get the right count. Also, explain that if the pedometers break, you do not have any more to give them, so they need to be careful with them.

4. I am going to give you each a pedometer, and I want you to put it on. We are going to practice using the pedometer. We are going to take a short walk, just to see if it really will track our movement. You won’t all get exactly the same number with these pedometers. Some people take longer steps (strides) than others and they might get fewer steps because of it. Some people wiggle when they walk, so they might get more or less steps. So just walk normally, and we’ll see how it turns out. Pass out sashes to any children who do not have a waist band on which to secure the pedometer. Pass out the pedometers, have the students put them on and press the button to zero them out, then line up at the door. Lead the children on a five minute walk, reminding them that they need to respect the other children in the school by not being loud and unruly. If they do not behave properly, cut the walk short and go back to the classroom.

5. When you are back in the classroom, pass out the “Step to It!” log sheet. Have the students write in the number of steps that they took on their walk. Explain that they should use the log sheet each day, writing in their total steps for the day. It is the choice of the classroom teachers if the children leave the pedometers at school to use daily or if they take them home to use. If the students are using the pedometers at school only, have them write the number they have earned each day on their log sheets before going home. Have a basket or other holder to collect the pedometers after the children have written their numbers on their log sheets. At the start of the next day, have the students take a pedometer from the basket, press the button to zero it out, and start fresh for that day. The steps on the log sheet should be added at the end of each week to see how far the children are walking. It is also great because it can show if the children are increasing their activity levels and it can motivate and remind them to become even more active.
If students are taking the pedometers home, suggest that they remove the pedometer before going to bed, write down the number on their logs and then put the pedometer back on in the morning, zeroing it out, and wearing it all day long. Blank log sheets are provided so that teachers can make copies to give the students if they want to continue the program beyond the initial eight weeks shown on the sheet.

6. Distribute the Activity Challenge for the students to complete over the week at home. They should return this (signed by a grownup) to you for a sticker for their folder. (or other prize)

7. Distribute the Family Handout for the children to take home.

*If you are unable to acquire pedometers, you can omit this lesson.
On the chart below, write in the number of steps you take each day. Add together the number of steps you take each week. Try to get more steps each day!!

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>WEEK 2</th>
<th>WEEK 3</th>
<th>WEEK 4</th>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>WEEK 5</th>
<th>WEEK 6</th>
<th>WEEK 7</th>
<th>WEEK 8</th>
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<tbody>
<tr>
<td>Sunday</td>
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</table>
**ACTIVITY CHALLENGE**

Being active is important to a healthy body. Activity helps us stay in shape, look good, have a better attitude and feel good. Besides all that, IT’S FUN!! For your challenge this week, try to do something each day that makes you move a lot. Write down what you do each day on the chart below, and write down how long you did it. An example is written for you. Have a grownup sign this to show you finished your assignment. Bring it back to school when you are done.

<table>
<thead>
<tr>
<th>Weekday</th>
<th>What did you do?</th>
<th>How long?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXAMPLE:</strong></td>
<td>played basketball with a friend</td>
<td>30 minutes</td>
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<tr>
<td>Monday</td>
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<td>Tuesday</td>
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<tr>
<td>Sunday</td>
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</tr>
</tbody>
</table>

Your Name ____________________  Grownup’s Signature ____________________

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This institution is an equal opportunity provider and employer. This material was funded by USDA’s Supplemental Nutrition Assistance Program. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-221-5689 or read [www.fns.usda.gov/snap](http://www.fns.usda.gov/snap).
RETO DE ACTIVIDAD

Ser activo es importante para mantener un cuerpo saludable. La actividad nos ayuda a estar en buena condición, a vernos bien, a tener una mejor actitud y a sentirnos mejor. Además, es ¡¡DIVERTIDO!! Para tu reto de esta semana, trata de hacer algo todos los días que te haga mover mucho. Escribe lo que haces cada día en esta hoja y anota cuánto tiempo hiciste la actividad. Te hemos escrito un ejemplo. Pídele a una persona mayor que firme esta hoja para demostrar que cumpliste con esta tarea. Regresa esta hoja cuando hayas terminado.

<table>
<thead>
<tr>
<th>Día de la Semana</th>
<th>¿Qué hiciste?</th>
<th>¿Cuánto tiempo?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>UN EJEMPLO:</strong> Jugué baloncesto con un amigo/una amiga.</td>
<td><strong>30 minutos</strong></td>
</tr>
</tbody>
</table>

Tu nombre: ____________________________________ Firma de una persona mayor ________________

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La Universidad de Nevada, en Reno, es una institución de igualdad de oportunidades y acción afirmativa. El Supplemental Nutrition Assistance Program (SNAP en inglés) ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, comuníquese con la oficina de servicios sociales de su condado. (1-800-521-5689 o lea www.fns.usda.gov/snap/snap-default.htm)
Proper Pedometer Placement

To ensure the most accurate step count:

▲ Secure the pedometer snug against your waist at hip level (aligned directly over your knee – see picture below).
▲ Be sure the pedometer is not hanging at an angle, from a pocket or any other loose item of clothing.

Test for Accuracy –

The 20 Step Test

▲ Reset the pedometer to “0”
▲ Walk around (count out 20 steps)
▲ Check the number of steps on the display (without taking the pedometer off)
- If the display reads between 18 and 22 steps, your pedometer is working correctly
- If the display reads more or less, move the pedometer to a different spot on your waist and repeat the test

Increase Your Daily Steps

How Many Steps are Enough?
The average American takes about 5,500 steps per day; the recommendation for good health is 10,000 daily steps. Where do you fall?

≥ 12,500  Highly Active
10,000 – 12,499  Active
7,500 – 9,999  Somewhat Active
5,000 – 7,499  Low Active
< 5,000  Sedentary

Simple Ways to Increase Your Steps

▲ Get active with your family, co-workers & friends
▲ Park a little further away
▲ Walk (don’t drive) to the store to buy just a few things
▲ Walk for 10 minutes during your lunch break
▲ Use the stairs – pass up elevators & escalators
▲ Walk your kids to school
▲ Get a dog – they need to be walked
▲ Move (get up and walk) during TV commercials
▲ Walk to a further bus stop (or get off the bus 1 stop earlier and walk the remaining distance)
▲ Walk around while you’re talking on the phone
▲ Hide your TV remote – change channels the old-fashioned way

For more information contact:
Anne Lindsay, Exercise Physiologist
University of Nevada Cooperative Extension
702 940-5434 or lindsaya@unce.unr.edu

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USING A PEDOMETER
A Guide to Help Step It Up!

Can’t find time to schedule in your STEPs?
Then just STEP in your schedule!

Physical activity is one of the most important things we can do to improve our health. However, finding time to incorporate an exercise regime into a daily schedule can often be a challenge. To gain some health benefits, simply increase your number of daily steps and make them more intentional and brisk!

The Physical Activity Guidelines for Americans defines baseline activity as “light-intensity activities of daily life.” So start by simply increasing walking steps into your baseline activity. Using a pedometer will help you determine your average baseline steps, allow you to set a personal goal to increase your daily steps and also help to monitor your progress.

An EEO/AA Institution
**KEEPING TRACK OF YOUR DAILY STEPS**

**Pedometer Activity Log**

**Find Your Baseline Average**
- To find out what your current baseline average is, wear the pedometer for a minimum of 3 days (preferably for 1 week). Make at least one of the days a “non-working” day (e.g., Thurs, Fri, Sat).
  - Reset your pedometer each morning
  - Put on your pedometer after getting dressed in the morning and wear it all day long
  - To get a true baseline, try not to alter your normal activity level (don’t do more than you usually do)
- Record your total number of steps at the end of each day.
- Add the total steps from each day together and divide that number by the number of days you recorded:
  \[
  \text{Baseline Avg} = \frac{\text{Total Steps}}{3} = \text{Baseline Avg}
  \]
  Record this number in the **BASELINE AVERAGE** box.

<table>
<thead>
<tr>
<th></th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>_______</td>
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<td>_______</td>
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<tr>
<td><strong>= New Daily Avg</strong></td>
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<td>_______</td>
</tr>
</tbody>
</table>

**Increase Your Steps**
- Continue wearing your pedometer while trying to incorporate new ways to increase your daily steps.
- To find your new daily average, use your pedometer for 4 weeks.
- For each week, add your total steps from each day together and divide that number by the total days you recorded (Record this number in the **NEW DAILY AVERAGE** box).
- After week 4, compare your **NEW DAILY AVERAGE** to your **BASELINE AVERAGE**. Did you improve your daily number of steps?

Lesson 5 - ACTIVITY GRAPH
(Words written in **bold type** in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**OBJECTIVE:** Students will 1) determine that different amounts of energy are used during different activities and 2) explore the concept of “energy balance.”

**MATERIALS:**
- Activity challenge prizes
- Large Nutrition Facts label (in Accompanying Materials)
- Enlarged activity graph or transparency of graph*
- Colored markers (wet erase work best on laminated graph)
- Balance scale
- Weights (see below)
- Pictures of two different meals (in Accompanying Materials)
- Worksheet - “How Much Energy?”

**ACTIVITIES:**
Prior to class, obtain a balance scale and several small weights in 3 gram, 6 gram, 9 gram and 12 gram sizes (two to three of each size). Affix a small flag that says “swimming” to a 12g weight. On a 6g weight affix a sign that reads “pretzels and apple,” and on another 12g weight affix a sign that reads “soup, sandwich, strawberries, carrots, and milk.” Obtain a picture of a meal containing pretzels and an apple and a meal containing a cup of soup, peanut butter sandwich, strawberries, carrots with dip, and milk (in Accompanying Materials).

1. Review the benefits of activity discussed in previous classes. Ask if anyone has brought in his/her activity challenge sheet and give a prize to those who do+. **How many students have been writing down the steps they take each day on the step log?**

2. **What gives us energy so that we can be active? (food)** When we eat food, our bodies burn up the food to use for energy just like a car’s engine burns up gas to make the car run. You can tell how much energy a food will give by looking at the Nutrition Facts Label. (Show food label.) The label tells us how many “calories” are in the food. I think of calories as “pieces of energy.” Every day your body takes in calories, or pieces of energy when you eat, and then it burns them up when you move. It also burns up calories when your heart beats, when you breathe, when you talk, when you think, and even when you sleep! The burning of calories (food) is what gives you energy.

3. **Today we are going to look at the amount of energy we use when we do different activities.** Hand out the worksheet, “How Much Energy?” to the students. Have the students look at the activities listed at the top of the page and explain that, if they follow the dotted line across the page, it will show them the amount of calories (energy) they use when they do that activity for 10 minutes. Have the children graph the calories used for each activity, working through it with them. You may want to use an enlarged version of the graph on the worksheet or transparency of the graph so you can demonstrate what you want the students to do. (If using a paper enlargement, laminate it so that you can wipe it and reuse it for a later class.)

4. When finished with the graph, ask the following questions:
   - **Which activity uses the most energy?** (swimming)
   - **Why did it use the most energy?** (The more you move, the more energy you use.)
• Which activity uses the least energy? (sleeping) Why did sleeping use the least energy? (most people don’t move that much when they are sleeping)
• Where can we get the energy we need for these activities? (from food)
• Which activity would use the most food? (i.e. the most energy) (swimming)

5. Show the students the balance scale. Ask if anyone has seen something like this before. Explain, or let the children explain, that a balance scale is used to show how amounts of things relate to each other. For example, this little weight is not as heavy as the big weight (put weights [3 g and 12g] on opposite sides of the balance scale.) They are out of balance. (Draw attention to the position of the pans.) But these two weights (put a 9 gram weight on either side of the balance) are the same weight. They are in balance.

6. To be really healthy, we need to balance the amount of food we eat with the amount of energy we use. This is called energy balance. Let’s say you want to go swimming. (Hold up the weight with the “swimming” sign on it.) If you go swimming, will you use a lot of energy or a little energy? (a lot) (Place “swimming” weight on balance) Well, here are pictures of two different meals. Which one do you think would be the right amount of food to give you the energy you need for swimming? Would it be this picture? (Hold up the picture of the pretzels and apple.) Place the weight that represents the pretzels and apple on the opposite side of the balance from the “swimming” weight. The pans will not be in balance. Draw attention to the fact that the pretzels and apple do not provide enough energy for swimming. The children would be out of energy balance if that was all they ate. Will this meal give the right amount of energy for you to go swimming? (Hold up the picture of the full lunch.) Put the weight that represents the larger meal on the opposite side of the balance and point out that now the two sides are in energy balance.

7. You will talk more about energy and about energy balance in next week’s lesson. Tell the students that they need to make sure they keep their “How Much Energy?” graph in their blue nutrition folders for the next lesson.

*The activity graph is the chart that is on the handout, “How Much Energy?” We enlarged it with a poster maker and laminated it so that it could be erased and used over again. It could also be made into a transparency. Having this is a helpful tool in explaining the assignment to the children.

+We made activity stickers using Avery label # 5294 (see below).
### How Much Energy?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Energy Used In 10 Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleeping</td>
<td>20</td>
</tr>
<tr>
<td>Watching TV</td>
<td>30</td>
</tr>
<tr>
<td>Walking</td>
<td>50</td>
</tr>
<tr>
<td>Dancing</td>
<td>60</td>
</tr>
<tr>
<td>Bicycling</td>
<td>70</td>
</tr>
<tr>
<td>Jumping Rope</td>
<td>80</td>
</tr>
<tr>
<td>Playing Football</td>
<td>80</td>
</tr>
<tr>
<td>Running</td>
<td>80</td>
</tr>
<tr>
<td>Basketball</td>
<td>90</td>
</tr>
<tr>
<td>Swimming</td>
<td>110</td>
</tr>
</tbody>
</table>

Color in the areas below for the amount of energy used for each activity listed above.

<table>
<thead>
<tr>
<th></th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60</th>
<th>70</th>
<th>80</th>
<th>90</th>
<th>100</th>
<th>110</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Watching TV</td>
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<td>Bicycling</td>
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</tr>
<tr>
<td>Jumping Rope</td>
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The University of Nevada, Reno is an EEO/AA institution. This material was funded by USDA’s Supplemental Nutrition Assistance Program. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-221-5689 or read [www.fns.usda.gov/snap](http://www.fns.usda.gov/snap). USDA is an equal opportunity provider and employer.
Objective: Students will determine that physical activity and healthy eating both play a part in energy balance.

Materials: Pictures of five different meals and four different activities (described below)
Balance Scale
Weights
Worksheets - “How Much Energy?” (from lesson 5)
“Anc Active Lifestyle” evaluation (to be collected, cut 1/2)

Activities:

Prior to class, obtain pictures of five meals and of four activities (There are pictures available in the Accompanying Materials). Each picture of a meal (except the burger, fries, and shake) should represent the amount of food needed for one of the four activities. The picture sets are as follows:

<table>
<thead>
<tr>
<th>Weight size</th>
<th>Meal</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set one</td>
<td>3 gram</td>
<td>Cheerios w/ milk, orange juice (247 cal.)</td>
</tr>
<tr>
<td>Set two</td>
<td>6 gram</td>
<td>Grapes, peanut butter crackers, milk (405 cal.)</td>
</tr>
<tr>
<td>Set three</td>
<td>9 gram</td>
<td>Banana, 2 tacos, fruit punch (551 cal.)</td>
</tr>
<tr>
<td>Set four</td>
<td>12 gram</td>
<td>Spaghetti, salad w/ dressing, roll, milk (685 cal.)</td>
</tr>
<tr>
<td>Set five</td>
<td>6 gram + 12 gram (or one 18g weight)</td>
<td>Cheeseburger, French fries, milk shake (~1250 cal.)</td>
</tr>
</tbody>
</table>

Take 10 weights (two of each size except for the 12g of which you will need three and the 6g of which you will need three) and affix a picture to each. The pictures should show the meal or activity listed above. (In other words, place a picture depicting “Cheerios with milk and orange juice” on a 3g weight and a picture depicting “watching TV” on the other 3g weight, etc.) Put together a 12g and 6g weight (We used a rubber band to hold them together). Affix a picture depicting “cheeseburger, fries, and milk shake” to the two weight set (or use an 18g weight if one can be acquired).

1. In the last few weeks we have talked about energy and activity. How do we know when we are using a lot of energy? (Our hearts start beating harder, we start to feel really warm, it gets harder to breathe, etc.)

2. When we get our hearts beating harder and we start to feel warm, we are doing activities that use a lot of energy. Who can give me an example of an activity that uses a lot of energy? All of the things that use a lot of energy are part of an active lifestyle. They can be exercises like pushups and jumping jacks, or they can be everyday activities like walking the dog or riding your bike.

3. Last week we started talking about energy balance. Who can remember what we mean by “energy balance?” We have energy balance when the energy we get from food is equal
to the energy we use up when we are active. Can anybody guess what can happen to our
bodies if we get less energy than we use? (We lose weight.) But if we get more energy than
we use, we gain weight. The amount our bodies weigh depends directly on how much we
eat and how much we move.

4. Take out the “How Much Energy?” graph from last week’s lesson. Look at the graph and
tell me the activity that used the most energy. (swimming) Now, look at the graph and tell
me which activity used the smallest amount of energy. (sleeping) If we use a lot of energy
when we are active, do we need a lot of energy from food or a small amount of energy
from food to stay in energy balance? (a lot) So on the graph, which activity would use the
most energy from food? (swimming) Would watching TV use a little energy from food or a
lot of energy from food? (a little)

5. Let’s play the BALANCE GAME. I have five pictures of meals that someone ate, and I
have four activities. I want you to match the meal with the activity that would use up all
the energy you might get from the meal. You can use your activity graph to help you
remember if an activity uses a lot of energy or a small amount of energy.

6. Place the meal pictures and the activity pictures on the board and, starting with swimming, have
a volunteer choose a meal that would give the right amount of energy from food to make energy
balance. After they have chosen a meal, place the corresponding weights on opposite sides of
the balance to see if they are in energy balance. (You may choose a student to help with this
part.) If they are not in energy balance, let the student choose another meal that might match the
activity (or the whole class can make the suggestion) so that they can be in energy balance. After
each correct decision, remove the activity, but then put all the meal choices back on the board.
Continue matching the remaining activities with meals until all the activities have been balanced
with the meals.

7. Note that the picture of the burger, fries and shake was never matched to any meal. Explain that
this particular type of food contains a lot of energy (place the two weights that were joined


together on one side of balance scale). Note how the side of the balance scale is very low.
Would the activity of watching TV use enough energy to balance with this meal? (place the
“watching TV” weight on opposite side of balance scale) No! We are not in balance. Note
again the position of the two scale pans. When we get a whole lot of energy from food, we
need to be very active. Which activity on our graph used the most energy? (swimming) If
we went swimming would we use enough energy to balance with this meal? (Place the
“swimming weight” on the opposite side of the balance from the double weight.) No! It still is
not enough activity to balance the amount of energy we would get from this meal! To use
up all of the energy from this meal, we would need to swim and do another activity, like
dancing. (Place the “swimming weight” and the “dancing weight” on the opposite side of the
balance scale.) What do you think will happen to your body if you ate like this all the time?
(We could gain weight if we did not get enough exercise.)

8. To be the best that we can be, it is very important to try to stay in energy balance by
eating healthy foods and by being active. Who can remember how much activity we should
get in a day? (children-60 minutes) You can be active for an hour straight or you can
spread it out over the day in 10-, 15- or 20-minute sets.

9. Besides helping us to stay at the right weight for us, what else does being active do for us?
(good attitude, feel strong, more energy, healthier, etc.)
10. Hand out the evaluation, “An Active Lifestyle” for the students to complete. When they have written their two answers, collect all of the sheets for evaluation purposes.

11. **Next week we will start learning about another part of a healthy lifestyle.**
List 2 activities that would be part of an active lifestyle.

____________________

____________________

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Lesson 7 – HOW CLEAN IS CLEAN?
(Words written in bold type in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

OBJECTIVE: After completing this lesson, the student will 1) demonstrate the proper hand washing technique according to the “No More Germs” handout and 2) identify three times when hand washing would be important.

KEY FACTS: Hand washing has been found to play a very important role in the overall health of individuals. Five steps in washing hands include: (1) wetting hands with water; (2) applying soap, (3) lathering hands with soap to the count of twenty; (4) rinsing hands with clean water; (5) drying hands with a clean towel. Hand washing is a means of fighting infection. Germs on hands and objects cannot be seen without a microscope, but they are present. It is important to wash one’s hands to remove germs before handling or eating food, after using the restroom and after playing outside, among other occasions.

MATERIALS: Paper Towels Water
Glo-germ* Soap
Black light
Handout – “No More Germs” (print in color if available, two-sided, ¼ fold)
Worksheet – Activity Review Page (optional)
Family Handout - “Food Safety Facts”

ACTIVITIES:

1. Before starting this lesson, briefly review the importance of physical activity with the students. Activity is very important to a healthy lifestyle. Another thing that is very important to a healthy lifestyle is learning how to handle our food properly.

2. Explain to the students that, before we can learn more about food, we need to learn about handling our food. One thing that is very important in food handling is to keep everything, including our hands, clean. Ask the students why they think it’s important to keep their hands clean. (because they can have germs on them, and germs can make you sick)

3. Germs are everywhere! They are in the air, on our desks, on the floor, on our shoes, and especially on our hands. Some germs, believe it or not, are good for our bodies. They make our bodies work the right way. But other germs can make us sick. Today, we are going to do an experiment to see why it is important to wash our hands properly.

4. For this experiment you may want to have the children sit in a large circle on the floor, or in two lines across from each other on the floor. Place a quarter-sized drop of Glo-germ lotion in one hand of every other student. Explain that you are not putting germs on their hands. It is a special glow-in-the-dark lotion that will be used to show them how easy it is to spread germs. Ask them to rub it all over their hands like they were putting on hand lotion.

5. Shine the black light on the students’ hands throughout the room. Explain that the glow they see is from the lotion they put on their hands. Point out that the students who have no lotion do not
have glowing hands. Next, have the students shake hands with one of the students who did not receive the lotion. Shine the black light again to show how the students who received no lotion have it on their hands anyway. Note that everyone’s hands are glowing! Just as the lotion was spread from one person’s hands to another, they also spread germs from one person to another in the same way. Germs can also be spread from objects they touch.

6. Ask the students to give reasons why it is important to wash their hands. Lead them to discovering that unclean hands spread germs – that is one reason why people get sick. People pick up a lot of germs throughout the day. When they eat, rub their eyes or noses, or chew on pencils and other objects, they are putting more germs in their bodies. When do they think they should wash their hands? (Write their responses on the board) Lead the children to determining that three important times they should wash their hands are: BEFORE THEY WORK WITH OR EAT FOOD, AFTER THEY USE THE BATHROOM, AND AFTER THEY PLAY OUTSIDE.

7. Ask the students what they should do first when they are going to wash their hands. First, they should wet their hands. Ask what they should do next. Second, they should add one squirt of soap. Explain that if they put the soap on first, they will rinse away the soap when they add water. Third, the soap and water should then be scrubbed around their hands and wrists. The soap makes the hands slippery so that the germs will slide right off. Make sure they know to wash between fingers, the backs as well as the palms of their hands, their wrists, and their fingernails. Mimic the motions of proper hand washing while you are explaining it. Have the children copy your motions. While they are “washing” they should count to 20+, to make sure they have done a thorough job. After they have scrubbed to the count of 20, what comes next? Rinse! They should rinse their hands under running water. Finally, they should use a clean towel (paper towel is best) to dry their hands. Escort the students to the rest room to practice washing their hands. (If you have to send students in small groups to wash hands, you can have the rest of them work on the Activity Review Page while waiting for everyone to finish.)

8. Distribute the “No More Germs” handout for the students to take home. Read over it with them and suggest they hang it up at home as a reminder to wash their hands. Tell them that you will ask them again in the next lesson to demonstrate the proper method for washing hands. If time permits, have one student stand and demonstrate the proper method for washing hands.

9. Pass out the Family Handout for the students to take home.

*Glo-germ is available toll free at 1-800-842-6622 or online at www.glogerm.com.

+ Instead of counting to 20, you could substitute a song. Some people sing “Happy Birthday” twice, but I prefer the following song, sung once:
The tune is Twinkle, Twinkle Little Star, or you could rap it with the kids.

“Hands are where germs make their home.
So get your soap and make it foam.
Scrub your hands completely clean,
Fronts and backs and in betweens.
Washing hands fights cold and flu
So you can be a healthy you.” ~Origin Unknown
Count to 20 while you scrub. Rub fronts and backs of hands, wrists and between fingers.

Germ can get inside your things you touch. Or they can come from another person so they can spread from one germs are everywhere.

Remember:

Water + soap + hands Count to 20 while you scrub. Rub fronts and backs of hands, wrists and between fingers.

+ rinse hands + clean towel = clean hands

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Washing hands will wash away germs that could make you sick.

My name is ______________________

Put a checkmark (√) in the box each time you remember to wash your hands. You can have more than one checkmark in each box.

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<tr>
<th></th>
<th>Sunday</th>
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<tr>
<td>I washed my hands after using the bathroom.</td>
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<td>I washed my hands before eating.</td>
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<td>I washed my hands after playing outside.</td>
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Find the activities listed to the right in the word search below. They can be written up, down, across, backwards, and diagonally.

x w s o c c e r e r
t y w u i o p m u j
c l i m b a s d f k
s g n h o j k l l x
t c g v x b s a t n
r m w e i r w t a e
ey d a n c i n g k
t u i o g p m a s i
c s p i l f k c a b
h h o p s c o t c h

Circle the person in each picture set below who is using the most energy.

Energy Balance
Draw a picture of a meal in one side of the box below. In the other box draw a picture of yourself being active so that you could use up the energy from the meal you have drawn.

How does jumping rope help your body?

Use the code to figure out the secret message.

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Food Safety Facts

Bacteria are everywhere. That’s why it is important to make every effort to protect the food you eat. Even though you can’t see bacteria, they can get into the foods you eat and could make you and your family sick. Although bacteria could be in your home, there are a number of steps you can take to make the meals and snacks prepared in your kitchen safe.

1 Keep hot foods hot!
   If a food is cooked and put out to serve, keep the food hot if it is not going to be eaten right away. Perishable food should never be kept at temperatures between 40°F and 140°F for more than two hours. Bacteria can grow well at these temperatures and may grow to levels that could cause illness.

2 Keep cold foods cold!
   Cold salads, lunch meats, dairy products and other foods which require refrigeration should always be kept cold (below 40°F). If they are allowed to warm up, bacteria may grow to dangerous levels. Cool cooked foods quickly in the refrigerator in shallow containers. Refrigerate foods while marinating.

3 Always wash your hands well with soap and warm water, both before and after handling food!
   Our hands naturally carry bacteria on them. If we transfer those bacteria to food, the food is a good place for those bacteria to grow! On the other hand, foods contain a certain amount of bacteria on them as well, especially raw foods. It is important not to let the bacteria from raw foods stay on your hands where you may transfer them to your mouth or other foods.

4 Don’t cross contaminate!
   You cook meat and poultry thoroughly to kill the harmful bacteria that may be on them. That is why it is very important to make sure that you don’t allow the juices associated with raw meat and poultry to contaminate other areas of your kitchen. If you do, you may then allow those bacteria to get onto foods that don’t get cooked before you eat them. Never use the same plate that held raw meat to hold cooked meat. Always use a clean plate.

5 Thaw food safely!
   Frozen raw meat and poultry should never be thawed by leaving them on the counter at room temperature. The proper way to thaw such products is to either thaw them in the refrigerator or thaw them in a microwave oven and use immediately.

6 Wash fresh fruits and vegetables thoroughly!
   Fresh fruits and vegetables may come in contact with a wide range of bacteria. Most of these bacteria are harmless, but it is important to realize that fresh fruits and vegetables should be washed thoroughly under running water before consuming them.

7 Keep eggs refrigerated and never eat raw eggs!
   Eggs may contain the bacteria Salmonella in their yolks, and so it is very important never to leave eggs at room temperature, as it will allow the Salmonella to multiply and grow. Always make sure that you cook eggs thoroughly before eating them. This means no runny yellow yolks, and it also means not eating any raw cookie or cake batters made with raw eggs!

8 Cook ground beef thoroughly!
   E. coli O157:H7 is a bacteria that may be present in raw ground meat. Because of this, it is important that hamburgers and other ground meat products be cooked thoroughly to kill this bacteria. Ground beef must reach an internal temperature of 160°F in order to ensure that the bacteria has been killed. Never trust color for thorough cooking. Always use a meat thermometer.

9 When in doubt, throw it out!
   If you are uncertain as to whether or not a food is still safe to eat, do not eat it. Even reheating foods cannot destroy the toxins of some bacteria if a food has been handled incorrectly. Never eat canned food if the can is bulging or looks like it has had a leak. The consequences of foodborne illness are not worth the money you will save trying to salvage the food!

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Created by Augusta Washington
DATOS DE SEGURIDAD ALIMENTARIA

Las bacterias están por todas partes. Por eso es importante hacer todo lo posible para proteger a los alimentos que consume. A pesar de que no puede ver las bacterias, pueden entrar los alimentos que come y podría hacerte enfermo. Aunque la bacteria podría ser en su casa, hay una serie de pasos que puede seguir para garantizar la seguridad de las comidas y refrigerios preparados en su cocina.

1 ¿Mantenga calientes los alimentos calientes!
Si un alimento se cocina y no se va a servir de inmediato, mantenga la comida caliente. Los alimentos nunca deben ser mantenidos a temperaturas entre 40°F y 140°F por más de dos horas. La bacteria puede crecer con estas temperaturas y pueden crecer hasta niveles que podrían causar enfermedades.

2 ¿Mantenga fríos los alimentos fríos!
Ensaladas frías, carnes frías, productos lácteos y otros alimentos que requieren refrigeración deben mantenerse fríos (debajo de 40°F). Si se calientan, la bacteria puede crecer a niveles peligrosos. Enfría los alimentos cocinados rápidamente en el refrigerador en recipientes poco profundos. Refrigere los alimentos mientras las marina.

3 ¡Siempre lávese bien las manos con agua tibia y jabón, antes y después de manipular alimentos!
Nuestras manos, por naturaleza llevan bacteria. ¡Si trasladamos esa bacteria de los alimentos, la comida es un buen lugar para que la bacteria crezca! También, los alimentos contienen una cierta cantidad de bacteria, especialmente en los alimentos crudos. Es importante no permitir que las bacterias de los alimentos crudos permanezcan en sus manos donde puedan transferirlas a la boca u otros alimentos.

4 ¡No contamíne!
Cocine la carne y aves de corral a fondo para eliminar las bacterias dañinas que pueden estar en ellos. Por eso es muy importante de asegurarse y no permitir que los jugos de las carnes y aves crudas contamine otras áreas de su cocina. Si lo hace, usted puede ocasionar que las bacterias se transmitan a alimentos que no se cocinen antes de comer. Nunca use el mismo plato que contenga la carne cruda para mantener la carne cocida. ¡Siempre use un plato limpio!

5 ¡Descongele los alimentos de forma segura!
Carne congelada y aves crudas no deben ser descongeladas dejándolas en el mostrador a temperatura ambiental. La manera correcta de descongelar estos productos es de dejarlos en el refrigerador o en un horno de microondas y usar de inmediato.

6 ¡Lave las frutas y verduras!
Frutas y vegetales frescos pueden contamínarse con gran cantidad bacterias. La mayoría de estas bacterias son inofensivas, pero es importante tener en cuenta que las frutas y verduras frescas deben lavarse cuidadosamente con agua corriente antes de consumirlas.

7 ¡Mantenga los huevos refrigerados y nunca coma huevos crudos!
Los huevos pueden contener la bacteria Salmonella en sus yemas, y por lo tanto es muy importante no dejar los huevos a temperatura ambiental, ya que permitirá a la Salmonella multiplicarse y crecer. Siempre asegúrese de que usted cocine los huevos antes de comerlos. ¡Esto significa que las yemas de huevo no se deben de comer crudas! ¡Y tampoco se debe de comer la maza de pastel o de galletas cruda o la torta huevos crudos!

8 ¡Cocine la carne molida a fondo!
E. coli O157: H7 es una bacteria que puede estar presente en la carne molida cruda. Debido a esto, es importante que las hamburguesas y otros productos de carne molida sean cocidos totalmente para eliminar esta bacteria. La carne molida debe alcanzar una temperatura interna de 160°F a fin de garantizar que las bacterias han sido eliminadas. Nunca te fíes en el color para determinar el cocimiento completo. Siempre use un termómetro para determinar el cocimiento de las carnes.

9 ¡En caso de duda, tírelo a la basura!
Si no está seguro de si o no un alimento sigue siendo seguro para comer, no lo coma. Incluso recalentar alimentos no puede destruir las toxinas de algunas bacterias si un alimento ha sido manejado de forma incorrecta. Nunca coma comida enlatada si la lata está hinchada o parece que ha tenido una fuga. ¡Las consecuencias de las enfermedades transmitidas por los alimentos son grandes y no vale la pena el dinero que se ahorrará tratando de salvar la comida!

Creado por Augusta Washington
Lesson 8 - FOOD HANDLING
(Words written in bold type in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

OBJECTIVE: After completing this lesson, students will be able to identify the proper food handling methods for many types of foods.

KEY FACTS: More than 6.5 million cases of foodborne illness occur each year. Usually, they simply result in an upset stomach. However, more serious consequences can result. Foods can be kept fresh and clean longer by using proper storage and handling methods. Proper storage and handling methods include hand washing, keeping counters clean, refrigerating foods properly and covering foods adequately. Using proper methods can slow the growth and spread of bacteria and germs. It can also help to retain the nutrients in foods that can be lost through exposure to light, heat, and air. Proper storage and handling keeps food looking good so that we want to eat it.

MATERIALS: “Food Safety at Home, School, and When Eating Out”* (two-sided, print as book)

ACTIVITIES:

1. Ask the students to remember last week’s lesson. **Why it is important to wash hands properly? When should we wash our hands?** Have one student demonstrate the proper method for hand washing. Repeat the steps for proper hand washing with the whole class. (Wet hands, add soap, scrub to the count of twenty, rinse, dry with a clean towel.) Tell the students that they will be tested on this in next week’s lesson, so they should practice during the week.

2. Explain to the students that hand washing is very important in keeping food healthy, but so is the way we store our foods.

3. Distribute and read the “Food Safety at Home, School, and When Eating Out” coloring/activity book. Discuss each page with the students, but do not allow the students to color the pages during today’s lesson.

4. Pay special attention to the very first page that shows the girl washing her hands. **It must be very important to wash your hands if it is the very first page in the book!**

5. On page 5 allow the students to do the activity. Show pictures or packages of different foods to the students and ask them where the foods should be stored. Explain that **some foods like meat, eggs and milk need to be stored at cool temperatures. This is because these types of foods will allow bacteria to grow quickly if they are not kept cold. The cold temperatures will not kill bacteria, but it will keep them from growing and becoming dangerous.** Note on page 6 that color is not a good determinant of doneness. It is better to use a food thermometer to determine if a food is cooked enough to kill bacteria that may be present. However, when eating out, hamburgers, especially for children their age, should be brown in the center when eaten.

6. Note on page 8 that they are again stressing the importance of hand washing! Again on page 10, allow the students to do the activity. They will probably find more than six mistakes on this page.
7. On page 11, explain to the students that **no foods should be left unrefrigerated for more than two hours. HOT FOOD SHOULD BE HOT AND COLD FOOD SHOULD BE COLD.** When you are finished eating, leftover food should be wrapped and placed in the refrigerator. If there is a lot of food left, sometimes it is best to split it up into smaller containers and refrigerate it that way. It will cool down more quickly and keep the food safer.

8. Fill out the Certificate of Participation (in the activity book) for each student.

9. Make sure the students keep the booklets at school. They will be required to work in them during the next lesson.

*You can use the booklet provided or you can visit the Food Safety Website at: [http://www.fsis.usda.gov/PDF/Mobile_Coloring_Book.pdf](http://www.fsis.usda.gov/PDF/Mobile_Coloring_Book.pdf) to download the USDA’s Food Safety Mobile Coloring Book.*
Food Safety at Home, School and When Eating Out
An Activity Book for You to Color

Distributed by:

University of Nevada Cooperative Extension
Wash and dry your hands before you make or eat a snack or meal.
Look for the safe food handling label in the market.

Safe Handling Instructions

This product was prepared from inspected and passed meat and/or poultry. Some food products may contain bacteria that could cause illness if the product is mishandled or cooked improperly. For your protection, follow these safe handling instructions.

- Keep refrigerated or frozen.
- Thaw in refrigerator or microwave.
- Keep raw meat and poultry separate from other foods.
- Wash working surfaces (including cutting boards), utensils, and hands after touching raw meat or poultry.
- Cook thoroughly.
- Keep hot foods hot. Refrigerate leftovers immediately or discard.
Fruits and vegetables are healthful after-school snacks. Be sure to wash them with cold water before you eat them.
Activity Page
What goes in the refrigerator?
Draw lines from each food to the refrigerator or the cabinet.
Color the middle of the cooked hamburger BROWN. Use a thermometer to check the temperature. (160°F is best for ground meat.)
Put backpacks on the floor, not the counter. Keep everything in the kitchen clean.
Wash your hands well with soap and warm water.
Use a cooler when you pack a picnic lunch.
Activity Page
Find at least six food safety mistakes.
When you pack a lunch, keep HOT foods HOT and COLD foods COLD. A thermos or an ice pack will help.
Put foods like milk, yogurt, lunchmeat and eggs back in the refrigerator right away. Don’t leave them out on the counter.
You can practice what you’ve learned about food safety—and enjoy these tasty treats! Wash your hands carefully before you begin. Have a grown up help you.

**Grandma’s Grahams**

You will need
- 2 graham cracker squares
- Peanut butter
- Sliced banana
- Knife for spreading

1. Take graham cracker square. Spread with peanut butter.
2. Place sliced bananas on top of peanut butter.
3. Top with the other graham cracker.

**Peanut Butter Balls**

You will need
- ½ cup of peanut butter
- 3 ½ tablespoons powdered dry milk
- A bit of honey
- Spoon for mixing
- Cookie sheet covered with waxed paper

1. Put all ingredients in a bowl and mix with a spoon.

Recipes courtesy of: “What the Kids are Cooking”, Arkansas Professional Chefs & Cooks Assn., The Chef and the Child Foundation.
Certificate of Participation

is recognized for learning about Food Safety by completing this activity book.

On this____day of _________________, 20____

Signed __________________________________________________________________________

Sponsored by the United States Department of Agriculture and the Chef and the Child Foundation.
Lesson 9 – HAND WASHING EVALUATION
(Words written in bold type in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

OBJECTIVE:  After completing the two previous lessons, students will demonstrate the proper hand washing technique as depicted on the “No More Germs” handout.

MATERIALS:  Sink  Water
Soap  Paper Towels
Germ Buster stickers* (see below)
Hand Washing Evaluation Tally Sheet
Handout - Food Safety Booklet (from lesson 8)
Optional Materials:  Insulated lunch bags  Ice packs+
Handout – “Earth Friendly Finds” (Ice Pack Use Instruction Sheet+, print only if using the ice packs described below.)

ACTIVITIES:

1. Greet the students and ask them to convey what they remember from the previous week’s lesson. Ask for a volunteer to show the proper method of washing hands.

2. Ask students to take out their copies of the Food Safety Booklet received in last week’s lesson to work on. As the students are working in the booklet, set up a hand washing station (sink, water, soap, paper towels, hand washing evaluation tally sheet) at the sink in the classroom. (If the classroom does not have a sink, set up a station at a sink nearby and ask the classroom teacher to send the children to you for evaluation one-by-one or by table groups.) The tally sheet is a good indicator of the number of students who were able to learn the correct method of hand washing. A low percentage of correct demonstrations would indicate that hand washing methodology should be reviewed.

3. At the hand washing station, ask each student to demonstrate the proper method of hand washing. To get a score of “correct,” students should know that they need to follow the steps of hand washing that were taught in the previous lesson: wet hands, add soap, scrub to the count of 20, rinse and dry with a clean towel. Make a tally mark (correctly done or incorrectly done) on the “Hand Washing Evaluation Tally Sheet” as each child demonstrates hand washing technique. If a child responds incorrectly, mark the tally sheet accordingly, but then show the student the correct method of hand washing. Give all students a “Germ Buster” sticker to remind them of the importance of proper hand washing.

4. When you have finished the evaluation, congratulate the students on their work on food safety. Optional: Provide each child with an insulated lunch bag, ice pack, and instruction sheet+ as a reminder to “Keep Food Safe!” Remind students that lunch bags and ice packs should be washed between uses.

*We used Avery 5294 labels to make the germ buster stickers.
+We purchased earth-friendly flexible ice pack sheets from www.earthfriendlyfinds.com. The ice pack use instruction sheet goes with these particular ice packs. Any ice pack can be used in this lesson.
REUSABLE ICE PACK INSTRUCTIONS

1. Cut ice packs into desired configuration with scissors. Cut along seams, between cubes.
2. Soak cubes or sheets in water. The kitchen sink or a shallow pan will work fine. Soak ice packs for 10 to 15 minutes. They should be hydrated to about ¾ inch thick. Be careful not to over soak. Leaving them in the water too long can cause the pack to split. Packs can be soaked up to 30 minutes if so desired.
3. Freeze ice packs until completely solid.
4. Use in coolers, for picnics, bumps, bruises – you name it.
5. After ice packs are thawed, return to freezer and use over and over.

Helpful Tips:

1. If you place the ice packs in your freezer with the plastic sides facing each other, they will not freeze together.
2. These ice packs can be microwaved to create a wonderful hot pad. Ice packs need to be thawed and microwaved for only a few seconds.
3. Shipping perishables—if you seal a cooler or Styrofoam™ container with duct tape with ice packs and perishables inside, you will get an extended freeze time with the packs.

Dozens of Ice Pack Uses:

- Cut into individual cubes and use in lunchboxes.
- Cut into a strip of six or seven cubes long and wrap around head for headaches or use on the neck for neck pain.
- Cut to size to fit small coolers; for larger coolers, create an ice blanket by putting one sheet on the bottom and one on top.
- Use a sealed cooler or container when shipping perishables such as seafood or chocolates.
- If icing down beverages in a cooler, add wet ice to fill in around cans, and then cover with ice packs to keep the ice frozen for hours (and drinks much colder!).
- Use as first aid for bumps, bruises, and sprains.
- Use in a golf bag in the side pocket to keep several beverages cold.
- Take on the boat to substitute for wet ice.
- Reduce the use of dry ice with ice packs.
- Warm them in the microwave for a soothing heat pad.
- Use them for cooling down your horses and around their leg joints.
- Perfect for pulled muscles.
- Use at little league or other sporting events.
- Cut some open and mix the contents with potting soil to improve moisture content of soil.
- Put a strip of packs around your neck to keep cool in the hot weather.
INSTRUCCIONES PARA USAR LOS PAQUETES
DE HIELO REUTILIZABLES

1. Corte los paquetes de hielo en la forma que desee con una tijera. Córtelos a lo largo de las “costuras” entre cubo y cubo.
2. Ponga los cubos a remojar en agua en el fregadero o en un recipiente llano. Déjelos en remojo por 10 ó 15 minutos. Deben de hidratarse hasta que midan ¾ de pulgada de ancho. Cuidado de no sobre hidratarlos. Si los paquetes permanecen en agua por mucho tiempo se les puede abrir las costuras. Pueden permanecer en remojo hasta 30 minutos si así lo desea.
3. Congele los paquetes hasta que estén completamente sólidos.
4. Póngalos en neveritas portátiles, llévelos en excursiones campestres, úselos para poner en golpes y moretones y muchísimas más cosas.
5. Cuando se descongelen, devuélvalos al congelador para usarlos una y otra vez.

Consejos útiles:

1. Si coloca los paquetes de hielo en el congelador con los lados de plástico tocándose, no se pegarán unos con otros al congelarse.
2. Estos paquetes se pueden poner en el microondas para crear maravillosas almohaditas calientes. Los paquetes de hielo se pueden derretir y calentar en el microondas en sólo unos cuantos segundos.
3. Transporte de productos perecederos: si llena una neverita portátil (o un recipiente de Styrofoam) con productos perecederos y paquetes de hielo y la sella con cinta adhesiva metálica, los productos permanecerán congelados por más tiempo.

Docenas de usos para los paquetes de hielo:

- Córtelos en cubitos individuales y úselos en las loncheras.
- Córtelos en tiras de seis o siete cubos de largo para ponérselas en la cabeza o alrededor del cuello para calmar el dolor.
- Córtelos del tamaño de neveritas pequeñas para que quepan bien—para neveras más grandes, construya una “cobija” de hielo poniendo una lámina en el fondo de la nevera y otra en la parte de arriba.
- Úselos en neveritas o recipientes sellados para enviar productos perecederos como mariscos o chocolates.
- Para enfriar los refrescos en neveras portátiles, llene la nevera con hielo mojado alrededor de las latas de refrescos y cúbralo con paquetes de hielo—el hielo mojado se mantendrá helado por horas y horas (¡y los refrescos mucho más fríos!).
- Úsuelos para primeros auxilios en golpes, moretones y torceduras.
- Úsuelos en el bolsillo de las bolsas de golf para mantener varios refrescos fríos.
- Liévéllos en el barco para sustituir el hielo mojado.
- Úsuelos ara disminuir el uso de hielo seco.
- Póngalos en el microondas para una almohadita calientita relajante.
- Úselos para enfriar a los caballos alrededor de las coyunturas de las patas.
- Excelentes para dolores en los músculos.
- Liévéllos a los juegos de pelota o cualquier otro evento deportivo.
- Corte algunos y mézclelos con la tierra en las macetas para mejorar el contenido de humedad en la tierra.
Classifying Foods

Lessons 10 through 24

UNIT OBJECTIVE: After completing these lessons, students will be able to 1) identify and sort foods according to the food groups, and 2) name healthier choices within each food group.

KEY FACTS: Historically, the United States Department of Agriculture (USDA) has provided consumers with dietary guidance dating back more than 100 years. The Food Guidance System provides food-based guidance for Americans translating science into a total diet that meets nutrient needs from food sources and aims to moderate or limit dietary components often consumed in excess. The Food Guide Pyramid (1992-2005) was one of the most recognized and used food guides in history. However, qualitative research indicated that specific knowledge about the Food Guide Pyramid was limited. From this research, USDA determined that the pyramid graphic should be simplified and developed MyPyramid in 2005. The MyPyramid icon was intended to direct consumers to MyPyramid.gov for information and resources. Over time, confusion arose over which pyramid graphic should be used. There was also concern that people had become so familiar with the graphic that they were no longer paying attention to its message. Therefore, the new food icon, MyPlate was developed to refocus attention on healthy eating.

MyPlate, released in June 2011, is the most recent form of federal nutrition guidance for consumers. MyPlate is designed to remind Americans to eat healthfully; it is not intended to change consumer behavior alone. MyPlate illustrates the five food groups using a familiar mealtime visual, a plate.

The ChooseMyPlate.gov website features practical information that Americans can use to build healthier diets. ChooseMyPlate.gov focuses on three key areas: Balancing Calories, Foods to Increase and Foods to Decrease. Within each area, ChooseMyPlate offers tips to help consumers make better food choices.

Balancing Calories
- Enjoy your food, but eat less
- Avoid oversized portions

Foods to Increase
- Make half your plate fruits and vegetables
- Switch to fat-free or low-fat (1%) milk
- Make at least half your grains, whole grains

Foods to Reduce
- Compare sodium in foods like soup, bread, and frozen meals—and choose foods with lower numbers
- Drink water instead of sugary drinks

The five food groups mentioned above are the grain group; the vegetable group; the fruit group; the dairy products group; and the protein foods group. Some foods representative of each group are listed on the chart on the next page.
<table>
<thead>
<tr>
<th>Grains</th>
<th>Vegetables</th>
<th>Fruits</th>
<th>Dairy</th>
<th>Protein</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breads</td>
<td>Asparagus</td>
<td>Apples</td>
<td>Milk</td>
<td>Chicken</td>
</tr>
<tr>
<td>Cereals</td>
<td>Broccoli</td>
<td>Bananas</td>
<td>Cheese</td>
<td>Turkey</td>
</tr>
<tr>
<td>Rice</td>
<td>Carrots</td>
<td>Cherries</td>
<td>Yogurt</td>
<td>Pork (ham)</td>
</tr>
<tr>
<td>Pasta</td>
<td>Corn</td>
<td>Grapes</td>
<td>Cottage Cheese</td>
<td>Beef</td>
</tr>
<tr>
<td>Crackers</td>
<td>Eggplant</td>
<td>Lemons</td>
<td>Ice Milk</td>
<td>Veal</td>
</tr>
<tr>
<td>Tortillas</td>
<td>Kale</td>
<td>Oranges</td>
<td>Pudding</td>
<td>Lamb</td>
</tr>
<tr>
<td>Pita bread</td>
<td>Lettuce</td>
<td>Pineapples</td>
<td>Frozen yogurt</td>
<td>Nuts/Seeds</td>
</tr>
<tr>
<td>Muffins</td>
<td>Potatoes</td>
<td>Raspberries</td>
<td>Ice cream</td>
<td>Dried beans and peas</td>
</tr>
<tr>
<td>Grits</td>
<td>Okra</td>
<td>Peaches</td>
<td>Cheese spread</td>
<td>Eggs</td>
</tr>
<tr>
<td>Pancakes</td>
<td>Radishes</td>
<td>Strawberries</td>
<td></td>
<td>Seafood</td>
</tr>
<tr>
<td>Waffles</td>
<td>Green Peas</td>
<td>Tomatoes</td>
<td></td>
<td>Peanut Butter</td>
</tr>
<tr>
<td>Pop Corn</td>
<td>Green Beans</td>
<td>Mango</td>
<td></td>
<td>Hummus</td>
</tr>
<tr>
<td>Pretzels</td>
<td>Sweet Potatoes</td>
<td>Blueberries</td>
<td></td>
<td>Tofu</td>
</tr>
<tr>
<td>Croissants</td>
<td>Spinach</td>
<td>Plantains</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doughnuts</td>
<td>Nopales</td>
<td>Dry fruits</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Lesson 10 – CHOOSE MYPLATE
( Words written in bold type in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

OBJECTIVE: Students will recognize MyPlate as a useful tool in establishing a healthy lifestyle through healthy eating and physical activity.

MATERIALS: MyPlate poster
Worksheet - “MyPlate” coloring page
Family Handout - “Choose MyPlate”

ACTIVITIES: (Much of the script and activities here are loosely adapted from “MyPyramid for Kids, Lessons for Grades 3 and 4” from the MyPyramid website, www.MyPyramid.gov.)

1. Remind students of the previous lessons on activity. Ask students to name some things they can do that keep them active. **Why is it important to be active every day?**

2. **Besides being active every day, we also need to eat healthy foods every day to keep us healthy, strong and growing.** Introduce MyPlate to the students as a tool that can help them eat better every day. Hang the poster at the front of the classroom. Ask the students to tell you what they see on the picture. (a dinner plate, different colored triangles inside a big circle, names of the food groups, name of the picture) After a number of the different parts of the graphic are named, talk about each part and what it represents.

3. Hand out the MyPlate coloring page. **One by one,** describe the food group areas. The red section on the top left stands for the fruit group. Write the word “fruits” on the board and have the students write the word “fruits” in the top left section of their MyPlate image. Have the students name some different fruits. If they have trouble identifying any foods, tell them a couple of foods that are in the group and reassure them that you will be talking about each food group in more depth so they will learn which foods fit in which food groups. I especially like to have a piece of fruit for a snack every day. The vitamins in fruits help to heal our bodies when we get hurt and they keep our bodies healthy. Hold your hands up to the sides of your face, palms outward, fingers outstretched, thumbs extended under the jawline to represent health. If time permits, allow the students to outline the section in red crayon.

4. The green section under fruits stands for vegetables. Write the word “vegetables” on the board and have the students write the word “vegetables” in the bottom left section of their MyPlate image. What are some examples of vegetables? We should especially try to eat a lot of dark green and orange vegetables like carrots, sweet potatoes, spinach and broccoli. The minerals in vegetables (and other foods) make our five senses work well and keep our insides working right. **What are the five senses?** Point at your eyes (sight), ears (hearing), nose (smell), mouth (taste), and hold out hands, palms forward and wiggle your fingers to represent touch. If time permits, allow the students to outline the section in green crayon.

5. Point out the orange, top right section on the plate and tell them that this section is the grain group. Write the word “grains” on the board and have the children write the word “grains” in the top right section of their MyPlate image. Ask children to name some foods that are made from grain. All foods give your body energy, but the grain group gives you fast-acting, long-lasting energy. These foods also give you “brain power!” Place hands on top of your
head and move them up and down from it as if radiating power. **They help your brain do all the work that it has to do each day.** They may **outline** this section in orange crayon if time permits.

6. The purple, bottom right section stands for the protein group. Write “protein” on the board and have the students write “protein” on the bottom right section of their MyPyramid image. **Foods in the protein group give our bodies protein and protein in foods helps us grow.** Make a growing motion by starting with your hands together and pulling them apart as if something is growing. **This food group used to be called the meat and beans group. What are some foods that would be in the protein group?** Allow the students to **outline** this section in purple crayon if time permits.

7. The smaller circle that stands to the top and right is for the dairy group. Write the word “dairy” on the board and have the students write the word “dairy” in the small circle on the top, right of their MyPlate image. **All foods in the dairy group are made from milk. What foods would be part of the dairy group?** The foods in the dairy group have calcium, and calcium makes **our bones and teeth strong.** Make muscles in both arms to represent strength. Allow the students to **outline** this section in blue crayon if time permits.

8. Give special attention to the facts that each section stands for a different food group, that all food groups are needed each day for good health, and that healthy food and physical activity work together to keep us healthy.

9. Distribute the Family Handout for the students to take home.

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The University of Nevada, Reno is an EEO/AA institution. This material was funded by USDA’s Supplemental Nutrition Assistance Program. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-221-5689 or read www.fns.usda.gov/snap. USDA is an equal opportunity provider and employer.
Making food choices for a healthy lifestyle can be as simple as using these 10 Tips. Use the ideas in this list to balance your calories, to choose foods to eat more often, and to cut back on foods that should be eaten less often.

1. **Balance calories**  
   Find out how many calories YOU need for a day as a first step in managing your weight. Go to www.ChooseMyPlate.gov to find your calorie level. Being physically active also helps you balance calories.

2. **Enjoy your food, but eat less**  
   Take the time to fully enjoy your food as you eat it. Eating too fast or when your attention is elsewhere may lead to eating too many calories. Pay attention to hunger and fullness cues before, during, and after meals. Use them to recognize when to eat and when you’ve had enough.

3. **Avoid oversized portions**  
   Use a smaller plate, bowl, and glass. Portion out foods before you eat. When eating out, choose a smaller size option, share a dish, or take home part of your meal.

4. **Foods to eat more often**  
   Eat more vegetables, fruits, whole grains, and fat-free or 1% milk and dairy products. These foods have the nutrients you need for health—including potassium, calcium, vitamin D, and fiber. Make them the basis for meals and snacks.

5. **Make half your plate fruits and vegetables**  
   Choose red, orange, and dark-green vegetables like tomatoes, sweet potatoes, and broccoli, along with other vegetables for your meals. Add fruit to meals as part of main or side dishes or as dessert.

6. **Switch to fat-free or low-fat (1%) milk**  
   They have the same amount of calcium and other essential nutrients as whole milk, but fewer calories and less saturated fat.

7. **Make half your grains whole grains**  
   To eat more whole grains, substitute a whole-grain product for a refined product—such as eating whole-wheat bread instead of white bread or brown rice instead of white rice.

8. **Foods to eat less often**  
   Cut back on foods high in solid fats, added sugars, and salt. They include cakes, cookies, ice cream, candies, sweetened drinks, pizza; and fatty meats like ribs, sausages, bacon, and hot dogs. Use these foods as occasional treats, not every day foods.

9. **Compare sodium in foods**  
   Use the Nutrition Facts label to choose lower sodium versions of foods like soup, bread, and frozen meals. Select canned foods labeled “low sodium,” “reduced sodium,” or “no salt added.”

10. **Drink water instead of sugary drinks**  
    Cut calories by drinking water or unsweetened beverages. Soda, energy drinks, and sports drinks are a major source of added sugar, and calories, in American diets.

Go to www.ChooseMyPlate.gov for more information.
Sea un modelo saludable para los niños

10 consejos para establecer buenos ejemplos

Elegir los alimentos para una vida sana puede ser tan simple como el uso de estos 10 consejos. Prueba las ideas en esta lista para equilibrar calorías, elegir alimentos para comer con más frecuencia, y para reducir el consumo de alimentos que se deben comer con menos frecuencia.

1. **Equilibra las calorías consumidas**

2. **Disfruta de tu comida, pero come menos**
   Toma el tiempo para disfrutar plenamente de la comida mientras comes. Comiendo demasiado rápido o cuando tu atención está en otra parte, puede llevarte a consumir demasiadas calorías. Presta atención a las señales de hambre y cuando estas satisfecho/a antes, durante, y después de las comidas. Utiliza estas señales para reconocer cuándo debes comer y cuándo has comido suficiente.

3. **Evita porciones grandes**
   Usa un plato, un tazón y vaso más pequeño. Parte los alimentos antes de comer. Cuando salgas a comer, elige una porción de menor tamaño, comparte el plato, o lleva a casa para comida a la casa.

4. **Alimentos para comer con más frecuencia**
   Coma más verduras, frutas, granos enteros y leche sin grasa o bajo en grasa (1%). Tienen la misma cantidad de calcio y otros nutrientes esenciales que la leche entera, pero menos calorías y menos grasa saturada.

5. **La mitad de tu plato que sea de frutas y verduras**
   Elije verduras rojas, naranjas, frutas y de color verde oscuro, tomates, las patatas dulces, y el brócoli, junto con otras verduras para las comidas. Agregue fruta a las comidas como parte de platos principales o secundarios, o como un postre.

6. **Cambias a leche sin grasa o bajo en grasa (1%)**
   Para comer más granos enteros, substituye un producto integral por un producto refinado, tal como pan integral en lugar de pan blanco o arroz café en lugar de arroz blanco.

7. **Que la mitad los cereales sean granos integrales**
   Reduzca el consumo de alimentos ricos en grasas sólidas, azúcares agregados, y la sal. Tales como pasteles, galletas, helados, dulces, bebidas azucaradas, y pizza. Y también, carnes grasosas como las costillas, chorizo, salchichas, y tocino. Utiliza estos alimentos como golosinas ocasionales, no como alimentos de todos los días.

8. **Alimentos para comer con menos frecuencia**
   Lee la etiqueta de Información Nutricional para elegir las versiones con menos sodio en los alimentos como la sopa, pan y comidas congeladas. Selecciona los alimentos enlatados y marcados “bajo en sodio”, “reducidos en sodio” o “sin sal agregada.”

9. **Pon atención a el contenido de sodio en los alimentos**
   Reduce las calorías al beber agua o bebidas sin azúcar. Refrescos, bebidas energéticas y bebidas deportivas son una importante fuente de azúcar y calorías en la dieta estadounidense.

La Universidad de Nevada, Reno es una institución de EEO/AA. Este material fue financiado por el programa de asistencia de nutrición suplementaria del USDA. El programa de asistencia de nutrición suplementaria proporciona asistencia de nutrición para personas de bajos ingresos. Puede ayudarte a comprar alimentos nutritivos para una mejor dieta. Para obtener más información, llame al 1-800-221-5689 o leer [www.fns.usda.gov/snap](http://www.fns.usda.gov/snap). USDA es un proveedor de igualdad de oportunidades y el empleador.
Lesson 11 – ANIMAL OR PLANT?
(Words written in **bold type** in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**OBJECTIVE:** After completing this lesson, students will be able to identify a food as coming from a plant or from an animal.

**KEY FACTS:** Foods can be classified into two groups—those coming from plants and those from animals. Plant foods are grown from the soil and include fruits, vegetables, grains, nuts, and beans. Foods from animals include meat, poultry, fish, eggs, milk, and milk products.

**MATERIALS:** Food pictures* MyPlate poster
Four pictures of a plant and two pictures of animals (in Accompanying Materials)
Handout - “Animal Foods or Plant Foods?” (print one-sided, staple)

**ACTIVITIES:**

1. Put several pictures of different foods into a bag or box (try not to use pictures of “combination foods,” foods that contain ingredients of both plant and animal origin like chicken noodle soup, tacos, cheeseburgers, etc.). One by one have the children pull a picture from the bag and name the food pulled. Take the picture and place it in one of two columns on a felt board. (Place foods that come from plants in one column of the board and foods that come from animals in the other column of the board.) When all the children have had a turn, ask them if they know what the foods in each column have in common (or what is different about the two columns of food).

2. After the children have surmised that foods in one column come from plants and the other foods come from animals, explain that all foods are either from plants or from animals. See if they can name more foods that would be in the plant column and then in the animal column. At this point you could also show pictures of combination foods and see if the children can name the origin of the different parts of the food. (i.e. In a taco, the shell, lettuce, and tomato come from plants, the meat and cheese come from animals.)

3. Place the MyPlate poster on the board. Place a picture of a plant on the grain, vegetable, and fruit groups. Place a picture of an animal on the dairy group, and a picture of both a plant and an animal on the protein foods group. Explain that the foods in the grain, vegetable, and fruit groups all come from plants, that all of the foods in the dairy group come from animals, but that the protein foods group contains foods from plants and from animals.

4. Hand out the packet, "Animal Foods or Plant Foods?" Go through the booklet page by page with the students, having them name each of the foods and its source (plant or animal), and then allow them to color the pictures. The packets should be placed in the children’s folders for future reference.

*Food pictures can be cut from newspapers and magazines, downloaded from the web or purchased from many nutrition education information supply companies such as the National Dairy Council or Nasco.
Animal Foods or Plant Foods?
glass of milk
cottage cheese
Swiss cheese
yogurt
ice cream
glass of milk
fish

fish sticks

tuna fish

tROUT
tomato plant

apple tree

tomato

apple
orange tree

potato plant

potato

orange tree

orange
carrot

carrot plant

bundle of wheat

bread
Lesson 12 – NAME THAT FRUIT!
(Words written in **bold type** in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**OBJECTIVE:** Students will determine the three parts of a fruit.

**MATERIALS:**
- 4 to 6 kinds of fruits* 
- 1# coffee cans
- Napkins
- Socks
- Plastic or latex gloves for handling fruit
- MyPlate poster OR Felt MyPlate
- Fruit Stickers
- Worksheets - “Three Parts of a Fruit”
  - “MyPlate coloring sheet” (lesson 10)
- Family Handout – “Focus on Fruits”
- Small Plates
- Cutting board
- Moist towelettes
- Knife
- Felt board

**ACTIVITIES:**

Prior to class, place several fruits in the bottoms of one-pound coffee cans. Cover the cans by stretching the open end of a dark, opaque, nylon sock over the top of each can. (Five or six cans will be needed, depending on class size. Use a different fruit for each can.)

1. Remind students of the previous week’s lesson and ask them where we get our food. **Today we are going to play a little game.** Have the children sit in groups of four to six students (depending on the size of the class). In the center of each group, place one of the cans with the fruit in it. Do not tell the students what is in the can but rather, have the students guess the contents of the can by feeling through the sock, the object’s texture, shape and weight (sense of touch). They may even be able to smell the fruit (sense of smell). Tell them to place the can back in the middle of the table group when everyone has had a chance to touch its contents.

2. Ask each child in the table group what they think is in the can. Ask each group before you start to reveal the contents. After they all have a chance, remove each sock (with a gloved hand) with a bluster and say “It’s an apple (or whatever fruit it is)!” Do not tell them they are fruits. As the fruit is taken out of each can, set it on a small plate in the center of each group and tell them not to touch it. Once all fruits have been removed from the cans, ask the students what general name we use for these kinds of food. (**fruits**)

3. Hand out the “Three Parts of a Fruit” worksheet. Ask if anyone knows what the outside covering of the fruit is called. (**skin**) Write “skin” on the board and have the students write it on their worksheets on the proper line. **What is the function of this part of the fruit?** (**protects the fruit**) Talk about the different colors, thicknesses and textures of the skins of the fruits you have brought. (Kiwi is rough, tangerine is dimply, one is red, one is orange, etc.) **Can you eat the skin of all the fruits?** (**Some are edible, but some are usually not eaten.**) Cut open each fruit and show the students the different parts inside the fruit. See if the students can name either part (**seeds, pulp**). Write the word “seeds” on the board and have the students write it on the worksheet. **What do the seeds do?** (**can be planted to grow more plants to give us more fruit**) **Are they edible?** (**some like kiwi, and grape seeds are, some like apple seeds and peach pits aren’t**) Have them count the seeds. **Is it the same number for each fruit?** (**no**) **Are they the same size or color?** (**many differences**) The third part of the fruit is the pulp. Write this on the
board and have them repeat it and write it on their worksheets. **What is the pulp for? (eating!) Is it the same color and texture in all the fruits? (again, many differences)** There may be many different kinds of fruits, but the thing that makes a fruit a fruit is the seeds. Many of the foods that we call vegetables are actually fruits because they contain seeds. Ask if any of the students can think of a food that may be a fruit although many people call it a vegetable. *(tomatoes, cucumbers, eggplant, pumpkins, etc.)*

4. Place the MyPlate poster on the board (or the red felt section on the felt board if building MyPlate+ while talking about each new group). Point to the red section of MyPlate. **What is the name of this food group? The fruit group is the red section on MyPlate.** Ask the children to name more fruits. Have children take out the MyPlate coloring sheet from their folders and write the names of three fruits on the sheet. Put the sheet away when they are finished. **Can anyone remember what fruits do for our bodies? They heal our bodies and keep us healthy.** Hold your hands up to the sides of your face, palms outward, fingers outstretched, thumbs extended under the jawline to represent health. Children their age should eat 1½ cups of fruit each day.

5. After completing the worksheet, make sure that all of the worksheets have been placed in the students’ folders. Distribute fruit stickers for the students to place on their folders.

6. Hand out napkins for placing the fruit on the table and moist towelettes for each child to clean his/her hands (this reinforces the food safety lessons). Use gloved hands to cut each fruit into equal pieces for the students in each group to try.

7. Distribute the family handout for the students to take home.

*For this lesson we usually get four different fruits for a class of 16 or fewer, five different fruits for a class of 17 to 24, and six different fruits for a class of 25 or more. We usually buy an apple, banana, kiwi, pear, tangerine, and/or plum. Put each fruit in a separate container. Don’t let the kids see it. Allow them to feel the item through the sock that has been stretched over the top of the can. They should feel the shape and texture, but tell them not to squeeze it. Then, one by one, let each child guess what’s in their can. With bluster, you pull off the sock and reveal the fruit to them, naming the fruit—“It’s an apple!” Lead them to discovering that they are all fruits, don’t tell them.*

We used Avery 5293 to make fruit stickers.

+We made a felt MyPlate image to use in the classroom. We purchased different colors of felt from a fabric store. Then, we enlarged the MyPlate image and used it as a guide, tracing the pieces on the different colored felt. We made a large white circle for the plate; red, green, orange and purple triangular sections for the fruit, vegetable, grain and protein groups; and a small blue circle for dairy. We also cut out a fork for authenticity. Food group names were written on each section with white fabric paint.
The University of Nevada, Reno is an EEO/AA institution. This material was funded by USDA’s Supplemental Nutrition Assistance Program. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-221-5689 or read www.fns.usda.gov/snap. USDA is an equal opportunity provider and employer.
Focus on Fruits
10 tips to help you eat more fruits

Eating fruit provides health benefits. People who eat more vegetables and fruits as part of an overall healthy diet are likely to have a reduced risk of some chronic diseases. Fruits provide nutrients vital for health, such as potassium, dietary fiber, vitamin C, and folate (folic acid). Most fruits are naturally low in fat, sodium, and calories. None have cholesterol. Any fruit or 100% fruit juice counts as a part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed.

1. Keep visible reminders
   Keep a bowl of whole fruit on the table, counter, or in the refrigerator.

2. Think about taste
   Buy fresh fruits in season when they may be less expensive and at their peak flavor. Add fruits to sweeten a recipe.

3. Think about variety
   Buy fruits that are dried, frozen, and canned (in water or 100% juice) as well as fresh, so that you always have a supply on hand.

4. Don’t forget the fiber
   Make most of your choices whole or cut-up fruit, rather than juice, for the benefits that dietary fiber provides.

5. Be a good role model
   Set a good example for children by eating fruit every day with meals or as snacks.

6. Include fruit at breakfast
   At breakfast, top your cereal with bananas, peaches, or strawberries; add blueberries to pancakes; drink 100% orange or grapefruit juice. Or, try a fruit mixed with fat-free or low-fat yogurt.

7. Try fruit at lunch
   At lunch, pack a tangerine, banana, or grapes to eat, or choose fruits from a salad bar. Individual containers of fruits like peaches or applesauce are easy and convenient.

8. Experiment with fruit at dinner, too
   At dinner, add crushed pineapple to coleslaw, or include orange sections, dried cranberries, or grapes in a tossed salad.

9. Snack on fruits
   Dried fruits make great snacks. They are easy to carry and store well.

10. Keep fruits safe
    Rinse fruits before preparing or eating them. Under clean, running water, rub fruits briskly to remove dirt and surface microorganisms. After rinsing, dry with a clean towel.

Go to www.ChooseMyPlate.gov for more information.

USDA
Center for Nutrition Policy and Promotion

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Concéntrese en las frutas

10 consejos para ayudarle a comer más frutas

Comer frutas provee beneficios para la salud. Las personas que comen más frutas y verduras como parte de una dieta, tienen menos riesgo de enfermedades crónicas. Las frutas proporcionan nutrientes esenciales para la salud, tales como potasio, fibra, vitamina C, y folato (ácido fólico). La mayoría de las frutas son naturalmente bajos en grasa, sodio y calorías. Ninguna tiene colesterol. Cualquier fruta o jugo con 100% de fruta cuenta como parte del grupo de frutas. Las frutas pueden ser frescas, enlatadas, congeladas o secas, y pueden ser enteras, cortadas o en puré.

1. Mantener los recordatorios visibles
   Mantenga un tazón de frutas enteras sobre la mesa, mostrador, o en el refrigerador.

2. Piense en el sabor
   Compre frutas frescas de estación cuando cuesten menos y están en su punto de sabor. Añade frutas para endulzar recetas.

3. Piense en variedad
   Compre frutas secas, congeladas y en enlatadas (en agua o 100% en jugo) y frutas frescas, para qué usted siempre tenga a mano variedad de fruta y vegetales.

4. No te olvides de la fibra
   Aproveche al máximo las frutas enteras o cortadas, en lugar de jugos, por el beneficio de la fibra que contienen.

5. Sea un buen modelo a seguir
   Dé un buen ejemplo para los niños al consumir frutas todos los días con las comidas o como bocadillos.

6. Incluyen fruta en el desayuno
   En el desayuno, coma cereales con plátanos, melocotones o fresas; añade arándanos a los panqueques; beba jugo 100% de naranjas o toronjas. O, pruebe una fruta mezclada con yogur sin grasa o baja en grasa.

7. Intente fruta durante el almuerzo
   En el almuerzo, llévese una mandarina, banana o uvas para comer, o elija frutas de un bar de ensaladas. Contenedores individuales de frutas como duraznos o puré de manzanas son cómodos y prácticos.

8. Experimenta con la fruta durante la cena, también
   En la cena, agregue puré de piña a la ensalada de col, o incluya secciones de naranja, arándanos agrios secos, uvas o en una ensalada mixta.

9. Comer fruta y vegetales como botanas
   Las frutas secas constituyen bocadillos saludables. Son fáciles de transportar y se conserven bien.

10. Mantenga las frutas seguras
    Lave las frutas antes de prepararlas o comérselas. Limpie las frutas con agua corriente y frote fuertemente para eliminar suciedad y los microorganismos de la superficie. Después de enjuagar, séquelas con una toalla limpia.
Lesson 13 – VEGETABLES—EDIBLE PLANT PARTS
(Words written in bold type in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

OBJECTIVE: Students will identify the parts of a plant that supply vegetables to our diet.

MATERIALS: Felt MyPlate or MyPlate poster
“Tops and Bottoms” by Janet Stevens
Enlarged plant poster (optional)
Worksheet - “Vegetables are Parts of Plants” packet (print one-sided, staple)

ACTIVITIES:

1. Review with the students the previous week’s lesson about fruits.
   - From where do fruits come? (plants)
   - What are the three parts of a fruit? (skin, seeds, pulp)
   - Which part makes a fruit a fruit? (seeds)
   - How do fruits help our bodies? (they keep us healthy)

2. Place the felt MyPlate on the felt board. Ask the students which section is for the fruit group. (red section, top left) Place the red section on the felt MyPlate image. Ask if anyone can remember the name of the next food group, the food group represented by the green band. (vegetable group) Place the green section on the felt MyPlate image. Today, you are going to start talking about the foods in the vegetable group.

3. Can anyone remember what the vegetable group does for your body? Vegetables (and other foods) make our five senses work well and keep our insides working right. What are the five senses? Point at your eyes for seeing, ears for hearing, nose for smelling, mouth for tasting, and hold out hands, palms forward and wiggle your fingers to represent touching.

4. Explain to them that, just as there are many different kinds of grains that we can eat, there are lots of different vegetables, too. The neatest thing about vegetables is that vegetables come from all the different parts of plants. Ask the students to name a few different vegetables. Repeat correct answers to ensure everyone has heard them. If a food is named that is not a vegetable, say briefly what type of food it actually is and then try to get more names of vegetables. (e.g. No, an apple is a fruit.)

5. Have the students sit in the story area and read the book, “Tops and Bottoms,”* by Janet Stevens.

6. Discuss the book with the students.
   - How did Hare outsmart Bear?
   - What kinds of “bottoms” did Hare keep?
   - What kinds of “tops” did Hare keep next?
   - What kinds of “middles” did Hare keep?

7. Show a poster of a plant (or draw a picture) with different parts labeled. (roots, stem, leaves, flower, seeds) Point to the roots of the plant and say, “Sometimes we eat roots!” Roots are the “bottoms” of the plants. Roots grow underground and anchor the plant. They pick up the nutrients and water from the soil to help the plant grow. Who can guess what vegetable might be a root? (carrot, onion, radish, turnip) Remember, it would grow under the ground!
Next point to the stem. **Stems are the “middles” of the plant.** Stems carry food and water through the plant, into the leaves. They also give support to the plant. What vegetable might be a stem? *(celery, mushrooms, rhubarb)* The next part of the plant is the leaf. Leaves are sometimes the “middles” and sometimes the “tops” of the plant. The leaves of a plant are where food for the plant is made. When the plant makes food, it gives off oxygen into the air. That’s another reason that plants are so important to us. Who can name a vegetable that is a leaf? *(lettuce, spinach, greens)* Point to the flower. **Flowers are the “tops” of the plant.** There are some flowers that we eat. I’m not talking about the pretty flowers that we see in a garden. I’m talking about broccoli, cauliflower and artichokes. The flower of the plant helps to form seeds so that new plants will grow. Finally, we have the seeds. Seeds are the parts of the plant that can be planted in the ground and will grow into new small plants! Sometimes we eat certain seeds. One seed that we eat is corn. Each little yellow piece of corn is actually a seed *(peas and lima beans are also seeds)*.

8. **Let’s learn more about the vegetables that we eat.** Hand out the “Vegetables are Parts of Plants” worksheet packet and work through each sheet with the students, asking questions about each. (This will take time into the second day, so make sure they put the packets in their folders at the end of class.)

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Roots to Eat

All of the foods on this page are root vegetables. Roots grow under the ground and store food for plants. Roots hold plants in the ground until they are ready to eat. The roots on this page are good to eat. Color them.

Unscramble the names of these vegetables that are roots:

1. pturin ____________________ 2. drashi ____________________
3. rrocta ____________________ 4. niono ____________________
5. stbee ____________________

What root vegetables do you eat at home? ____________________
Some of the vegetables that we eat are stems. Stems are in the middle of the vegetable plant. We eat celery, green onions, mushrooms, asparagus, and rhubarb. Stems carry food and water to the rest of the plant and help it to stand tall.

1. I am tall, crunchy and green. I have leaves at my top.
   I am ______________________.

2. I am a green stem that looks like a spear. I am ______________________.

3. I am white or sometimes pale brown in color. I look like an umbrella.
   I am ______________________.

4. I am a stem that is red. I am made into pie and sometimes people add strawberries to me.
   I am ______________________.

What stems do you eat at your house? ______________________

Answer these riddles about the stems we eat.
Leaves to Eat

Some of the foods that we eat are the leaves of vegetable plants. Leaves of green plants help make food for the plants, and they’re good food for us, too!

WORD BOX

kale
cabbage
spinach
collard greens
turnip greens
lettuce
mustard greens

Some of the leaves that we eat are missing some of their letters. Use the foods in the word box to fill in the missing letters in the leaf names.

1. c __ b __ a __ __
2. __ e __ t u __ e
3. c ____ l a __ d __ g __ e e __ s
4. __ u s __ a __ __ g r __ __ n __
5 s __ i __ a __ __
6. t __ r __ i __ __ r e __ n __
7. __ a __ e

What leaves do you eat at your house? __________________________
Flowers to Eat

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. Another flower we eat is an artichoke. Flowers of plants help to form seeds so that we can grow new plants.

Write the name of each flower we eat under its picture.

Draw a line from the riddle below to the vegetable picture it describes.

I look like a brain. I am white in the middle but I have green leaves all around me. Who am I?

I am green and crunchy. People like to dip me in ranch dressing or cheese sauce. Who am I?

I don't get eaten as often as the other flower vegetables. I have spikes on the tips of my petals. I am green, too. Who am I?

Which of these flowers do you eat at your house? _________
Seeds to Eat

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. Color the pictures of the seeds below.

peanuts
peas
dry beans
corn

Circle the names of the seeds in the word search.

S C O R N A D F E R R
T Y U P E A N U T S
B D R Y B E A N S O N
N M E R T Y P E A S
G H Y U M M Y J K L

Find a bonus word in the word search. It describes how the seeds we eat taste. Write the bonus word below. (Hint: It is written across.)

____________________

Which of these seeds do you eat at your house? _______

_____________________________
Eating Plant Parts

Vegetables come from plants. When you are eating a vegetable, you are eating some part of a plant. Vegetables can be the roots, stems, leaves, flowers, or seeds of the plant. Vegetables help our bodies stay healthy and keep our five senses working right.

Use the answers below to label the vegetables by the plant parts they are.

<table>
<thead>
<tr>
<th>flower</th>
<th>root</th>
</tr>
</thead>
<tbody>
<tr>
<td>leaf</td>
<td>seed</td>
</tr>
</tbody>
</table>

Lettuce is a _______________
Corn is a _______________

A carrot is a _______________
Celery is a _______________
Broccoli is a _______________

Chefs for Kids
Lesson 14 – VEGETABLES—EDIBLE PLANT PARTS (continued)

(Word written in **bold type** in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**OBJECTIVE:** Students will 1) continue to identify the parts of a plant that give us vegetables and 2) identify what vegetables do for our bodies.

**MATERIALS:**
- Enlarged plant poster
- Potatoes
- Four stock pots, large baskets or boxes
- Two oven mitts
- Worksheets - “Vegetables are Parts of Plants” packet (lesson 13)
- “MyPlate” coloring sheet (lesson 10)
- “Vegetable and Fruit Challenge”

**ACTIVITIES:**

1. Greet students and ask what we talked about in the previous week’s lesson. **When we started to talk about vegetables, you said that all vegetables are in which food group?** (vegetable) **From where do vegetables come?** (plants) **What did we say that vegetables do for our bodies?** (help our senses work and keep our insides working right)

2. Have the students take out the Vegetable Packet that was started the previous week. Review any pages that were finished in the last lesson, and then complete the remaining sheets.

3. When the packet is finished, show the children pictures of different vegetables and see if they can name the part of the plant from which it comes.

4. Have the students take out the MyPlate coloring sheet. Ask them to write the names of three vegetables in the Vegetable Group section. They may refer to their vegetable packets if necessary.

5. Play “Not So Hot Potato” with the students if time permits. This game is an indoor relay race that not only shows how important the sense of touch is, but also encourages physical activity.

   To prepare for the race, gather a class supply of potatoes and two oven mitts. Place half of the potatoes in one basket or box, and the other half of the potatoes in the other basket or box. Divide the class into two teams. Line up each team a short distance from an empty stock pot, basket, or box. Place the full basket of potatoes next to the first child in each line. At the start signal, the first child in line dons an oven mitt, picks up a potato with the mitted hand, and carries it to the pot. The player drops the potato into the pot and then hops back to the line and hands off the mitt to the next person in line who puts on the mitt, picks up a potato and takes it to the pot. The game continues in this manner until each child has had a turn. When the race is over, discuss how the oven mitt affected their sense of touch during the game. Vegetables are one type of food that helps keep the senses working properly and it’s important to eat vegetables every single day. Children their age should eat at least two cups of vegetables every day.

6. Distribute the “Vegetable and Fruit Challenge” to the students to take home, complete and bring back the following week.

We used Avery 5293 to make veggie stickers.
Vegetables and fruits contain fiber, vitamins and minerals that help our bodies work properly. They keep our five senses sharp, heal our bodies when we get hurt, and keep us healthy. Children your age need to eat 2 cups of vegetables and 1½ cups of fruit every single day! Have a grownup sign this to show you finished your assignment. Bring it back to school when you are done.

Taste two vegetables and two fruits that you have never tasted before. Write the names of the new vegetables and fruits on the list below.

<table>
<thead>
<tr>
<th>Vegetables</th>
<th>Fruits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your Name __________________________ Grownup’s Signature __________________________

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**El Reto de los Vegetales y las Frutas**

Los vegetales y las frutas contienen fibra, vitaminas y minerales que ayudan a nuestros cuerpos a que trabajen apropiadamente. Mantienen nuestros cinco sentidos activos. Cuidan de nuestro cuerpo cuando nos lastimamos y nos mantienen saludables. Niños y niñas de tu edad necesitan comer dos (2) tazas de vegetales y una taza y media (1½) de frutas cada día. Pídele a un adulto que firme esta hojita para demostrar que has terminado esta tarea. Regresa esta hojita cuando termines de completarla.

Prueba dos (2) vegetales y dos (2) frutas que nunca has probado.
Escribe los nombres de los vegetales y las frutas en esta lista.

<table>
<thead>
<tr>
<th>Vegetales</th>
<th>Frutas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tu nombre: ___________________  Firma de un adulto: ___________________

La Universidad de Nevada, en Reno, es una institución de igualdad de oportunidades y acción afirmativa. El Supplemental Nutrition Assistance Program (SNAP en inglés) ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, comuníquese con la oficina de servicios sociales de su condado. (1-800-521-5689 o lea [www.fns.usda.gov/snap/sp-default.htm](http://www.fns.usda.gov/snap/sp-default.htm))
Lesson 15 – HEALTHY SNACKING WITH FRUITS AND VEGETABLES

(Words written in **bold type** in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**OBJECTIVE:**
Students will 1) identify everyday and sometimes fruits and vegetables and 2) identify one technique to help them eat more fruits and vegetables daily.

**MATERIALS:**
- Pictures of many fruits and vegetables
- Moist towelettes
- Plates
- Napkins
- Cut pieces of fruits and vegetables for the snack demonstration*
  - (sliced pineapple ring, mandarin orange segments, peas, half cherry tomato, cauliflower florets, raisins)
- Vegetable stickers+
- Handouts – “A Fruit and Vegetable Rainbow”
  - “Snack diagram (Chef diagram)/Fun Time code sheet”
- Family Handout - “Add More Vegetables to Your Day”

**ACTIVITIES:**
Prior to class, prepare fruits and vegetables for use in the snack demonstration.

1. Review the vegetable lessons with the students:
   - **What food group are vegetables in?** *(vegetable group, green section of MyPlate)*
   - **Vegetables are parts of plants. Name the five parts of the plant that we use for vegetables.** *(root, stem, leaf, flower, seed)*
   - **Name a vegetable that is a root. A stem? A leaf? A flower? A seed?**
   - **What do vegetables do for our bodies?** *(Help our five senses work better)*
   - **How many cups of vegetables should children your age eat each day?** *(2 cups)*

2. Ask if any of the students brought back the “Vegetable and Fruit Challenge” from the previous lesson. Check them and give children a stamp or some other incentive for their good work. Review fruits and vegetables with the children. How are fruits and vegetables different from each other? *(Vegetables come from different parts of the plant, fruits have seeds)* How are they the same? *(keep our bodies healthy, come from plants)* What is the main difference between a fruit and a vegetable? *(the seeds)* From where do fruits and vegetables come? *(plants)* Why is it important to eat fruits and vegetables? *(They heal our bodies, make our senses work properly, keep our insides working right, and keep us healthy.)*

3. **One way to make sure we are eating enough fruits and vegetables is to divide them up according to color.** Can the students name the different colors of fruits and vegetables? Lead the children to naming the colors as blue/purple, green, white, yellow/orange, and red. Write these five color groups on the board. Ask the students to name some fruits and vegetables that are different colors and as they do so, place pictures of the foods (if you have them) under the proper color heading. Distribute “A Fruit and Vegetable Rainbow” for the children to read.

4. Explain that **since fruits and vegetables help to keep our bodies healthy, we should try to eat at least one fruit or vegetable from each of the color categories every single day. In other words, we should eat a blue or purple fruit or vegetable every day, AND a green fruit or vegetable every day, AND a white fruit or vegetable every day, AND so on. If we do this, we**
will be sure to get all the different things from fruits and vegetables that keep us healthy. Remember, children your age should eat 2 cups of vegetables and 1 ½ cups of fruit each and every day.

5. Explain to the students that it’s important to understand that not all of the food choices we make are healthy choices. Just because a store or a restaurant is selling a food, does not mean that it is a healthy food. There are no laws that say that only healthy foods may be sold. Because of this, it is important for you to know which foods are the healthiest choices. But knowing isn’t enough. You also need to choose the healthiest foods as often as possible.

6. All of the foods that are listed on the handout are “everyday” foods. Can anyone think of a food from the fruit group or vegetable group that would be a “sometimes” food? (French fries, apple pie, fruit drinks [not 100 percent juice], potato chips, candied apples, deep fried vegetables, etc.) (See chart below or on next page.) Why would these foods be considered “sometimes” foods? (too much sugar, fat, and/or salt)

7. To demonstrate a healthy snack (“everyday” snack) that can be made using fruits and vegetables, distribute the snack diagram that the students will be making today. This snack will use several different fruits and vegetables from all of the color categories you just spoke about. Let the students work on the Fun Time Code on the back of the snack diagram as you pass out the snack.

8. Have a helper hand out moist towelettes to the children to clean their hands when they are done solving the code. After you have washed your hands, place the pieces of fruits and vegetables that will be used in the snack on paper plates, and have a helper pass these out to each student. Hang the diagram of the snack on the wall and following your lead, have each student build his/her own fruit and vegetable snack. Allow the students to enjoy their snack.

9. Pass out the Family Handout for the students to take home.

*We have found that there are about 10 slices of pineapple to a 20 oz. can and that 1-16 oz. can of mandarin oranges can serve about 21 students.

+We used Avery 5293 labels to make veggie stickers.

Everyday vs. Sometimes Vegetables and Fruits
Foods marked with an asterisk (*) are less healthful choices within the column, but may be all that is available to some children. Watch amounts consumed. Foods marked with the pound sign (#) should only be eaten on rare occasions.

<table>
<thead>
<tr>
<th>Everyday Vegetables</th>
<th>Sometimes Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh, frozen, or canned vegetables without added fat and sauces</td>
<td>Vegetables with added fat and sauces</td>
</tr>
<tr>
<td></td>
<td>Oven-baked French fries</td>
</tr>
<tr>
<td></td>
<td>French fries</td>
</tr>
<tr>
<td></td>
<td>Hash browns</td>
</tr>
<tr>
<td></td>
<td>Deep-fried vegetables</td>
</tr>
</tbody>
</table>

Eat More Veggies!
<table>
<thead>
<tr>
<th>Everyday Fruits</th>
<th>Sometimes Fruits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh, frozen or canned fruits (in juice)</td>
<td>Fruits canned in light syrup</td>
</tr>
<tr>
<td>100% fruit juice*</td>
<td>Dried fruits</td>
</tr>
<tr>
<td></td>
<td>Fruits canned in heavy syrup&quot;</td>
</tr>
<tr>
<td></td>
<td>Fruit pies&quot;</td>
</tr>
<tr>
<td></td>
<td>Juice drinks&quot; (not 100% juice)</td>
</tr>
</tbody>
</table>

Adapted from CATCH: Coordinated Approach to Child Health, 4th Grade Curriculum, University of California and Flaghouse, Inc., 2002.
# A Fruit & Vegetable Rainbow*

Adapted from 5 A Day for Better Health Website: [www.5aday.org](http://www.5aday.org)

<table>
<thead>
<tr>
<th>Blue/Purple</th>
<th>Green</th>
<th>White</th>
<th>Orange/Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purple Asparagus</td>
<td>Green Apples</td>
<td>Bananas</td>
<td>Yellow Apples</td>
</tr>
<tr>
<td>Purple Belgian Endive</td>
<td>Artichokes</td>
<td>Brown Pears</td>
<td>Apricots</td>
</tr>
<tr>
<td>Beets</td>
<td>Arugula</td>
<td>Cauliflower</td>
<td>Yellow Beets</td>
</tr>
<tr>
<td>Blackberries</td>
<td>Asparagus</td>
<td>Garlic</td>
<td>Butternut Squash</td>
</tr>
<tr>
<td>Black Currants</td>
<td>Avocados</td>
<td>Ginger</td>
<td>Carrots</td>
</tr>
<tr>
<td>Black Salsify</td>
<td>Green Beans</td>
<td>Jicama</td>
<td>Yellow Figs</td>
</tr>
<tr>
<td>Blueberries</td>
<td>Broccoli</td>
<td>Mushrooms</td>
<td>Grapefruit</td>
</tr>
<tr>
<td>Purple Carrots</td>
<td>Broccoli Rabe</td>
<td>White Nectarines</td>
<td>Golden Kiwifruit</td>
</tr>
<tr>
<td>Dried Plums</td>
<td>Brussels Sprouts</td>
<td>Onions</td>
<td>Lemon</td>
</tr>
<tr>
<td>Eggplant</td>
<td>Green Cabbage</td>
<td>Parsnips</td>
<td>Mangoes</td>
</tr>
<tr>
<td>Elderberries</td>
<td>Celery</td>
<td>White Peaches</td>
<td>Nectarines</td>
</tr>
<tr>
<td>Purple Figs</td>
<td>Chayote Squash</td>
<td>Yellow Pears</td>
<td>Oranges</td>
</tr>
<tr>
<td>Purple Grapes</td>
<td>Chinese Cabbage</td>
<td>Yellow Peppers</td>
<td>Papaya</td>
</tr>
<tr>
<td>(Napa/Boc Choy)</td>
<td>Cucumbers</td>
<td>Persimmons</td>
<td>Peaches</td>
</tr>
<tr>
<td>Green Beans</td>
<td>Endive</td>
<td>Pineapples</td>
<td>Pomegranates</td>
</tr>
<tr>
<td>Green Grapes</td>
<td>Green Grapes</td>
<td>Yellow Potatoes</td>
<td>Red Potatoes</td>
</tr>
<tr>
<td>Honeydew Melon</td>
<td>Honeydew Melon</td>
<td>Yellow Peppers</td>
<td>Radicchio</td>
</tr>
<tr>
<td>Kiwifruit</td>
<td>Leafy Greens</td>
<td>Persimmons</td>
<td>Radishes</td>
</tr>
<tr>
<td>Leeks</td>
<td>Leeks</td>
<td>Pineapples</td>
<td>Raspberries</td>
</tr>
<tr>
<td>Lettuce</td>
<td>Lettuce</td>
<td>Yellow Potatoes</td>
<td>Rhubarb</td>
</tr>
<tr>
<td>Limes</td>
<td>Limes</td>
<td>Pumpkin</td>
<td>Strawberries</td>
</tr>
<tr>
<td>Nopales</td>
<td>Nopales</td>
<td>Rutabagas</td>
<td>Tomatoes</td>
</tr>
<tr>
<td>Okra</td>
<td>Okra</td>
<td>Yellow Summer Squash</td>
<td>Watermelon</td>
</tr>
<tr>
<td>Green Onion</td>
<td>Green Onion</td>
<td>Sweet Corn</td>
<td></td>
</tr>
<tr>
<td>Peas</td>
<td>Peas</td>
<td>Sweet Potatoes</td>
<td></td>
</tr>
<tr>
<td>Green Pears</td>
<td>Green Pears</td>
<td>Tangerines</td>
<td></td>
</tr>
<tr>
<td>Green Pepper</td>
<td>Green Pepper</td>
<td>Yellow Tomatoes</td>
<td></td>
</tr>
<tr>
<td>Spinach</td>
<td>Spinach</td>
<td>Yellow Tomatoes</td>
<td></td>
</tr>
<tr>
<td>Zucchini</td>
<td>Zucchini</td>
<td>Yellow Watermelon</td>
<td></td>
</tr>
</tbody>
</table>

*Color categorized by edible portion*

---

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Let's Make a Chef

YOU WILL NEED:
One pineapple ring
Seven peas
One half cherry tomato
One cauliflower floret
Two raisins
Two mandarin orange sections

LET'S DO IT!
1. Place the pineapple ring on a plate.
2. Put the raisins, peas, and tomato half on the pineapple ring to make the eyes, mouth and nose.
3. Add the mandarin orange eyebrows.
4. Place the cauliflower floret above the pineapple ring to make the chef’s hat.
5. Enjoy!
FUN TIME!

Use the code to find out the special message.

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

Remember, fruits and vegetables make great snacks!

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Add More Vegetables to Your Day

10 tips to help you eat more vegetables

It's easy to eat more vegetables! Eating vegetables is important because they provide vitamins and minerals and most are low in calories. To fit more vegetables in your meals, follow these simple tips. It is easier than you may think.

1. **Discover fast ways to cook**
   Cook fresh or frozen vegetables in the microwave for a quick-and-easy dish to add to any meal. Steam green beans, carrots, or broccoli in a bowl with a small amount of water in the microwave for a quick side dish.

2. **Be ahead of the game**
   Cut up a batch of bell peppers, carrots, or broccoli. Pre-package them to use when time is limited. You can enjoy them on a salad, with hummus, or in a veggie wrap.

3. **Choose vegetables rich in color**
   Brighten your plate with vegetables that are red, orange, or dark green. They are full of vitamins and minerals. Try acorn squash, cherry tomatoes, sweet potatoes, or collard greens. They not only taste great but also are good for you, too.

4. **Check the freezer aisle**
   Frozen vegetables are quick and easy to use and are just as nutritious as fresh veggies. Try adding frozen corn, peas, green beans, spinach, or sugar snap peas to some of your favorite dishes or eat as a side dish.

5. **Stock up on veggies**
   Canned vegetables are a great addition to any meal, so keep canned tomatoes, kidney beans, garbanzo beans, mushrooms, and beets on hand. Select those labeled as “reduced sodium,” “low sodium,” or “no salt added.”

6. **Make your garden salad glow with color**
   Brighten your salad by using colorful vegetables such as black beans, sliced red bell peppers, shredded radishes, chopped red cabbage, or watercress. Your salad will not only look good but taste good, too.

7. **Sip on some vegetable soup**
   Heat it and eat it. Try tomato, butternut squash, or garden vegetable soup. Look for reduced- or low-sodium soups.

8. **While you're out**
   If dinner is away from home, no need to worry. When ordering, ask for an extra side of vegetables or side salad instead of the typical fried side dish.

9. **Savor the flavor of seasonal vegetables**
   Buy vegetables that are in season for maximum flavor at a lower cost. Check your local supermarket specials for the best-in-season buys or, visit your local farmer's market.

10. **Try something new**
    You never know what you may like. Choose a new vegetable—add it to your recipe or look up how to fix it online.

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Go to www.ChooseMyPlate.gov for more information.

USDA
Center for Nutrition Policy and Promotion

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DG TipSheet No. 2
June 2011
Añadir Más Verduras a su Día
10 consejos para ayudarle a comer más verduras

¡Es fácil comer más verduras! El consumo de vegetales es importante, ya que proporcionan vitaminas y minerales y la mayoría son bajos en calorías. Para incluir más verduras en sus comidas, siga estos sencillos consejos. Es más fácil de lo que piensa.

1. Descubre una forma rápida para cocinar
Cocine vegetales frescos o congelados en el microondas con un poco de agua y agregue a cualquier comida. Cocine de esta forma ejotes, zanahorias, o brócoli y tendrá un plato rápido.

2. Gane tiempo al tiempo
Corte pimientos, zanahorias, o brócoli y póngalos en una bolsita para utilizarlos cuando el tiempo es limitado. Usted puede usarlos en una ensalada, con puré de garbanzos, o en un envoltorio de verduras.

3. Elija verduras ricas en color
Ilumine su plato con verduras de color verde rojo, o anaranjados. Estos están llenos de vitaminas y minerales. Tales como la calabaza, tomates de cereza, patatas dulces, o col. No sólo dan un gran sabor, pero también son saludables.

4. Busque en el pasillo del congelador en su tienda
Las verduras congeladas son rápidas y fáciles de usar y son tan nutritivas como las verduras frescas. Trate de añadir granos de elote, chicharos, ejotes, espinacas o guisantes a algunos de sus platos favoritos o comerlos como un plato de acompañamiento.

5. Tenga verduras y frutas a mano
Latas de verduras son una gran adición para cualquier comida, entonces hay que tener a mano los tomates enlatados, frijoles, garbanzos, champiñones, y la remolacha. Seleccione aquellos que estén marcados "reducido en sodio," "bajo en sodio" o "sin sal añadida."

6. Haga que su ensalada resplandece en color
Ilumina tu ensalada con verduras de colores como el frijol negro, rodajas de pimientos rojos, rábanos desmenuzado, la col roja picada, o berro. La ensalada no sólo se verá bien, pero tendrá un buen gusto.

7. Prueba la sopa de verduras
Caliéntala y cómese la. Trate la sopa de tomate, calabaza, sopa de verduras. Busque sopas reducidas o bajas en sodio.

8. Mientras usted está fuera
Si la cena es fuera de casa, no hay que preocuparse. Al hacer el pedido, pida una parte extra de verduras o ensalada en lugar del típico plato frito.

9. Saborea las verduras de la temporada
Compre verduras de temporada porque tienen mejor sabor y son mas baratas. Este al tanto de ofertas en supermercados para obtener más por tu dinero. O vista el mercado de frutas y vegetales.

10. Pruebe algo nuevo
Nunca se sabe lo que le gustará. Elija un vegetal nuevo. Puede añadirlo su receta o busque en la red de internet como cocinarlo.

La Universidad de Nevada, Reno es una institución de EEO/AA. Este material fue financiado por el programa de asistencia de nutrición suplementaria del USDA. El programa de asistencia de nutrición suplementaria proporciona asistencia de nutrición para personas de bajos ingresos. Puede ayudarle a comprar alimentos nutritivos para una mejor dieta. Para obtener más información, llame al 1-800-221-5689 o leer www.fns.usda.gov/snap. USDA es un proveedor de igualdad de oportunidades y el empleador.
Lesson 16 – GO FOR THE GRAINS!
( Words written in bold type in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**OBJECTIVE:** Students will determine that grain foods are made from grain plants.

**MATERIALS:** Bundle of wheat*
“The Little Red Hen”

**ACTIVITIES:**

1. Remind students of the previous weeks’ lessons and ask where foods come from. (plants and animals) **What are the color groups of fruits and vegetables we should eat every day?** (red, green, purple/blue, orange/yellow, white) **What do fruits and vegetables do for our bodies?** (They heal our bodies, make our senses work properly, keep our insides working right, and keep us healthy.) **What’s the main difference between fruits and vegetables?** (fruits contain seeds)

2. Show the students the bundle of wheat. Explain that wheat is a kind of plant called grain. Grains are tall grasses that have small kernels growing on them. There are many different kinds of grains. Rice, corn, wheat, oats, barley and rye are all types of grains. Show the students the little kernels that are at the tip of the grain plant. These are the part of this plant that we eat! We grind up these kernels into flour and use the flour to make different foods. **How many of you have flour at home?** (You may want to bring in some flour from home to show them what you are talking about.) **We can cook and eat the whole grain kernels if we choose, like barley, rice, and popcorn; but we can also use the flour to make all kinds of good food. The healthiest foods from the grain group are the ones that are made from the whole grain kernel.**

3. Hold up the book, “The Little Red Hen,” and ask how many have heard the story before. (Most will have heard it.) Ask them what they learned from the story. (They need to share in the work to share in the rewards.) Explain that today you are going to read the story again, but this time you want them to listen for all the steps the Little Red Hen had to accomplish in order to make bread from the grain she planted.

4. Read the story, “The Little Red Hen,” to the students. As you are reading the story, make sure you explain some of the words in the story to the students: gossip, vain, thresh, mill. Use different voices for each of the characters to make the story more enjoyable. When finished, ask the following questions:

- Why did the Little Red Hen eat the bread “all by herself?”
- What was the first step the hen took to get the wheat she needed to make the bread? (She planted seeds of wheat.)
- What did she do when she finished planting the grain? (All summer long she watered it and weeded the ground around it.)
- After the grain grew tall, what did she have to do? (She cut it and threshed it.)
- After cutting the grain, where did she take it? Why? (She took it to the mill to be ground into flour.)
- When she brought the flour home from the mill, what did the Little Red Hen make? (bread)
- What did she do with the bread she made? (She ate it all by herself!)
• So from where do grain foods come? (*plants*)

5. Can anyone name some other foods besides bread that are made from grain or flour? (Examples are on the chart on page 19. Some of the children may suggest that chicken is made with flour. Explain that sometimes people roll chicken in flour to make a coating on it when they cook it. The chicken itself is not made from flour, just the coating that is on it. Make sure they understand that chicken is from an animal, but the flour comes from a plant.) Write several of their correct responses on the board. These are all foods that are grains or are made from grain. They all belong to the grain food group. We will talk more about the grain group in our next lesson.

*Bundles of wheat can be purchased at many craft supply stores.*
Objective: Students will 1) identify many foods made from grain and 2) determine that there are many different types of grain plants.

Materials:
- Felt MyPlate
- Felt board
- Bundle of wheat
- Grain Cards*
- Napkins
- Moist towelettes
- Samples of foods made from rice, barley, oats, wheat, rye and corn (rice cakes, grape nuts, cheerios, wheat cracker, rye bread, corn tortilla)
- Worksheets – “MyPlate” coloring sheet (lesson 10)
  - “Learning About the Grain Group”
  - “Foods from Grains” word search
  - “Grain Group Challenge”

Activities:

1. Review the previous week’s lesson with the students. Again show the students the stalk of wheat and the kernels that are used for food. Explain that wheat is only one of the grains that we use for food. There are many different types of grains. Place the felt MyPlate on the felt board. The red section is the fruit group, the green section is the vegetable group. Explain that the foods that come from grains belong in the orange section of MyPlate. Place the orange section on the felt MyPlate. Who can remember the name of this food group? (grains) This is the food group that gives us long lasting energy and “brain power.” Place hands on top of your head and move them up and down from it as if radiating power. They help your brain do all the work that it has to do each day. Because grain foods power our brains, children your age need to eat about five servings of grain foods every single day. Most adults need even more!

2. Have the students take out the MyPlate coloring sheet from their folders. Ask students to name foods that are from grains and write their responses on the board. Then, have the students choose three of the answers to write on their worksheets in the grain group band. When finished, remind them they will be using this worksheet all year long, so they need to put it in their folder and keep it there!

3. Show the students the grain cards and talk about the fact that each grain can be used whole or it can be chopped or ground up and then used for different things. Show the examples on the grain cards. Ask if anyone has ever eaten any of these different types of grains.

4. Hand out the worksheet, "Learning About the Grain Group," and work with the students to complete it. If a food is completely unknown, you may need to take a sample of the food for the students to try. (e.g. corn bread or tortilla) In part B of the worksheet, you can take samples of foods made from each of the grains. Wash your hands then distribute napkins. Have the students open out the napkins fully and lay them on their desks. As the students name each grain listed in part B of the worksheet, place a small sample of food made from the grain on each napkin. (Use the foods listed above.) As you are placing the grain samples, have the children write the name of the grain on their worksheets. Do not permit the students to eat the samples yet. They need to wait until all of the samples have been placed. Point out the differences in color, shape, texture and smell of each. Remind students that there are a lot of different grains, and that is why all these foods are different from each other. Each is made from a different grain. Distribute moist
towelettes to the students to remind them to clean their hands before eating. You can demonstrate
the proper method for cleaning hands with the moist towelette. Then, allow them to taste the
different grain foods.

5. If time permits, pass out the “Foods from Grains” word search for the students to complete. If
they cannot complete it during your class time, they may be able to complete it during some free
time later in the week.

6. Pass out the “Grain Group Challenge” sheet for the students to take home, complete, and return to
you the following week. Remind them of their reward if they bring it back completed and signed.

*Grain cards were made by purchasing grain in several forms from health food stores (i.e., we bought wheat kernels,
wheat bran, wheat flour [both white and brown] and wheat cereal). We got examples of wheat, corn, rice, oats, barley and
rye. After purchasing the supplies, small amounts of the grains were placed in 2” by 3” resealable bags, affixed to poster
board, and labeled (labels used are included in the Accompanying Materials). The cards were made in a size that could be
easily passed around by the children for their inspection.
Learning About the Grain Group

Grains are tall grasses that grow from the ground. They have kernels that we use for food. Foods in the grain group give your body long lasting energy and “brain power.” You need five or more ounces of food from this group every day.

Draw a line from the sentence to the food it describes.

1. This is a thick, yellow bread that is made from corn meal.
   - A. tortilla
2. This is a hot cereal we eat at breakfast time.
   - B. pretzel
3. We use these to hold our hamburgers and hot dogs.
   - C. corn bread
4. Pasta is a general name for these different foods.
   - D. spaghetti, macaroni, rigatoni
5. This is a flat, round bread from Mexico. It is made from corn or wheat.
   - E. oatmeal
6. This twisted grain food makes a great snack.
   - F. rice
7. This grain grows in flooded fields called paddies. It is eaten all over the world.
   - G. buns

There are many different kinds of grain. Say the name of each grain and write its name next to its picture.

- corn
- rye
- barley
- wheat
- oats
- rice

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FOODS FROM GRAINS

Pancake  Waffle  Oats
Corn Flakes  Spaghetti  Rice
Bagel  Tortilla  Pretzel
Muffin  Macaroni  Crackers
Rye  Grits  Biscuit
Pop Corn  Corn Bread  Noodles

Find these foods made from grains hidden in the puzzle below. They may be written up, down, forward, backward or diagonally.
Grain Group Challenge

Foods from the grain group give our bodies long lasting energy and “brain power.” Look for foods that say on the label that they are made from “whole grain,” and try to eat them more often. Have a grownup sign this to show you finished your assignment. Bring it back to school when you are done.

<table>
<thead>
<tr>
<th>Meal</th>
<th>List one food from the grain group that could be eaten at each of the meals below. Make sure at least two of your answers are foods that are WHOLE grains.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td></td>
</tr>
</tbody>
</table>

Your Name __________________________ Grownup’s Signature __________________________

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## RETO DEL GRUPO DE CEREALES CON FIBRA

Comidas del grupo de Cereales con Fibra le dan a nuestros cuerpos una energía duradera y un “poder cerebral”. Busca comidas que indiquen en su etiqueta que están hechas con “whole grain” traducido al español como “cereales con fibra completa”. Trata de comerlas mas seguido. Pídele a un adulto que firme esta hojita para demostrar que has terminado esta tarea. Regresa esta hojita cuando termines de completarla.

<table>
<thead>
<tr>
<th>Comida</th>
<th>Has una lista poniendo una comida del grupo de cereales con fibra que puedas comer durante cada comida. Asegúrate que por lo menos dos (2) de tus respuestas son comidas que contienen cereales con Fibra ENTERA o “WHOLE grain”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desayuno</td>
<td></td>
</tr>
<tr>
<td>Almuerzo/Lonche</td>
<td></td>
</tr>
<tr>
<td>Cena</td>
<td></td>
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<tr>
<td>Merienda</td>
<td></td>
</tr>
</tbody>
</table>

Tu nombre: ______________________ Firma del Adulto: ______________________

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La Universidad de Nevada, en Reno, es una institución de igualdad de oportunidades y acción afirmativa. El Supplemental Nutrition Assistance Program (SNAP en inglés) ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, comuníquese con la oficina de servicios sociales de su condado. (1-800-521-5689 o lea www.fns.usda.gov/snap/snap-default.htm)

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Lesson 18 – HEALTHY GRAIN GROUP CHOICES

( Words written in **bold type** in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible. )

**OBJECTIVE:** Students will identify the healthiest choices from within the grain food group.

**MATERIALS:**
- Felt MyPlate
- Felt board
- Sample food package that shows “whole grain” on its label
- Pictures of foods made from grain
- Grain food sets (in Accompanying Materials)
- Grain Group stickers
- Family Handout – “Make Half Your Grains Whole”

**ACTIVITIES:**

Prior to class, obtain six complete sets of the following pictures: oatmeal, whole wheat bread, corn tortillas, bowl of rice, sweetened breakfast cereal, cheese puffs and doughnuts. Put each set into individual resealable bags for use later in the lesson. (You may use all of the pictures or fewer pictures, depending on your students’ abilities. A set is available in the Accompanying Materials.)

1. Ask students if they brought back their “Grain Group Challenge” sheets. Review them and give children a sticker or some other incentive for their good work.

2. Review the previous grain lessons with the children by asking the following questions:
   - **From where do grains come?** *(plants)*
   - **Who can name some of the different kinds of grain?** *(rice, corn, oats, wheat, barley, rye)*
   - **What are some foods that we eat that are made from grain?** *(See chart on page 22.)*
   - **Foods from the grain group help your body. What are the two main things that foods from grains do for you?** *(long lasting energy, brain power)*
   - **Which food group do grain foods belong in?** *(grain group, the orange part of MyPyramid)*
   - **How many servings of grain foods should children your age eat each day?** *(5)*

3. Remind the students that it’s important to understand that not all of the food choices we make are healthy choices. Just because a store or a restaurant is selling a food, does not mean that it is a healthy food. There are no laws that say that only healthy foods may be sold. Because of this, it is important for you to know which foods are the healthiest choices. But knowing isn’t enough. You also need to choose the healthiest foods as often as possible. Today we are going to look at some of the foods from the grain group and decide if they should be “everyday” or “sometimes” foods.

4. An “everyday” food is one that we can eat almost any time. They are the healthiest foods. In the grain group, foods that say “whole” grain are the healthiest choices. Show the students an example of a food package that says “whole grain.” “Sometimes” foods are foods that we should eat only once in a while. They might have too much fat or sugar or salt in them; Or, they may not have as many nutrients as “everyday” foods might have.

5. Place the felt MyPlate (with just the orange grain section) on the felt board. Take out a number of pictures of foods made from grains and place them on the felt board next to MyPlate. Ask the students to determine if each food is a “sometimes” or an “everyday” food (see chart on next page). Discuss what makes them “sometimes” or “everyday” foods. As the students determine if the food is an “everyday” food or a “sometimes” food, place it, starting from left to right, with the healthiest food to the least healthful food. (i.e. A croissant would go at the end of the row because...
it contains a lot of fat and little fiber. A slice of whole wheat bread would belong at the front of the row because it contains whole grain and minimal fat and added sugar.)

6. Put students in groups of four to six. Distribute a grain food picture set (from Accompanying Materials) to each group and have them work together to arrange the foods from the most healthful to the least healthful across the top of their desks. Give the students a 2 minute time limit. When they have finished, have them raise their hands. (*Pictures from most to least healthful are: oatmeal, whole wheat bread, corn tortillas, bowl of white rice, sweetened cereal, cheese puffs, doughnut.*) If a group finishes before the two minutes is up, check the group’s answer and tell them if all are correct or how many are not in correct order. Do not tell them which food is incorrectly placed, however. Have them try again to see if they can get them in the right order, from most healthful to least healthful. When time is up, go through the set of foods telling students the order they should be in and why they are in that order. Ask the students if they have any questions about choosing “everyday” and “sometimes” foods.

7. Distribute the Family Handout for the students to take home.

*We used Avery 5293 to make grain stickers to give as a reward.

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**Everyday vs. Sometimes Grain Foods**

Foods marked with an asterisk (*) are less healthful choices within the column, but may be all that is available to some children. Watch amounts consumed. Foods marked with the pound sign (#) should only be eaten on rare occasions.

<table>
<thead>
<tr>
<th>Everyday Grain Foods</th>
<th>Sometimes Grain Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole grain bread</td>
<td>French toast</td>
</tr>
<tr>
<td>Whole grain pasta</td>
<td>Taco shells</td>
</tr>
<tr>
<td>Corn tortillas</td>
<td>Cornbread</td>
</tr>
<tr>
<td>Brown rice</td>
<td>Biscuits</td>
</tr>
<tr>
<td>Hot or cold unsweetened whole grain cereal</td>
<td>Granola</td>
</tr>
<tr>
<td>White, enriched bread*</td>
<td>Waffles</td>
</tr>
<tr>
<td>White rice*</td>
<td>Pancakes</td>
</tr>
<tr>
<td>Enriched Pasta*</td>
<td>Muffins (unless whole grain)</td>
</tr>
<tr>
<td></td>
<td>Sweetened breakfast cereals</td>
</tr>
<tr>
<td></td>
<td>Croissants#</td>
</tr>
<tr>
<td></td>
<td>Doughnuts#</td>
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<tr>
<td></td>
<td>Sweet rolls#</td>
</tr>
<tr>
<td></td>
<td>Crackers made with trans fats#</td>
</tr>
</tbody>
</table>

*Adapted from CATCH: Coordinated Approach to Child Health, 4th Grade Curriculum, University of California and Flaghouse, Inc., 2002.*
Make half your grains whole

10 tips to help you eat whole grains

Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples. Grains are divided into two subgroups, whole grains and refined grains. Whole grains contain the entire grain kernel—the bran, germ, and endosperm. People who eat whole grains as part of a healthy diet have a reduced risk of some chronic diseases.

1. Make simple switches
To make half your grains whole grains, substitute a whole-grain product for a refined-grain product. For example, eat 100% whole-wheat bread or bagels instead of white bread or bagels, or brown rice instead of white rice.

2. Whole grains can be healthy snacks
Popcorn, a whole grain, can be a healthy snack. Make it with little or no added salt or butter. Also, try 100% whole-wheat or rye crackers.

3. Save some time
Cook extra bulgur or barley when you have time. Freeze half to heat and serve later as a quick side dish.

4. Mix it up with whole grains
Use whole grains in mixed dishes, such as barley in vegetable soups or stews and bulgur wheat in casseroles or stir-fries. Try a quinoa salad or pilaf.

5. Try whole-wheat versions
For a change, try brown rice or whole-wheat pasta. Try brown rice stuffing in baked green peppers or tomatoes, and whole-wheat macaroni in macaroni and cheese.

6. Bake up some whole-grain goodness
Experiment by substituting buckwheat, millet, or oat flour for up to half of the flour in pancake, waffle, muffin, or other flour-based recipes. They may need a bit more leavening in order to rise.

7. Be a good role model for children
Set a good example for children by serving and eating whole grains every day with meals or as snacks.

8. Check the label for fiber
Use the Nutrition Facts label to check the fiber content of whole-grain foods. Good sources of fiber contain 10% to 19% of the Daily Value; excellent sources contain 20% or more.

9. Know what to look for on the ingredients list
Read the ingredients list and choose products that name a whole-grain ingredient first on the list. Look for “whole wheat,” “brown rice,” “bulgur,” “buckwheat,” “oatmeal,” “whole-grain cornmeal,” “whole oats,” “whole rye,” or “wild rice.”

10. Be a smart shopper
The color of a food is not an indication that it is a whole-grain food. Foods labeled as “multi-grain,” “stone-ground,” “100% wheat,” “cracked wheat,” “seven-grain,” or “bran” are usually not 100% whole-grain products, and may not contain any whole grain.

Go to www.ChooseMyPlate.gov for more information.

USDA
Center for Nutrition Policy and Promotion
Haga que la mitad de los granos que consume sean integrales

Los alimentos hechos con trigo, arroz, avena, maíz, cebada o cualquier otro grano de cereal son productos de granos. El pan, los fideos y tallarines, la avena, los cereales para el desayuno, las tortillas de harina y la sémola son ejemplos de estos productos. Los granos se dividen en 2 subgrupos: granos integrales y granos refinados. Los granos integrales contienen el grano completo; es decir, la cáscara, el germen y el saco embrional. Las personas que consumen granos integrales como parte de una dieta saludable tienen menos riesgo de presentar algunas enfermedades crónicas.

1. **Haga cambios sencillos**
   Para que la mitad de los granos que consume sean integrales, sustituya un producto de granos refinados con uno de granos integrales. Por ejemplo, coma pan o roscas de pan de 100% trigo en lugar de pan o roscas de pan blanco, o bien coma arroz integral en lugar de arroz blanco.

2. **Los granos integrales son bocadillos sanos**
   Las palomitas de maíz son hechas de granos integrales y por lo tanto son bocadillos sanos. Prepárelas sin o con poca sal o mantequilla. Pruebe también galletas 100% de trigo integral o centeno.

3. **Ahorre tiempo**
   Cocine cantidades adicionales de trigo burgol o cebada cuando tenga tiempo. Congele la mitad para calendar y servir más adelante como complemento rápido.

4. **Mézclelo con granos integrales**
   Use granos integrales en platos mixtos, como la cebada en sopas o guisados de vegetales y el trigo burgol en platos salteados o cazuelas. Pruebe ensaladas o plantas de quinua.

5. **Pruebe versiones de trigo integral**
   Para variar, pruebe el arroz integral o fideos y tallarines de trigo integral. Pruebe tomates o pimientos verdes horneados rellenos de arroz integral y macarrones de trigo integral en platos de macarrones con queso.

6. **Hornee antojitos con granos integrales**
   Experimente y reemplace con trigo sarraceno, mijo o harina de avena hasta la mitad del contenido de harina de los panqueques, waffles, molletes y otras recetas con contenido de harina. Tal vez necesite un poco más de levadura para que levaden.

7. **De buen ejemplo a los niños**
   De buen ejemplo a los niños al servir y consumir granos integrales todos los días con las comidas o como bocadillos.

8. **Verifique el contenido de fibra**
   Use la etiqueta de datos de nutrición para verificar el contenido de fibra de los productos de granos integrales. Las buenas fuentes de fibra contienen 10% a 19% del valor diario. Las fuentes excelentes contienen un 20% o más.

9. **Sepa qué buscar en las listas de ingredientes**
   Lea las listas de ingredientes y elija productos que incluyan granos integrales como el primer ingrediente de la lista. Busque “trigo integral,” “arroz integral,” “burgol,” “alforfon,” “avena,” “harina de maíz integral,” “avena de grano integral,” “centeno integral,” o “arroz silvestre” (busque “whole grain”).

10. **Sea un comprador instruido**
    El color de un alimento no indica que se trate de un alimento de granos integrales. Por lo general, los alimentos con etiquetas que dicen “multigrano”, “molido a piedra”, “100% trigo”, “trigo partido”, “siete granos” o “salvado” no son productos 100% de granos integrales, y es posible que no contengan ningún grano integral.
Lesson 19 – MILK, FROM COW TO YOU
(Words written in **bold type** in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**OBJECTIVE:** Students learn how milk is produced and made available to humans.

**MATERIALS:**
- Felt MyPlate or MyPlate poster
- Felt Board
- Poster on Milk Production*
- Handout - “From Moo to You”
- Family Handout - “Got Your Dairy Today?”

**ACTIVITIES:**

1. Review the previous lessons with the students. **So far we have talked about grains, vegetables and fruits.** As you are naming the food group, place the food group section of MyPlate on the felt board or point to each section on the MyPlate poster. **From where do all of these kinds of foods come? (plants)** Name three foods that are in the **grain group.** Name three foods from the **vegetable group.** Name three foods in the **fruit group.** What is the main difference between a fruit and a vegetable? (fruits have seeds) Can anyone tell me the amount of grain foods children your age should eat each day? (5 ounces) What amount of vegetables? (2 cups) Fruits? (1½ cups) **Grain foods give us brain power and long lasting energy** (place hands on top of your head and move them up and down as if radiating power); **vegetables keep our bodies healthy and our five senses working properly** (point at your eyes, ears, nose and mouth and hold out hands, palms forward and wiggle your fingers to represent touch); and **fruits keep us healthy and heal our bodies** (hold your hands up to the sides of your face, palms outward, fingers outstretched, thumbs extended under the jawline to represent health).

2. **Today we will talk about the blue food group section.** Does anyone remember the name of this **food group?** (Place the blue section on MyPlate.) **(dairy products group)** Write the word “dairy” on the board. Ask if anyone can tell you what “dairy products” are. Ask the students if they know from where milk comes. (humans, cows, goats) Explain that milk is one food that comes from animals. Animals that can make milk for their children are called mammals. Women can make milk for their babies because people are mammals. Remind the students that fruits, vegetables, and grains are foods that come from plants. Ask the students if anyone can remember what foods from the dairy products group do for our bodies. **The foods in the dairy group have calcium** (write the word “calcium” on the board), and **calcium makes our bones and teeth strong.** Make muscles in both arms to represent strength.

3. Pass out the handout, “From Moo to You,” to the students. Using the large Milk Production poster, go over each step taken to obtain milk from a cow to make it available for people to drink. Use the resource, “Milk from Cow to You,” from the National Dairy Council to give you background information and talking points.*

4. Have the students name other foods that are made from milk. As they name the foods, write each on the white board or chalk board. All these foods are dairy products. Any food made from milk is in the dairy products group. Children their age should get two and one half servings of milk or dairy foods each day.

5. Distribute the Family Handout for the students to take home.

*The National Dairy Council has posters and kits about milk production available, or you can enlarge the “From Moo to You” handout that is included.
From Moo to You

We get milk from cows, but there is a process that has to take place first. The following pictures will explain how milk gets from a cow, directly to your local grocery store.

1. The cow eats and makes milk.
2. The farmer milks the cow.
3. The milk is stored in refrigerated tanks.
4. A refrigerated truck picks up the milk.
5. The milk truck takes the milk to the dairy...
6. where it is pasteurized, homogenized and packaged.
7. The processed milk is then transported...
8. to the grocery store or to the processor to be made into other milk products.
Got your dairy today?

10 tips to help you eat and drink more fat-free or low-fat dairy foods

The Dairy Group includes milk, yogurt, cheese, and fortified soymilk. They provide calcium, vitamin D, potassium, protein, and other nutrients needed for good health throughout life. Choices should be low-fat or fat-free—to cut calories and saturated fat. How much is needed? Older children, teens, and adults need 3 cups* a day, while children 4 to 8 years old need 2½ cups, and children 2 to 3 years old need 2 cups.

1. “Skim” the fat
Drink fat-free (skim) or low-fat (1%) milk. If you currently drink whole milk, gradually switch to lower fat versions. This change cuts calories but doesn’t reduce calcium or other essential nutrients.

2. Boost potassium and vitamin D, and cut sodium
Choose fat-free or low-fat milk or yogurt more often than cheese. Milk and yogurt have more potassium and less sodium than most cheeses. Also, almost all milk and many yogurts are fortified with vitamin D.

3. Top off your meals
Use fat-free or low-fat milk on cereal and oatmeal. Top fruit salads and baked potatoes with low-fat yogurt instead of higher fat toppings such as sour cream.

4. Choose cheeses with less fat
Many cheeses are high in saturated fat. Look for “reduced-fat” or “low-fat” on the label. Try different brands or types to find the one that you like.

5. What about cream cheese?
Regular cream cheese, cream, and butter are not part of the dairy food group. They are high in saturated fat and have little or no calcium.

6. Ingredient switches
When recipes such as dips call for sour cream, substitute plain yogurt. Use fat-free evaporated milk instead of cream, and try ricotta cheese as a substitute for cream cheese.

7. Choose sweet dairy foods with care
Flavored milks, fruit yogurts, frozen yogurt, and puddings can contain a lot of added sugars. These added sugars are empty calories. You need the nutrients in dairy foods—not these empty calories.

8. Caffeinating?
If so, get your calcium along with your morning caffeine boost. Make or order coffee, a latte, or cappuccino with fat-free or low-fat milk.

9. Can’t drink milk?
If you are lactose intolerant, try lactose-free milk, drink smaller amounts of milk at a time, or try soymilk (soy beverage). Check the Nutrition Facts label to be sure your soymilk has about 300 mg of calcium. Calcium in some leafy greens is well absorbed, but eating several cups each day to meet calcium needs may be unrealistic.

10. Take care of yourself and your family
Parents who drink milk and eat dairy foods show their kids that it is important. Dairy foods are especially important to build the growing bones of kids and teens. Routinely include low-fat or fat-free dairy foods with meals and snacks—for everyone’s benefit.

* What counts as a cup in the Dairy Group? 1 cup of milk or yogurt, 1½ ounces of natural cheese, or 2 ounces of processed cheese.

Go to www.ChooseMyPlate.gov for more information.
¿ha consumido lácteos hoy?

10 consejos para ayudarle a comer y beber más productos lácteos descremados o bajos en grasa

El grupo de lácteos incluye leche, yogur, queso y leche de soja enriquecida. Estos suministran calcio, vitamina D, potasio, proteína y otros nutrientes necesarios para la buena salud durante toda la vida. Elija productos con bajo contenido de grasa o descremados para reducir las calorías y las grasas saturadas. ¿Cuánto se necesita? Los niños más grandes, adolescentes y adultos necesitan 3 tazas* al día, mientras que los niños de 4 a 8 años de edad necesitan 2½ tazas y los de 2 a 3 años de edad necesitan 2 tazas.

1. **Elimine la grasa**
Beba leche descremada o baja en grasa (1%). Si bebe leche entera actualmente, cambie gradualmente a una versión con menos contenido de grasa. El cambio reduce las calorías pero no el contenido de calcio y otros nutrientes esenciales.

2. **Aumente el potasio y la vitamina D, pero reduzca el sodio**
Elija leche o yogur descremados o con bajo contenido de grasa más frecuentemente que queso. La leche y el yogur tienen más potasio y menos sodio que la mayoría de los quesos. Además, casi todas las variedades de leche y muchos tipos de yogur vienen enriquecidos con vitamina D.

3. **Agréguelos a sus comidas**
Use leche o yogur descremados o con contenido bajo de grasa con el cereal y la avena. Agregue yogur con bajo contenido de grasa a las ensaladas de fruta y papas horneadas en lugar de aderezos más grasos como la crema agria.

4. **Elija quesos con menos grasa**
Muchos quesos tienen un alto contenido de grasas saturadas. Busque etiquetas que digan “grasa reducida” o “bajo en grasa” (“reduced fat” o “low fat”). Pruebe marcas o tipos distintos para encontrar los que más le gusten.

5. **¿Y qué del queso crema?**
El queso crema regular, la crema y la mantequilla no son parte del grupo de productos lácteos. Son altos en grasas saturadas y carecen o tienen muy poco calcio.

6. **Cambio de ingredientes**
Use yogur sin sabor cuando una receta de aderezo pida crema agria. Use leche evaporada descremada en lugar de crema y pruebe queso ricotta en lugar de queso crema.

7. **Tenga cuidado al elegir productos lácteos dulces**
Las leches con sabor, los yogures de frutas, yogures congelados y pudines pueden contener grandes cantidades adicionales de azúcar. Esos azúcares adicionales son calorías sin valor nutritivo. Usted necesita los nutrientes de los productos lácteos, no esas calorías.

8. **¿Bebe café?**
De ser así, obtenga su calcio junto con su dosis de cafeína por la mañana. Prepare o pida el café con leche o el capuccino con leche descremada o baja en grasa.

9. **¿No puede beber leche?**
Si no tolera la lactosa, pruebe leche sin lactosa o beba la leche en cantidades pequeñas a la vez, o bien pruebe la leche de soja (bebida de soja). Consulte la etiqueta de datos de nutrición para asegurarse de que su leche de soja tenga aproximadamente 300 mg de calcio. El calcio presente en algunos vegetales verdes se absorbe bien pero no será suficiente comer varias tazas al día para satisfacer las necesidades de calcio.

10. **Cuídense y cuide a su familia**
Los padres que beben leche y comen productos lácteos les muestran a sus hijos que eso es importante. Los productos lácteos son de importancia especial para los huesos en desarrollo de los niños y los adolescentes. Incluya regularmente alimentos lácteos descremados o bajos en grasa en las comidas y los bocadillos para que todos se beneficien.

* ¿Qué se considera una taza en el grupo de lácteos? 1 taza de leche o yogur, 1½ onzas de queso natural, 2 onzas de queso procesado.
Lesson 20 - DAIRY PRODUCTS
(Words written in **bold type** in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**OBJECTIVE:** Students will 1) learn how dairy products are made, 2) identify everyday and sometimes dairy products, and 3) learn to snack healthfully with dairy products.

**MATERIALS:**
- Video—“Make Mine Milk”
- Pictures of dairy foods
- Felt MyPlate
- Felt board
- Moist towelettes
- Napkins
- Gloves
- Whole grain crackers (2 types)*
- Low-fat cheese slices (2 types)*
- Worksheets - “MyPlate” coloring sheet (lesson 10)
- “Dairy Products Challenge”

**ACTIVITIES:**

1. Review the previous week’s lesson with the students, reminding them of the steps taken from cow to grocery store. Again, ask the students to name foods that are made from milk.

2. Show a *portion* of the video, “Make Mine Milk.” (from beginning through the “Cowcentration” game, about 8 minutes)

3. Ask the students the following questions:
   - **What foods are made from milk?** Write their responses on the board. Have the students take out the MyPlate coloring sheet and write the names of three dairy group foods in the blue section of MyPlate.
   - **Is all milk the same?** (Discuss the different types of milk [nonfat, 1%, 2%, whole]; stressing the only difference is the fat content. All milk types are healthy choices, but the less fat the healthier.)
   - **What are some reasons for drinking milk and eating dairy products?** (Strong bones and teeth)
   - **How much milk and foods made from milk do you need in a day?** (*Children this age need 2 ½ cups or the equivalent.*)

4. Place several pictures of dairy foods on the white board. Have the class work together to arrange the dairy food pictures from healthiest choice at the left of the board to the least healthful choice at the right end of the board. (See chart on next page.) Reinforce the concept that the foods that are at the widest part of the food group band (bottom) are the foods that should be eaten the most often. These are the “everyday” foods. Discuss why certain foods (ice cream, cream cheese, cream) are less healthful and why they should be considered “sometimes” foods. Even regular cheese should be limited to small amounts because, although it has lots of vitamins and minerals, it also has a good bit of fat.

5. One way to get the 2 ½ servings of dairy products that are needed each day is to eat dairy foods for a snack. Show students two different types of cheese (preferably one yellow and one white). Describe briefly how cheese is made from milk. Explain to the students that low fat cheese is a healthy choice for meals and snacks and that there are many different types of cheeses, just as there are many different types of grains, vegetables, and fruits. Pass out moist towelettes, napkins, cheese (1 small slice of each type) and whole-grain crackers (1 of each type), and allow the
students to build and sample a healthy snack containing both a grain food and a food made from milk.

6. Hand out the “Dairy Products Challenge” for the students to take home and complete. Remind them to return them the following week for a small reward.

*We give the children one of each type of cracker. We usually get wheat and mixed grain crackers. This helps them see that there are many types of grains with different colors, different flavors, etc. For cheese, we buy sliced mild low-fat cheddar and sliced part-skim mozzarella or low-fat Monterey jack. Then, we cut each slice into about six pieces. Remember, we aren’t feeding the kids a meal, just giving them a taste.

We used Avery 5294 stickers to make the milk group labels. Hand these out in class 21.

For more technical information on cheese making visit the Dairy Management Inc. site: http://www.innovatewithdairy.com/Pages/FactsAboutCheese.aspx

For information and a great poster that describes the cheese making process, visit: http://www.cabotcheese.coop/pages/visit_us/cheese_making_process.pdf

**Everyday vs. Sometimes Dairy Products**

Foods marked with an asterisk (*) are less healthful choices within the column, but may be all that is available to some children. Watch amounts consumed. Foods marked with the pound sign (#) should only be eaten on rare occasions.

<table>
<thead>
<tr>
<th>Everyday Dairy Products</th>
<th>Sometimes Dairy Products</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fat-free or 1% low-fat milk</td>
<td>Low-fat or fat-free frozen yogurt or ice cream</td>
</tr>
<tr>
<td>Fat-free or low-fat yogurt</td>
<td>Processed cheese spread</td>
</tr>
<tr>
<td>Part skim, reduced fat, or fat-free cheese</td>
<td>Ice milk bars</td>
</tr>
<tr>
<td>Low-fat or fat-free cottage cheese</td>
<td>Whole milk#</td>
</tr>
<tr>
<td>2% reduced-fat milk*</td>
<td>Full fat American, cheddar, Colby, Swiss cheese#</td>
</tr>
<tr>
<td></td>
<td>Cream Cheese#</td>
</tr>
<tr>
<td></td>
<td>Whole milk yogurt#</td>
</tr>
<tr>
<td></td>
<td>Sour cream, margarine, butter, cheese sauce, sour cream or cream cheese-based dips#</td>
</tr>
</tbody>
</table>

Adapted from CATCH: Coordinated Approach to Child Health, 4th Grade Curriculum, University of California and Flaghouse, Inc., 2002.
Dairy Group Challenge

Milk and the foods made from milk (dairy foods) are super important to a healthy body. The calcium in foods makes your bones and teeth strong and helps your muscles move. Children and teenagers especially need plenty of dairy foods because what you drink and eat now will make a difference to how strong your bones and teeth are when you get older.

Look in your refrigerator at home (or get permission to look in a relative’s refrigerator) and write down all the dairy foods you see. Next to it, check the box if it is an “everyday food” or a “sometimes food.”

<table>
<thead>
<tr>
<th>Name of food</th>
<th>Everyday</th>
<th>Sometimes</th>
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Your Name __________________________ Grownup’s Signature __________________________

This institution is an equal opportunity provider and employer. This material was funded by USDA’s Supplemental Nutrition Assistance Program. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-221-5689 or read www.fns.usda.gov/snap.

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Your Name __________________________ Grownup’s Signature __________________________

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RETO DEL GRUPO LÁCTEO

La leche y las comidas hechas con leche (comida láctea) son super-importantes para tener un cuerpo saludable. El calcio en las comidas hace que tus huesos y tus dientes sean fuertes y ayuden a que tus músculos se muevan. Especialmente los niños y adolescentes necesitan bastante productos lácteos porque lo que tú bebes y lo que tú comes ahora, eso es lo que va a hacer la diferencia en qué tan fuertes van a estar tus huesos y tus dientes cuando seas mayor.

Ve dentro de tu refrigerador en tu casa (o pide permiso para ver dentro del refrigerador de uno de tus parientes) y escribe todas las comidas lácteas o hechas con leche. Enseguida, indica si es una comida que se come “todos los días” o si es comida que se come “siempre.”

<table>
<thead>
<tr>
<th>Nombre de la comida</th>
<th>Todos los días</th>
<th>A veces</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Tu nombre: ___________________ Firma de un adulto: ___________________

La Universidad de Nevada, en Reno, es una institución de igualdad de oportunidades y acción afirmativa. El Supplemental Nutrition Assistance Program (SNAP en inglés) ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, comuníquese con la oficina de servicios sociales de su condado. (1-800-521-5689 o lea www.fns.usda.gov/snap/sp-default.htm)
Lesson 21 - OVERVIEW OF THE PROTEIN FOODS GROUP

(Words written in **bold type** in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**Objective:** Students identify different foods found in the protein foods group.

**Materials:**
- Dairy group stickers
- Felt MyPlate or poster
- Plastic disks/plates or heavy paper plates
- Pictures of protein group foods
- Worksheets - “The Protein Group”
- “MyPlate” coloring sheet (lesson 10)
- Family Handout - “With Protein Foods, Variety is Key”

**Activities:**

1. Ask if any of the students brought back the “Dairy Products Challenge” from the previous lesson. Check them and give children an incentive (milk stickers or some other prize) for their good work.

2. Review the previous lessons with the students. So far we have talked about grains, vegetables, and fruits. As you are naming the food group, place the food group section on MyPlate on the felt board or point to each section on the MyPlate poster. From where do all of these kinds of foods come? (plants) In the past two weeks we have talked about milk and foods made from milk. These foods belong in the blue section of MyPlate. Place the blue food group section on the felt board or point to the blue section on the MyPlate poster. What is the name of this food group? (dairy products group) From where do all kinds of dairy foods come? (animals) Today, we are going to talk about foods from the final food group section on MyPlate. Place the purple section on the felt board. Who can remember the name of this food group? (protein foods group) Write the word “PROTEIN” on the board.

3. Ask the children to name different foods that might be found in the protein foods group. Explain that most of the foods in the protein foods group come from animals, but tofu, beans and nuts come from plants. Foods in this food group contain a lot of protein, and protein is something that helps the body grow. Make a growing motion by starting with your hands together and pulling them apart as if something is growing. Because these foods all contain a lot of protein, they are put into the same food group.

4. The protein group contains meat which is the flesh of an animal; poultry, which is the flesh of any type of bird; and seafood which, of course, is from animals that swim and live in the water. As you define the terms meat, poultry, and seafood to the students, ask them to give examples of different foods in each of those categories. Children their age should eat 5 ounces of protein foods every day. (Explain that you will talk more about amounts of food in a later lesson.)

5. Hand out the worksheet, “The Protein Foods Group,” and work through it with the students. Explain that beef is meat from a cow, and pork comes from a pig.

6. Again, ask students to name foods from the protein foods group. Show pictures of some of the different protein group foods if students seem unfamiliar with them. Have the students take out the MyPlate coloring sheet and write the names of three protein group foods in the final section of MyPlate.
7. Tell students you are going to play the “Madcap Relay.” This is a game that encourages physical activity and reminds them to stand up straight to see how tall they have grown.

To prepare for the race, divide the class into two groups. Have the students make two lines at one end of the room. Place two stacks of plastic disks at the opposite end of the room, one stack for each team. When you say “begin,” the first student in line will run to the stack of disks, place one on his/her head, and walk back to the line, balancing the disk on his/her head. If they drop a disk, they must go back to the stack and start again. When they reach the line of teammates, the next person will run to the stack of disks and repeat the process. When all of the disks have been retrieved, the team should place the disks in a stack and sit down. The first team to finish wins.

8. Pass out the Family Handout for students to take home.
THE PROTEIN GROUP

Foods in the protein group help to build your body and help you grow. They also give you important vitamins and minerals to help you stay healthy. You need to eat foods from the protein group every day.

A. Draw a line from the food or animal to the word that describes it best.

Dry beans and peas
Fish
Beef
Pork
Peanut butter
Nuts
Shellfish
Poultry
Eggs
Peanuts

B. Answer these questions:

1. From what animal do we get beef?

2. Name three poultry animals.

3. From what animal do we get pork?

4. Name four kinds of seafood that we eat.

The University of Nevada, Reno is an EEO/AA institution. This material was funded by USDA's Supplemental Nutrition Assistance Program. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-221-5689 or read www.fns.usda.gov/snap. USDA is an equal opportunity provider and employer.
Protein foods include both animal (meat, poultry, seafood and eggs) and plant (beans, peas, soy products, nuts and seeds) sources. We all need protein—but most Americans eat enough, and some eat more than they need. How much is enough? Most people ages 9 and older, should eat 5 to 7 ounces* of protein foods each day.

1. **Vary your protein food choices**
   Eat a variety of foods from the Protein Foods Group each week. Experiment with main dishes made with beans or peas, nuts, soy, and seafood.

2. **Choose seafood twice a week**
   Eat seafood in place of meat or poultry twice a week. Select a variety of seafood—including some that are higher in oils and low in mercury, such as salmon, trout, and herring.

3. **Make meat and poultry lean or low fat**
   Choose lean or low-fat cuts of meat like round or sirloin and ground beef that is at least 90% lean. Trim or drain fat from meat and remove poultry skin.

4. **Have an egg**
   One egg a day, on average, doesn’t increase risk for heart disease, so make eggs part of your weekly choices. Only the egg yolk contains cholesterol and saturated fat, so have as many egg whites as you want.

5. **Eat plant protein foods more often**
   Try beans and peas (kidney, pinto, black, or white beans; split peas; chickpeas; hummus), soy products (tofu, tempeh, veggie burgers), nuts, and seeds. They are naturally low in saturated fat and high in fiber.

6. **Nuts and seeds**
   Choose unsalted nuts or seeds as a snack, on salads, or in main dishes to replace meat or poultry. Nuts and seeds are a concentrated source of calories, so eat small portions to keep calories in check.

7. **Keep it tasty and healthy**
   Try grilling, broiling, roasting, or baking—they don’t add extra fat. Some lean meats need slow, moist cooking to be tender—try a slow cooker for them. Avoid breading meat or poultry, which adds calories.

8. **Make a healthy sandwich**
   Choose turkey, roast beef, canned tuna or salmon, or peanut butter for sandwiches. Many deli meats, such as regular bologna or salami, are high in fat and sodium—make them occasional treats only.

9. **Think small when it comes to meat portions**
   Get the flavor you crave but in a smaller portion. Make or order a smaller burger or a “petite” size steak.

10. **Check the sodium**
    Check the Nutrition Facts label to limit sodium. Salt is added to many canned foods—including beans and meats. Many processed meats—such as ham, sausage, and hot dogs—are high in sodium. Some fresh chicken, turkey, and pork are brined in a salt solution for flavor and tenderness.

*What counts as an ounce of protein foods? 1 ounce lean meat, poultry, or seafood; 1 egg; ¼ cup cooked beans or peas; ½ ounce nuts or seeds; or 1 tablespoon peanut butter.

Go to www.choosemyplate.gov for more information.
10 consejos para ayudarle a comer y beber más productos lácteos descremados o bajos en grasa

El grupo de lácteos incluye leche, yogur, queso y leche de soja enriquecida. Estos suministran calcio, vitamina D, potasio, proteína y otros nutrientes necesarios para la buena salud durante toda la vida. Elija productos con bajo contenido de grasa o descremados para reducir las calorías y las grasas saturadas. ¿Cuánto se necesita? Los niños más grandes, adolescentes y adultos necesitan 3 tazas* al día, mientras que los niños de 4 a 8 años de edad necesitan 2½ tazas y los de 2 a 3 años de edad necesitan 2 tazas.

1. **Elimine la grasa**
Beba leche descremada o baja en grasa (1%). Si bebe leche entera actualmente, cambie gradualmente a una versión con menos contenido de grasa. El cambio reduce las calorías pero no el contenido de calcio y otros nutrientes esenciales.

2. **Aumente el potasio y la vitamina D, pero reduzca el sodio**
Elija leche o yogur descremados o con bajo contenido de grasa más frecuentemente que queso. La leche y el yogur tienen más potasio y menos sodio que la mayoría de los quesos. Además, casi todas las variedades de leche y muchos tipos de yogur vienen enriquecidos con vitamina D.

3. **Agréguelos a sus comidas**
Use leche o yogur descremados o con contenido bajo de grasa con el cereal y la avena. Agregue yogur con bajo contenido de grasa a las ensaladas de fruta y papas horneadas en lugar de aderezos más grasosos como la crema agria.

4. **Elija quesos con menos grasa**
Muchos quesos tienen un alto contenido de grasas saturadas. Busque etiquetas que digan “grasa reducida” o “bajo en grasa” (“reduced fat” o “low fat”). Pruebe marcas o tipos distintos para encontrar los que más le gusten.

5. **¿Y qué del queso crema?**
El queso crema regular, la crema y la mantequilla no son parte del grupo de productos lácteos. Son altos en grasas saturadas y carecen o tienen muy poco calcio.

6. **Cambio de ingredientes**
Use yogur sin sabor cuando una receta de aderezo pida crema agria. Use leche evaporada descremada en lugar de crema y pruebe queso ricotta en lugar de queso crema.

7. **Tenga cuidado al elegir productos lácteos dulces**
Las leches con sabor, los yogures de frutas, yogures congelados y pudines pueden contener grandes cantidades adicionales de azúcar. Esos azúcares adicionales son calorías sin valor nutritivo. Usted necesita los nutrientes de los productos lácteos, no esas calorías.

8. **¿Bebe café?**
De ser así, obtenga su calcio junto con su dosis de cafeína por la mañana. Prepare o pida el café con leche o el capuccino con leche descremada o baja en grasa.

9. **¿No puede beber leche?**
Si no tolera la lactosa, pruebe leche sin lactosa o beba la leche en cantidades pequeñas a la vez, o bien pruebe la leche de soja (bebida de soja). Consulte la etiqueta de datos de nutrición para asegurarse de que su leche de soja tenga aproximadamente 300 mg de calcio. El calcio presente en algunos vegetales verdes se absorbe bien pero no será suficiente comer varias tazas al día para satisfacer las necesidades de calcio.

10. **Cuídese y cuide a su familia**
Los padres que beben leche y comen productos lácteos les muestran a sus hijos que eso es importante. Los productos lácteos son de importancia especial para los huesos en desarrollo de los niños y los adolescentes. Incluya regularmente alimentos lácteos descremados o bajos en grasa en las comidas y los bocadillos para que todos se beneficien.

* ¿Qué se considera una taza en el grupo de lácteos? 1 taza de leche o yogur, 1½ onzas de queso natural, 2 onzas de queso procesado.

La Universidad de Nevada, Reno es una institución de EEO/AA. Este material fue financiado por el programa de asistencia de nutrición suplementaria del USDA. El programa de asistencia de nutrición suplementaria proporciona asistencia de nutrición para personas de bajos ingresos. Puede ayudarle a comprar alimentos nutritivos para una mejor dieta. Para obtener más información, llame al 1-800-221-5689 o leer www.fns.usda.gov/snap. El USDA es un proveedor y empleador que ofrece igualdad de oportunidades para todos.

DG hoja de consejos No. 5
Septiembre 2011
Centro para la política de nutrición y promoción
Lesson 22 - BEANS AND NUTS
(Words written in **bold type** in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**KEY FACTS:** Beans, peas and nuts have been used as a food source for centuries. Like grains, dried beans and peas have a variety of uses, a long shelf life, are nutritious and inexpensive. Beans and peas can be easy to grow and tend to be drought resistant. Some bean plants grow low and bushy, while others are climbing vines. Many bean plants provide food for cattle. Dried beans and peas were first cultivated by the Indians of South and Central America, and have fed the world’s population for thousands of years. Botanically, legumes are simply pod-bearing plants. Green beans, lima beans, kidney beans, chickpeas (garbanzos), soybeans, and even peanuts are legumes. The word legume refers to a fully mature bean. When left on the vine to ripen throughout the summer, legumes build a supply of vitamins; minerals, protein and fiber, and they lose water. At harvest time, the dried beans and peas have a richer source of nutrients than their immature counterparts. Pinto beans, chickpeas, kidney beans, and white beans are eaten after drying and thus, considered legumes. Peas, lima beans, black-eyed peas, and fava beans are eaten fresh or are dried. Dried beans and peas can also be considered a vegetable, supplying vitamins, fiber, and carbohydrate energy similar to that of other vegetables. Nuts are one-seeded fruits with a tough or woody coat. They normally grow on trees, and grow throughout the world.

**OBJECTIVE:** Students will identify several different beans, peas and nuts and their origins.

**MATERIALS:**
- Felt MyPyramid
- Felt board
- Sample posters of dried beans, peas and nuts*
- Supplies for bean sorting game†
- Worksheet – “Yummy Beans and Nuts” (print in color if available)
- “Protein Foods Challenge”

**ACTIVITIES:**

†Prior to class, obtain several kinds of dried beans and nuts (kidney beans, pinto beans, black-eyed peas, lima beans, almonds, hazelnuts and pistachios) and several clear plastic cups (10 – 12 oz. size) (eight cups for each group of students). Place approximately ¾ cup combination of the beans and nuts into one of the unmarked, clear plastic cups. On the additional seven cups, place labels bearing the names of the different beans or nuts you are using. (Cup labels are provided in the Accompanying Materials.) We made six sets of cups and colored each label set differently to easily discriminate between sets.

1. Open the lesson by asking the students what you talked about in the previous lesson. (protein foods group) Ask the following questions:
   - What are three foods that are in the protein foods group?
   - Do foods from the protein foods group come from plants or from animals? (both)
   - Give me an example of a food in the protein foods group that comes from an animal.
   - Give me an example of a food in the protein foods group that comes from a plant.
   - What do foods from the protein foods group do for our bodies? (They help us grow.)
   - How much food should we get from this food group each day? (5 ounces)
2. Today we will talk more about beans/legumes and nuts. Remind students that, even though beans and nuts come from plants, they are a part of the protein foods group because they are a good source of protein, and protein helps us grow. (Make the growing motion as you say it.)

3. Show the students the sample cards of the beans and then of the nuts. As you look at each bean or nut, give the students an interesting bit of information about each. Ask the students to name some beans and nuts they eat at home.


5. Place the felt MyPlate on the felt board. Looking at different pictures of protein group foods, ask the students to place the foods on MyPlate in order from “everyday” foods at the left to “sometimes” foods at the middle and right. (See chart on next page.) Note that most beans are at the left of the board and are everyday foods; and nuts are near the left of board (not the very first foods because of their caloric content) and can be eaten in small amounts a few times a week. Some meats are considered “sometimes” foods (hot dogs, sausage, ribs, chicken nuggets, etc.) because they contain a lot of fat, and too much fat can hurt our bodies.

6. If time permits, play the sorting game below:
   Have the children get in groups of four or five (depending on the size of the class). On your signal, the students will dump the cup of beans out and separate all the beans and nuts into the correctly labeled cups. The team that separates the beans into the correct cups first, wins. This is a great cooperative game.

7. Pass out the “Protein Foods” challenge sheet for the students to take home, complete and return the following week.

We used Avery 5294 labels for the protein group stickers (below). Hand out in class 23.

For interesting facts on beans and nuts visit:
The US Dry Beans Council website at [www.usdrybeans.com](http://www.usdrybeans.com)
Or The American Dry Bean Council at [www.americanbean.org](http://www.americanbean.org).

*We made our own bean/nut sample posters by filling resealable plastic bags with different types of beans or nuts and then affixing them to poster board. Each type of bean or nut was then labeled for the students to be able to distinguish each from the other. The beans were put on a separate poster board from the nuts. Labels for the displays are included in the Accompanying Materials.*
**Everyday and Sometimes Protein Foods**
Foods marked with an asterisk (*) are less healthful choices within the column, but may be all that is available to some children. Watch amounts consumed. Foods marked with the pound sign (#) should only be eaten on rare occasions.

<table>
<thead>
<tr>
<th>Everyday Protein Foods</th>
<th>Sometimes Protein Foods</th>
</tr>
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<tbody>
<tr>
<td>Trimmed beef and pork</td>
<td>Ham</td>
</tr>
<tr>
<td>Extra lean (95%) ground beef</td>
<td>Canadian Bacon</td>
</tr>
<tr>
<td>Chicken and turkey without skin</td>
<td>Chicken and Turkey with skin #</td>
</tr>
<tr>
<td>Tuna, canned in water</td>
<td>Lunch meats #</td>
</tr>
<tr>
<td>Baked, broiled, steamed or grilled seafood</td>
<td>Tuna, canned in oil #</td>
</tr>
<tr>
<td>Beans</td>
<td>Untrimmed beef and pork #</td>
</tr>
<tr>
<td>Split peas</td>
<td>Regular ground beef #</td>
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<tr>
<td>Lentils</td>
<td>Ribs #</td>
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<td>Tofu</td>
<td>Bacon #</td>
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<td>Egg whites</td>
<td>Fried Chicken #</td>
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<tr>
<td>Egg substitutes</td>
<td>Chicken Nuggets #</td>
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<tr>
<td>Lean (90%) ground beef*</td>
<td>Hot dogs #</td>
</tr>
<tr>
<td>Peanut Butter*</td>
<td>Pepperoni #</td>
</tr>
<tr>
<td>Nuts*</td>
<td>Sausage #</td>
</tr>
<tr>
<td>Whole eggs, cooked without added fat*</td>
<td>Fried seafood #</td>
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<td>Whole eggs, cooked with fat</td>
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*Adapted from CATCH: Coordinated Approach to Child Health, 4th Grade Curriculum, University of California and Flaghouse, Inc., 2002.*
Copy the name of each bean or nut next to the picture of each.

Almonds

Cashews

Brazil nuts

Hazelnuts

Pecans

Walnuts

Pistachios

Peanuts

Black beans

Lima beans

Great Northern beans

Garbanzo beans

Black-eyed peas

Pink beans

Pinto beans

Kidney beans

Name __________________
**Protein Foods Challenge**

Foods in the Meat and Beans group give your body protein to help you grow. Many of the foods in this food group come from animals (meat, poultry, fish, eggs), but many come from plants (dry beans, nuts). This is the only food group that contains foods from both plants and animals. Like every other food group, some of the choices from the Meat and Beans group can be eaten every day. Other choices should be eaten only sometimes. Write four foods from the meat and beans group you eat at home and mark if the food comes from a plant or animal, and if it is an every day food or a sometimes food.

<table>
<thead>
<tr>
<th>Food</th>
<th>Plant</th>
<th>Animal</th>
<th>Every day</th>
<th>Sometimes</th>
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Your Name ___________________  Grownup’s Signature ___________________

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**RETO DE COMIDAS PROTEÍNAS (FRIJOLES)**

Las comidas del Grupo de las Proteínas (Frijoles) le dan a tu cuerpo la proteína que necesita para crecer. Muchas de las comidas en este grupo provienen de los animales (carne, pollo, pescado, huevos), pero también provienen de las plantas (frijol seco, nueces). Este es el único grupo de comida que contiene tanto comida de animales y de las plantas. Así como los otros grupos, algunas de las comidas del grupo de la Carnes y las Legumbres pueden comerse “todos los días”. Otras solo deben comerse “a veces”. Escribe cuatro comidas del grupo de las carnes y legumbres que tú comes en casa y marca si proviene de una planta o de animal y si es una comida de “todos los días” o si es una comida de “a veces”.

<table>
<thead>
<tr>
<th>Comida</th>
<th>Planta</th>
<th>Animal</th>
<th>Todos los días</th>
<th>A veces</th>
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Tu nombre: ________________________  Firma de un adulto: ________________________

La Universidad de Nevada, en Reno, es una institución de igualdad de oportunidades y acción afirmativa. El Supplemental Nutrition Assistance Program (SNAP en inglés) ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, comuníquese con la oficina de servicios sociales de su condado. (1-800-521-5689 o lea [www.fns.usda.gov/snap/snap-default.htm](http://www.fns.usda.gov/snap/snap-default.htm))
Lesson 23 - THE GOOD HEALTH TRAIN

(Words written in **bold type** in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**OBJECTIVE:** Students will define “variety” as it relates to healthy eating and the five food groups.

**MATERIALS:**
- Protein Group stickers
- Good Health Train storyboard
- “Good Health Train” story
- Poster pieces
- Food pictures*

Prior to the class, prepare a "Good Health Train" storyboard (a visual representation of Good Health Town, sample photo and “town pieces” included in Accompanying Materials). Make detachable cars that can be added as the story is told. (in Accompanying Materials)

**ACTIVITIES:**

1. Ask if any of the students brought back the “Protein Challenge” from the previous lesson. Check them and give children a sticker or some other incentive for their good work.

2. Tell the story, "The Good Health Train," to the class. As each food car is mentioned in the story, place it on the Health Town storyboard. Do not put on the flags of the cars (in Accompanying Materials) until the first question below. When finished telling the story, ask the following questions:
   - **What were the names of the engine's five trainloads of food?** (As children name the cars [food groups], place the corresponding flag on the correct car.) Tell the students that they have just named the five food groups. Do they remember the groups from MyPlate?
   - **What foods would be in the fruit car? The vegetable car?**
   - **What foods are in the grain car?**
   - **What foods are in the dairy car?**
   - **What foods are in the protein car?**
   - **Why wouldn't the big, black engine allow the little engine into Good Health Town with only a load of fruits and vegetables?** *(You need all the food groups to stay healthy.)*
   - **Do we need all five food groups every day?** *(yes) Why?* *(Different foods give different nutrients your body needs; no one food group can supply all of your body’s needs.)*

3. Introduce the word “**variety**” to the children. Explain that when they eat foods from all of the different food groups, they are eating a **variety** of healthy foods. **Eating a variety of healthy foods from and within each food group supplies lots of different nutrients** (things in foods that our bodies need to stay alive) **our bodies need to be strong, stay healthy and grow.**

4. Take out a number of pictures of foods from all food groups. Ask students to volunteer to come to the front of the class and build a “Good Health Train” by lining up pictures of different foods—one from each food group.

*Food model pictures are available from the National Dairy Council at 1-800-426-8271 or online at [www.nationaldairycouncil.org](http://www.nationaldairycouncil.org), or from many other sources. Pictures can also be cut from magazines and food ads and then laminated.*
The Good Health Train
Adapted from Choose Well Be Well, A Curriculum Guide for the Primary Grades, California State Department of Public Instruction, 1982.

(This story works best if you don’t read it, but tell it in your own words with your own physical animation.)

Once upon a time, there was a little, black engine that had big, round wheels, a smokestack, and a window so the engineer could see out. This engine had a white flag that said, “Good Health Train.”

The engine was so new that he had never gone anywhere. He had just been moved from the factory where he was built to the roundhouse where he would work.

From hearing the men talking, the engine learned that he was going to pull a train to Good Health Town. He was so excited that he could barely wait to begin.

Very early the first morning, he looked around and saw a bright purple car with a flag flying over it. The flag said, “Protein Foods”. “I know that is the car that I am to take to Good Health Town,” the engine said.

So he chugged over to the purple car and hooked onto it. Then the engine, feeling proud and happy, went chugging down the track toward Good Health.

Just before he got to the edge of town, a big, black engine came out to meet him. “Stop! Stop,” shouted the big, black engine. “You can’t come into Good Health Town with nothing but protein. It takes more than protein foods to get to Good Health.”

“Oh, dear,” said the little engine, “I’ll have to go back. I did not know there were more cars for me to pull.” And he turned around and went chugging back down the track the way he had come.

He returned to the roundhouse, looked around, and saw a bright orange car with a flag that said, “Grains.” “That’s it! That’s the one I need,” he said. He hooked the orange car on behind the purple one and chugged happily down the track toward Good Health.

At the edge of town, he saw the big, black engine again. “Stop! Stop!” the big black engine called. “You can’t come into Good Health Town with only protein foods and grain products. It takes more than that to get to Good Health.”

“Oh, dear,” said the little engine, “I’ll have to go back again. I didn’t know there were more cars for me to bring.” He felt a little discouraged, but he turned around and went chugging back down the track.

In the roundhouse, he saw a red car with a flag that said, “Fruit” and a green car with a sign that said “Vegetables.” “Of course,” said the little engine, “I should have known I’d need fruits and vegetables.” He hooked the red car and the green car behind the purple one and the orange one and started back toward Good Health.

At the edge of town, he met the big, black engine again. “Stop! Stop!” shouted the big, black engine. “You need protein foods, and grains, and fruits, and vegetables; but you need something more before you can come into Good Health.”

The little engine began to feel very discouraged indeed, but he turned around and went chugging back down the tracks to the roundhouse.

In the roundhouse, he looked around and he saw a blue car. The flag on it said, “Dairy Foods.” “There is the car I need,” said the little engine; and he hooked it on behind the green car. Down the track he went toward Good Health.

When he came to the edge of Good Health Town, the big, black engine was nowhere in sight. The little engine chugged right into Good Health Town. The stationmaster came out on the platform. He looked at the little engine; then he looked at the cars the little engine was pulling. “Well, well,” said the stationmaster, “Protein Foods; Grains; Fruit; Vegetables; Dairy Foods - it looks as if you have all the good food you need to come to Good Health Town.”

The little engine tooted happily. He had made it! He finally had all the cars he needed to go to Good Health.

Now he goes up and down, up and down the track every day, taking cars loaded with good food to the town of Good Health. And if you will eat some food from every one of these cars every day, you will get to Good Health, too.
Lesson 24 - THE GOOD HEALTH TRAIN (Continued)
(Words written in bold type in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

OBJECTIVE: Students categorize foods according to food group.

MATERIALS: Enlarged “Good Health Train” worksheet
Worksheet - “The Good Health Train”

ACTIVITIES:

1. Remind the students of the previous lesson about the Good Health Train.

2. Ask the students why it is necessary to have a variety of foods from all five food groups daily. (Eating foods from all five food groups will give us a VARIETY of foods. Since there is no single food that will give our bodies everything they need to grow, be strong and stay healthy, eating a variety of foods is very important. Eating a variety of foods will provide us with many different nutrients our bodies need.)

3. Pass out the worksheet, “The Good Health Train,” for the students to complete. Using the first few foods as examples, explain that you want the students to write the name of each food in the list in the proper food group train car. An overhead transparency of the worksheet or enlarged laminated drawing of the same may assist you in reviewing the correct placement of answers with the students.

4. If students finish early, have them draw pictures of a variety of foods on the back of the sheet.
THE GOOD HEALTH TRAIN

USE THE FOOD LIST BELOW TO FILL THE CARS OF THE GOOD HEALTH TRAIN.

WRITE THE NAME OF EACH FOOD IN THE PROPER FOOD GROUP.

grapes 1% milk spinach bran muffin black-eyed peas
roast beef carrots rice yogurt strawberries
melon cereal skim milk broccoli Swiss cheese
mushrooms oatmeal eggs spaghetti walnuts
pear oatmeal eggs corn on the cob cheddar cheese

The University of Nevada, Reno is an EEO/AA institution. This material was funded by USDA’s Supplemental Nutrition Assistance Program. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-221-5689 or read www.fns.usda.gov/snap. USDA is an equal opportunity provider and employer.
Food Combinations

Lessons 25 through 29

UNIT OBJECTIVE: After completing these lessons, students will be able to identify the amount of food they need from each of the food groups and be able to determine if a menu for the day will meet those requirements. They also will recognize MyPlate as a useful tool in establishing a healthy lifestyle.

KEY FACTS: In June of 2011, the United States Department of Agriculture (USDA) introduced MyPlate in conjunction with the 2010 Dietary Guidelines for Americans. MyPlate is designed to remind Americans to eat healthfully, using a familiar mealtime visual—a place setting. It directs consumers to the ChooseMyPlate.gov website, where they can get more information.

Each person has an amount of food that is right for them based on their age, sex and physical activity level. Consumers are encouraged to find out what they need to eat each day and their physical activity level at www.ChooseMyPlate.gov. The site offers the same personalized approach to healthy eating and physical activity that MyPyramid offered; and recommends amounts of foods at 12 different calorie levels (from 1,000 calories to 3,200 calories). Children ages 7 and 8 need anywhere from 1,200 to 2,000 calories daily, depending on their gender, size and activity level. For classroom purposes, we will use an average calorie level of 1,600 calories and the amount of food recommended at this calorie level. The average amount of food for a moderately active child aged 7 to 8 from each food group is listed below:

**Grain Group** – 5 ounces (1 ounce equivalent equals 1 slice of bread; 1/2 bun, bagel or English muffin, 1 ounce of dry cereal; 1-4.5 inch pancake; 1- 6 inch tortilla; or 1/2 cup of cooked cereal, rice or pasta.) Choose whole grain for at least half the amount eaten.

**Vegetable Group** - 2 cups (1 cup is equal to 2 cups of raw, leafy greens; 1 cup of cooked greens; 1 cup of other kinds; or 1 cup of cooked dried beans or peas.)

**Fruit Group** – 1 ½ cups (1 cup is equal to 1-2.5 inch to 3 inch piece of fruit, 1-8” to 9” banana; 1 cup sliced or diced fruit; ½ cup of dried fruit; or 1 cup of fruit juice.)

**Dairy Products Group** – 2 ½ cups (1 cup equals 1 cup of milk, pudding, or yogurt; 2 cups cottage cheese; 2 ounces of processed cheese; or about 1 ½ ounces of hard cheese.) Choose fat free or low-fat most often.

**Protein Foods Group** – 5 ounces (1 ounce equivalent equals 1 ounce of cooked fish, lean meat, or poultry; ¼ cup of cooked dry beans, peas, or tofu; 1 egg; ½ ounce of nuts or seeds; or 1 tablespoon of peanut butter.)

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Lesson 25 – HOW MUCH FOOD IS RIGHT FOR YOU?
(Words written in bold type in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**OBJECTIVE:** Students will learn that the amount of food needed depends on age, gender, size and activity level.

**MATERIALS:**
- Box of cereal
- Two or more cereal bowls
- MyPlate poster
- Handouts – “How Much Food is Right for You?”

**ACTIVITIES:**

1. Invite one boy and one girl to come to the front of the class. Ask each of them to pour the amount of cereal they would normally eat into a bowl. Compare the two amounts of cereal each has poured and compare the amounts with the serving size recommended on the Nutrition Facts Label on the cereal box.

2. Explain to the children that we all eat different amounts of different foods—sometimes we like a food a lot, so we eat a lot; sometimes we don’t like a food very much, so we only eat a couple of bites. But even though we don’t think very much about the amount of food we eat, we really should be thinking about it. Every person has an amount of food that he or she should be eating every day. The amount of food a person needs to eat depends on his or her gender, age, size and activity level.

3. Ask the students to remember the lessons about activity and energy at the beginning of the year. **What gives us our energy?** (food) **How do we use up energy?** (activity uses energy) Remind the students of the term “energy balance.” **What happens to our bodies if we eat more energy as food than we use?** (we gain weight) **What happens if we eat less energy than we use?** (we lose weight) If we want to stay at the right weight for us, we need to balance the amount we move (our activity) with the amount we eat every day. This might sound hard to do, but it really doesn't have to be hard at all. We can start by using MyPlate.

4. MyPlate can guide people to the amount of food they should be eating each day. Hang up the MyPlate poster. **MyPlate reminds us that we should be eating foods from all the food groups every day, that half our plate should be made up of fruits and vegetables, and that the rest of the plate should be protein, dairy and whole grains.**

5. Explain to the students that, if we had a computer or an iPad for everybody, we could go on the Internet and look up ChooseMyPlate.gov. There is a place for them to put in their age, gender, weight and activity level. Then the computer tells them how much food they should be eating. Since we don’t have computers for everybody, we will use the handout, “How Much Food is Right for You?” to see how much food should be eaten by a child their age.

6. Distribute the “How Much Food is Right for You?” handout. This lists the amounts of food a moderately active, 7 or 8 year old should be eating. Explain that if they get more than 60 minutes of moderate activity each day (walking fast, hiking, gardening or doing yard work, dancing, riding bikes), they can eat more food. If they hardly ever get 60 minutes of moderate activity, they might need to eat a little less food. As they get older, the amount of food they need each day will change. Becoming more or less active will also change the amount of food they need.
The amount of food you should eat each day depends on how old you are, if you are a boy or a girl, and how active you are. If you are 7 or 8 years old and get from 30 to 60 minutes of activity each day, whether you are a boy OR a girl, you can eat:

**Fruits** 1½ cups

Any fruit or 100 percent fruit juice counts as part of the fruit group. Fruits may be fresh, canned, frozen or dried, and may be whole, cut-up or pureed.

**Vegetables** 2 cups

Any vegetable or 100 percent vegetable juice counts as a member of the vegetable group. Vegetables may be raw or cooked; fresh, frozen, canned or dried/dehydrated; and may be whole, cut-up or mashed.

**Dairy** 2½ cups

All liquid milk products and many foods made from milk are considered part of this food group. Foods made from milk that keep their calcium content are part of the group, while foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not. Choose fat-free or low-fat dairy foods.

**Grains** 5 ounces

Bread, pasta, oatmeal, breakfast cereals, tortillas and grits are examples of grain products. Grains can be divided into two subgroups, whole grains and refined grains. Half your grains should be whole.

**Protein** 5 ounces

All foods made from meat, poultry, seafood, dry beans or peas, eggs, nuts and seeds are considered part of this group. Dry beans and peas are part of this group as well as the vegetable group.

Choose lean meat and poultry and include dry beans and peas more often. Seafood, nuts and seeds contain healthy oils, so choose these foods frequently instead of meat or poultry.
La cantidad de comida que debes comer al día depende de tu edad, de si eres niño o niña y de tu nivel de actividad. Si tienes entre los 7 y 8 años de edad y haces de 30 a 60 minutos de actividad al día, ya seas niño o niña, puedes comer:

**Frutas** 1½ tazas

Cualquier fruta o 100% jugo de fruta cuenta como parte del grupo de frutas. Las frutas pueden ser frescas, enlatadas, congeladas o deshidratadas y pueden estar enteras, picadas o en puré.

**Vegetales** 2 tazas

Cualquier verdura o 100% jugo de verdura cuenta como un miembro del grupo de verduras. Los vegetales pueden estar crudos, cocidos, frescos, congelados, enlatados o deshidratados y pueden estar enteros, picados o aplastados.

**Productos Lácteos** 2 ½ tazas

Toda la leche líquida y muchos alimentos hechos con leche son considerados parte de este grupo. Los alimentos hechos con leche que mantienen su contenido de calcio son parte de este grupo, mientras que los productos hechos con leche que contienen poco o ningún calcio, como el queso crema, la crema y la mantequilla, no lo son. Elija alimentos lácteos bajos en grasa o sin grasa.

**Granos** 5 onzas

Algunos ejemplos de productos de granos son: pan, fideos, harina de avena, cereales para el desayuno, tortillas y pinole. Los granos están divididos en dos subgrupos, granos integrales y granos refinados. La mitad de los granos que consumes deben de ser granos integrales.

**Proteína** 5 onzas

Todas las comidas hechas con carne de res o de aves, mariscos, frijoles, guisantes, huevos, nueces y semillas son parte de este grupo. Los frijoles y los guisantes son parte de este grupo y también del grupo de verduras.

La mayoría de la carne de res o de aves que comes debe de ser carne magra (sin grasa) o con poca grasa. Los mariscos, las nueces y las semillas contienen aceites saludables así que debes comer éstos a menudo en lugar de carne de res o de aves.

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Lesson 26 – EATING THE RIGHT AMOUNT OF FOOD
(Words written in **bold type** in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**OBJECTIVE:** Students will learn what standard amounts of food look like.

**MATERIALS:** Plastic food models Set of measuring cups for each student (optional)
1-cup measure Large bowl of fresh, baby carrots
½ cup measure Large bowl of cooked brown rice (undercooked)
Handout – “How Much Food?” Challenge
Family Handouts – “What Counts?”
“Build a Healthy Meal”

**ACTIVITIES:**

1. Hang the poster of MyPlate at the front of the room and ask the students to recall the previous lessons. Ask the following questions:
   - **What are the names of the five food groups?** *(Write the names on the board.)*
   - **What are four things that determine the amount of food a person can eat each day?** *(age, gender, size, activity level)*
   - **How much food from the grain group should children your age be eating each day?** *(5 ounces)* From the vegetable group? *(2 cups)* The fruit group? *(1 ½ cups)* The dairy group? *(2 ½ cups)* The protein group? *(5 ounces)* *(Write the amounts for each group next to the name of the group.)*
   - **How much activity should children your age be getting each day?** *(at least 60 minutes)*
   - **What happens to your body if you eat more food than your body needs?** *(gain weight)*
   - **What happens if you eat less food than your body needs?** *(lose weight)*
   - **So what is the best way to stay at the right weight for you?** *(stay in energy balance)*

2. Remind students that eating the right amount of food is very important to staying healthy. Ask for a volunteer to come forward to do a little experiment. Explain that children their age should eat about two cups of vegetables each day. But how do they know how much that is? Ask your volunteer to put what they think is 2 cups of carrots on the plate in front of the class. After the volunteer has finished, ask the class if they think it is more than 2 cups, less than 2 cups, or the right amount. Next, ask for another volunteer to come up and put an ounce of rice (about ½ cup) on a plate. After the volunteer has finished, again ask the class to vote for too much, too little, or the right amount. (Using undercooked rice with a little oil on it will help keep the rice from becoming too sticky.)

3. After the students have voted, show them the 1-cup measuring cup and ½ cup measuring cup and explain that these are tools that most of them have seen before. They are used to measure amounts of food for cooking, but they can also be used to measure the amount of food you should be eating. Using the carrots that the student put out on the plate, measure 2 cups onto a second plate using the measuring cup (add more or leave some as necessary). Show the class what 2 cups of vegetables looks like. Then, using the rice the student put on the plate, measure ½ cup of rice onto another plate. Again, show the students the ½ cup of rice and explain that this is about an ounce of grain.
4. Distribute the “What Counts” handout to the students. Explain that this lists the amounts of different foods that count toward their total each day. Sing the plastic food models, show the students representations of amounts of foods from each food group. Lead them to understand that the amount of food their body needs is not very large, and eating too much is very easy to do. That’s why it’s important to pay attention to the amount of food you are eating all the time. Some ways you can watch the amount you are eating are:

- Eat only at regular meal and snack times,
- Measure the amount you take to eat,
- Avoid eating in front of the TV or computer,
- Avoid taking seconds unless your stomach tells you it is still hungry,
- Avoid “super-sizing” at fast food restaurants.

Have the students take home the “What Counts?” handout for their families to use.

5. Hand out the “How Much Food?” challenge for the students to take home, complete and return the next week. Optional: Also pass out the measuring cups with the instruction that they measure some of the food they eat during the week. These are for the students to keep.

6. Distribute the Family Handout for the students to take home.

We made “Eat the Right Amount” stickers using Avery 5293 labels (see below). Hand out in lesson 27.
HOW MUCH FOOD? CHALLENGE

Every person has an amount of food that is right for him or her. The amount of food we need is based on our age, gender, and activity level. Generally, men need more food than women; teens and young adults need more food than seniors or children; and very active people need more food than those who are not very active. You can find the amount of food that is right for you by visiting www.MyPyramid.gov. This website allows you to plug in your gender, age, and activity level to learn more about the amount of food you should be eating. In school, children were given a set of measuring cups to use to measure the amount of food they are eating. On the chart below, write in the names of three foods or beverages you measured and the amount you measured out. Make sure you eat or drink it!

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Your Name ___________________  Grownup’s Signature ___________________

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Reto de: ¿Cuánta comida?

Cada persona tiene una cantidad de comida que es apropiada para el o ella. La cantidad de comida que necesitamos depende de nuestra edad, género, y nivel de actividad. Generalmente, los hombres necesitan más comida que la mujer; los adolescentes y jóvenes adultos necesitan más comida que las personas mayores y los niños; personas que son muy activas necesitan más comida que las personas que no son activas. Tú puedes encontrar la cantidad de comida apropiada para ti visitando www.MyPyramid.gov. Esta página te permite indicar tu género, tu edad y tu nivel de actividad para saber más sobre la cantidad de comida que debes comer. En la escuela se les dieron a los niños unas tazas de medir para medir la cantidad de comida que están comiendo. En la siguiente tabla, escribe los nombres de tres (3) comidas o bebidas que hayas medido, y las cantidades que midieron. Asegúrate que te comas o bebas la comida o bebida que mediste.

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Tu nombre: ____________________________  Firma de un adulto: ____________________________

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### What counts as a cup?

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<th>Fruits</th>
<th>Vegetables</th>
<th>Dairy*</th>
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<tbody>
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<td>1 small (2 ½ inch) apple</td>
<td>1 cup broccoli florets or chopped</td>
<td>1 cup milk</td>
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<td>1 cup applesauce</td>
<td>1 cup cooked greens</td>
<td>½ cup evaporated milk</td>
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<td>1 large (8 to 9 inch) banana</td>
<td>2 cups raw greens</td>
<td>1 8 ounce container yogurt</td>
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<tr>
<td>1 cup diced melon or 1” thick wedge</td>
<td>12 baby carrots, 2 med. carrots, or 1 cup raw or cooked pieces</td>
<td>1 ½ ounces hard cheese (cheddar, swiss, mozzarella, parmesan)</td>
</tr>
<tr>
<td>32 seedless grapes</td>
<td>1 large baked sweet potato (2 ¼” diam.)</td>
<td>1/3 cup shredded cheese</td>
</tr>
<tr>
<td>1 medium grapefruit</td>
<td>1 cup cubed, cooked winter squash</td>
<td>½ cup ricotta cheese</td>
</tr>
<tr>
<td>1 large orange (3 inch diameter)</td>
<td>1 cup whole or mashed, cooked dry beans and peas</td>
<td>2 cups cottage cheese</td>
</tr>
<tr>
<td>1 cup sliced, diced, raw, cooked or canned, drained fruit</td>
<td>1 cup corn or 1 large ear (8” to 9”)</td>
<td>2 ounces processed cheese (American)</td>
</tr>
<tr>
<td>2 large plums</td>
<td>1 cup green peas</td>
<td>1 cup pudding made with milk (best to use low-fat or skim milk)</td>
</tr>
<tr>
<td>8 large strawberries</td>
<td>White potatoes—1 cup diced or mashed, 1 medium baked (2 ½” to 3” diameter), 20 medium French fries</td>
<td>1 ½ cups ice cream</td>
</tr>
<tr>
<td>½ cup dried fruit</td>
<td>1 cup raw or cooked mushrooms, cauliflower, celery, onions, summer squash, or zucchini</td>
<td>1 cup frozen yogurt</td>
</tr>
<tr>
<td>1 cup 100% fruit juice</td>
<td>1 cup chopped or shredded raw or cooked cabbage</td>
<td>*Choose low-fat or fat-free milk products most often.</td>
</tr>
<tr>
<td>1 large tomato (3”) or 1 cup sliced or diced</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### What counts as an ounce-equivalent?

<table>
<thead>
<tr>
<th>Grains</th>
<th>Protein*</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ bagel</td>
<td>1 ounce cooked lean beef, pork, or ham</td>
</tr>
<tr>
<td>1 small biscuit (2” diameter)</td>
<td>1 ounce cooked chicken or turkey without skin</td>
</tr>
<tr>
<td>1 regular slice bread or 1 small French bread slice</td>
<td>1 sandwich slice of turkey, chicken, or ham (4 ½” x 2 ½” x 1/8”)</td>
</tr>
<tr>
<td>½ cup cooked bulgur</td>
<td>1 ounce cooked fish or shellfish</td>
</tr>
<tr>
<td>1 small piece cornbread (2 ½” x 1 ¼” x 1 ¼”)</td>
<td>1 egg</td>
</tr>
<tr>
<td>7 square or round crackers, 5 whole wheat crackers</td>
<td>½ ounce of nuts (12 almonds, 24 pistachios, 7 walnut halves), ½ ounce of seeds, 1 tablespoon of peanut butter</td>
</tr>
<tr>
<td>1 small flour or corn tortilla (6” diameter)</td>
<td>¼ cup cooked dry beans or peas</td>
</tr>
<tr>
<td>½ English muffin, 1 small (2 ½” diameter) muffin</td>
<td>¼ cup of tofu</td>
</tr>
<tr>
<td>½ cup cooked oatmeal or 1 packet oatmeal</td>
<td>1 ounce tempeh, cooked</td>
</tr>
<tr>
<td>1 pancake (4 1/2” diameter) or 2 small pancakes (3”)</td>
<td>¼ cup roasted soybeans</td>
</tr>
<tr>
<td>3 cups popped popcorn</td>
<td>2 tablespoons hummus</td>
</tr>
<tr>
<td>1 cup ready-to-eat cereal</td>
<td>1 falafel patty (2 ¼”)</td>
</tr>
<tr>
<td>½ cup cooked rice, pasta, or noodles</td>
<td>*Choose lean cuts of meat with visible fat removed.</td>
</tr>
</tbody>
</table>

*Choose lean cuts of meat with visible fat removed.
¿Qué cuenta como una taza?

<table>
<thead>
<tr>
<th>Frutas</th>
<th>Verduras</th>
<th>Productos Lácteos</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 manzana pequeña (2½ pulgadas)</td>
<td>1 taza de florecillas de brócoli o de brócoli picado</td>
<td>1 taza de leche</td>
</tr>
<tr>
<td>1 taza de puré de manzana</td>
<td>1 taza de hojas de verduras cocidas</td>
<td>½ taza de leche evaporada</td>
</tr>
<tr>
<td>1 plátano grande (8 a 9 pulgadas)</td>
<td>2 tazas de hojas de verduras crudas</td>
<td>1 envase (8 oz.) de yogur</td>
</tr>
<tr>
<td>1 taza de melón picado en trocitos o una tajada de 1” de ancho</td>
<td>12 zanahorias pequeñas, 2 zanahorias medianas ó 1 taza de zanahorias en trocitos, crudas o cocidas</td>
<td>½ oz. de queso duro (cheddar, suizo, mozzarella, parmesano)</td>
</tr>
<tr>
<td>32 uvas sin semillas</td>
<td>1 camote grande asado (2¼” diámetro)</td>
<td>½ taza de queso rallado</td>
</tr>
<tr>
<td>1 toronja mediana</td>
<td>1 taza de calabacín de invierno picado y cocido</td>
<td>½ taza de queso ricota</td>
</tr>
<tr>
<td>1 naranja grande (3” de diámetro)</td>
<td>1 taza de frijoles o guisantes cocidos, enteros o en puré</td>
<td>2 tazas de quesos</td>
</tr>
<tr>
<td>1 taza de fruta picada o en tajadas, cruda, cocida o enlatada (escorrida)</td>
<td>1 taza de granos de maíz o una mazorca grande (8 a 9 pulgadas)</td>
<td>2 oz. de queso americano procesado</td>
</tr>
<tr>
<td>2 ciruelas grandes</td>
<td>1 taza de guisantes verdes</td>
<td>1 taza de budín hecho con leche</td>
</tr>
<tr>
<td>8 fresas grandes</td>
<td>Papas—1 taza en trocitos o en puré, una mediana asada (2½ a 3” diámetro), ó 20 tiritas de papas fritas medianas</td>
<td>1½ tazas de nieve (helado)</td>
</tr>
<tr>
<td>½ taza de fruta seca</td>
<td>1 tomate grande (3”) ó 1 taza en tajadas o picado</td>
<td>1 taza de yogur congelado</td>
</tr>
<tr>
<td>1 taza de jugo de fruta 100%</td>
<td>1 taza de repollo picado o rallado, crudo o cocido</td>
<td></td>
</tr>
</tbody>
</table>

¿Qué cuenta como una onza?

<table>
<thead>
<tr>
<th>Granos</th>
<th>Proteína</th>
</tr>
</thead>
<tbody>
<tr>
<td>½ bagel</td>
<td>1 onza de jamón o de carne magra de res o de puerco</td>
</tr>
<tr>
<td>1 panecillo (2” de diámetro)</td>
<td>1 onza de pollo o pavo cocido sin pellejo</td>
</tr>
<tr>
<td>1 rebanada de pan de molde o una rebanada pequeña de pan francés</td>
<td>1 lonja de pavo, pollo o jamón de tamaño como para un sándwich (4 ½ “ x 2 ½ “ x 1/8&quot;)</td>
</tr>
<tr>
<td>½ taza de bulgur cocido</td>
<td>1 onza de pescado o marisco cocido</td>
</tr>
<tr>
<td>1 cubo pequeño de pan de maíz (2 ½“ x 1 ¼“ x 1 ½“)</td>
<td>1 huevo</td>
</tr>
<tr>
<td>7 galletas de sal redondas o cuadradas, 5 galletas de trigo integral</td>
<td>½ onza de nueces (12 almendras, 24 pistachos, 7 mitades de nueces), ½ onza de semillas, 1 cucharada de crema de cacahuate</td>
</tr>
<tr>
<td>1 tortilla de harina o de maíz pequeña (6” de diámetro)</td>
<td>¼ taza de frijoles o guisantes cocidos</td>
</tr>
<tr>
<td>½ panecillo inglés (“English muffin”) ó 1 panecillo pequeño de 2½” de diámetro</td>
<td>¼ taza de tofú</td>
</tr>
<tr>
<td>½ taza de avena cocida o 1 paquete de avena</td>
<td>1 onza de tempeh cocido</td>
</tr>
<tr>
<td>1 panqueque de 4 ½ “ de diámetro ó 2 panqueques pequeños (3”)</td>
<td>¼ taza de frijoles de soya tostados</td>
</tr>
<tr>
<td>3 tazas de palomitas de maíz</td>
<td>2 cucharadas de humus</td>
</tr>
<tr>
<td>1 taza de cereal listo para comer</td>
<td>1 tortita de falafel (2¼”)</td>
</tr>
<tr>
<td>½ taza de arroz o de fideos</td>
<td></td>
</tr>
</tbody>
</table>

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A healthy meal starts with more vegetables and fruits and smaller portions of protein and grains. Think about how you can adjust the portions on your plate to get more of what you need without too many calories. And don’t forget dairy—make it the beverage with your meal or add fat-free or low-fat dairy products to your plate.

1. **Make half your plate veggies and fruits**
   Vegetables and fruits are full of nutrients and may help to promote good health. Choose red, orange, and dark-green vegetables such as tomatoes, sweet potatoes, and broccoli.

2. **Add lean protein**
   Choose protein foods, such as lean beef and pork, or chicken, turkey, beans, or tofu. Twice a week, make seafood the protein on your plate.

3. **Include whole grains**
   Aim to make at least half your grains whole grains. Look for the words “100% whole grain” or “100% whole wheat” on the food label. Whole grains provide more nutrients, like fiber, than refined grains.

4. **Don’t forget the dairy**
   Pair your meal with a cup of fat-free or low-fat milk. They provide the same amount of calcium and other essential nutrients as whole milk, but less fat and calories. Don’t drink milk? Try soymilk (soy beverage) as your beverage or include fat-free or low-fat yogurt in your meal.

5. **Avoid extra fat**
   Using heavy gravies or sauces will add fat and calories to otherwise healthy choices. For example, steamed broccoli is great, but avoid topping it with cheese sauce. Try other options, like a sprinkling of low-fat parmesan cheese or a squeeze of lemon.

6. **Take your time**
   Savor your food. Eat slowly, enjoy the taste and textures, and pay attention to how you feel. Be mindful. Eating very quickly may cause you to eat too much.

7. **Use a smaller plate**
   Use a smaller plate at meals to help with portion control. That way you can finish your entire plate and feel satisfied without overeating.

8. **Take control of your food**
   Eat at home more often so you know exactly what you are eating. If you eat out, check and compare the nutrition information. Choose healthier options such as baked instead of fried.

9. **Try new foods**
   Keep it interesting by picking out new foods you’ve never tried before, like mango, lentils, or kale. You may find a new favorite! Trade fun and tasty recipes with friends or find them online.

10. **Satisfy your sweet tooth in a healthy way**
    Indulge in a naturally sweet dessert dish—fruit! Serve a fresh fruit cocktail or a fruit parfait made with yogurt. For a hot dessert, bake apples and top with cinnamon.

Cómo preparar platos sanos
10 consejos para platos sanos

Un plato sano comienza con más vegetales y frutas, y porciones más pequeñas de proteínas y granos. Piense en cómo ajustar las porciones en su plato para obtener más de lo que necesita sin demasiadas calorías. Tampoco olvide los productos lácteos; haga de ellos su bebida de acompañamiento o agregue a su plato productos lácteos descremados o con bajo contenido de grasa.

1. **haga que la mitad de su plato consista en frutas y vegetales**
   Las vegetales y las frutas están repletas de nutrientes que tal vez le ayuden a promover la buena salud. Elija vegetales de color rojo, anaranjado y verde oscuro como tomates, camotes (batatas) y brócoli.

2. **agregue proteínas magras**
   Elija alimentos ricos en proteína, como carne de res y cerdo magras, pollo y pavo, frijoles o tofú. Dos veces por semana, haga que la proteína en su plato provenga de pescados y mariscos.

3. **incluya granos integrales**
   Intente que por lo menos la mitad de los granos consumidos sean granos integrales. Busque las designaciones “100% granos integrales” o “100% trigo integral” (“whole grain,” “whole wheat”) en las etiquetas. Los granos integrales contienen más nutrientes, como fibra, que los granos refinados.

4. **no olvide los productos lácteos**
   Acompáñe sus comidas con una taza de leche descremada o baja en grasa. Esta contiene la misma cantidad de calcio y otros nutrientes esenciales que la leche entera, pero con menos grasa y calorías. ¿No bebe leche? Pruebe leche de soja (bebida de soja) como su bebida, o bien incluya en su comida yogur descremado con bajo contenido de grasa.

5. **evite la grasa adicional**
   El uso de salsas o aderezos espesos agregará grasas y calorías a comidas que de otro modo serían sanas. Por ejemplo, el brócoli al vapor es excelente, pero evite cubrirllo con salsa de queso. Pruebe otras opciones, como queso parmesano rallado bajo en grasa o jugo de limón.

6. **coma con calma**
   Saboree la comida. Coma despacio, disfrute del sabor y las texturas, y preste atención a cómo se siente. Tenga en cuenta que comer demasiado rápido puede resultar en comer demasiado.

7. **use un plato más pequeño**
   Use platos más pequeños a la hora de comida para controlar las porciones. De esa manera puede “limpiar el plato” y sentirse satisfecho sin comer demasiado.

8. ** controle sus alimentos**
   Coma en casa con más frecuencia para que sepa exactamente lo que come. Si sale a comer, estudie y compare la información de nutrición. Elija opciones más sanas como alimentos horneados en lugar de fritos.

9. **pruebe alimentos nuevos**
   Mantenga el interés al elegir alimentos nuevos que tal vez nunca antes ha probado, como mangos, lentejas o lechuga japonesa. ¡Tal vez encuentre su nuevo alimento favorito! Intercambie recetas sabrosas y divertidas con sus amigos, o busque recetas nuevas en línea.

10. **satisfaga el gusto dulce de manera sana**
    Permítase un postre naturalmente dulce: ¡frutas! Sirva ensalada de frutas frescas o un postre helado con yogur y fruta. Para un postre caliente, hornee manzanas y cúbralas con canela.

La Universidad de Nevada, Reno es una institución de EEO/AA. Este material fue financiado por el programa de asistencia de nutrición suplementaria del USDA. El programa de asistencia de nutrición suplementaria proporciona asistencia de nutrición para personas de bajos ingresos. Puede ayudarle a comprar alimentos nutritivos para una mejor dieta. Para obtener más información, llame al 1-800-221-5689 o leer www.fns.usda.gov/snap. El USDA es un proveedor y empleador que ofrece igualdad de oportunidades para todos.
Lesson 27 - FOOD CHART

(Words written in bold type in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

OBJECTIVE: Students will determine if selected menus provide adequate servings from each food group.

MATERIALS: MyPlate Poster
Ally and Aaron’s food choice pictures
“Eat the Right Amount” stickers
Worksheets - “Katie’s/Jacob’s Menu” (print in color if available, two-sided)

ACTIVITIES:

Prior to class, find pictures of the following meals/snacks to use in today’s lesson. (in Accompanying Materials)

<table>
<thead>
<tr>
<th>Ally’s Food Choices</th>
<th>Aaron’s Food Choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td>Breakfast</td>
</tr>
<tr>
<td>Blueberry muffin, banana, milk</td>
<td>Yogurt, orange juice</td>
</tr>
<tr>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>Pepperoni pizza, baby carrots, ranch dressing, sugar cookie, milk</td>
<td>Hot dog, bun, apple, milk, cupcake</td>
</tr>
<tr>
<td>Snack</td>
<td>Snack</td>
</tr>
<tr>
<td>Cereal, strawberries, milk</td>
<td>Ice cream</td>
</tr>
<tr>
<td>Dinner</td>
<td>Dinner</td>
</tr>
<tr>
<td>Chicken, mashed potatoes, corn, milk, marshmallow treat</td>
<td>Turkey sandwich, chips, grapes, soft drink, chocolate chip cookies</td>
</tr>
</tbody>
</table>

1. Ask if any of the students brought back the “How Much Food?” challenge from the previous lesson. Check them and give children a sticker or some other incentive for their good work.

2. Show the MyPlate Poster to the class once again and have the students tell you the amounts of foods needed from each food group each day.

3. Explain to the students that you are going to show them a way that they can determine whether or not someone is eating a healthy diet, using a variety of foods in the right amounts. Pretend that you spoke with two children from another school and they told you what they ate for one day. You made pictures of the different meals and snacks they had, and you would like the students to help you determine if their food choices were healthy.

4. Write “Ally” on one side of the white board and “Aaron” next to it on the white board or chalk board. Place the pictures of Ally’s food choices under her name and the pictures of Aaron’s food choices under his name. Under all of that, write the words “fruits,” “vegetables,” “grains,” “dairy,” “protein” and “sometimes.” Explain to the students that first they will look at all the foods that Ally ate and divide them into the proper food groups. Then, they will do the same with all the foods that Aaron ate. After doing this, they will compare the two diets and give them a “grade.” (Was the diet good, fair, or poor?)

5. After the students have graded the two diets, ask them what advice they could give Ally and Aaron to improve their diets.
6. Explain to the students that they can rate their own diets the same way. All they have to do is write down what they eat for a day and then separate their choices into the food groups and “sometimes foods.” Challenge them to do this for everyone in their family.

7. Pass out the worksheet, “Katie’s Menu,” for the students to complete with you. They will do the same with the written foods as they just did with the pictures, writing the foods under each food group and then seeing how many foods from each food group were eaten in the day. Go over the worksheet with them, and take suggestions for foods that could be added to make the menu meet the day's food requirements.

8. If time permits, allow the students to complete “Jacob’s Menu” on their own.

Answers to Ally/Aaron Food Choices:

<table>
<thead>
<tr>
<th></th>
<th>Fruits</th>
<th>Vegetables</th>
<th>Grains</th>
<th>Dairy</th>
<th>Protein</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>banana</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>muffin</td>
<td></td>
<td>pizza crust</td>
<td>pizza cheese milk</td>
<td>pepperoni</td>
<td>Pepperoni+ ranch dressing 3 cookies</td>
<td></td>
</tr>
<tr>
<td>carrots</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>strawberry</td>
<td></td>
<td>cereal</td>
<td>milk</td>
<td></td>
<td>chicken</td>
<td>marshmallow treat</td>
</tr>
<tr>
<td>potatoes corn</td>
<td></td>
<td>milk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>amount</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>+Pepperoni is a protein, but it is also a sometimes food.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fruits</th>
<th>Vegetables</th>
<th>Grains</th>
<th>Dairy</th>
<th>Protein</th>
<th>Sometimes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aaron</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>orange juice</td>
<td></td>
<td>yogurt</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>apple</td>
<td></td>
<td>Bun*</td>
<td>milk</td>
<td>hot dog</td>
<td>hot dog+ cupcake</td>
<td></td>
</tr>
<tr>
<td>grapes</td>
<td>2 bread</td>
<td></td>
<td>turkey</td>
<td>chips soft drink 2 cookies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>amount</td>
<td>3</td>
<td>4*</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

+A hot dog is a protein, but it is also a sometimes food.
*A bun counts as 2 grain servings.
DIRECTIONS: Katie ate breakfast, lunch and dinner and wrote down what she ate at each meal. Help Katie see if she ate the right amount from each food group by writing the foods for each meal in the correct food group box. After all the foods have been written, add up the amount of food in each group to see if she ate the right amount. Use the “What Counts?” handout to help you see what amounts make a serving.

<table>
<thead>
<tr>
<th>FOOD GROUP (amount needed)</th>
<th>GRAINS (5 ounces) amount</th>
<th>VEGETABLES (2 cups) amount</th>
<th>FRUITS (1 ½ cups) amount</th>
<th>DAIRY (2 ½ cups) amount</th>
<th>PROTEIN (5 ounces) amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>BREAKFAST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>egg (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>toast (1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>orange juice (1/2 cup)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LUNCH</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>macaroni (3 ounces)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheese (1 ounce)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>green beans (1/2 cup)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>celery (6 sticks)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>milk (1 cup)</td>
<td></td>
<td></td>
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<tr>
<td>DINNER</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chicken (3 ounces)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>baked potato (1)</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>corn (1/2 cup)</td>
<td></td>
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<tr>
<td>biscuit (1)</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>milk (1 cup)</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>TOTAL AMOUNT</td>
<td></td>
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</tbody>
</table>

The University of Nevada, Reno is an EEO/AA institution. This material was funded by USDA’s Supplemental Nutrition Assistance Program. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-221-5689 or read [www.fns.usda.gov/snap](http://www.fns.usda.gov/snap). USDA is an equal opportunity provider and employer.
Jacob’s Menu

DIRECTIONS: Jacob ate breakfast, lunch and dinner and wrote down what he ate at each meal. Help Jacob see if he ate the right amount from each food group by writing the foods for each meal in the correct food group box. After all the foods have been written, add up the amount of food in each group to see if he ate the right amount. Use the “What Counts?” handout to help you see what amounts make a serving.

<table>
<thead>
<tr>
<th>FOOD GROUP</th>
<th>GRAINS (amount needed)</th>
<th>VEGETABLES (2 cups)</th>
<th>FRUITS (1 ½ cups)</th>
<th>DAIRY (2 ½ cups)</th>
<th>PROTEIN (5 ounces)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BREAKFAST</td>
<td>cereal (1 cup)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>milk (1/2 cup)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>strawberries (1/2 cup)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LUNCH</td>
<td>chicken nuggets (4)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>baby carrots (1/2 cup)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>animal crackers (5)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>milk (1 cup)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DINNER</td>
<td>taco meat (3 ounces)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>tortillas (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>cheese (1 ounce)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>lettuce (1/2 cup)</td>
<td></td>
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<tr>
<td></td>
<td>salsa (1/2 cup)</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>milk (1 cup)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL AMOUNT</td>
<td>___________ ounces</td>
<td>___________ cups</td>
<td>___________ cups</td>
<td>__________ cups</td>
<td>___________ ounces</td>
</tr>
</tbody>
</table>

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Lesson 28 - EATING A VARIETY OF FOODS
(Words written in bold type in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

OBJECTIVE: Students will learn the importance of variety in food choices.

MATERIALS: Chalkboard
Worksheet - “Variety, the MyPlate Way” (evaluation)

ACTIVITIES:

1. Have the students close their eyes and imagine... Describe their day to them. You get up in the morning and have a nice breakfast of sliced bananas, then head off for school. At recess that morning, you decide to have a snack - a banana. For lunch, you open your lunch to find mashed bananas and banana juice. When you get home from school later on, you find banana freezies waiting for you. Dinnertime provides a banana roast with sautéed bananas and banana sauce for dessert. For a bedtime snack - a whole banana!

   Have the students open their eyes and ask the following questions:
   - Would you be very healthy if you ate nothing but bananas?
   - Why? Aren’t bananas a healthy food? (They are healthy, but they don’t have all the nutrients your body needs to stay healthy.)
   - Is there any one food that can provide everything your body needs? (no)
   - Remind students of the story of the “Good Health Train.” The train could not get into Good Health Town until all of the food groups were included. By eating a variety of “everyday” foods from all of the food groups, we can help keep our bodies healthy.

2. Ask the children to name some of their favorite “everyday” foods and write them on the board. Remind them that everyday foods are those that can help you grow, stay healthy, be strong and have energy. If “sometimes” foods are named, explain why it is a sometimes food and do not write it on the board. Explain that it is ok to eat occasionally, but it’s not the healthiest choice.

3. Discuss the concept of variety and the importance of eating many different kinds of foods, not just from different food groups but a variety of foods within each food group. How many different kinds of grain foods did the students name? Vegetables? Fruits? Dairy group foods? Protein group foods? Isn’t it great that there are so many foods from which to choose? Erase the answers on the board.

4. Pass out the worksheet, “Variety The MyPlate Way,” for the students to complete, listing “everyday” foods. Collect these for evaluation purposes.
Write the names of two everyday foods from each food group in the proper space on MyPlate. Do not color over the names of the foods and food groups.
Lesson 29 - SERVING STORE (EVALUATION)

(Words written in **bold type** in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**OBJECTIVE:** Students will 1) categorize foods according to food group, and 2) identify amounts of food from each food group needed for a child their age.

**MATERIALS:**
- Pencils
- Plates
- Crayons
- Napkins
- Whole grain crackers (Grain Group)
- Storage containers
- Grapes or Pineapple chunks (Fruit Group)
- Moist towelettes
- Baby carrots (Vegetable Group)
- Serving utensils
- Low-fat cheese cubes (Dairy Products Group)
- Peanuts or sunflower seeds (Protein Foods Group)
- Worksheets - Activity Review Packet (1-sided, stapled)

**ACTIVITIES:**

1. Explain that today you are going to find out what they know about the food groups and the amount of food from each that children their age should eat in a day. You have brought foods from each food group and you are going to ask them to come up, tell you the food group each food is in, and then tell you the amount of food they should eat from that food group each day. Hand out the Activity Review Packet for the students to work on and color. Explain to them that, as they are working on the packet, they will be called to go through the "Serving Store." (Depending on the size of the class, you may choose students one at a time or in groups of two or three for “team” testing.)

2. As students are called to the "store," they must name the food group that each food represents and identify the correct amount of food from each food group needed for good health. (e.g., The crackers represent the grain group and 5 ounce-equivalents are needed daily.) As the students identify the food groups and servings, place each food, in an amount equal to the amount required for their age, on a plate. (see page 48) (Put 5 crackers on the plate, 2 pineapple chunks or grapes, 2 baby carrots, 2 cheese chunks and 5 peanuts or sunflower seeds on the plate.) If students are unable to remember the amount of food or food group names, have them go back to their seats and review worksheets from previous lessons. Assure them that they will be called again to give their answers. If students are again unable to complete the evaluation, review the food groups and amounts of food required by children their age with them, giving them the required amount as listed above.

3. As the students correctly "check out" of the store, they may return to their seats to eat the foods they have identified. Make sure each takes a moist towelette to clean hands before eating. They can resume work on their Activity Review packets after they have eaten.

4. If time permits, review the activity packet with the students as a refresher of all they have learned.

*1 ½-2# blocks of cheese served ~ 120 students. We cut the cheese blocks into very small chunks. Also, 1-2# bag of carrots served ~ 60 students.

#Recommendations for fruit servings is 1 ½ cups and for dairy products, 2 ½ cups for this age. We used 2 pieces of fruit and 2 chunks of cheese for simplicity of service.
Activity Review Packet

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Color the food groups. Start at the top left of MyPlate. Draw a picture of one healthy food in each food group.

Fruits - red
Vegetables - green
Grains - orange
Protein - purple
Dairy - blue
Wash those hands!

Use the words in the “Answer Box” to fill in the blanks to complete the sentences below:

1. Washing hands can get rid of _______________ that could make you sick.
2. When we wash our hands we should count to _________ while we scrub.
3. Make sure to wash the fronts and backs of hands, wrists, and between _________________.
4. It is important to wash hands before we _________________.
5. Dry hands using a clean _________________.
6. Wash your hands after using the _________________.
7. Germs can come from other _________________, from pets, and from almost anything we touch.

Keep food safe!

To keep food safe, we need to store it properly. Draw a line from each food that should be kept cold to the picture of the refrigerator.

---

**Answer Box**

towel
20 fingers
germs
bathroom
eat
people

---

University of Nevada Cooperative Extension

Chefs for Kids
Can you run to line up on the playground without huffing and puffing?

Physical activity is good for your body. It is fun and everybody needs to get moving. The more you move, the more energy you use! Having an active lifestyle will help you and your heart, lungs, bones and muscles become stronger and fitter. The more fit you are, the better your body works. The more fit you are, the more you can do without getting tired. So when you run to line up, you won’t be huffing and puffing!

Some activities are listed below, but their letters got all mixed up. Unscramble the letters to write the activity the way it should be. Use the words in the box to the left to help you.

**THESE ACTIVITIES ARE GOOD FOR YOUR BODY.**

Fast walking  
Soccer  
Swimming  
Dancing  
Skating  
Playing Frisbee  
Hockey  
Hiking  
Running  
Basketball  
Jumping rope  
Skipping  
Kickball  
Skiing  
Rowing a boat  
Bicycling  
Playing tag

creocs ____________________________
mniwgims _________________________
ceaning __________________________
pmjungi proe _______________________
kistnga __________________________
nugnnri __________________________
ylpiang atg _________________________
entisn ____________________________
ckhoye ____________________________
Count the pears on the pear tree. There are _______ pears in the garden. What other fruits grow on trees? 

How many carrots are in the garden? _______ Carrots grow under the ground. Now add two more carrots. How many carrots are in the garden now? _______

Lettuce is growing in the garden. How many heads of lettuce are in the garden? _______
Draw three more heads of lettuce in the garden. Now how many heads of lettuce are in the garden? _______

Watermelons grow on a vine. How many watermelons are in the garden? Draw one more watermelon. Now there are _________ watermelons in the garden.
A. Write the name of the vegetable under the correct plant part.

<table>
<thead>
<tr>
<th>ROOT</th>
<th>STEM</th>
<th>LEAF</th>
<th>FLOWER</th>
<th>SEED</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________</td>
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<td>____________</td>
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</tbody>
</table>

B. Solve the riddles.

1. I am a root that you eat. I am crunchy, sweet and orange. I am a ____________.

2. I am the flower of the plant. I am green and bushy and I look like a small tree. I am ____________.

3. I am a leaf. I am green and full of vitamins. Popeye eats me to make him strong. I am ____________.

C. Circle the vegetables that are really fruits.

- cucumber
- potato
- green pepper
- spinach
- lettuce
- tomato
- onion
- corn
- green beans
- squash
- carrots
- eggplant
Foods by the Group

Draw a circle around each food that belongs to the grain group:

Draw a circle around each food that belongs to the vegetable group:

Draw a circle around each food that belongs to the fruit group:

Draw a circle around each food that belongs to the dairy group:

Draw a circle around each food that belongs to the protein group:
BREAKFAST EVERY DAY!

Breakfast really is the most important meal of the day. It’s easy to make healthful food choices when you’re planning your breakfast. Use the secret code below to find some foods that are great choices for breakfast!

```
  a  b  c  e  f  g  h  i  j  l  m  n  o

  p  r  u  y
```

---

YOGURT

---

Chefs for Kids

University of Nevada Cooperative Extension
TRAIN WRECK!

There was a train wreck on the way to Good Health Town. Some of the foods got mixed up into different cars. There are 9 foods in each car. Draw a line through the 2 foods in each car that do not belong to that food group.
Building A Healthy Lifestyle

Lessons 30 through 35

UNIT OBJECTIVE: After completing these lessons, students should be able to 1) identify healthy food choices for both meals and snacks, 2) explain why some foods may not be as healthy a choice as others, and 3) identify the role of breakfast in a healthy lifestyle.

KEY FACTS: Eating habits affect not only our appearance, but also our performance and our health. Many Americans eat a diet too high in saturated and trans fats, cholesterol, sodium, added sugars and calories. Such diets can lead to obesity and increased risk of certain diseases such as heart disease, high blood pressure, stroke, diabetes and certain forms of cancer. A healthy lifestyle includes making smart choices from every food group; balancing food and physical activity; and getting the most nutrition from the calories you eat. Choosing foods from all the food groups supplies our bodies with vitamins, minerals, proteins, fats and carbohydrates that are essential to good health. Some foods are low in beneficial nutrients and high in calories. They also may be high in “potentially harmful” nutrients such as saturated fats, trans fats, added sugar and sodium. These foods are called “extra foods” or “sometimes foods” and should only be eaten rarely and only after the requirements from the five food groups have been met.

Many studies have pointed to breakfast as being a very important part of any lifestyle. Eating breakfast has been linked to improved strength, endurance, alertness and attitude toward work and school.

Establishing healthy lifestyle habits at an early age can provide benefits that can last throughout a lifetime.

Lesson 30 - THE SOMETIMES FOODS

(Words written in bold type in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

OBJECTIVE: Students will define and identify “sometimes foods.”

MATERIALS: Sugar, fat and salt test tubes* or other representations of sugar, salt and fat in foods
Worksheets - “Sometimes Foods”
“Sometimes Foods” word search
Family Handout - “Cut Back on Your Kid’s Sweet Treats”

ACTIVITIES:

1. Prior to class, obtain test tubes or other representations† of the amount of sugar, fat or salt contained in popular snack foods.

2. Pass out the worksheet, “Sometimes Foods,” for the students to read the top section aloud.
3. Ask the class if they know what problems can arise from using too much sugar, salt or fat. Make three columns on the chalk board or white board, one entitled “Too much sugar,” one entitled “Too much fat,” and one entitled “Too much salt.” Lead the children to discover that eating too much sugar may cause cavities if they do not brush teeth often, and may cause people to gain weight if they do not stay in energy balance. Write these two adverse effects on the board under “Too Much Sugar” and have the students do the same on their work sheets. Sugar intake does not cause diabetes, nor does it cause hyperactivity. Too much fat may cause us to gain weight, and too much fat may lead to heart attack and stroke. Write these effects in the column under “Too Much Fat.” Finally, too much salt may cause our bodies to lose calcium\(^1\), which can lead to brittle bones. Also, it may contribute to high blood pressure—generally, the higher a person’s salt intake, the higher the blood pressure\(^3\). Write in these adverse effects under the “Too Much Salt” column. You will need to give a very simple definition/description of the terms “diabetes,” “hyperactivity,” “heart attack,” “stroke,” “calcium” and “high blood pressure.” Many of the children may have heard the terms from family members, but may be uncertain what they are.

4. Show the students the test tubes or other representations that you have brought with you. The visual representation really helps children to see the amounts of the different nutrients that are in the sometimes foods they may like to eat. Stress that it is easy to see that they may get too much sugar, fat, or salt if they eat these kinds of foods all the time. That’s why it’s important to eat them only sometimes.

5. Read the list of sometimes foods on the worksheet. Have the students put a checkmark next to the sometimes foods that they eat on the list. Without calling attention to anyone in particular, ask them to think about the amounts of sometimes foods they eat and whether they should cut back somewhat on the sometimes foods they are eating.

6. Pass out the worksheet, “Sometimes Foods Word Search,” for the students to complete to emphasize some foods that should be eaten only “sometimes.”

7. Distribute the Family Handout for the students to take home.

\(*\)We purchased sugar, fat and salt test tubes from www.eNASCO.com. Other nutrition education product vendors may have similar supplies, also.

\(+\)If you want to make your own representations of sugar, fat and salt in foods, you can use food pictures and attach sugar packets, salt packets or yellow squares of cardstock to represent fat. Each sugar packet represents one teaspoon or 4 grams of sugar; each salt packet represents 300 mg of sodium, and each yellow square represents 4.3 g of fat (you can round to 4 g if you like). To find the amount of sugar, fat or salt in a food, look at the Nutrition Facts label or the USDA Nutrient Database, http://www.nal.usda.gov/fnic/foodcomp/search/. For example, the Nutrition Facts label on a 1 ½ oz. bag of potato chips lists the fat content as 15 g. You could take the wrapper or a picture of potato chips and attach 3 ½ yellow squares (15 ÷ 4.3) to represent the fat in the serving of chips. Or, a 1.9 oz. caramel chocolate bar lists sugar content at 31 g. Using a picture of a caramel chocolate bar, or wrapper from one, attach 7.75 sugar packets (31 ÷ 4 = 7.75). It also contains 11 g of fat so you could attach 2 ½ (11 ÷ 4.3 = 2.5) yellow squares to represent fat.

Make a poster (see next page) using the sugar and salt packets and yellow fat squares showing the amount of sugar (no recommendation), salt (no more than 1900 mg sodium per day) and total fat (no more than 35% of calories [62 g] or 14 fat squares per day) recommended for children their age\(^4\) (the amount for a 1600 calorie diet), so that you can compare the recommended amount with the amount that is in different “sometimes”
foods.

<table>
<thead>
<tr>
<th>Amount of Sugar, Salt and Fat for a 6 to 8 year old child</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sugar 0 packets (there is no recommendation for sugar)</td>
</tr>
<tr>
<td>Salt no more than 6.1 packets a day</td>
</tr>
<tr>
<td>Fat no more than 14 squares a day</td>
</tr>
</tbody>
</table>

1 Weaver CM, Proulx WR, Heaney RP. Choices for achieving adequate dietary calcium with a vegetarian diet. Am J Clin Nutr 1999;70:543S-8S.
Sometimes Foods

Sometimes foods are foods that we should only eat once-in-a-while. Sometimes foods might have too much fat, too much sugar or too much salt in them. They might even have too much of more than one of these things.

Fat, sugar and salt are not bad things. Our bodies need small amounts of fat and salt to work properly. Unfortunately, there are many foods that just have too much fat, sugar or salt. Too much fat, sugar and salt can be unhealthy for our bodies.

Most people eat sometimes foods once-in-a-while. That’s ok if we remember not to eat them every day. We also need to remember that, when we do eat sometimes foods, we should only eat them in small amounts.

Work with your teacher to discover what problems can be caused by eating too much fat, sugar and salt.

<table>
<thead>
<tr>
<th>Too Much Fat</th>
<th>Too Much Sugar</th>
<th>Too Much Salt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Below is a list of sometimes foods. How many of these foods do you eat or drink every day or almost every day? Do you need to cut down on how often you eat or drink them or the amount of sometimes foods you eat or drink?

- Sugar in tea or coffee
- Soda
- Syrup
- Jelly
- Candy
- Cake
- Pie
- Cookies
- Energy Drinks
- Juice drinks (not 100% juice)
- Butter or Margarine
- Regular Salad Dressing
- Ranch Dip
- Mayonnaise
- Gravy
- Deep Fried Foods
  (chicken nuggets, French fries, mozzarella sticks, etc.)
- Oil in Cooking
- Ice cream
- Cream Cheese
- Whipped Cream
- Salt added to food at the table
- Catsup or Mustard
- Barbeque Sauce
- Pickles and Olives
- Potato Chips
- Corn or Tortilla Chips
- Puffed Cheese Snacks
- Hot Dogs
Sometimes Foods Word Search

When we eat, we need to choose foods that will help our bodies grow and be healthy and strong. These can be called “everyday foods,” because they can be eaten every day. Sometimes we choose foods that do not help our bodies. We can call those foods “extra foods” or “sometimes foods.” Foods that don’t help our bodies should only be eaten sometimes and only after we have eaten the healthy foods our bodies need.

Find the “sometimes foods” listed below in the puzzle. They may be written up and down, across, diagonally or backwards.

butter
cake
candy bar
cookies
french fries
honey bun
ice cream
milk shake
fruit punch
pickles
potato chips
soda pop
sugar
syrup
Limit the amount of foods and beverages with added sugars your kids eat and drink. If you don’t buy them, your kids won’t get them very often. Sweet treats and sugary drinks have a lot of calories but few nutrients. Most added sugars come from sodas, sports drinks, energy drinks, juice drinks, cakes, cookies, ice cream, candy and other desserts.

1. **Serve small portions**
   It’s not necessary to get rid of all sweets and desserts. Show kids that a small amount of treats can go a long way. Use smaller bowls and plates for these foods. Have them share a candy bar or split a large cupcake.

2. **Sip smarter**
   Soda and other sweet drinks contain a lot of sugar and are high in calories. Offer water, 100% juice, or fat-free milk when kids are thirsty.

3. **Use the check-out lane that does not display candy**
   Most grocery stores will have a candy-free check-out lane to help moms out. Waiting in a store line makes it easy for children to ask for the candy that is right in front of their faces to tempt them.

4. **Choose not to offer sweets as rewards**
   By offering food as a reward for good behavior, children learn to think that some foods are better than other foods. Reward your child with kind words and comforting hugs, or give them non-food items, like stickers, to make them feel special.

5. **Make fruit the everyday dessert**
   Serve baked apples, pears, or enjoy a fruit salad. Or, serve yummy frozen juice bars (100% juice) instead of high-calorie desserts.

6. **Make food fun**
   Sugary foods that are marketed to kids are advertised as “fun foods.” Make nutritious foods fun by preparing them with your child’s help and being creative together. Create a smiley face with sliced bananas and raisins. Cut fruit into fun and easy shapes with cookie cutters.

7. **Encourage kids to invent new snacks**
   Make your own snack mixes from dry whole-grain cereal, dried fruit, and unsalted nuts or seeds. Provide the ingredients and allow kids to choose what they want in their “new” snack.

8. **Play detective in the cereal aisle**
   Show kids how to find the amount of total sugars in various cereals. Challenge them to compare cereals they like and select the one with the lowest amount of sugar.

9. **Make treats “treats,” not everyday foods**
   Treats are great once in a while. Just don’t make treat foods an everyday thing. Limit sweet treats to special occasions.

10. **If kids don’t eat their meal, they don’t need sweet “extras”**
    Keep in mind that candy or cookies should not replace foods that are not eaten at meal time.

Go to www.ChooseMyPlate.gov for more information.

DG TipSheet No. 13
June 2011

USDA Center for Nutrition Policy and Promotion
Reduzca el Consumo de Golosinas de sus Hijos

10 consejos para reducir el azúcar adicional

Limite la cantidad de alimentos y bebidas endulzadas que sus hijos comen y beben. Si no los compra, sus hijos no los beberán muy a menudo. Las golosinas y las bebidas endulzadas tienen muchas calorias pero pocos nutrientes. La mayoría de los azúcares adicionales provienen de gaseosas, bebidas deportivas, bebidas de energía, bebidas a base de jugo, pasteles, galletas dulces, helados, dulces y otros postres.

1. Sirva porciones pequeñas
No es necesario eliminar completamente los dulces y los postres, pero enseñe a sus hijos que las golosinas en cantidades pequeñas son suficientes. Use tazones y platos más pequeños para servir esos alimentos. Permita que sus hijos compartan una barra de dulce o un bizcocho grande.

2. Beba juiciosamente
Las gaseosas y otros refrescos dulces contienen mucho más azúcar y más calorías. Cuando sus hijos tengan sed ofrecéales agua, 100% jugo o leche descremada.

3. Use la cajera que no tenga dulces
La mayoría de los supermercados tienen cajeras sin dulces para ayudar a las madres. La espera en la fi la para pagar anima a los niños a pedir los tentadores dulces que les rodean.

4. No ofrezca dulces como recompensas
Al ofrecer alimentos como recompensas del buen comportamiento, los niños aprenden a pensar que algunos alimentos son mejores que otros. Recompense a sus hijos con palabras cariñosas y abrazos de consuelo, u ofrézcales otros artículos no comestibles como calcomanías para que se sientan especiales.

5. Haga que las frutas sean el postre de todos los días
Sirva manzanas o peras asadas, o ensalada de frutas. También sirva sabrosas barras de jugo congelado (100% jugo) en lugar de postres con alto contenido de calorias.

6. Haga las comidas divertidas
Las golosinas para los niños se comercializan como “comidas divertidas.” Haga que las comidas nutritivas sean divertidas al prepararlas con ayuda de sus hijos y de manera creativa. Invierta una cara sonriente con rebanadas de plátano y pasas. Use moldes para galletitas para cortar las frutas en formas divertidas y fáciles.

7. Anime a sus hijos a inventarse bocadillos nuevos
Prepare sus bocadillos con cereales secos de granos integrales, frutas secas y nueces o semillas sin sal. Provea los ingredientes y permita que los niños elijan lo que quieren preparar como bocadillo “nuevo.”

8. Juegue al detective en el estante de cereales
Enseñe a los niños cómo encontrar la cantidad total de azúcar en varios cereales. Anímelos a comparar los cereales que les gustan y a seleccionar el que tenga menos azúcar.

9. Haga que las golosinas sean “especiales” no comidas de todos los días
Las golosinas son fabulosas de vez en cuando. Pero no haga que sean comidas de todos los días. Limite las golosinas y dulces a ocasiones especiales.

10. Si los niños no se comen sus comidas, no hay que darles dulces “extra”
Tenga en mente que los dulces o las galletitas no deben reemplazar los alimentos no consumidos a la hora de comer.
Lesson 31 - HEALTHY SNACKS
(Words written in **bold type** in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**OBJECTIVE:** Students will demonstrate their skill in preparing a healthy snack.

**MATERIALS:**
- Pictures of several different snack foods
- Two labeled, expandable folders (everyday snack, sometimes snack)
- An assortment of five different foods, one from each food group
  - (graham crackers, pea pods, peaches or berries, yogurt (vanilla, non-fat), sunflower seeds)
- Plates  Napkins
- Serving utensils   Moist towelettes
- Worksheets - “Facts about Snacks”
  - “Snack Challenge”
- Handout - “10 Tips to Healthy Eating for Kids”
  (print back-to-back on card stock and in color if available, cut 1/3)

**ACTIVITIES:**

1. Remind the class of the previous lesson on “Sometimes Foods.” **Should we eat sometimes foods every day?** (no) **Why or why not?** (too much sugar, fat and salt, don’t give us what we need to be strong, grow and stay healthy) **Give me some examples of sometimes foods we eat.** (chips, soda, cookies, candy, ice cream, hot dogs, etc.)

2. Pass out the worksheet, “Facts about Snacks,” to read and work on with the students.

3. Discuss the fact that snacks are small amounts of food and should be planned, just like meals are planned. Are the children surprised by this? Take time to have the students come up with snacks for the week. Have a volunteer tell the class what snacks they chose for the week.

4. Play the Snackin’ Relay. Divide the class into two teams and have them line up, one behind the other in two lines at one side of the room. On the opposite end of the room, place two expansion pocketed folders, one saying “everyday snack” and the other saying “sometimes snack.” Give each student a picture of a snack food. Explain that they will hop up to the folders and place their food picture in the pocket that best describes the type of snack it is. Then they will return to the end of their line and sit down. When everyone has placed his/her snack, go through each pocket and determine if the snacks were placed correctly. Have the students give a “thumbs up” or “thumbs down” to relate if the food was placed in the proper category. If they were not placed correctly, see if the students can determine why the choice was incorrect. The team with the most correctly placed snacks wins!

5. Remind the students of the previous lessons in which healthy snacks were created from the different food groups. Explain that today, they will create their own snack using foods from all of the food groups. Remind them of the class in which they created the snack art using fruits and vegetables, and give some examples of what you would like them to do, if necessary. Distribute the moist towelettes and foods to the students. There should be one food from each food group. Allow the students to be creative to make some fun and very healthy snacks!

6. As the students are enjoying their snacks, pass out the cards, “10 Tips to Healthy Eating for
Kids,” for the students to take home.

7. Distribute the “Snack Challenge” for the students to take home, complete and return to you the following week.
Name ________________________________

## Facts About Snacks

Sometimes we get hungry between our regular meals. When this happens, we can eat a snack. Snacks are small amounts of food that are eaten between meals to give us energy until the next scheduled mealtime. Healthy snacks also give us nutrients that our bodies need for health and growth. Kids need snacks because their stomachs aren’t big enough to hold all the food they need in one meal.

Snacks should be planned. It’s not a good idea to just pick up a food any time and just start eating it. If we do this, we might eat too much, or we might choose things that are not as healthy. Instead, we should try to keep a snack schedule. With a snack schedule, we can decide the best **time** to eat a snack and then decide what we should eat for that snack. With a snack schedule we can make sure that we are getting healthy foods that will help us have energy, grow, and be strong.

Plan a snack schedule in the space below. Remember, snacks should be small amounts of food that are healthy choices. Regular meals are still important.

<table>
<thead>
<tr>
<th>DAY</th>
<th>Mid-morning</th>
<th>After School</th>
<th>1 Hour Before Bed</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY</td>
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<td>TUESDAY</td>
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<td>WEDNESDAY</td>
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<td>SATURDAY</td>
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<tr>
<td>SUNDAY</td>
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Snack Challenge

Snacks are small amounts of food that are eaten between meals to keep up energy and hold off hunger until the regular mealtime. Snacks, when chosen wisely, can add important nutrients to your diet. They should be foods that are considered “everyday” foods. “Sometimes foods” like chips, soda, cookies and candy give a lot of calories, but very few of the nutrients our bodies need to stay healthy. They should only be eaten once-in-a-while, certainly not every day.

Write in five snacks that you will eat this week. Use everyday foods and remember, snacks are SMALL amounts of food.

<table>
<thead>
<tr>
<th>Snack 1</th>
<th>Snack 2</th>
<th>Snack 3</th>
<th>Snack 4</th>
<th>Snack 5</th>
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</table>

Your Name ___________________________ Grownup’s Signature _______________________

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Reto de la Merienda

La merienda es una comida pequeña en cantidad que se come entre comidas para mantener la energía y evitar el hambre hasta la hora de la siguiente comida regular. Cuando la merienda se escoge con cuidado, puede agregar nutrientes importantes a tu dieta. Deben de ser comidas que se consideran comidas de “todos los días”. Las comidas consideradas como comidas que se comen “a veces” así como las papitas, sodas, galletas y dulces, son muy altas en calorías y NO proveen los suficientes nutrientes necesarios para mantener un cuerpo sano. Estas comidas definitivamente NO deben comerse todos los días, solo de vez en cuando.

Escribe cinco (5) meriendas que vas a comer esta semana. Come comidas de “todos los días”. Recuerda, una merienda es una comida PEQUEÑA en cantidad.

Tu nombre: ______________________ Firma de un adulto: ______________________

La Universidad de Nevada, en Reno, es una institución de igualdad de oportunidades y acción afirmativa. El Supplemental Nutrition Assistance Program (SNAP en inglés) ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, comuníquese con la oficina de servicios sociales de su condado. (1-800-521-5689 o lea www.fns.usda.gov/snap/spot-default.htm)
1. Eat lots of different kinds of foods each day.

2. Eat more whole-grain breads and cereals (at least half of what you eat each day) and more fruits and vegetables.

3. Keep moving to stay in shape.

4. Start your day with breakfast.

5. Snack smart.

6. Balance your food choices so you don’t eat too much of any one thing.

7. Be adventurous.

8. Set healthy eating goals.

9. Remember, foods are not good or bad.

10. Make healthy eating fun!
El Supplemental Nutrition Assistance Program (SNAP en inglés) ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, comuníquese con la oficina de servicios sociales de su condado. (1-800-221-5689 o lea www.fns.usda.gov/snap/sp-default.htm)
1. Come bastantes alimentos diferentes todos los días.

2. Come más cereales y pan hechos con grano integral (por lo menos la mitad de lo que comes al día) y más frutas y vegetales.

3. Continúa moviéndote para mantener la línea.

4. Comienza el día desayunándote.

5. Merienda inteligentemente.

6. Equilibra lo que escoges para comer para que no comas mucho de una sola cosa.

7. Sé aventurero/a.

8. Fija metas de alimentos saludables.

9. Acuérdate que no hay comidas buenas ni malas.

10. Haz que el comer saludable-mente sea algo ¡divertido!

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Lesson 32 - NUTRIENTS FOR HEALTH AND GROWTH
(Words written in bold type in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

OBJECTIVE: Students will identify the six essential nutrients and their functions in the body.

MATERIALS: Snack stickers
Plastic food models or food pictures
Worksheets - “Nutrients”
“Nutrients for Your Body”

ACTIVITIES:

1. Ask if any of the students brought back the “Snack Challenge” from the previous lesson. Check them and give children a sticker or some other incentive for their good work. Ask students to describe what a snack should look like. (A small amount of healthy food eaten between meals at scheduled times)

2. Pass out the handout, “Nutrients.” Ask for a volunteer to read the first paragraph. Write the word “nutrient” on the board and have the students repeat the word after you say it. Reiterate from the reading that nutrients are found in the foods that we eat and it is actually the nutrients in food that help our bodies grow, stay healthy and work properly. Have another volunteer finish reading the worksheet. Talk about the fact that everyday foods are packed with nutrients your body needs to be healthy. That is why we should eat them every day.

3. Pass out “Nutrients for Your Body,” for the students to read and complete with you. Write the names of the different nutrients on the board and have the students repeat the names after you.

4. Review the six essential nutrients’ functions and in which foods they can be found.

5. Bring several plastic food models or food pictures to class. Hold them up one at a time, and ask the students to name the nutrients they would get from each food. What could eating the foods do for the body? (depends on the nutrients present)

We made snack stickers using Avery 5294 labels (below) to hand out as the incentive.
Nutrients are found in the food I eat. I need nutrients to stay alive. Nutrients help my body grow strong and stay healthy. Nutrients also help my body repair or replace parts that are hurt or worn out.

Some foods have more nutrients my body can use than other foods. These are the “everyday” foods that we have talked about. It is important to eat “everyday” foods because they will give me the nutrients I need. This way, I can help my body grow, have lots of energy and repair itself!

My body needs six main kinds of nutrients every day. They are proteins, carbohydrates, fats, vitamins, minerals and water.

Remember MyPlate? When we eat a variety of foods from all of the food groups that are on MyPlate, we will get the nutrients our bodies need. There are nutrients in all foods, but no food has every nutrient that we need, so that’s why eating a variety is important!
To stay alive, your body needs food. Foods contain nutrients. There are six main kinds of nutrients—protein, carbohydrates, fats, vitamins, minerals and water. Nutrients do different jobs in your body. Proteins, carbohydrates and fats are used by your body for energy. Proteins help you grow and build your body. Vitamins and minerals help you grow, keep your body healthy and keep your body working properly. Water helps to move all the other nutrients around your body.

The best way to get all the nutrients your body needs is by eating foods from all five food groups. Eating a variety of foods in a well-balanced diet gives you the right amounts of all the nutrients.

Copy the name of each nutrient on the line next to it.
Say the word as you are writing it.

protein __________________________
carbohydrate ______________________
fats _______________________________
vitamins __________________________
minerals ___________________________
water ______________________________

Fill in the blanks in each sentence using words from the box.

1. Proteins help my body _____________________.

2. Proteins, __________________________ and fats are used for energy.

3. Eating a ____________________ of foods gives you many different nutrients.

4. Protein, carbohydrates, fats, vitamins, minerals and ____________________ are all kinds of _______________________.

5. Nutrients are found in ____________________.

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Lesson 33 - NUTRIENTS FOR HEALTH AND GROWTH (continued)
(Words written in **bold type** in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**OBJECTIVE:** Students will identify nutrients present in several different foods.

**MATERIALS:**
- Peanut Butter*
- Small plates
- Graham Crackers
- Napkins
- Sliced banana
- Plastic knives
- Moist towelettes
- Worksheet - “Nutrient Amazement”
- Handout - “Snack’n It”

**ACTIVITIES:**

1. Ask the students to name the six main types of nutrients that were discussed in the previous week’s lesson. Review the functions of the different nutrients with the students. Discuss how the nutrients impact the body’s health, appearance and performance.

2. Pass out the worksheet, “Nutrient Amazement,” for the students to complete. Go over the answers together.

3. Demonstrate to the class a light snack that would provide the six essential nutrients (i.e., graham crackers, peanut butter, sliced banana). Ask the students to name the nutrients they will receive from each food and the food group in which each belongs. Hand out the moist towelettes and foods for the students to try.

4. Distribute “Snack’n it” for the students to take home.

*If anyone in the class has allergies, choose another snack from the “Snack’n It” handout or another appropriate snack.
The six essential nutrient groups are found in foods. They help to keep us alive. They help us grow and stay healthy. They give us our energy and help our bodies work properly. Most foods give us many different nutrients, but there are no foods that give us every single nutrient that we need. One way to get all the needed nutrients is to eat a variety of foods every day.

Guide the nutri-men through the mazes to find out the jobs they do and to find some foods that supply them.

<table>
<thead>
<tr>
<th>Nutrient Group</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Protein</strong></td>
<td>I act as a cushion and save up energy in the body. You only need me in small amounts. I am____________________.</td>
</tr>
<tr>
<td><strong>Carbohydrate</strong></td>
<td>I build and repair your body and help you grow. I am____________________. We help your body work properly and help fight diseases to keep you healthy. We are____________________.</td>
</tr>
<tr>
<td><strong>Fat</strong></td>
<td>I give you most of the energy from the food you eat. Sugar and starch are two kinds of me. I am____________________. We help your body grow and stay strong. We also keep your muscles working right. We are____________________.</td>
</tr>
<tr>
<td><strong>Vitamins</strong></td>
<td>I help control the body’s temperature and carry other nutrients around the body. I am____________________.</td>
</tr>
<tr>
<td><strong>Minerals</strong></td>
<td>We help your body grow and stay strong. We also keep your muscles working right. We are____________________.</td>
</tr>
<tr>
<td><strong>Water</strong></td>
<td></td>
</tr>
</tbody>
</table>

List some foods that give us different nutrients (hint: use the maze).

<table>
<thead>
<tr>
<th>Nutrient Group</th>
<th>Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Protein</strong></td>
<td>chicken, ribs, beef</td>
</tr>
<tr>
<td><strong>Carbohydrate</strong></td>
<td>bread, nuts, rice, apples, oranges</td>
</tr>
<tr>
<td><strong>Fat</strong></td>
<td>cheese, fries, beef, salmon, milk</td>
</tr>
<tr>
<td><strong>Vitamins</strong></td>
<td>broccoli, carrots, oranges, spinach, milk</td>
</tr>
<tr>
<td><strong>Minerals</strong></td>
<td>broccoli, carrots, oranges, spinach, milk</td>
</tr>
<tr>
<td><strong>Water</strong></td>
<td>lettuce, watermelon, grapes, salmon, milk</td>
</tr>
</tbody>
</table>

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Snack’nIt

Graham Cracker Scram - (serves 1)

2 graham crackers
1 T peanut butter
½ banana

Spread peanut butter on one graham cracker. Slice banana and put slices on top of peanut butter. Top with other cracker. To add another food group, drink a glass of milk with the snack.

Nutrition Information per serving:
206 calories, 5.5g protein, 27g carbohydrate, 9.5g fat, 0mg cholesterol, 159mg sodium

Try it Trail Mix – (serves 6)

1 cup peanuts or sunflower seeds
½ cup raisins
1 cup oat cereal
1 cup dried fruit mix

Mix all ingredients in a large bowl. Store in a container with a tight fitting lid.

Nutrition Information per serving:
210 calories, 3g protein, 37g carbohydrate, 6g fat, 0mg cholesterol, 125 mg sodium

Frozen Yogies – (serves 8)

1 cup calcium-fortified orange juice
2 cups vanilla low-fat or fat-free yogurt
1 teaspoon vanilla

Combine juice, yogurt, and vanilla in mixing bowl or blender until smooth. Pour into 3 ounce paper cups within ¼ inch of top. Cover with foil. Make a slit in center of foil and insert Popsicle stick. Freeze until firm. To eat, peel paper from pop and enjoy!

Nutrition Information per serving:
63.5 calories, 3g protein, 11g carbohydrate, 1g fat, 3mg cholesterol, 39mg sodium

Remember! Wash hands. Clean preparation area thoroughly. Clean all utensils.
Lesson 34 - BREAKFAST TO START THE DAY

(Words written in **bold type** in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**OBJECTIVE:** Students will identify the importance of eating a healthy breakfast.

**MATERIALS:**
- “EAGAHBEDD” video*
- TV/VCR combination
- Video synopsis
- Family Handout - “Eat Breakfast to Start the Day”

**ACTIVITIES:**

1. Start this lesson by describing what you ate for breakfast this morning. Discuss the facts that students who eat breakfast are more alert, perform better on tests, have better discipline, get more of the nutrients they need each day, and get sick less often.

2. Explain to the students that you will be watching a video called “EAGAHBEDD.” Write the name on the chalkboard and tell the students to watch closely to see what it stands for. Read the video synopsis (below) to the class and then show the video.

3. After viewing the video, ask the following questions:
   - **Have you ever gone without breakfast?**
   - **How did you feel?**
   - **Could you concentrate on your schoolwork?**
   - **What are some nutritious foods you could eat for breakfast?**
   - **Is it O.K. to eat non-breakfast foods for breakfast? (If I wanted spaghetti for breakfast, would that be all right?) Why or why not?**

   Emphasize the fact that a food can be eaten at any time of the day. As long as it has nutrients for health and growth, it is a good choice any time.

   **Video Synopsis**

   Dottie is famished because she hasn’t had breakfast yet. When she orders breakfast, she discovers that all the food in Weinerville has been stolen.

   Eric Von FirstenSecond, the space villain, admits that he stole the food as part of his evil plan to take over Weinerville. Without breakfast, the citizens of Weinerville will not be able to learn. Once the brainpower of everyone in Weinerville drops, he’ll attack.

4. Distribute the Family Handout for the students to take home.

*We purchased The “EAGAHBEDD” video from the National Dairy Council at 1-800-426-8271 or online at [www.nationaldairycouncil.org](http://www.nationaldairycouncil.org). If not available, any video on breakfast can be used.
You’ve heard it before, but it really is true—breakfast is the most important meal of the day! Eating breakfast can help improve children’s behavior, concentration, attitude and school performance, as well as encourage a healthy weight. A good breakfast means a happy, alert child. Breakfast is important for adults, too. Being a good role model for your children by showing them that you eat breakfast each morning can lead to great results for the entire family!

Eat breakfast to start the day

You’ve heard it before, but it really is true—breakfast is the most important meal of the day! Eating breakfast can help improve children’s behavior, concentration, attitude and school performance, as well as encourage a healthy weight. A good breakfast means a happy, alert child. Breakfast is important for adults, too. Being a good role model for your children by showing them that you eat breakfast each morning can lead to great results for the entire family!

No Time for Breakfast?

- Make a breakfast menu for the entire week so you know what to have each day.
- Get ready the night before by setting out spoons, bowls and glasses for cereal and juice.
- Slice some fruit or reduced-fat cheese the night ahead.
- Make sure you and the kids get up on time.
- Lay out clothes the night before so extra time isn’t needed for dressing.
- Set a timer for tasks in the morning so there is time to eat.
- Pack up books and homework the night before.
- Share breakfast duties among family members.
- Pack breakfast to eat in the car. Try a whole grain English muffin with nut butter or a bagel with melted cheese and a 100 percent fruit juice box to wash it down.

Think breakfast will cause weight gain?

There is no evidence to support the belief that eating breakfast will cause weight gain. In fact, people who regularly skip breakfast will eat more high-calorie snacks and eat more at other meals.

Not hungry in the morning?

You don’t have to eat a lot. Try a glass of juice and a slice of whole grain toast or yogurt with some sliced strawberries.

Wondering what to eat?

- Start with protein. Try one or two eggs, lean meat like sliced low-fat ham or turkey or a tablespoon of peanut butter. Dairy products also supply protein. Try a glass of 1 percent milk, reduced-fat cheese or yogurt!
- Add in some great whole grains for long-lasting energy. Try whole wheat bread, whole grain frozen waffles or pancakes, a bran muffin or whole grain crackers.
- Top it all off with fruits and/or vegetables. Go with fresh, canned or frozen fruits and vegetables. Whole is better than juice, but go for 100 percent fruit or vegetable juice when in a rush.

Always try to include at least three of the five food groups in your breakfast. Try any of these breakfast treats:

- Whole grain cereal with fresh blueberries and 1 percent milk
- Scrambled eggs with chopped vegetables and reduced-fat cheese
- Celery with peanut butter and raisins

Don’t like breakfast foods?

Breakfast can be any food (preferably healthy food) you like. Your body doesn’t care what time of day it is—it just needs food for energy. Try these quick and easy “unbreakfasts."

- Peanut butter and banana sandwich on whole grain bread
- Sliced turkey with lettuce and reduced-fat cheese rolled in a tortilla
- Yogurt parfait with yogurt, fresh or canned fruit, and low-fat granola
- Leftover taco meat over brown rice
- A bowl of vegetable soup
- A slice of veggie pizza with orange juice
- A plate of leftover spaghetti
¿No como alimentos de desayuno?
El desayuno puede ser cualquier comida (comida SALUDABLE) que le gusta. Su cuerpo no le importa que hora del día es — sólo necesita la comida para tener energía. Intente estos “desayunos rápidos y fáciles:"
- Mantequilla de maní y el banano en un pan integral.
- Tajadas de pavo con hojas de lechuga y queso enrollado en una tortilla.
- Yogur, fruta fresca o enlatada, y baja en grasas, granola.
- Las carnes de taco con arroz integral.
- Un tazón de sopa de verduras.
- Una rebanada de pizza vegetariana con zumo de naranja.
- Un plato de los espaguetis.

¿No tiene tiempo para Desayuno?
- Haga un menú de desayuno para la semana entera entonces usted sabe que lo que va a comer cada día.
- Prepárese con utensilios, vasos, y paltos para cereal la noche anterior.
- Parte alguna fruta o queso grasa reducida la noche delante.
- Asegúrese que usted y los niños despierten a tiempo.
- Para ganar tiempo, prepare la ropa la noche antes.
- Ponga un horario para los deberes de por la mañana así tendrá más tiempo de comer.
- Arregle libros y tarea la noche antes.
- Comparta los deberes con toda la familia.
- Tenga desayuno de paquete para comer en el coche. Intente un panecillo inglés de grano entero con la mantequilla, un bagel con crema de queso, y una caja de zumo 100% de fruta.

¿No tiene hambre por la mañana?
- No tienes que comer mucho. Intente con un vaso de jugo y una rodaja de pan tostado o yogur con algunas rodajas de fresas.

¿Se pregunta qué comer?
- Comience con la proteína. Intente un o dos huevos, carne como jamón de pocas calorías cortado o pavo, o un cucharón de la mantequilla de cacahuete. Los productos lácteos también suministran la proteína.
- Añada granos de trigo enteros para la que energía sea duradera. Intente el pan integral, grano entero, panecitos congelados o tortitas, un panecillo de salvado, o galletas de grano entero.
- Rocíe todo con frutas y/o verduras. Trate con fruta fresca o enlatada, o vegetales congelados o verduras. Fresco es mejor que el zumo, pero trate jogu de fruta o vegetales 100 % o zumo, cuando este de prisas.

¿Usted cree que el desayuno le hace aumento de peso?
No hay ninguna evidencia para apoyar la creencia de que comer un desayuno le provoca aumento de peso. De hecho, las personas que habitualmente no desayunan, comen más calorías y comen más en otras comidas.

Siempre trate de incluir al menos tres de los cinco grupos de alimentos en su desayuno.
Intente cualquier de estos deleites en su desayuno:
- Cereal de grano entero con arándanos frescos y leche del 1%.
- Huevos revueltos con verduras cortadas y queso reducido en grasa.
- Apio con mantequilla de cacahuete y pasas.
Lesson 35 - A SIMPLE BREAKFAST

(Words written in **bold type** in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**OBJECTIVE:** Students will 1) identify reasons people have for skipping breakfast and, 2) discover the ease with which a healthy breakfast can be prepared.

**MATERIALS:**
- Raisin mini-bagels, cut in halves
- Apple butter
- Water
- Orange juice concentrate
- Vanilla, low-fat yogurt
- Vanilla
- Ice
- Worksheet - “Breakfast Word Search”
- Handout - “Orange Nog” recipe (cut ½)
- Plates
- Napkins
- Plastic Knives
- 3 oz. cups
- Blender
- Measuring cup
- Moist towelettes

**ACTIVITIES:**

1. Ask the students to give some reasons for why people miss breakfast. Write these on the chalk board or white board. Discuss the reasons and have the students give ways to resolve the problems.

2. Because people often use the reasons that they don’t have time to prepare breakfast or that it is too hard to make breakfast, demonstrate a simple breakfast that can be prepared in little time. Once you have shown the students the breakfast we will be preparing, distribute the breakfast word search for them to complete. As they are working, have student helpers pass out the moist towelettes, plates, napkins and plastic knives. Students should sit in groups of four or five for ease of distribution.

3. Instruct students to wash their hands with the moist towellete when they have finished the word search. Put a container of apple butter in the center of each group. Give the students a half bagel and allow them to spread on their own apple butter.

4. In the blender, prepare Orange Nog by mixing the water, orange juice, yogurt, vanilla and ice cubes until frothy. Serve all the students the Orange Nog. Pass out the Orange Nog recipe.

5. Ask the students to identify the food groups represented in this simple breakfast. See if they can take it a step farther and identify the essential nutrients present in each food.

6. Remind the students that, by eating everyday foods from many different food groups, they are getting a **variety** of foods and **nutrients** to help them grow, be strong and stay healthy.
Breakfast Word Search

Find these breakfast foods that are hidden in the puzzle:

- CEREAL
- CHEESE
- EGGS
- GRANOLA
- JUICE
- MILK
- MUFFIN
- PANCAKE
- PEACHES
- PEANUT BUTTER
- STRAWBERRY
- TOAST
- WAFFLE
- YOGURT

Name three things you like to eat for breakfast.

______________________________

______________________________

The University of Nevada, Reno is an EEO/AA institution. This material was funded by USDA's Supplemental Nutrition Assistance Program. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-221-5689 or read www.fns.usda.gov/snap. USDA is an equal opportunity provider and employer.
Orange Nog

1 cup cold water
1 can (6 ounces) orange juice concentrate
2 cups vanilla, nonfat yogurt
½ teaspoon vanilla
Ice

Blend or shake well. Makes 4 servings.

The University of Nevada, Reno is an EEO/AA institution. This material was funded by USDA's Supplemental Nutrition Assistance Program. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-221-5689 or read www.fns.usda.gov/snap. USDA is an equal opportunity provider and employer.
Explaining Digestion

Lessons 36 and 37

OBJECTIVE: After completing these lessons, students should be able to identify the five areas through which food travels in the process of digestion.

KEY FACTS: Digestion is the process by which the body changes the food we eat into its component parts so that it can be used by the body for energy, growth, and repair. The mouth, esophagus, stomach, small intestine, and large intestine are the five areas through which food must travel in the digestive process.

The mouth breaks the food up into smaller pieces for swallowing. Saliva mixes with food in the mouth to moisten it and begin the breakdown of carbohydrates.

The esophagus is the passageway for food to the stomach. The esophagus is lined with muscles that help the food move downward. Liquids take about 1 second to travel to the stomach, but solids take 6 or 7 seconds.

The stomach breaks down food both mechanically and chemically. The stomach churns the food while hydrochloric acid and enzymes act on it until it is a liquid mush called chyme. Food can stay in the stomach for over four hours.

The small intestine is a long (25 feet long!), narrow tube where most of the work is done on starches by enzymes. Other enzymes complete fat and protein digestion. The food parts (nutrients) that are needed for use by the body are absorbed into the blood stream through the walls of the small intestine. The nutrients are used or are stored for later use.

The large intestine then carries away the waste for removal from the body. The muscles in the walls of the large intestine concentrate the waste by removing water. The whole process of food moving through the intestines can take from 13 to 20 hours.

Lesson 36 - THE DIGESTIVE SYSTEM

(Words written in bold type in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

OBJECTIVE: Students will identify five parts of the body involved in digestion.

MATERIALS: Diagram of the digestive system
Crackers Small bowl
Blender Cheese cloth
Funnel Trashcan
Jar Water
Worksheet - “The Parts of Digestion”
ACTIVITIES:

1. Using a diagram of the digestive system (either on a transparency or poster board), describe the steps in the digestive process. Ask the students to name the place where their food is first broken down (mouth). Explain to the students that the food then is swallowed. Ask if anyone knows the name of the tube through which the food must travel? Write the name "esophagus" on the blackboard and have everyone repeat it. Explain that the esophagus moves the food to the next area involved in digestion - the stomach. There, the food is churned and pressed and worked on by acids until it is almost in liquid form. The stomach contents move along into the small intestine where it is broken down even more and there, the nutrients are absorbed into the blood. Waste products move into the large intestine, and from there they are eliminated.

2. Hand out the worksheet, "The Parts of Digestion,” and tell the students that they will fill in the blanks as you go through the digestive process once again.

3. Using the following steps, demonstrate the process of digestion:

   A. Take three or four crackers and tell the students that they have decided to have a snack, so they eat the crackers by putting them in their mouth (Put the crackers in the blender.) Now the food is mixed with saliva in the mouth (add water.) so that it is easier to swallow. (Mix the contents of the blender.) Have the students write the word “mouth” on their diagram.

   B. The food moves into the esophagus, which transports it to the stomach. (Pour the blender contents into a funnel while holding the funnel over a jar.) And now the crackers are in the stomach where they are churned and broken down more by acids. Have the students write in “esophagus” and “stomach” in the appropriate spaces.

   C. The food moves from the stomach into the small intestine, and then into the bloodstream. (Pour the contents of the jar into the funnel, which is over a bowl of water covered by cheesecloth. Funnel and cheesecloth represent the small intestine. The bowl of water is the bloodstream so the nutrients go through the wall [cheesecloth] of the small intestine and into the bloodstream [water].) Write in “small intestine.”

   D. The portion that is not absorbed is discarded after moving through the large intestine. (Fold up the cheesecloth and contents and drop it in the trash can.) Write “large intestine” in the proper area.

4. Make sure the students have written down the five areas of digestion on their diagrams. Have the class recite the five steps together.
The Parts of Digestion

Write the names of the body parts that are involved in digestion on the blank lines in the picture below.
Lesson 37 - SUGAR CUBE EXPERIMENT

(Words written in bold type in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**OBJECTIVE:** Students will further investigate the digestive process.

**MATERIALS:**
- Sugar cubes
- Two glasses
- Water
- Dried fruit pieces
- Saltines
- Dried fruit pieces
- Moist towelettes
- Worksheet - “The Big Breakdown”
- Hammer
- Spoon

**ACTIVITIES:**

1. Explain to the students that the following experiment will show the benefits of chewing food.
   Take two cubes of sugar; crush one and leave the other one whole. Drop the sugar cube into one glass of water and the crushed sugar into another glass of water. Stir. Ask the students to identify which sugar dissolves faster, the cube or the crushed. Tell the students that before the body can use food it must be dissolved to be carried in the blood. (Otherwise, they would be all lumpy!) When food is chewed, it starts digestion and is easier to dissolve it in the stomach. Remind the students that we are using sugar for the experiment because it dissolves easily. Eating plain sugar is not recommended since it provides only calories (energy) but no healthy nutrients.

2. Next, have the students take a bite of a saltine and hold it in their mouths. After a minute or two, ask the students what is happening. Ask the students to describe what they taste. (*salty, sweet*). Explain that the sweet taste comes from the starch in the crackers being broken down into sugars. That process will begin as soon as saliva mixes with a starch-containing food.

3. Have the students taste a dried fruit (apricots, bananas, peaches.) Ask them to notice how saliva forms as they chew, and to feel their necks as they swallow the fruit so that they can feel the muscle action. Review the path of digestion with the class as they eat the fruit.

4. Hand out the worksheet, "The Big Breakdown," for the students to complete with you.
The Big Breakdown

Our bodies need food to grow, be active, stay healthy and have energy. In order for food to do its job, we first have to eat it! From the moment food enters our mouths it starts to break down into smaller pieces. When we swallow, the food goes down a long tube called the esophagus and enters the stomach. Food gets broken down even more in the stomach. Then the food travels to the small intestine where it is broken down even more and the nutrients from food can move into your blood. The leftover part of the food—the waste—travels on into the large intestine and then leaves the body. This breakdown of food is called “digestion.”

Circle the parts of the body that take part in digestion:

- Brain
- Stomach
- Heart
- Eye
- Hand
- Mouth
- Large intestine
- Leg

Use the words in the answer box to fill in the blanks.

The mouth is the starting point for ______________. We use our _____________ to bite and chew up food so that it can be swallowed.

Food mixes with ______________ in our mouths so that it is easy to swallow. Then the food goes through a long ______________ called the esophagus. The esophagus carries the food to the ______________ where it is squeezed and mixed around to break it down a lot more. After food is broken down in the stomach, it moves into the small intestine where the ______________ are pushed into the blood to be carried all over the body. Finally, the leftover food, the part that the body can’t use, moves through the large ______________ where it is squeezed some more and then pushed out of the body.

Answer Box

- teeth
- intestine
- stomach
- saliva
- tube
- nutrients
- digestion
Lesson 38 - BINGO!
(Words written in bold type in the “activities” sections are to be spoken to the children. Words in regular type are instructional for the teacher. You do not have to use these exact words, but try to keep the content as close to the script as possible.)

**OBJECTIVE:** Students will practice their ability to classify foods according to food group.

**MATERIALS:** Bingo cards (Accompanying Materials, cut 1/2)  
Dry beans for “markers”  
Teacher key (2 copies, different colors)  
Prizes (optional)

**ACTIVITIES:**

1. Prior to class, prepare the bingo game by cutting apart the cards and laminating them. Laminate both teacher keys, but cut one so that one food name is on each piece to use as the drawing pieces for the game. Place the drawing pieces into a bag or box to use during the game.

2. Have the students play "Food Group Bingo." Each student is given a bingo card and “markers” to cover the squares. The teacher draws the food names until someone gets five in a row on the card (up, down, diagonally). Prizes can be awarded if so desired (e.g., pencil, eraser, food group stickers).
Accompanying Materials
### Description of “Accompanying Materials” Files

<table>
<thead>
<tr>
<th>File Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animals for Meat Lesson.pdf</td>
<td>These are pictures that may be useful when describing where foods from animals originate.</td>
</tr>
<tr>
<td>Lesson 05-meal pcx.pdf</td>
<td>These or similar pictures can be used to illustrate the meals described in lesson 5 lesson plans.</td>
</tr>
<tr>
<td>Lesson 06 large pcx.pdf</td>
<td>These or similar pictures can be used to illustrate the meals and activities described in lesson 6 lesson plans.</td>
</tr>
<tr>
<td>Lesson 06-little activity pcx.pdf</td>
<td>These are small pictures of the activities described in lesson 6 lesson plans. They can be attached to the weights that are used in the energy balance lesson.</td>
</tr>
<tr>
<td>Lesson 06-little food pcx for energy balance.pdf</td>
<td>Small pictures for lesson 6 energy balance lesson. Attach to weights for illustrative purposes.</td>
</tr>
<tr>
<td>Lesson 10-MyPlate mini poster</td>
<td>This is included if you’d like to make copies for students.</td>
</tr>
<tr>
<td>Lesson 11-animal &amp; plant.pdf</td>
<td>These or similar pictures can be used to illustrate that foods from the fruit, vegetable and grain groups come from plants; foods from the milk group come from animals; and foods from the meat and beans group come from both plants and animals. You will need four plant pictures; one picture of a cow, goat and human; and one picture of assorted animals.</td>
</tr>
<tr>
<td>Lesson 17-GRAIN CARD LABELS.pdf</td>
<td>These labels were used in making grain cards to show students different types of grains and food items.</td>
</tr>
<tr>
<td>Lesson 18-grain pictures for ordering.pdf</td>
<td>Lesson 18 calls for grain food picture sets. These or similar pictures may be used.</td>
</tr>
<tr>
<td>Lesson 22-labels for bean and nut posters.pdf</td>
<td>These labels were used in lesson 22 when making bean and nut posters to show students samples of many beans and nuts.</td>
</tr>
<tr>
<td>Lesson 22-labels for bean game.pdf</td>
<td>These labels were used to label cups for the bean sorting game in lesson 22.</td>
</tr>
<tr>
<td>Description of “Accompanying Materials” Files (continued)</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 23-Good Health Town poster (2).JPG</strong></td>
<td>This is a 32” x 40” poster depicting &quot;Good Health Town&quot; that we made using foam board. The parts of the poster are in the following Health Town files. You can follow our poster, or make your own in the style you prefer.</td>
</tr>
<tr>
<td><strong>Lesson 23-Good Health Train pieces</strong></td>
<td>These are pictures of the train engine, cars and flags needed for the story.</td>
</tr>
<tr>
<td><strong>Lesson 23-GOOD HLTH TOWN PCS.pdf</strong></td>
<td>These are the pictures of buildings and &quot;people&quot; used in making the Good Health Town poster.</td>
</tr>
<tr>
<td><strong>Lesson 23-Good Hlth Twn Name pieces.pdf</strong></td>
<td>These are the large pieces of the name &quot;Good Health Town&quot; for the poster. These can be used, or you can make your own.</td>
</tr>
<tr>
<td><strong>Lesson 27-Ally-Aaron pcx.pdf</strong></td>
<td>These or similar pictures can be used to illustrate the meals described in lesson 27.</td>
</tr>
<tr>
<td><strong>Lesson 38-BINGO</strong></td>
<td>Bingo cards and teacher key for playing &quot;Food Group Bingo.&quot;</td>
</tr>
</tbody>
</table>
Animals for Meat Lesson
Animals for Meat Lesson
Animals for Meat Lesson
**Nutrition Facts**

**Serving Size** 1oz. (30 g) / 1 stick  
**Servings per container** 1  

<table>
<thead>
<tr>
<th>Amount Per Serving:</th>
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</thead>
<tbody>
<tr>
<td>Calories</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
</tr>
<tr>
<td>Saturated Fat</td>
</tr>
<tr>
<td>Cholesterol</td>
</tr>
<tr>
<td>Sodium</td>
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<tr>
<td>Total Carbohydrate</td>
</tr>
<tr>
<td>Dietary Fiber</td>
</tr>
<tr>
<td>Sugars</td>
</tr>
<tr>
<td>Protein</td>
</tr>
</tbody>
</table>

| Vitamin A       | 4% | Vitamin C | 0% |
| Calcium         | 20% | Iron | 0% |

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

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<tr>
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<td>Less than 65g</td>
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<tr>
<td>Sat Fat</td>
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<tr>
<td>Cholesterol</td>
<td>Less than 300mg</td>
<td>300mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>Less than 2,400mg</td>
<td>2,400mg</td>
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<tr>
<td>Total Carbohydrate</td>
<td>300g</td>
<td>375g</td>
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<tr>
<td>Dietary Fiber</td>
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<td>30g</td>
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</table>

<table>
<thead>
<tr>
<th>Calories per gram:</th>
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</table>
| Fat    | 9  
| Carbohydrate | 4  
| Protein | 4  

Sample Nutrition Facts Panel: String Cheese
Lesson 06- little food pcox
Lesson 11: Animal & Plant
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<tr>
<th>WHEAT</th>
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<tbody>
<tr>
<td>CORN</td>
</tr>
<tr>
<td>RYE</td>
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<tr>
<td>RICE</td>
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<td>BARLEY</td>
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<tr>
<td>WHEAT BERRIES</td>
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<td>WHEAT GERM</td>
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<td>WHEAT BRAN</td>
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<tr>
<td>WHOLE WHEAT FLOUR</td>
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<td>CORN KERNELS</td>
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<tr>
<td>CORN MEAL</td>
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<td>CORN GRITS</td>
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<tr>
<td>PUFFED CORN</td>
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<tr>
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<td>STEEL-CUT OATS</td>
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<td>CORN GRITS</td>
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<td>OAT BRAN</td>
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<td>OAT FLOUR</td>
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<td>OAT CEREAL</td>
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<td>OAT BRAN</td>
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<td>OAT FLOUR</td>
</tr>
<tr>
<td>POP CORN</td>
<td></td>
<td>OAT CEREAL</td>
</tr>
</tbody>
</table>
Lesson 18-grain pictures for ordering

- Doughnut
- Cheese puffs
- Sweetened cereal
Lesson 18-grain pictures for ordering

whole wheat bread

oatmeal

corn tortilla

bowl of rice
# Beans and Peas

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<th>Black</th>
<th>Pink</th>
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<tbody>
<tr>
<td>Black Eyed Peas</td>
<td>Pinto</td>
<td>Limas</td>
</tr>
<tr>
<td>Green Split</td>
<td>Red</td>
<td></td>
</tr>
</tbody>
</table>

## Nuts

- Almonds
- Pecans
- Walnuts
- Cashews
- Brazil Nuts
- Pistachios
- Filberts/Hazelnuts
<table>
<thead>
<tr>
<th>Kidney Beans</th>
<th>Pinto Beans</th>
<th>Black-eyed Peas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lima Beans</td>
<td>Almonds</td>
<td>Hazelnuts</td>
</tr>
<tr>
<td>Pistachios</td>
<td>Kidney Beans</td>
<td>Pinto Beans</td>
</tr>
<tr>
<td>Black-eyed Peas</td>
<td>Lima Beans</td>
<td>Almonds</td>
</tr>
<tr>
<td>Hazelnuts</td>
<td>Pistachios</td>
<td>Kidney Beans</td>
</tr>
<tr>
<td>Pinto Beans</td>
<td>Black-eyed Peas</td>
<td>Lima Beans</td>
</tr>
<tr>
<td>Almonds</td>
<td>Hazelnuts</td>
<td>Pistachios</td>
</tr>
<tr>
<td>Kidney Beans</td>
<td>Pinto Beans</td>
<td>Black-eyed Peas</td>
</tr>
<tr>
<td>Lima Beans</td>
<td>Almonds</td>
<td>Hazelnuts</td>
</tr>
<tr>
<td>Pistachios</td>
<td>Kidney Beans</td>
<td>Pinto Beans</td>
</tr>
<tr>
<td>Black-eyed Peas</td>
<td>Lima Beans</td>
<td>Almonds</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------</td>
<td>---------</td>
</tr>
<tr>
<td>Hazelnuts</td>
<td>Pistachios</td>
<td>Kidney Beans</td>
</tr>
<tr>
<td>Pinto Beans</td>
<td>Black-eyed Peas</td>
<td>Lima Beans</td>
</tr>
<tr>
<td>Almonds</td>
<td>Hazelnuts</td>
<td>Pistachios</td>
</tr>
</tbody>
</table>
GOOD HEALTH TOWN
SALMON SWIMMING CENTER
APPLEGATE SCHOOL HOUSE
Good health town pieces
Good health town pieces
Lesson 23-Good health train pieces
GOOD HEALTH
TRAIN

GRAINS

VEGETABLES

DAIRY

PROTEIN

FRUITS
Lesson 23 - Odd Health Town name pieces
Lesson 23: Town name pieces
# Teacher Key

<table>
<thead>
<tr>
<th>Dairy Group</th>
<th>Ice Milk</th>
<th>American Cheese</th>
<th>Cheddar Cheese</th>
<th>Custard</th>
<th>Skim Milk</th>
<th>Swiss Cheese</th>
<th>Cottage Cheese</th>
<th>Yogurt</th>
<th>Pudding</th>
<th>Low Fat Milk</th>
<th>String Cheese</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protein Group</td>
<td>Roast Beef</td>
<td>Dried Beans</td>
<td>Ham</td>
<td>Pork Chop</td>
<td>Hamburger</td>
<td>Chicken Leg</td>
<td>Peanut Butter</td>
<td>Eggs</td>
<td>Fish</td>
<td>Turkey</td>
<td>Nuts</td>
</tr>
<tr>
<td>Fruit Group and Vegetable Group</td>
<td>Orange</td>
<td>Carrots</td>
<td>Celery</td>
<td>Corn</td>
<td>Apple</td>
<td>Peach</td>
<td>Bananas</td>
<td>Asparagus</td>
<td>Broccoli</td>
<td>Cantaloupe</td>
<td>Spinach</td>
</tr>
<tr>
<td>Grain Group</td>
<td>Rice</td>
<td>Biscuits</td>
<td>Muffins</td>
<td>Cereal</td>
<td>Pancakes</td>
<td>Crackers</td>
<td>Hamburger Bun</td>
<td>Spaghetti</td>
<td>Whole Wheat Bread</td>
<td>Tortillas</td>
<td>Corn Bread</td>
</tr>
<tr>
<td>Sometimes Foods</td>
<td>Cake</td>
<td>Oil</td>
<td>Jelly</td>
<td>Doughnut</td>
<td>Cookie</td>
<td>Pie</td>
<td>Soft Drink</td>
<td>Salad Dressing</td>
<td>French Fries</td>
<td>Butter</td>
<td>Ice Cream</td>
</tr>
</tbody>
</table>

**Directions:** Make two copies of the teacher key. Laminate and cut apart one copy. Place the cutout tokens in a paper bag or box. Draw them out, one at a time, and call out the food name. Place each token on the second copy of the teacher key as they are called so that you can check the students’ winning cards when “bingo” is called.
<table>
<thead>
<tr>
<th>Dairy Group</th>
<th>Protein Group</th>
<th>Fruit Group and Vegetable Group</th>
<th>Grain Group</th>
<th>Sometimes Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>String Cheese</td>
<td>Hamburger</td>
<td>Cantaloupe</td>
<td>Tortillas</td>
<td>Pie</td>
</tr>
<tr>
<td>Cottage Cheese</td>
<td>Dried Beans</td>
<td>Peach</td>
<td>Rice</td>
<td>Cake</td>
</tr>
<tr>
<td>Yogurt</td>
<td>Turkey</td>
<td>Carrots</td>
<td>Pancakes</td>
<td>Cookies</td>
</tr>
<tr>
<td>American Cheese</td>
<td>Shrimp</td>
<td>Celery</td>
<td>Biscuits</td>
<td>Doughnut</td>
</tr>
<tr>
<td>Swiss Cheese</td>
<td>Free</td>
<td>Bananas</td>
<td>Whole Wheat Bread</td>
<td>Oil</td>
</tr>
</tbody>
</table>

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<thead>
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<th>Grain Group</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ice Dairy</td>
<td>Roast Beef</td>
<td>Apple</td>
<td>Popcorn</td>
<td>Butter</td>
</tr>
<tr>
<td>Yogurt</td>
<td>Dried Beans</td>
<td>Celery</td>
<td>Rice</td>
<td>French Fries</td>
</tr>
<tr>
<td>Skim Dairy</td>
<td>Eggs</td>
<td>Cantaloupe</td>
<td>Cereal</td>
<td>Cookies</td>
</tr>
<tr>
<td>Swiss Cheese</td>
<td>Pork Chop</td>
<td>Peach</td>
<td>Pancakes</td>
<td>Soft Drink</td>
</tr>
<tr>
<td>Cottage Cheese</td>
<td>Turkey</td>
<td>Broccoli</td>
<td>Free</td>
<td>Jelly</td>
</tr>
</tbody>
</table>

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### Bingo2a.doc

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</tr>
</thead>
<tbody>
<tr>
<td>American Cheese</td>
<td>Ham</td>
<td>Orange</td>
<td>Rice</td>
<td>Salad Dressing</td>
</tr>
<tr>
<td>Cottage Cheese</td>
<td>Fish</td>
<td>Corn</td>
<td>Spaghetti</td>
<td>Cake</td>
</tr>
<tr>
<td>Yogurt</td>
<td>Pork Chop</td>
<td>Broccoli</td>
<td>Muffins</td>
<td>Butter</td>
</tr>
<tr>
<td>Free</td>
<td>Roast Beef</td>
<td>Bananas</td>
<td>Pancakes</td>
<td>Doughnut</td>
</tr>
<tr>
<td>Skim Milk</td>
<td>Peanut Butter</td>
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### Bingo2b.doc

<table>
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<th>Dairy Group</th>
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</thead>
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<td>Skim Milk</td>
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<td>Orange</td>
<td>Spaghetti</td>
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<tr>
<td>Cottage Cheese</td>
<td>Roast Beef</td>
<td>Asparagus</td>
<td>Biscuits</td>
<td>Salad Dressing</td>
</tr>
<tr>
<td>Custard</td>
<td>Ham</td>
<td>Free</td>
<td>Crackers</td>
<td>Doughnut</td>
</tr>
<tr>
<td>Pudding</td>
<td>Peanut Butter</td>
<td>Bananas</td>
<td>Tortillas</td>
<td>Butter</td>
</tr>
<tr>
<td>Cheddar Cheese</td>
<td>Hamburger</td>
<td>Carrots</td>
<td>Whole Wheat Bread</td>
<td>Cake</td>
</tr>
<tr>
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<td>Protein Group</td>
<td>Fruit Group and Vegetable Group</td>
<td>Grain Group</td>
<td>Sometimes Foods</td>
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<tr>
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<tr>
<td>Cheddar Cheese</td>
<td>Eggs</td>
<td>Kiwifruit</td>
<td>Muffins</td>
<td>Salad Dressing</td>
</tr>
<tr>
<td>Skim Milk</td>
<td>Roast Beef</td>
<td>Free</td>
<td>Biscuits</td>
<td>Butter</td>
</tr>
<tr>
<td>Ice Dairy</td>
<td>Peanut Butter</td>
<td>Asparagus</td>
<td>Hamburger Bun</td>
<td>French Fries</td>
</tr>
<tr>
<td>Custard</td>
<td>Dried Beans</td>
<td>Broccoli</td>
<td>Crackers</td>
<td>Jelly</td>
</tr>
<tr>
<td>Yogurt</td>
<td>Nuts</td>
<td>Orange</td>
<td>Spaghetti</td>
<td>Soft Drink</td>
</tr>
</tbody>
</table>

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<tr>
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<th>Protein Group</th>
<th>Fruit Group and Vegetable Group</th>
<th>Grain Group</th>
<th>Sometimes Foods</th>
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</thead>
<tbody>
<tr>
<td>Cheddar Cheese</td>
<td>Chicken Leg</td>
<td>Broccoli</td>
<td>Muffins</td>
<td>Jelly</td>
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<tr>
<td>Skim Milk</td>
<td>Fish</td>
<td>Orange</td>
<td>Biscuits</td>
<td>Pie</td>
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<tr>
<td>Cottage Cheese</td>
<td>Hamburger</td>
<td>Free</td>
<td>Tortillas</td>
<td>Oil</td>
</tr>
<tr>
<td>Custard</td>
<td>Ham</td>
<td>Asparagus</td>
<td>Crackers</td>
<td>Salad Dressing</td>
</tr>
<tr>
<td>Ice Milk</td>
<td>Peanut Butter</td>
<td>Strawberries</td>
<td>Hamburger Bun</td>
<td>Cake</td>
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</tbody>
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Dairy Group, Protein Group, Fruit Group and Vegetable Group, Grain Group, Sometimes Foods.

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</tr>
</thead>
<tbody>
<tr>
<td>Cheddar Cheese</td>
<td>Ham</td>
<td>Carrots</td>
<td>Cereal</td>
<td>Oil</td>
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<tr>
<td>Cottage Cheese</td>
<td>Fish</td>
<td>Free</td>
<td>Tortillas</td>
<td>Cookies</td>
</tr>
<tr>
<td>Skim Milk</td>
<td>Eggs</td>
<td>Celery</td>
<td>Hamburger Bun</td>
<td>Butter</td>
</tr>
<tr>
<td>Swiss Cheese</td>
<td>Pork Chop</td>
<td>Orange</td>
<td>Crackers</td>
<td>Soft Drinks</td>
</tr>
<tr>
<td>Yogurt</td>
<td>Hamburger</td>
<td>Peach</td>
<td>Muffins</td>
<td>Salad Dressing</td>
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<th>Sometimes Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheddar Cheese</td>
<td>Pork Chop</td>
<td>Peach</td>
<td>Spaghetti</td>
<td>Pie</td>
</tr>
<tr>
<td>Yogurt</td>
<td>Roast Beef</td>
<td>Carrots</td>
<td>Tortillas</td>
<td>Cake</td>
</tr>
<tr>
<td>Skim Milk</td>
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<td>Broccoli</td>
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<td>Custard</td>
<td>Peanut Butter</td>
<td>Cantaloupe</td>
<td>Hamburger Bun</td>
<td>Butter</td>
</tr>
<tr>
<td>Cottage Cheese</td>
<td>Turkey</td>
<td>Bananas</td>
<td>Biscuits</td>
<td>Salad Dressing</td>
</tr>
</tbody>
</table>

Some examples of foods from each group can be seen in the images. The University of Nevada, Reno is an EEO/AA institution. This material was funded by USDA's Supplemental Nutrition Assistance Program. The Supplemental Nutrition Assistance Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-800-221-5689 or read [www.fns.usda.gov/snap](http://www.fns.usda.gov/snap). USDA is an equal opportunity provider and employer.
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</tr>
</thead>
<tbody>
<tr>
<td>Custard</td>
<td>Eggs</td>
<td>Pineapple</td>
<td>Free</td>
<td>Butter</td>
</tr>
<tr>
<td>Cottage Cheese</td>
<td>Hamburger</td>
<td>Broccoli</td>
<td>Muffins</td>
<td>Jelly</td>
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<tr>
<td>Yogurt</td>
<td>Peanut Butter</td>
<td>Asparagus</td>
<td>Crackers</td>
<td>Doughnut</td>
</tr>
<tr>
<td>Cheddar Cheese</td>
<td>Pork Chop</td>
<td>Carrots</td>
<td>Hamburger Bun</td>
<td>Soft Drink</td>
</tr>
<tr>
<td>Swiss Cheese</td>
<td>Dried Beans</td>
<td>Peach</td>
<td>Whole Wheat Bread</td>
<td>Cookies</td>
</tr>
</tbody>
</table>

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<th>Grain Group</th>
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<tbody>
<tr>
<td>Low-fat Milk</td>
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<td>Orange</td>
<td>Biscuits</td>
<td>Pie</td>
</tr>
<tr>
<td>String Cheese</td>
<td>Hamburger</td>
<td>Asparagus</td>
<td>Tortillas</td>
<td>Oil</td>
</tr>
<tr>
<td>Free</td>
<td>Nuts</td>
<td>Kiwifruit</td>
<td>Crackers</td>
<td>Salad Dressing</td>
</tr>
<tr>
<td>Custard</td>
<td>Peanut Butter</td>
<td>Carrots</td>
<td>Hamburger Bun</td>
<td>Ice Cream</td>
</tr>
<tr>
<td>Ice Milk</td>
<td>Roast Beef</td>
<td>Apple</td>
<td>Whole Wheat Bread</td>
<td>Doughnut</td>
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</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>Skim Milk</td>
<td>Roast Beef</td>
<td>Orange</td>
<td>Rice</td>
<td>Cake</td>
</tr>
<tr>
<td>American Cheese</td>
<td>Dried Beans</td>
<td>Carrots</td>
<td>Pancakes</td>
<td>Oil</td>
</tr>
<tr>
<td>Cheddar Cheese</td>
<td>Ham</td>
<td>Broccoli</td>
<td>Muffins</td>
<td>Jelly</td>
</tr>
<tr>
<td>Custard</td>
<td>Free</td>
<td>Spinach</td>
<td>Cereal</td>
<td>Doughnut</td>
</tr>
<tr>
<td>Pudding</td>
<td>Pork Chop</td>
<td>Peach</td>
<td>Biscuits</td>
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</tbody>
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</tr>
</thead>
<tbody>
<tr>
<td>Cheddar Cheese</td>
<td>Pork Chop</td>
<td>Peach</td>
<td>Pancakes</td>
<td>Soft Drink</td>
</tr>
<tr>
<td>Swiss Cheese</td>
<td>Turkey</td>
<td>Broccoli</td>
<td>Spaghetti</td>
<td>Jelly</td>
</tr>
<tr>
<td>Custard</td>
<td>Free</td>
<td>Pineapple</td>
<td>Biscuits</td>
<td>Potato Chips</td>
</tr>
<tr>
<td>Yogurt</td>
<td>Chicken Leg</td>
<td>Orange</td>
<td>Tortillas</td>
<td>Oil</td>
</tr>
<tr>
<td>Skim Milk</td>
<td>Fish</td>
<td>Asparagus</td>
<td>Muffins</td>
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</thead>
<tbody>
<tr>
<td>Pudding</td>
<td>Dried Beans</td>
<td>Celery</td>
<td>Popcorn</td>
<td>Ice Cream</td>
</tr>
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<td>Peach</td>
<td>Free</td>
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</tr>
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<td>Broccoli</td>
<td>Pancakes</td>
<td>Soft Drink</td>
</tr>
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<td>Cake</td>
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</tr>
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<td>Nuts</td>
<td>Cantaloupe</td>
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<td>Apple</td>
<td>Biscuits</td>
<td>Cookies</td>
</tr>
<tr>
<td>Swiss Cheese</td>
<td>Eggs</td>
<td>Asparagus</td>
<td>Corn Bread</td>
<td>Free</td>
</tr>
<tr>
<td>Pudding</td>
<td>Nuts</td>
<td>Spinach</td>
<td>Spaghetti</td>
<td>Salad Dressing</td>
</tr>
<tr>
<td>American Cheese</td>
<td>Dried Beans</td>
<td>Carrots</td>
<td>Pancakes</td>
<td>Ice Cream</td>
</tr>
<tr>
<td>Skim Milk</td>
<td>Chicken Leg</td>
<td>Orange</td>
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<td>Bananas</td>
<td>Corn Bread</td>
<td>Pie</td>
</tr>
<tr>
<td>Yogurt</td>
<td>Turkey</td>
<td>Cantaloupe</td>
<td>Pancakes</td>
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<td>Orange</td>
<td>Popcorn</td>
<td>Cake</td>
</tr>
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<td>Custard</td>
<td>Pork Chop</td>
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<td>Spinach</td>
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<td>Ham</td>
<td>Bananas</td>
<td>Crackers</td>
<td>Cake</td>
</tr>
<tr>
<td>Custard</td>
<td>Peanut Butter</td>
<td>Carrots</td>
<td>Hamburger Bun</td>
<td>Doughnut</td>
</tr>
<tr>
<td>American Cheese</td>
<td>Roast Beef</td>
<td>Apple</td>
<td>Whole Wheat Bread</td>
<td>Potato Chips</td>
</tr>
<tr>
<td>Yogurt</td>
<td>Dried Beans</td>
<td>Celery</td>
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<td>French Fries</td>
</tr>
<tr>
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<td>Pudding</td>
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<td>Kiwi fruit</td>
<td>Crackers</td>
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<tr>
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<td>Fish</td>
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<td>Tortillas</td>
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<td>Cake</td>
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<td>Bananas</td>
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<td>Whole Wheat Bread</td>
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<td>Doughnut</td>
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</tr>
<tr>
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Lesson Management
Circle 3 foods you would choose for a snack.
Name ________________________________

Circula 3 alimentos que te gustaría comer en la merienda.

- Chocolate
- Banana
- Donut
- Cheese
- Chips
- Nuts
- Sandwich
- Cookie
- Ice cream
- Carrots
List 2 activities that would be part of an active lifestyle.

________________________

________________________
# Hand Washing Evaluation Tally Sheet

School___________________________

<table>
<thead>
<tr>
<th>Teacher’s Name</th>
<th>Correct Responses</th>
<th>Incorrect Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>Total</td>
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<td></td>
<td>Total</td>
<td>Total</td>
</tr>
</tbody>
</table>

Total Correct  _____  Total Incorrect  _____
Write the names of 2 everyday foods from each food group in the proper space on MyPlate. Do not color over the names of the foods and food groups.

Fruits

Grains

Vegetables

Protein

Dairy

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Chefs for Kids Nutrition Education Program teaches the following concepts as outlined in the Nevada State Board of Education/Nevada State Board for Career and Technical Education’s Second Grade Health Standards:

<table>
<thead>
<tr>
<th>Content Standard</th>
<th>Proficiency</th>
<th>Strand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Promotion and Disease Prevention Core Concepts</td>
<td>1.2.1 - Identify Health Behaviors that impact personal health.</td>
<td>Personal Health</td>
</tr>
<tr>
<td></td>
<td>1.2.2 – Identify basic anatomy</td>
<td>Growth and Development</td>
</tr>
<tr>
<td></td>
<td>1.2.4 - Describe how healthy eating and daily physical activity</td>
<td>Nutrition and Physical Activity</td>
</tr>
<tr>
<td></td>
<td>1.2.9 - Recognize germs may cause illness/disease.</td>
<td>Prevention/Control of Disease</td>
</tr>
<tr>
<td></td>
<td>1.2.10 - Recognize basic prevention strategies for common illness/disease.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2.11 - Identify elements of the environment that affect personal health</td>
<td>Environmental/Consumer Health</td>
</tr>
<tr>
<td></td>
<td>(sun, water, air, soil, food, and pollutants).</td>
<td></td>
</tr>
<tr>
<td>Analyze Influences on Health Behaviors</td>
<td>2.2.1 – Identify various sources that influence personal behaviors.</td>
<td>Personal Health</td>
</tr>
<tr>
<td></td>
<td>2.2.3 - Discuss nutrition and physical activity in diverse families.</td>
<td>Nutrition and Physical Activity</td>
</tr>
<tr>
<td></td>
<td>2.2.5 - Teach personal health skills (hand washing and physical activity)</td>
<td>Prevention/Control of Disease</td>
</tr>
<tr>
<td>Use Decision Making Skills to Enhance Health</td>
<td>Content Standard 5.2.1 - Discuss healthy options vs. unhealthy options.</td>
<td>Personal Health</td>
</tr>
<tr>
<td>Use Goal Setting Skills to Enhance Health</td>
<td>6.2.2 - Develop goals to practice daily health habits.</td>
<td>Prevention/Control of Disease</td>
</tr>
<tr>
<td></td>
<td>6.2.3 - Identify resources when assistance is needed to develop personal</td>
<td>Environmental/Consumer Health</td>
</tr>
<tr>
<td></td>
<td>health goals (i.e.</td>
<td></td>
</tr>
<tr>
<td>Content Standard</td>
<td>Proficiency</td>
<td>Strand</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>Self Management</strong></td>
<td>7.2.1 - Identify responsible personal health behaviors.</td>
<td>Personal Health</td>
</tr>
<tr>
<td></td>
<td>7.2.2 - Choose healthy foods that help you grow.</td>
<td>Nutrition and Physical Activity</td>
</tr>
<tr>
<td></td>
<td>7.2.3 - Explore various movements that enhance an active, healthy lifestyle.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7.2.5 – Identify basic safety measures (i.e. Food Safety)</td>
<td>Injury/Violence Prevention and Safety</td>
</tr>
<tr>
<td><strong>Support/Promote Family, Personal, Community Health</strong></td>
<td>8.2.1 - Identify ways to promote personal and family health</td>
<td>Personal Health</td>
</tr>
<tr>
<td>Lesson</td>
<td>Topic</td>
<td>Activity</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Prior to classes beginning</td>
<td>Pre-test</td>
<td>Students will be surveyed for the types of snacks they would choose from 10 pictures of snacks.</td>
</tr>
<tr>
<td>1</td>
<td>Fit to Be</td>
<td>Students will be introduced to the concept of a healthy lifestyle.</td>
</tr>
<tr>
<td>2</td>
<td>Energy Needs</td>
<td>Students will define “energy” and will distinguish between activities that use more or less energy.</td>
</tr>
<tr>
<td>3</td>
<td>Activity and Exercise</td>
<td>Students will identify three benefits of exercise and activity and will determine what they can do to be active.</td>
</tr>
<tr>
<td>4</td>
<td>Tools for Activity (Optional Lesson)</td>
<td>Students learn about tools they can use to motivate them to be more active.</td>
</tr>
<tr>
<td>5</td>
<td>Activity Graph</td>
<td>Students will determine that different amounts of energy are used in several activities through a graphing exercise. They will explore the concept of “energy balance.”</td>
</tr>
<tr>
<td>6</td>
<td>Energy Balance</td>
<td>Students will further explore the concept of energy balance through the “Balance Game.”</td>
</tr>
<tr>
<td>7</td>
<td>How Clean is Clean?</td>
<td>Students learn how to properly wash hands and why it is important.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Activity</th>
<th>Teaching Materials</th>
<th>Handouts</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Food Handling</td>
<td>Students identify proper food storage and handling methods.</td>
<td>Safe Foods Coloring/Activity Book</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Hand Washing Evaluation</td>
<td>Students will demonstrate proper hand washing techniques as shown on the “No More Germs” handout.</td>
<td>Sink, water, soap, paper towels, germ-buster stickers, evaluation tally sheet, Optional: lunch bags, ice packs</td>
<td>Safe Foods Coloring/Activity Book (lesson 8) Optional: “Earth Friendly Finds”</td>
</tr>
<tr>
<td>10</td>
<td>Choose MyPlate</td>
<td>Students will be introduced to MyPlate and learn how it can be a useful tool in establishing a healthy lifestyle.</td>
<td>MyPlate poster</td>
<td>“Choose MyPlate” coloring page “Choose MyPlate” family handout</td>
</tr>
<tr>
<td>11</td>
<td>Animal or Plant?</td>
<td>Students will distinguish between sources of different foods.</td>
<td>Food pictures, felt board, felt MyPlate, four pictures of a plant and two pictures of an animal</td>
<td>“Animal Food or Plant Food?”</td>
</tr>
<tr>
<td>12</td>
<td>Name That Fruit!</td>
<td>Students will determine the three parts of a fruit.</td>
<td>Four to six kinds of fruits, 1-pound coffee cans, socks, knife, plates, napkins, moist towelettes, cutting board, felt MyPlate, felt board, gloves, fruit stickers</td>
<td>“Three Parts of a Fruit” “MyPlate” coloring page (lesson 10) “Focus on Fruits”</td>
</tr>
<tr>
<td>13</td>
<td>Vegetables-Edible Plant Parts</td>
<td>Students will learn the parts of a plant that provide vegetables to our diets.</td>
<td>“Tops and Bottoms,” enlarged plant poster (optional)</td>
<td>“Vegetables are Parts of Plants” packet</td>
</tr>
<tr>
<td>14</td>
<td>Vegetables-Edible Plant Parts (cont.)</td>
<td>Students will continue to identify vegetables as different parts of plants.</td>
<td>Plant poster, potatoes, four baskets or boxes, two oven mitts</td>
<td>“Vegetables are Parts of Plants” packet, “MyPlate” coloring page (lesson 10), “Vegetable and Fruit Challenge”</td>
</tr>
<tr>
<td>15</td>
<td>Healthy Snacking with Fruits and Vegetables</td>
<td>Students review fruits and vegetables, identify everyday and sometimes fruit and vegetable group foods, and learn one technique to help them eat more fruits and vegetables daily.</td>
<td>Pictures of many different fruits and vegetables, moist towelettes, plates, napkins, cut fruits and vegetables for demonstration, gloves, vegetable stickers</td>
<td>“A Fruit and Vegetable Rainbow” Snack Diagram/Fun Time Code “Add More Vegetables to Your Day”</td>
</tr>
<tr>
<td>16</td>
<td>Go for the Grains!</td>
<td>Students are introduced to grain plants and how foods are made from them.</td>
<td>Bundle of Wheat, “The Little Red Hen”</td>
<td></td>
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<td>17</td>
<td>Foods From Grains</td>
<td>Students will identify many foods made from grains and the differences between different grains.</td>
<td>Felt MyPlate, felt board, bundle of wheat, grain cards, foods made from several different grains, napkins, gloves, moist towelettes</td>
<td>“MyPlate” coloring page (lesson 10), “Learning About the Grain Group” “Food from Grains” word search “Grain Group Challenge”</td>
</tr>
<tr>
<td>18</td>
<td>Healthy Grain Group Choices</td>
<td>Students will identify the healthiest choices from within the grain food group.</td>
<td>Felt MyPlate, felt board, sample food package listing “whole grain”, pictures of foods made from grain, grain food sets, grain group stickers</td>
<td>“Make Half Your Grains Whole”</td>
</tr>
<tr>
<td>19</td>
<td>Milk: From Cow to You</td>
<td>Students learn how milk is produced and made available.</td>
<td>Felt MyPlate, felt board, poster on milk production</td>
<td>“From Moo to You” “Got Your Dairy Today?”</td>
</tr>
<tr>
<td>20</td>
<td>Dairy Products</td>
<td>Students learn how dairy products are made, identify everyday and sometimes dairy foods, and see how healthy snacking can incorporate dairy products.</td>
<td>“Make Mine Milk” video, pictures of dairy foods, felt MyPlate, felt board, two types of cheese, two types of whole grain crackers, moist towelettes, gloves, napkins</td>
<td>“MyPlate” coloring page (lesson 10) “Dairy Products Challenge”</td>
</tr>
<tr>
<td>21</td>
<td>Overview of the Protein Foods Group</td>
<td>Students identify different foods found in the protein foods group.</td>
<td>Felt MyPlate, felt board, pictures of protein group foods, white board, flying plastic disks or heavy weight paper plates</td>
<td>“The Protein Group,” “MyPlate” coloring page (lesson 10) “With Protein Foods, Variety is Key”</td>
</tr>
<tr>
<td>22</td>
<td>Beans and Nuts</td>
<td>Students will identify several beans and nuts and their origin.</td>
<td>Bean and Nut Sample posters, felt MyPlate, felt board, several kinds of beans and nuts, plastic cups</td>
<td>“Yummy Beans and Nuts” “Protein Challenge”</td>
</tr>
<tr>
<td>23</td>
<td>The Good Health Train</td>
<td>Students will define “variety” as it relates to healthy eating and the five food groups.</td>
<td>Protein group stickers, Good Health Train Storyboard, Good Health Train story, story pieces, food pictures</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>The Good Health Train (continued)</td>
<td>Students will categorize foods according to the five food groups.</td>
<td>Enlarged worksheet</td>
<td>“The Good Health Train”</td>
</tr>
<tr>
<td>25</td>
<td>How Much Food is Right for You?</td>
<td>Students will learn that the amount of food needed depends on age, gender, size and activity level.</td>
<td>Box of cereal, two or more cereal bowls, MyPlate poster or felt MyPlate</td>
<td>“How Much Food is Right for You?”</td>
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<td>26</td>
<td>Eating the Right Amount of Food</td>
<td>Students will learn what standard amounts of foods look like.</td>
<td>Plastic food models, 1-cup measure, 1/2-cup measure, large bowl of fresh baby carrots, large bowl of cooked brown rice, Optional: measuring cups for students</td>
<td>“What Counts?” “How Much Food Challenge” “Build a Healthy Meal”</td>
</tr>
<tr>
<td>27</td>
<td>Food Chart</td>
<td>Students will determine if selected menus provide adequate servings from each food group.</td>
<td>MyPlate Poster, Ally and Aaron’s food choice pictures, Eat the Right Amount stickers</td>
<td>“Katie’s/Jacob’s Menu”</td>
</tr>
<tr>
<td>28</td>
<td>Eating a Variety of Foods</td>
<td>Students will learn the importance of variety in food choices.</td>
<td>Chalkboard</td>
<td>“Variety, the MyPlate Way” evaluation</td>
</tr>
<tr>
<td>29</td>
<td>Serving Store Evaluation</td>
<td>Students will categorize foods according to food group and will identify amounts of food from each food group needed for a child their age.</td>
<td>Crayons, moist towelettes, food samples from the five food groups, napkins, plates, serving utensils or gloves</td>
<td>Activity Review Packet</td>
</tr>
<tr>
<td>30</td>
<td>The Sometimes Foods (Extra foods)</td>
<td>Sometimes foods are defined and identified.</td>
<td>Sugar, fat and salt test tubes</td>
<td>“Sometimes Foods” “Sometimes Foods” word search “Cut Back on Your Kids Sweet Treats”</td>
</tr>
<tr>
<td>31</td>
<td>Healthy Snacks</td>
<td>Students will demonstrate their ability to choose and prepare a healthy snack.</td>
<td>Pictures of snack foods, expandable folders, assortment of five different foods, moist towelettes, plates, napkins, serving utensils or gloves</td>
<td>“Facts About Snacks” “10 Tips to Healthy Eating for Kids” “Snack Challenge”</td>
</tr>
<tr>
<td>32</td>
<td>Nutrients for Health and Growth</td>
<td>Students will identify the six essential nutrients and their function in the body</td>
<td>Snack stickers, plastic food models or food pictures</td>
<td>“Nutrients” “Nutrients for Your Body”</td>
</tr>
<tr>
<td>33</td>
<td>Nutrients for Health and Growth (continued)</td>
<td>Students will identify nutrients present in several different foods.</td>
<td>Moist towelettes, graham crackers, peanut butter, sliced banana, plastic knives, plates, napkins, gloves</td>
<td>“Nutrient Amazement” “Snack’n It”</td>
</tr>
<tr>
<td>34</td>
<td>Breakfast to Start the Day</td>
<td>Students will identify the importance of eating a healthy breakfast.</td>
<td>EAGAHBEDD video, TV/VCR, video synopsis</td>
<td>“Breakfast”</td>
</tr>
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<tr>
<td>35</td>
<td>A Simple Breakfast</td>
<td>Students discover the ease with which a healthy breakfast can be prepared.</td>
<td>Bagels (cut in half), apple butter, vanilla low-fat yogurt, orange juice, ice, plates, napkins, knives, 3 oz. cups, measuring cup, blender, moist towelettes, gloves</td>
<td>“Breakfast Word Search”</td>
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<td></td>
<td>“Orange Nog Recipe”</td>
</tr>
<tr>
<td>36</td>
<td>The Digestive System</td>
<td>Students will identify five parts of the body involved in digestion</td>
<td>Crackers, blender, water, funnel, jar, small bowl, cheese cloth, trash can, enlarged digestive system representation</td>
<td>“The Parts of Digestion”</td>
</tr>
<tr>
<td>37</td>
<td>Sugar Cube Experiment</td>
<td>Students will further investigate the digestive process.</td>
<td>Sugar cubes, hammer, two clear glasses, water, spoon, saltines, dried fruit, moist towelettes, gloves</td>
<td>“The Big Breakdown”</td>
</tr>
<tr>
<td>38</td>
<td>Bingo!</td>
<td>Students will gain further practice in classifying foods according to food group, and will complete the snack post test.</td>
<td>Bingo cards, teacher key, bean “markers,” prizes (optional)</td>
<td>Snack Evaluation Post test</td>
</tr>
</tbody>
</table>

*This outline is subject to change without notice due to personal and school schedules and student comprehension.*

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## Schedule of Handouts/Worksheets

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<th>Parent Letter(s)</th>
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<td>Snack Evaluation-pretest</td>
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<tr>
<td>1</td>
<td>Be a Healthy Role Model for Children (2)</td>
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<td>3</td>
<td>Activity Helps my Body (1) Energy (2)</td>
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<tr>
<td>4</td>
<td>Step to it! (1) Activity Challenge (1/2) Using a Pedometer... (2)</td>
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<tr>
<td>5</td>
<td>How Much Energy? (1)</td>
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<td>6</td>
<td>An Active Lifestyle eval. (1/2)</td>
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<tr>
<td>7*</td>
<td>No More Germs! (2) Activity Review (1) Food Safety Facts (2)</td>
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<tr>
<td>8*</td>
<td>Food Safety at Home, School, and Eating Out Activity Books (16)</td>
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<tr>
<td>9</td>
<td>Hand washing eval. tally sheet (1) Ice Pack Instruction sheet (1)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Choose MyPlate coloring page (1) Choose MyPlate (2)</td>
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<tr>
<td>11*</td>
<td>Animal Food or Plant Food? (9)</td>
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<td>12</td>
<td>Three Parts of a Fruit (1) Focus on Fruits (2)</td>
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<td>Vegetables are Parts of Plants Packet (7)</td>
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<td>14</td>
<td>Vegetable and Fruit Challenge (1/2)</td>
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<tr>
<td>15</td>
<td>Fruits &amp; Veg. Rainbow (1) Chef Snack Diagram/Fun Time (2) Add More Vegetables to Your Day (2)</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Learning About the Grain Group (1) Foods from Grains (1) Grain Group Challenge (1/2)</td>
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<td>Make Half Your Grains Whole</td>
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<td>From Moo to You (1) Got Your Dairy Today? (2)</td>
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<td>20</td>
<td>Dairy Group Challenge (1/2)</td>
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<td>21</td>
<td>The Protein Group (1) With Protein Foods, Variety is Key (2)</td>
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<tr>
<td>22*</td>
<td>Yummy Beans and Nuts (1) Protein Challenge (1/2)</td>
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<td>24</td>
<td>The Good Health Train (1)</td>
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<tr>
<td>25</td>
<td>How Much Food is Right for You? (2) How Much Food? Chal. (1/2) What Counts? (2) Build a Healthy Meal (2)</td>
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</tr>
<tr>
<td>27</td>
<td>Katie’s Menu (1) Jacob’s Menu (1)</td>
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<tr>
<td>28</td>
<td>Variety the MyPlate Way (1)</td>
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<td>29*</td>
<td>Activity Review Packet (9)</td>
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<tr>
<td>30</td>
<td>Sometimes Foods (1) Sometimes Foods word search (1) Cut Back on Your Kid’s Sweet Treats (2)</td>
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<tr>
<td>31*</td>
<td>Facts About Snacks (1) 10 Tips to Healthy Eating (card)</td>
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<tr>
<td>32</td>
<td>Nutrients (1) Nutrients for Your Body (1)</td>
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<td>Nutrient Amazement (1) Snack’n It (1)</td>
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<td>34</td>
<td>Eat Breakfast to Start the Day (2)</td>
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<td>35</td>
<td>Breakfast word search (1) Orange Nog (1/2)</td>
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<td>36</td>
<td>The Parts of Digestion (1)</td>
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<td>37</td>
<td>The Big Breakdown (1)</td>
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<tr>
<td>Last*</td>
<td>Snack Evaluation-post (1)</td>
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</table>

Items in red ink are Parent Letters.

Numbers in Parentheses () are the numbers of pages in the handout.
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<tbody>
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