GROW STRONG

NUTRITION EDUCATION PROGRAM

GRADE 2 LESSONS

With funding by the USDA Supplemental Nutrition Assistance Program - Education

Curriculum Material – 08-10
# Introduction to the Veggies for Kids: Grow Strong Program

### Lessons

1. **Play Hard! Grow Strong!**  
2. **Eat Smart! Grow Strong… *MyPyramid for Kids***  
3. **Grains are Parts of Plants**  
4. **Vegetables: *Tops and Bottoms***  
5. **Grow Strong! Eat a Rainbow!**  
6. **Growing Garden Friends**  
7. **Grow Strong with Meat, Beans, Nuts and Seeds**  
8. **Through the Eyes of the Eagle**  
9. **Grow Strong with Healthy Native Foods**  
10. **What We Have Learned**

### Resources

- Lesson Content Links to Nevada Education Standards
- A Close Look at *MyPyramid for Kids*
- Paiute Language Key
- Program Evaluation
GROW STRONG NUTRITION EDUCATION PROGRAM

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

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

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

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

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

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

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

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

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

Remember to practice and model safe food-handling methods at all times for the safety and health of your students.

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

References:


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

MATERIALS NEEDED:

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
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<tbody>
<tr>
<td>MyPyramid for Kids Poster, hanging material(s)</td>
<td></td>
</tr>
<tr>
<td>Jump rope*</td>
<td></td>
</tr>
<tr>
<td>Veggies for Kids (VFK) “Play Hard” 3 x 5 cards*</td>
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<tr>
<td>VFK water bottle*</td>
<td></td>
</tr>
<tr>
<td>Power Panther CD, and stereo w/ CD player</td>
<td></td>
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<tr>
<td>VFK folder*</td>
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</tr>
<tr>
<td>Orange and lemon, 1 each, fresh</td>
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</tbody>
</table>

*one per student

PREPARATION:
- Carefully select, wash and slice the orange and lemon. One small slice of either per student.
- Hang MyPyramid for Kids (MPK) poster.

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

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

How many of you have seen this poster before? It is called MyPyramid for Kids. Can anyone tell me something that they already know about MyPyramid for Kids?

Does anyone know who this is running up the stairs on the side of MyPyramid? Point to the stairs. That is Pyramid Pal. Write Pyramid Pal on the board. Pyramid Pal is growing up to be strong by eating smart, playing hard and drinking water instead of soda. Write on the board Eat smart, Play hard and Drink water instead of soda. Pyramid Pal can help you learn to grow strong, too.
Over our 10 lessons together, we are going to learn about eating smart, playing hard and drinking water instead of soda. We will do fun stuff and try lots of yummy foods. Today, let’s talk more about playing hard.

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

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

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

But not everyone plays hard for at least 1 hour every day, sometimes not even adults. I want you to think of some easy and fun ways we can all play hard every day. What types of things could we do? Ask at least three students to share their ideas.

I have a fun activity to do together. Please take out a pencil.
Pass out a “Play Hard” 3 x 5 card to each student.

PLAY HARD CHARADES GAME (12-15 MINUTES):
This game helps kids think about the many ways to be physically active.

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

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

Once the students guess the activity correctly, the class will then act out the activity together for at least 30 seconds. Repeat with other students as many times as possible. Encourage excitement and participation. Remind them that they are now closer to reaching their goal of doing 1-hour of play every day!
LESSON, CONTINUED (5 minutes):
Those are all fun ways to play hard. We know now that playing hard is one way that will help you grow strong and have lots of energy, just like Pyramid Pal.

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

JOURNAL TASK (10 minutes):
Pass out VFK folders, one per student. Ask them to write their names on the outside of it. I would like you to write one sentence telling what you learned. In your sentence, use a vocabulary word that I wrote on the board. Give 1-2 examples of sentences. Walk around, helping with spelling.

As time permits, ask students to read what they wrote aloud. Collect folders and place in a classroom area designated by the teacher. These will be picked up at the end of the program.

HOMEWORK (10 minutes):
Pass out one jump rope and one VFK water bottle to each student. Tell students that jumping rope is something fun they can do to help them play hard every day. The bottle can help them remember to drink water instead of soda. Fill with cold water and add the fresh lemon or orange slices. Have students take their cards home and share them with their parents or elders.

Remember to play hard! See you next week!

REFERENCES:
Dear Parent,

Your child is learning to “Eat smart. Play hard.” and “Drink water instead of soda.” as part of the “Veggies for Kids: Grow Strong” program at school.

To “play hard” your child needs to have fun moving his or her body at least one hour every day. Also, TV, video game and computer time should be kept to two hours a day or less.

Your child has written down one activity that will help meet these goals. Would you please spend time to help them do or learn this activity?
LEARNING OBJECTIVES:
1. Students will be able to state that eating smart helps us to grow and be healthy.
2. Students will be able to state the name of each of the MyPyramid for Kids food groups.
3. Students will be able to name at least one food from each food group.

MATERIALS NEEDED:

<table>
<thead>
<tr>
<th>Napkins*</th>
<th>Food stickers*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving cups*</td>
<td>Small boxes of crayons*</td>
</tr>
<tr>
<td>Forks*</td>
<td>MyPyramid for Kids Poster</td>
</tr>
<tr>
<td>Hand sanitizer or sani-wipes*</td>
<td>Handout* - MyPyramid for Kids mini-poster</td>
</tr>
<tr>
<td>Handout*</td>
<td>MyPyramid for Kids coloring page</td>
</tr>
</tbody>
</table>

Foods to sample: 1 box whole grain crackers (without trans fats), seasonal fresh or canned green vegetable (snow peas, broccoli [blanched, if possible**], spinach leaves), seasonal red fruit (apples, strawberries), string cheese or yogurt, 1 can kidney beans.

*one per student

ADVANCED PREPARATION:
- Wash and prepare food. Purchase enough for a small sample for each child
- ** Blanching enhances the color and flavor of many vegetables with minimal loss of nutrients. To blanch broccoli and snow peas, bring two large pots of water to a boil, one for each vegetable. Add washed and trimmed vegetables to their pot. Boil for one minute or just until the vegetables turn bright green. Drain off hot water. Run cold water on the vegetables to stop further cooking. Drain well. Refrigerate or keep chilled until ready to serve.
- Using stickers, complete the homework activity to show as an example.
- Hang MyPyramid for Kids poster

VOCABULARY LIST:
LESSON REVIEW (5 minutes):
Remind students of the rules of participation (raise hands before speaking, stay on task, etc.).
Review Lesson #1, *Play Hard*. Ask:

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

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

*Can anyone tell me what these stripes on MyPyramid mean? (food, food groups)*
*Each colored stripe is called a Food Group*. Write *Food Group* on the board.
*Foods that are alike are put in the same Food Group.*

**Grains**
*Look at the biggest stripe. What color is it? (orange)*
*What is the name of that food group? (Grains)* Write the word *grains* on the board.
*Look at the foods by that stripe. Do they give you clues to the name of the food group?*
*I have a food for you to taste from that food group*
Offer each student a cracker. Write the word *cracker* on the board.
*Notice the cracker is close to the same color as the food group. (brown)*
*Taste this food now, if you want.*
*Grains give us fuel for our body to move and our mind to think.*

**Vegetables**
*Look at the next stripe. What color is it? (green)*
*What is the name of that food group? (Vegetables)* Write the word *vegetables* on the board.
*Look at the foods by that stripe. Do they give you clues to the name of the food group?*
*I have a food for you to taste from that food group. (broccoli)*
Offer a sample of broccoli to each student. Write the word *broccoli* on the board.
*Notice the broccoli is about the same color as the food group. Maybe you can remember that the green stripe stands for the vegetable food group because many vegetables are green, like broccoli, peas and lettuce.*
*Taste this food now, if you want.*

**Fruits**
*Look at the next stripe. What color is it? (red)*
*What is the name of that food group? (Fruits)* Write the word *fruits* on the board.
*Look at the foods by that stripe. Do they give you clues to the name of the food group?*
*I have a food for you to taste from that food group. (apple slice or a few strawberries)*
Offer a sample of fruit to each student. Write the name of the fruit served on the board.

*Notice the apple/strawberry is about the same color as the food group. Maybe you can remember the fruit food group because some fruits, like apples, cherries and strawberries, are red.*
Taste this food now, if you want.

We are going to skip the really little yellow stripe and go on to the bigger stripe.

Milk
Look at the next stripe. What color is it? (blue)
What is the name of that food group? (Milk) Write the word milk on the board.
Look at the foods by that stripe. Do they give you clues to the name of the food group?
I have a food for you to taste from that food group.
Offer string cheese or a small yogurt cup. Write the food name on the board.

Some people have a hard time digesting foods from the milk group. It can upset their tummies. But our bodies need calcium to grow strong bones and hard teeth. Today we are having string cheese (or yogurt) which has calcium in it because it is made from milk.
Taste this food now, if you want.

Meat and Beans
Look at the last stripe. What color is it? (purple)
What is the name of that food group? (Meat and beans) Write the words meat and beans on the board.
Look at the foods by that stripe. Do they give you clues to the name of the food group?
I have a food for you to taste from that food group. (kidney beans)
Offer a sample of kidney beans to the students. Underline the word beans on the board.

Notice the beans are about the same color as the food group.
Taste this food now, if you want.

JOURNAL TASK (8-10 minutes):
Pass out the VFK journals. I’d like you to write just one sentence telling what you learned today about eating smart using MyPyramid. Use the names of the food groups. You could also tell about your favorite food from the Food Groups. Give them an example. As time permits, ask students to read aloud what they wrote. Collect the VFK journals.

HOMEWORK (5 minutes):

Please write the names of the food groups in the boxes on your MyPyramid coloring page. Color the food group stripes and then put stickers of the foods in their correct food groups. Use the color poster to help you, if you’d like. Ask your parents or elders to help you and make sure to show them when you have finished it.

Remember, you do not need to worry about the little tiny yellow stripe. Show a completed example. Bring this in to share at next week’s lesson.

Remember to eat smart and keep playing hard! See you next week!

REFERENCES:
MyPyramid for Kids

Eat Right. Exercise. Have Fun.

MyPyramid.gov

Milk
Get your calcium-rich foods.

Meat & Beans
Go lean with protein.

Fruits
Focus on fruits.

Vegetables
Enjoy your veggies.

Grains
Make half your grains whole.

Oils
Choose oils wisely.

Find your balance between food and fun.

Fats and sugars—know your limits.
LEARNING OBJECTIVES:
1. Students will be able to identify the Grains food group on MyPyramid for Kids.
2. Students will be able to name at least two foods from the Grains group.
3. Students will be able to state the difference between whole grains and refined grains.

MATERIALS:

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
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<tbody>
<tr>
<td>Forks*</td>
<td>Video: Bread Comes to Life</td>
</tr>
<tr>
<td>Hand sanitizer or sani-wipes*</td>
<td>VFK Oatmeal recipe cards*</td>
</tr>
<tr>
<td>Small plates, napkins*</td>
<td>Small plastic zipper baggies*</td>
</tr>
<tr>
<td>One small loaf each of sliced white and whole wheat bread (1 slice of each per 4 students), oatmeal (old fashioned, plain – one cup dry per child)</td>
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</tr>
<tr>
<td>*one per student</td>
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</table>

PREPARATION:
- Preview Bread Comes to Life video. Rewind.
- Make arrangements to have a VCR and TV in the classroom, if necessary.
- Purchase and prepare food for tasting. Ensure that the whole wheat bread has whole wheat flour as the first ingredient. Keep the bread well wrapped to ensure its absolute freshness until sampling time.
- Assemble the take-home oatmeal packages, one per student, with 1 cup of dry oats in a small baggie with the oatmeal recipe tag inside or attached to it.
- Write on the board Eat smart. Play hard and Drink water instead of soda.

VOCABULARY LIST
- Write on the board Grains, fuel, wheat, oats, rice, whole grains, refined grains

REVIEW (5 minutes):
Review the previous lessons.
- Who can tell me why we need to play hard every day? Do you know how long we need to play hard for every day to grow strong?
- Did you drink water instead of soda today? What about yesterday?
• What can you tell me about eating smart?
• Who can name all five food groups?
• Who can name one food from each food group?
• Do you have your homework? If you remembered to show your parents or elders your work, what did they say about it? Collect and file.

LESSON (5 minutes):
Today we are going to learn more about eating smart by learning about the orange group on MyPyramid. What is the name of this group again? Write Grains on the board.

The grains are the seeds we eat that come from plants like oats, wheat, and rice. Write these names on the board. We use grains to make yummy foods, like bread, cereal and pasta. Point to MPK grains pictures. Have any of you ever eaten grains or foods made from grains? Which ones?

Pyramid Pal wants you to eat grains every day because grains give us fuel to play hard and to grow. Just think of a car, how far would it go without gas? Not very far. So grains give us fuel, but they also give us other special things (vitamins and minerals) that our body needs to grow strong.

I want to show you a video about making bread. Do any of you like bread? Bread is usually made from the grain wheat. Have any of you ever seen wheat growing? Or made bread with your elders?

VIDEO (22 minutes):
Start Bread Comes to Life video (22 minutes). Place the bread samples on plates or napkins while students watch the video. Do not let the students see which bread is which.

LESSON, CONTINUED (10 minutes):
Today we are going to taste some tasty bread. We are going to try white bread and whole wheat bread. Write whole wheat on the board.

Whole wheat bread is made with whole wheat flour, made from the whole wheat grain. White bread is made from flour from only the inside starchy part of the wheat grain. Which do you think is better for us, whole wheat or white bread? How many of you have ever eaten whole wheat bread before?

Have students wash their hands or pass out sani-wipes. Then, distribute ¼ slice each of white and whole wheat bread to each student.

Can you tell me, just from looking at your bread, which one you think is the white and which one is whole wheat?

Taste the bread if you want. Can you tell the difference yet? The whole wheat bread is the brown bread.
Sometimes you can taste the whole wheat in the bread. Who likes it? Whole wheat can help you grow up strong, just like Pyramid Pal.

Can you ask your elders to buy whole wheat bread the next time they go to the store? Do you remember what food group bread belongs to? What color is that food group? (Orange)

We tried a different food from the grain group last week. Do you remember what food it was? (Cracker) Lots of yummy foods that we eat are made from other whole grains, like some crackers, popcorn and oatmeal. All of these help us eat smart and grow strong.

JOURNAL TASK (5-7 minutes):
Pass out the VFK journals. I’d like you to write a sentence telling what you learned today about the Grains group. Please use a vocabulary word from the board. As time permits, ask students to read aloud what they wrote. Discuss what food they tasted today, which was their favorite and why. Review what food group it belonged to. Collect VFK journals.

HOMEWORK (3 minutes):
For your homework I have made a special package for you to take home. The package has a tasty whole grain called oats. Oats help you eat smart and grow strong, just like Pyramid Pal. You can use oats to make oatmeal for breakfast or make bread or cookies. Have any of you eaten oatmeal before?

Inside your package is a recipe for making oatmeal for breakfast. Your homework is to bring this package to your parents, grandparents or other elders. Ask them to share a story with you about grains. Eat the grains together for breakfast.

Eat smart and play hard! See you next week!

REFERENCES AND RESOURCES:


This package contains one cup of whole grain oats. Oats can be added to bread recipes or used to make a nutritious and delicious breakfast. To make breakfast using your whole grain oats, bring two cups of water to a boil in a medium saucepan. Add the oats and a pinch of salt and reduce the heat. Simmer the oats for about 5 minutes, stirring occasionally. Enjoy your oatmeal with milk and honey, raisins or fresh fruit. Serves two.
GROW STRONG

Grade 2: Lesson 4
Vegetables: Tops and Bottoms

LEARNING OBJECTIVES:
1. Students will be able to identify the Vegetables food group on MyPyramid for Kids.
2. Students will be able to name at least one vegetable that is the top of a plant.
3. Students will be able to name at least one vegetable that is the bottom of a plant.
4. Students will be able to name at least one vegetable that is the middle of a plant.

MATERIALS:

<table>
<thead>
<tr>
<th>Item</th>
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</thead>
<tbody>
<tr>
<td>Forks, napkins*</td>
</tr>
<tr>
<td>Small plates*</td>
</tr>
<tr>
<td>Small plastic zipper bags*</td>
</tr>
<tr>
<td>Hand sanitizer or sani-wipes*</td>
</tr>
<tr>
<td>1 package frozen cut corn, 1-2 bunches fresh asparagus</td>
</tr>
<tr>
<td>spears, 1 bag baby carrots, 1 whole carrot with stem</td>
</tr>
<tr>
<td>(for display), 1 whole ear of corn (for display, if</td>
</tr>
<tr>
<td>available), ¼ lb. dried yellow corn (or unpopped popcorn)</td>
</tr>
</tbody>
</table>

*one per student

PREPARATION:
- Purchase, wash, pick through and prepare vegetables for:
  o Display (1 intact whole carrot, asparagus spear, ear of corn and dried corn/popcorn)
  o Tasting (1 baby carrot, 1 small spoonful of thawed corn and a small asparagus top), Optional: Ask teacher to divide food samples in sampling bowls (1 per child) during the reading of Tops and Bottoms.
- Prepare take-home bags (1 per student).
  o Include: one baby carrot, one spoonful of dried corn/popcorn and two asparagus spears
  o Place vegetables inside a plastic zipper bag.
  o Staple or tie the VFK “Vegetable Memories” card to it.
- Hang MyPyramid for Kids poster

VOCABULARY LIST:
- Write on the board Eat smart, Play hard, Drink water instead of soda, asparagus, carrots, corn.
REVIEW (5-7 minutes):

- Who played hard for at least one hour every day this week? Why is it important to play hard? Why should we turn off the television and computer when you have free time?
- Who drank water instead of soda today? What about yesterday? This week?
- Do you remember why it is important to eat smart?
- What color is the Grains group? Can you name some foods in the Grains group? What do foods in the Grains group give you? (fuel or energy, vitamins and minerals)
- Did you and your elders cook the oatmeal? How? Who thought it tasted good? Do you think you will eat it for breakfast again? Did you ask for whole grain bread to help you grow strong and have energy?

LESSON (2 minutes):
Today we are going to read a story about vegetables. Vegetables are the “green” group on MyPyramid. Vegetables are plants that we like to eat, like lettuce, tomatoes and potatoes. Do you remember trying the broccoli?

READ ALOUD (10 minutes):
Read the book Tops and Bottoms to the class. Show the pictures on each page. Encourage questions.

LESSON, CONTINUED (20 minutes):
How did Hare outsmart Bear?
What kinds of “bottoms” did Hare keep? (carrots, radishes, beets)
What food group on MyPyramid do they belong? (Vegetables)
What color is this food group? (green)

What kinds of “tops” did Hare keep next? (lettuce, broccoli, celery)
In which food group do they belong? (Vegetables)

What kinds of “middles” did Hare keep? (corn)
In which food group does this belong? (Vegetables)

I brought these foods today. Can you tell me what this is? Show the whole carrot.
What part of the plant is it? (bottom) Let them touch and smell it.

Do you know what this is? Show either the ear or the bowl of corn.
What part of the plant is it? (middle) Let them touch and smell it.

What part of the plant have we not shown yet? (top) Show the asparagus.
Who can tell me the name of this vegetable top? Let them touch and smell it

Who wants to try these today?

Pass out plates, napkins, forks and the bowls of vegetables. Have students clean their hands before eating. Discuss all three vegetables with the students. Focus on the positive. For example,
ask: Who likes carrots the most? Corn the most? Asparagus the most? Who really likes all three? Who has eaten these before? Do they taste different when they are cooked?

**JOURNAL TASK (5-7 Minutes):**
Pass out the VFK folders. Please write one sentence telling what you learned today about vegetables. In this sentence, name a vegetable and tell whether it is a top, bottom, or a middle. Give an example. As time permits, ask students to read aloud what they wrote. Discuss what food they tasted today, which was their favorite and why, and reinforce that they all belonged to the Vegetable group. Collect the VFK journals.

**HOMEWORK (3 Minutes):**
I have made a special package for you to take home. It has carrot, corn, and asparagus in it. **PLEASE DO NOT EAT THESE as they have not been kept cold.** Your homework is to show this package to your parents or elders and ask them if they have ever eaten these vegetables. Ask them to buy them so you can eat them together.

*Eat smart!* Eat your “tops, bottoms and middles,” too! See you next week!

**REFERENCES:**

Please share a story or a memory with your child about vegetables like these. Some ideas:

- your favorite vegetable
- gathering wild vegetables
- preparing vegetables
- vegetables you’ve grown
“Not Refrigerated”
Please do not eat.

University of Nevada
Cooperative Extension

“Not Refrigerated”
Please do not eat.

University of Nevada
Cooperative Extension

“Not Refrigerated”
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University of Nevada
Cooperative Extension

“Not Refrigerated”
Please do not eat.

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LEARNING OBJECTIVES:
1. Students will be able to identify the Fruits and Vegetables food groups.
2. Students will be able to name a fruit or vegetable from the different color categories.
3. Students will be able to state one difference between a fruit and a vegetable.

MATERIALS:

<table>
<thead>
<tr>
<th>Forks or toothpicks (deli)*</th>
<th>Hand sanitizer or sani-wipes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving cups*</td>
<td>MyPyramid for Kids Poster</td>
</tr>
<tr>
<td>Napkins*</td>
<td>Handout* – “Fruits and Vegetables by Color Category”</td>
</tr>
</tbody>
</table>

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

Optional: citrus juice * one per student

PREPARATION:
• Use the “Fruits and Vegetables by Color Category” handout to help choose and purchase the fruit and vegetables. Choose the freshest and most flavorful produce. Sample before purchasing whenever possible.
• Prepare foods for in-class sampling with the goal of preserving freshness, flavor and color.
  o Sampling will be done in small groups of 4 to 5 students. Each group will need their own fruits and vegetables of every color to sample.
  o Cut the produce into bite-sized pieces. Put each fruit and vegetable into separate small sampling containers. Use citrus juice (lemon, lime or orange) to prevent browning if necessary. Keep chilled.
• Hang the MyPyramid for Kids poster.
• Review the “English-Paiute Translations” resource page to write and say the color names in Paiute.
VOCABULARY LIST:
- Write on the board *Eat smart, Play hard, Drink water instead of soda, fruits, vegetables, rainbow, blue - poohekweta, purple, green - pooekweta, white - tohaketa, brown, yellow - oakweta, orange, and red - atesakweta.*

REVIEW (5 minutes):
- Who played hard for at least one hour every day this week? Did you turn off the TV and computer so you could play hard at home?
- Who drank water instead of soda today? Yesterday? This week?
- What did you learn last week? What did your elders think of the “tops and bottoms” you took home? What did they tell you about those vegetables? Did anyone ask them to buy these so you could eat them together?

LESSON (30 minutes):
*How many of you have ever seen a rainbow? Learning about MyPyramid is like learning the colors of the rainbow.*

*What do the different stripes on MyPyramid mean?* (Food groups)
*Do you think the stripes look like the colors of a rainbow?*

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

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

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

*I am thinking of the colors of a special rainbow.* Write the following at the top of the chalk board:

**Eat a Rainbow!**

<table>
<thead>
<tr>
<th>Blue / purple</th>
<th>Green</th>
<th>White / Brown</th>
<th>Yellow / Orange</th>
<th>Red</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poohekweta</td>
<td>Pooekweta</td>
<td>Tohakweta</td>
<td>Okweta</td>
<td>Atesakweta</td>
</tr>
</tbody>
</table>

*Who will tell me their favorite fruit? What color is it? Who will tell me their favorite vegetable? What color is it? Who can name another fruit or vegetable that is ___ color?* Name the other color categories. Encourage the students to name as many fruits and vegetables for each color as possible. Refer to the color category handout if needed.

*Today we are going to taste a rainbow. I have a fruit or vegetable from every color group. Who wants to try some tasty fruits and vegetables today?*
Have the students arrange their desks in small groups. While the students clean their hands, have a helper pass out sampling containers, napkins and plastic forks or toothpicks. Place containers of cut-up fruit and veggies in the center of each desk group. Using a plastic fork or toothpick, get the students started selecting pieces of fruit and vegetables in each color category. Encourage “no double-dipping,” explaining that means not putting a fork or toothpick back in the containers if they have eaten from it. Allow time for the students to sample the fruits and vegetables of their choice. Ask who liked which fruit or vegetable the most.

*What did the red part of your rainbow taste like? How about the blue part? What part of your rainbow was the sweetest?*

*Some of the foods we tried today were from the fruit group and others were from the vegetable group. Sometimes you can tell a food is a fruit because it is sweet. Most vegetables are not sweet. Fruits usually grow on trees or shrubs (except for strawberries!). Vegetables can be the leaves, roots, stalks or flowers of plants. Can you name the fruits we tasted today? Can you name the vegetables?*

*Remember, eating a rainbow of fruits and vegetables helps us eat smart and grow strong, like Pyramid Pal. Pyramid Pal eats different colors of fruits and vegetables every day, just like you did today. Do you think you could ask your elders to buy a rainbow of different colored fruits and vegetables so you can grow strong and healthy?*

**JOURNAL TASK (5-7 minutes):**
Provide VFK folders. I’d like you to write one sentence telling what you learned today about the Fruits and Vegetables food groups. Don’t forget to use the words on the board to help. As time permits, ask students to read aloud what they wrote. Discuss which foods they tasted today; which was their favorite and why; and what food groups they belonged to. Collect VFK journals.

**HOMEWORK (3-5 minutes):**
Distribute the “Fruits and Vegetables by Color Category” handout
*I’d like you to take this list of delicious fruits and vegetables home and read it with your parents/elders. Circle every fruit or vegetable they have eaten and underline every fruit or vegetable you have eaten. Demonstrate this on a sample copy. Remember, most fruits are sweet and most vegetables are not, this will help you know if you are eating a fruit or a vegetable. Do an example with the students with one or two of the fruits and vegetables listed.*

*Eat smart! Eat a rainbow! See you next week!*

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

* Color categorized by edible portion

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

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LEARNING OBJECTIVES:
1. Students will be able to state at least one element needed for plants to survive (energy or fuel from soil, water, sunlight, room to grow and care)
2. Students will be able to state at least one element needed for them to grow and thrive (fuel or food, water, sunlight, room to grow and care)
3. Students will learn the basics for companion planting and the Three Sisters garden.
4. Students will observe seeds sprout and grow by making their own mini-greenhouse.

MATERIALS:

<table>
<thead>
<tr>
<th>Napkins (plus extra)* and spoons*</th>
<th>Hand sanitizer or sani-wipes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving cups*</td>
<td>MyPyramid for Kids poster</td>
</tr>
<tr>
<td>Paper towels (plus extra)*</td>
<td>VFK greenhouse template*</td>
</tr>
<tr>
<td>Small zipper storage bags*</td>
<td>copied on green cardstock</td>
</tr>
<tr>
<td>Tape, stapler, staples, scissors</td>
<td>Handouts:* Plant Friends</td>
</tr>
<tr>
<td>Laminated pictures of squash</td>
<td>and How a Bean Grows</td>
</tr>
<tr>
<td>Seeds—1 packet each of corn, green beans, and any variety of summer squash**</td>
<td></td>
</tr>
<tr>
<td>Butternut squash - 2 small whole squash - one to show and one to cook for in-class sampling, vegetable peeler, kitchen knife, microwaveable container with lid (or microwaveable plastic wrap) to cook squash.</td>
<td></td>
</tr>
</tbody>
</table>

*one per student
** Although a winter squash is being sampled in this lesson, summer squash seeds were chosen to use in the sprouting activity. If the children elect to take their sprout home and plant it, these summer squash varieties typically bear fruit earlier, more productively and dependably than winter squash varieties.

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

- Hang the *MyPyramid for Kids* poster.

**VOCABULARY LIST:**
- Write on the board *Eat smart, Play hard* and *Drink water instead of soda*. Additional words: *fuel, soil, companion, friend, three sisters garden, corn, beans, squash, butternut*

**REVIEW (5 minutes):**

- *Who played hard* for at least one hour every day this week? *Who can tell me why you should play hard* every day? *What can you do to play hard* instead of watching TV, playing video games or playing on the computer?
- *Did anyone drink water instead of soda* this week?
- *What did you learn the last time we met? Can anyone name five different colors of fruits and vegetables?*
- *What colors of fruits and vegetables had your parents or elders eaten? Collect the “Fruits and Vegetables by Color Category” homework.*

**LESSON (8 minutes):**

*How many of you have ever helped grow your own garden? What kinds of food did you grow? How did they taste?*

*Can anyone tell me what a plant needs to grow up strong and be healthy?*

*All plants start out as seeds. Show a seed. To grow up into a strong, healthy plant they need lots of water and fuel. Write water and fuel on the board. Plants – which give us the fruits, vegetables, and grains that you eat – are grown in the ground. We call this soil.* (Write soil on the board.) *Plants get their fuel to grow from the soil and also from the sun. So plants need water, fuel from the soil and the sun. But they also need space to grow and someone to care for them to make sure they get everything they need to grow.*

*Can you think of something else that needs water, fuel, sunlight, space and care to grow up strong and be healthy?* (humans, animals) *Where do we get our fuel from?* (By eating the different foods in the food pyramid like grains, milk and meat and beans, and a rainbow of vegetables and fruit.)

*How many of you think that if you lived all by yourself, that you would be able to get all the right foods you need to grow up strong and be healthy?*

*Did you know that some plants in a garden can’t get everything they need by themselves either? Some plants have to work together to get the things they need to grow. This means some plants are good friends and help each other out. Do any of you have a good friend that sometimes helps you out when you need help?*
When we grow plants together that are really good friends we call it **companion planting**. The word **companion** means friend. Write **companion** and **friend** on the board. Because they like to grow close together, it also saves us space to plant lots of other tasty food.

One of the oldest ways of growing plant friends together is called the **three sisters garden**. Write that on the board. Have any of you ever heard of the three sisters garden? Do any of you have three sisters of your own?

These three garden sisters are corn, beans and squash. Write **corn**, **beans** and **squash** on the board. They are planted together so they can help each other grow up strong.

When the corn grows, it makes tall stalks. These tall stalks make a pole for the beans to climb up. The squash has big leaves. The leaves make shade for the roots of the beans and corn to keep weeds from growing. This shade also keeps the soil cool and moist for their roots.

**READ ALOUD (3 minutes):**
Distribute the “Plant Friends” handout and have students take turn reading aloud.

*Today I want to give you a chance to start your own garden with one of the three sisters. How does this sound?*

**ACTIVITY: MAKE A MINI-GREENHOUSE FOR THE THREE SISTERS (12-15 min.)**
Materials: mini-greenhouse templates, scissors (if templates have not been pre-cut), small plastic zipper baggies, paper towels, seeds and staplers

1. Pass out the mini-greenhouse materials or pre-cut templates, one set per student.
2. Cut the templates if needed and have students write their name and date on top.
3. Fold the paper towel in half, dampen it with water, and carefully place it in the baggie.
4. Staple a seam across the baggie, about 2/3 up from the bottom to hold the seeds in place.
5. Show the students how to place a few seeds in the baggie, between the paper towel and the baggie, above the staple seam.
6. **DO NOT SEAL THE BAGGIE**
7. Staple the outer edges of the baggie to the mini-greenhouse template. This will allow water to still be added as the paper towel dries out.
8. Display the mini-greenhouses by taping to a wall or hanging by a string fastening with mini-clamps or clothes pins. Ask the teacher to check the greenhouses for dampness occasionally and to add water as needed.
9. Ask the students to observe their greenhouse daily. Depending on the seed variety, they should see roots followed by a sprout in 7-10 days
10. When the stem is a couple of inches long, these can be planted by gently removing the sprout from the bag and planting in a paper cup filled with soil, a small flowerpot or as a start to their garden at home.
FOOD TASTING (5-7 MINUTES):
Have the students wash their hands.
*Today we will try one of the three sisters’ crops: a type of squash called a butternut squash. This is what it looks like when a squash has everything it needed to grow up strong and healthy. It is finished growing and ready to help us grow when we eat it.* Show the sample uncooked squash and pass it around while showing the laminated pictures of other squash varieties and the seeds that came from the squash that was cooked.

*What food group does squash belong to?* (Green, Vegetables) Serve the cooked squash samples. Ask if the students can name any other types of squash. Ask who had tasted squash before. Ask who liked it.

JOURNAL TASK (5-7 minutes):
Pass out the VFK folders. *I’d like you to write a sentence telling what you learned today about what both you and plants need to grow to be strong and healthy. Use a word from the board.* As time permits, ask students to read aloud what they wrote. Discuss the butternut squash and remind them what food group it belongs to. Collect the VFK folders.

HOMEWORK (3-5 minutes):
Students are to monitor their seed as it grows roots and sprouts during the week. Distribute *How a Bean Grows* handout to each student so they know what to look for as their seeds sprout. Ask them to color the pictures and save them for your next class with them. Help them with the Paiute pronunciation if possible. Have them show the Plant Friends (Three Sisters) handout to their parents or elders and ask if they have ever grown those plants together.
*Eat smart! Play hard with your friends! Drink water instead of soda! See you next time!*

REFERENCES AND RESOURCES:
Three Sisters Garden information:
http://www.kidsgardening.com/growingideas/projects/mar03/pg1.html

http://www.kidsgardening.com/growingideas/projects/march02/mar02-pg1.htm#/materials

http://www.kidsregen.org/paperGarden/0602/three_sisters_pop.shtml
As the corn plant grows it makes a natural "pole."

The beans climb up this pole as they grow.

The squash plant crawls on the ground as it grows. The squash leaves shade the soil. The shade keeps the soil around the plants cool and moist.

These three plants work well together, wouldn't you say?

Growing different plants that help each other is what gardeners call “companion planting.” Companions are friends.
How a Bean Grows

1. sumu' yoo (su-mu-you)
   The bean seed is planted in the ground.

2. waha' yoo (wa-ha-you)
   Roots begin to form.

3. pahe' yoo (pa-he-you)
   The plant breaks through the ground.

4. watsukwe' yoo (wa-tsu-kwe-you)
   A sprout grows.

5. manege' yoo (ma-ne-ge-you)
   The bean plant grows tall.

6. napah'e yoo (na-pa-he-you)
   Beans grow in pods on the bean plant.
Acorn Squash (Winter)
Butternut Squash (Winter)
Kabocha or Buttercup Squash (Winter)
Spaghetti Squash (Winter)
Turban Squash (Winter)
Yellow or Crookneck Squash (Summer)
Zucchini Squash (Summer)
GREEN CARDSTOCK

CUT ON DOTTED LINES

FOLD ON SOLID LINE
LEARNING OBJECTIVES:
1. Students will be able to identify the Meat and Beans food group on MyPyramid for Kids.
2. Students will be able to name at least one food from the Meat and Beans group.
3. Students will be able to state that foods in the Meat and Beans group are high in protein.
4. Students will be able to name at least one food from the other food groups.

MATERIALS:

<table>
<thead>
<tr>
<th>Can opener</th>
<th>Hand sanitizer or sani-wipes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plates,* napkins*</td>
<td>Spatula, large cooking spoon</td>
</tr>
<tr>
<td>Plastic forks* (optional)</td>
<td>MyPyramid For Kids Poster</td>
</tr>
<tr>
<td>Electric frying pan and extension cord</td>
<td>Handouts:* “Grow Strong with Meat, Beans, Nuts, and Seeds” and “Yummy Beans, Nuts, and Seeds”</td>
</tr>
</tbody>
</table>

Food supplies:
- Canned low-fat refried beans (~¼ cup or 1.5 oz. per child)
- Corn tortillas (1/2 tortilla per student)
- Shredded sharp cheddar cheese, low-fat (~2 T. or ½ oz per student)
- Dried beans mixture, 1 bag (e.g. 15, 18, or 21 bean soup mix)
- (Optional: a variety of nuts and edible seeds to display)

*one per student

PREPARATION:
- Purchase food per quantities listed above. Each student should get ½ of a tortilla with toppings.
- Review the lesson handouts.
- Set up the snack preparation components: set up electric skillet, cut tortillas in half, lay out plates, napkins, etc. Open canned beans just prior to snack preparation.
- Check on the progress of the mini-greenhouses. Put a small amount of water on the paper towels if needed.

VOCABULARY LIST:
- Write on the board *Eat smart, Play hard* and *Drink water instead of soda*. Additional words: meat and beans, protein, almonds, pine nuts, walnuts, pinto beans, kidney beans
REVIEW (8-10 minutes):

- **Who played hard** for at least one hour every day this week? Who can come up and show us their favorite way to **play hard** for us?
- **Last week** you learned that plants need water, fuel from the soil and sunlight, space and care to grow up strong. **What do you think would happen if the plants drank soda instead of water?** Do you think they would still grow up strong?
- **Do you remember the three foods in the Three Sisters garden?** What are they? How do they help each other? **Had anyone’s parents or elders grown these plants together?**
- **What is happening to the seeds in your greenhouse?** Are there any roots, stems or leaves yet? Encourage the students to describe what they see.

LESSON (12-15 minutes):

Review each food group.

*Starting from this side* (left of MyPyramid) who can tell me the name of the “orange” group? (Grains) **How can you remember the name of this group?** Think of the cracker...was that kind of orange?

*What about the next group?* (Vegetables) **How can you remember the name of this group?** (broccoli, snow peas, spinach leaves). **What color are some of these foods?**

*What about the next group?* (Fruits) **How will you remember the name of this group?** (apple, strawberries). **What color are some of these foods?**

*What about the next group?* (Milk) **How will you remember the name of this group?** (String cheese / yogurt). **What color is this food?** The blue color of this food group on the food pyramid is different from the colors of the foods, isn’t it?

*What about the next group?* (Meat and Beans) **How will you remember the name of this group?** Today I want to talk about the purple stripe on MyPyramid. **Write Meat and Beans on the board.**

Did you know that meat comes from animals, like cows and chickens, and beans are from plants? Fish are also in this group. Can you tell me why Pyramid Pal put meat, fish and beans in the purple group together?

Meat, fish and beans are in the purple group because they are all high in something called protein. **Write protein on the board.** Your body needs protein to grow strong, just like Pyramid Pal.

Did you know that many nuts and seeds can have lots of protein too, just like meat and beans? **Write nuts and seeds on the board.** Can you tell me a kind of nut or seed you have eaten before? **Do any of you have a favorite nut?** (almond, Brazil nut, cashew, filbert, peanut, pecan, pine nut, walnut) **Do you have a favorite seed to eat?** (poppy, pumpkin, sunflower, sesame)
WRITING ACTIVITY (8-10 minutes):
Distribute the “Yummy Beans and Nuts” handout. Explain how to complete it and assist students as needed in getting started. When they finish, invite the students to observe the snack preparation. Encourage questions and discussion. Collect the handouts and place in the VFK folders prior to serving the snack.

SNACK (12-15 minutes):
1. Empty the refried beans into the electric frying pan, heated to medium temperature.
2. Spread into a thin layer
3. Sprinkle with the grated cheese and cover again until the cheese melts.
4. Place 1/2 of a corn tortilla on a plate, then top with about 1/4 cup of the refried beans and cheese mixture.
5. Enlist students to help pass out hand wipes, napkins and help serve the snack. Model having these student volunteers clean their hands (either using a classroom sink, hand sanitizer or sani-wipes) before handing out the supplies and food.

While snacking, ask the class which three food groups are being eaten (grains, milk, meat and beans). Which food belongs in the “orange” group? “blue” group? “purple” group?

Pass around the dried bean mix (and edible seeds, if used). Encourage discussion. There are many types and colors of beans (and seeds) that we eat. See how many different ones you can count.

Remember, beans are part of the “purple” food group, called Meat and Beans. Nuts and seeds are also in this group. These are yummy foods that give us protein. Protein helps us grow tall and strong.

HOMEWORK (3-5 min):
Pass out the “Grow Strong with Lean Meat, Beans, Nuts and Seeds” handout and give instructions. Encourage the students to complete it with their family and bring it back next week.

I want you to do a fun activity with your parents or elders at home. Have them help you see if you have a bean, a nut and a seed at home you can tape onto your handout. Don’t worry if you don’t have all or any of these. You can still draw the picture in box 4.

Eat smart! Play hard! Drink water instead of soda! See you next time!

REFERENCES:
Grow Strong with Meat, Beans, Nuts and Seeds

**Instructions:** At home, find and tape one bean, nut and seed in the boxes below. Draw a picture of a favorite meat in Box 4.

1. **Bean**
   
   Tape Here

2. **Nut**
   
   Tape Here

3. **Seed**
   
   Tape Here

4. **Meat**
   
   Tape Here
Copy the name of each bean or nut next to the picture of each.

Almonds

Walnuts

Pinto beans

Kidney beans

Pine nuts

Adapted from Chefs for Kids, Lesson 19
LEARNING OBJECTIVES:
• Students will be able to describe at least one thing they learned from *Through the Eyes of the Eagle* book about healthy eating.
• Students will be able to describe at least one thing they learned from *Through the Eyes of the Eagle* about physical activity.

MATERIALS:

- Eagle Books:*  
  1. *Through the Eyes of the Eagle*  
  2. *Knees Lifted High*  
- *Knees Lifted High* drawing activity handout*  
- Bookmarks*  
  • 1 small package pre-washed fresh baby spinach leaves  
  • Hand sanitizer or sani-wipes*  

*one per student

Note: The Eagle Books series is a non-tribe-specific resource used for teaching Native American children the importance of a healthy lifestyle. *Through the Eyes of the Eagle* is written for a second-grade reading level. *Knees Lifted High* and the other books in the series - *Plate Full of Color* and *Tricky Treats* - are written at a third-grade reading level.

PREPARATION:
• Wash and pick through the baby spinach leaves carefully  
• Review *Eagle Books: A Guide for Educators and Communities* supplemental resource (see *References* section to access).  
• Discuss content and readability of *Through the Eyes of an Eagle* with the teachers prior to the class to determine suitability for the students to read out loud or have the story read to them.  
• Check on the progress of the mini-greenhouses. Optional: Send greenhouse home with students and encourage them to plant and water the seed/sprout.
VOCABULARY LIST:
- Write on the board *Eat smart, Play hard* and *Drink water instead of soda*.
  Additional words: Rain That Dances, Mr. Eagle, spinach

REVIEW (8-10 minutes):
- *Who played hard* for at least one hour already today? *Who can come up and show us their favorite way to play hard?*
- Pyramid Pal tells us that we should *drink water instead of soda* to grow strong. *Should we drink milk too? Is the “blue” group as big as the other groups? What is this food group’s name?* (Milk)
- *What did you learn about the “purple” group last week? What is this food group’s name?* (Meat and Beans)
- *Why are meat, fish, beans, nuts and seeds all friends in this group?* (Protein)
- *Do you have your “Grow Strong with Beans, Nuts, Seeds and Meat” homework? Who would like to share what they found at home?* Collect and place in student folders.
- *Did any of you eat any tasty beans with your elders?*

LESSON (20 minutes):
Distribute one copy of *Through the Eyes of the Eagle* to each student. Ask students: *Have you ever seen this book? Do you know what it is about?* Tell the students that this will be their very own copy to take home. Instruct them to write their name inside the front cover.

Read *Through the Eyes of the Eagle* out loud to the class. Take time to show the illustrations on each page and encourage students to comment. If appropriate, have students take turns reading.

Discuss the book. Optional questions, time permitting:
- *Who are the main characters?* (Rain That Dances, Mr. Eagle). Write the names on the board.
- *What did Mr. Eagle tell the children?* (He reminded them of the healthy ways.)
- *What kind of play were the people doing at the beginning of the story?* (Gathering wood, hunting, working in the fields, children running and playing)
- *How did Mr. Eagle describe the people in the beginning of the story?* (Strong legs and arms, swift, beautiful, graceful, having pride in their work, and being healthy)
- *What changes in the people of the earth did Mr. Eagle see as time passed?* (Not as strong, children not playing as much, no planting and hunting, less strength and spirit, driving cars)
- *What are some of the changes Mr. Eagle saw in activity that made the people become less strong and healthy?* (Adults and children watching TV, computers, eating/buying foods that are cooked in fat and high in sugar and driving cars)
- *What could the people do now to become healthy, happy and strong again?* (More play, eat smart, less soda and candy)
IN-CLASS SPINACH TASTING (5-7 minutes):
Have students wash their hands. Enlist student volunteers to pass out sani-wipes for
students to clean their hands if no sink is available, and to pass out napkins. Today we’re
going to taste a special leaf. Do you know what food group this food might be in? Do you
know the name of this food? Have you tasted it before? Do you like this food? Do you think
Mr. Eagle might like this food? It is easy to grow.

OPTIONAL JOURNAL TASK (5-7 minutes):
If time permits, pass out the VFK folders and paper. I’d like you to write a sentence telling
what you learned today about the story. Use the name of a character that I have written on
the board. Collect for student folders.

Do you want to find out what Mr. Eagle will tell Rain That Dances tomorrow?

HOMEWORK (3-5 minutes):
Pass out a Knees Lifted High book, bookmark and handout to every student. Encourage
students to write their names on the inside of the book and on the handout. Ask them to
read the book with their parents or elders. Review the handout instructions.

OPTIONAL ACTIVITY:
Encourage teachers to make a “collective drawing” by cutting out, assembling and
displaying the completed drawings on a wall or a large piece of art or butcher paper.

Eat smart! Play hard! Drink water instead of soda! See you next week!

REFERENCES:

Coconino County Health Department. Eat and Play the Native Way. Retrieved 11/17/08
from:
www.coconino.az.gov/heartbeat.aspx?id=2009&terms=through+the+eyes+of+the+eagle
GROW STRONG
*Knees Lifted High*
Read *Knees Lifted High* with your elders. Draw a scene from the story in this box.
LEARNING OBJECTIVES:
1. Students will be able to name at least one traditional native food and where it can be found.
2. Students will be able to describe one technique for finding and gathering a traditional native food.
3. Students will be able to state in which food group the traditional food they sample belongs.

MATERIALS:

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small plates* or bowls*</td>
<td>1 per student</td>
</tr>
<tr>
<td>Eagle Book #3:* Plate Full of Color</td>
<td>1</td>
</tr>
<tr>
<td>Napkins*</td>
<td>1</td>
</tr>
<tr>
<td>Handout: *Plate Full of Color drawing activity</td>
<td>1</td>
</tr>
<tr>
<td>Hand sanitizer or sani-wipes*</td>
<td>1</td>
</tr>
<tr>
<td>Optional: Tah Gum video (23 minutes)</td>
<td></td>
</tr>
<tr>
<td>Traditional Native American plant foods:</td>
<td></td>
</tr>
<tr>
<td>e.g. wild onions, asparagus, buck berries, wild grains, or pine nuts</td>
<td>1 per student</td>
</tr>
</tbody>
</table>

PREPARATION:
- Acquire native foods. Ensure these foods are harvested from a safe, unpolluted source. Wash and pick through.
- Watch Tah Gum video and read Plate Full of Color in advance.
- Finalize class format and structure with guest speaker, if available. Review the key content points to be covered. ** Coordinate combining grade levels. If no guest speaker is available show the Tah Gum video.
- If applicable, check mini-greenhouse progress and wrap-up activity. Send sprouts home for students to plant.

VOCABULARY LIST:
- Write on the board *Eat smart, Play hard* and *Drink water instead of soda*. Additional words: asparagus, buck berries, pine nuts, wild onions

REVIEW (5 minutes):
- *Raise your hand if you are playing hard every day now?*
- *Raise your hand if you are drinking water instead of soda?*
• What did you learn when we read Through the Eyes of the Eagle?
• What did you learn when you read Knee’s Lifted High at home? What did your parents or elders say about the book?
• Would anyone like to share their drawing with the class? Collect drawings.

LESSON (25 minutes):
Today we are going to learn more about foods that your elders used to harvest and eat, like pine nuts and buck berries.

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

OPTIONAL VIDEO (23 minutes):
If no guest speaker is available, show the Tah Gum video and discuss it using the discussion questions that follow. The video may also be loaned to the teacher to show to their class sometime during the next week.

Upon conclusion of the guest speaker’s presentation, co-lead the discussion on native foods with him or her. Potential discussion questions include:

• Have you or your elders ever tried buck berries, pine nuts or the other foods mentioned?
• What other native food have you or your elders tried before?
• What is your favorite native food?
• What food group(s) do you think these belong in?
• Have you ever helped gather or hunt for these foods before?
• Why do you think native people are not eating them as much today?
• Do you think these foods would help you grow strong and healthy? Why?
• How are these foods different from foods that come in packages from the grocery store?
• What did your elders drink when they were thirsty?

FOOD TASTING (15 minutes):
Ask students to wash their hands or clean them with sani-wipes. Have student volunteers help pass out sani-wipes, napkins and samples of the native foods. Continue the discussion on the specific foods being sampled. Make the point that traditional native foods were eaten as nature provided with little or no processing and that water was the favored drink.

The following information may be used to enhance the discussion:
Native Food Facts by Leslie Allen

Wild Asparagus:
- The wild asparagus that is found in Northern Nevada is probably an escapee from someone's garden.
- Asparagus is originally from the Europe, but that doesn't stop keen-eyed asparagus gatherers from searching irrigation ditches and other wet places for the tasty green shoots in the spring.
- Wild asparagus is very difficult to locate, and almost impossible to find unless you have an elder to guide you.
- Asparagus locations are often kept hidden and only when you've earned someone's trust will they show you his/her secret wild asparagus garden!

Wild Onion:
- Wild onions are native to Nevada and much easier to gather than asparagus.
- They like to grow in moist places or where the snow stayed on the ground for a long time.
- Wild onions have beautiful small pink or purple flowers that are edible. But many people gather wild onions to eat the swollen bulbs found underground.
- Wild onion bulbs are not as pungent as store-bought onions and have a fresher taste. Ask an elder to show you their favorite onion patch.

Buck berries:
- Buck berries are native to Nevada and are a very important food source.
- The tart berries must be carefully harvested because the bush is very thorny.
- When people harvest buck berries they have to wear special clothing to protect them from thorns.
- Some people think that buck berries become sweeter after frosts.
- The berries can be eaten raw or dried. They can also be used to make pies, jellies or preserves.

Pine Nuts:
- There are about 20 types (species) of pines around the world that produce edible pine nuts.
- In Nevada, the native Pinyon pine provides us with our edible pine nuts.
- Archeological records show that, around the world, native people have been eating pine nuts for over 2 million years!
- Pine nuts are a very valuable food source because they are rich in protein, fiber and a good source of healthy fat.
- Pine nut production varies from season to season, and in some years there may not be any to gather.
HOMEWORK (3-5 minutes):
Pass out the *Plate Full of Color* book and handout to each student. Instruct them to write their names on the inside of the book and on the handout. Ask students to have older family members (brothers, sisters, parents or other elders) help them read *Plate Full of Color*, and then draw a picture that features a character(s) or a scene from the book on the handout provided.

*Eat smart! Play hard! Drink water instead of soda! See you next week for our final class!* 

RESOURCES:

The *Tah Gum* video is available from: University of Nevada Oral History Program
Mail Stop 0324, Reno, NV 89557-0324, Phone: (775) 784-6932
Lesson 9

**GROW STRONG**

*Plate Full of Color*

Read *Plate Full of Color* with your elders.

Draw a scene from the story in this box.
LEARNING OBJECTIVES:
1. Students will be able to state key *MyPyramid for Kids* concepts, including:
   - The importance of eating a variety of healthy foods every day.
   - Each food group has foods that their body needs to grow strong.
   - Eat a rainbow of fruits and vegetables every day.
2. Students will understand the importance of playing hard every day.
3. Students will state that water is one of the best drinks to drink when thirsty.

MATERIALS:

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tasting cups,* napkins*</td>
<td>MyPyramid for Kids poster</td>
</tr>
<tr>
<td>Hand sanitizer or sani-wipes*</td>
<td>Eagle Book #4:* Tricky Treats</td>
</tr>
<tr>
<td>Drinking cups*</td>
<td>Handouts:* Tricky Treats drawing activity</td>
</tr>
<tr>
<td>Water pitcher</td>
<td>* MyPyramid for Kids - modified to omit food group names</td>
</tr>
<tr>
<td>Food Pyramid Relay supplies (boxes/bags, food pictures)</td>
<td>Optional: “Food Pyramid Bingo” game – one per classroom</td>
</tr>
<tr>
<td>Food for sampling:</td>
<td><strong>one per student</strong></td>
</tr>
<tr>
<td>• 1 unique seasonal fruit and 1 unique seasonal vegetable (e.g. blueberries, blackberries or raspberries, sugar snap peas or sliced jicama).</td>
<td></td>
</tr>
<tr>
<td>• Cold water, 1 fresh lemon or orange (sliced) to flavor the water</td>
<td></td>
</tr>
</tbody>
</table>

PREPARATION:
- Purchase fruit and vegetable samples. Wash and carefully pick through. Cut to size. Research one to two fun facts about these foods. Wash and slice citrus fruit for water.
- Temporarily cover or remove any *MyPyramid for Kids* display materials.
- Read Food Pyramid relay instructions and gather the supplies to play this game.
- Read “Food Pyramid Bingo” instructions.

VOCABULARY LIST:
- Write on the board *Eat smart, Play hard* and *Drink water instead of soda*. Additional review words: grains, fruits, vegetables, milk, meat and beans
REVIEW (5 minutes):
- What did you learn last week?
- What was your favorite traditional food?
- What did you learn when you read the book *Plate Full of Color*? What did your other family members say about the book? Collect drawings.

REVIEW QUIZ (5 minutes):
Ask students to clear their desks and take out a pen or pencil. Distribute the modified *MyPyramid for Kids* color handout with blank food group titles. Ask students to fill in the names of the food groups from memory. If a student does not know or cannot remember, ask him/her to leave it blank. Hang the *MyPyramid for Kids* poster and begin the lesson.

LESSON (10 minutes):
- Why is it important to eat smart like Pyramid Pal?

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

*Every day...*
- Whole grains for fuel.
- Eat a rainbow of fruit and vegetables.
- Milk, cheese and yogurt for strong bones and teeth.
- Lean meat, fish, beans, nuts and seeds for protein.
- Water instead of soda.

Pointing to each food group in turn on the *MyPyramid* poster, help students recall foods eaten during the lessons. For Fruits and Vegetables groups help the students recall by naming the color categories. Foods named *may* include:
- Grains: whole grain crackers, whole wheat bread, corn tortilla
- Fruits: apples, bananas, buck berries, strawberries
- Vegetables: asparagus, squash, sprouts, spinach, wild onions
- Milk: string cheese or yogurt
- Meat and beans: refried beans, kidney beans, sunflower or pumpkin seeds, pine nuts

*Remember, eating these yummy foods will help you grow strong and have lots of energy every day, like Pyramid Pal.*

Do you remember reading *Knees Lifted High*? What did you learn from it?

*Knees Lifted High* was a story about playing hard. Playing hard means to have fun moving your body at least 60 minutes, or one hour, every day. Playing hard also helps you grow strong. How many of you play hard every day now?

I want to play a fun game that helps us remember to eat smart and play hard, just like Pyramid Pal.
FOOD GROUP RELAY ACTIVITY (15 Minutes):
- Create or find an appropriate space. At one end of this area set up five paper bags, each representing a different food group. Then, place the assorted food pictures (face down) in a small box at the opposite end.
- Separate students into two even groups and have them line up, forming two lines behind the food pictures box.
- To perform the relay, the first student in both lines will select the top picture from the pictures box, speed walk to the other end and place it in the correct food group bag, then speed walk back and tag the next student in their line. Repeat.
- Ask students to then sit down when they return to the end of the line.
- Take the pictures out of each bag, hold up the food pictures one-by-one and ask the class if it was accurately categorized.
- Encourage excitement and participation.
- If time permits, change the food pictures or movement component (e.g. hop down and back on one foot, skip, frog jump, etc.) and play again.

FOOD TASTING (10 minutes):
Ask students to clean their hands. Provide samples of unique seasonal fruits and citrus-flavored water. Lead a discussion on the foods being sampled. Encourage drinking water when thirsty.

HOMEWORK (5 minutes):
Pass out the final book in the “Eagle” series Tricky Treats and the accompanying Tricky Treats handout to each student. This book is theirs to take home. Instruct them to write their names on the inside of the book and on the handout. Ask students to have older family members (brothers, sisters, parents, grandparents, aunts) help them read Tricky Treats. The students should then draw a picture that features a character(s) or a scene from the book on the handout provided.

Provide the teacher with the “Food Pyramid Bingo” game. This is his or hers to keep. Summarize the game for the teacher and encourage the teacher to use it when time allows to reinforce the MyPyramid concepts.

FINAL STATEMENT TO CLASS (1 minute):
Well students, this was our last “Veggies for Kids: Grow Strong” lesson. Are there any questions? Each of you now can grow stronger by eating smart, playing hard, and drinking water instead of soda. Pyramid Pal and I say good-bye.

REFERENCE:
GROW STRONG

*Tricky Treats*

Read *Tricky Treats* with your elders. Draw a fun scene from the story in this box.
Resources
**Veggies For Kids**

**GROW STRONG**

Nevada Education Standards Links to Lesson Content
Grade 2, Lessons 1-10

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<th>Description</th>
<th>Lesson</th>
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</thead>
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<td>I can identify health behaviors that impact personal health.</td>
<td>1-8, 10</td>
</tr>
<tr>
<td>1.2.4</td>
<td>I can describe how healthy eating &amp; daily physical activity promote health &amp; well-being.</td>
<td>All</td>
</tr>
<tr>
<td>1.2.10</td>
<td>I can recognize basic prevention strategies for common illness/disease.</td>
<td>8, 9, 10</td>
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<tr>
<td>1.2.11</td>
<td>I can identify elements of the environment that affect personal health (water, food).</td>
<td>8</td>
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<td>5.2.1</td>
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<td>8, 9, 10</td>
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<tr>
<td>5.2.2</td>
<td>I can identify situations when a health-related decision is needed.</td>
<td>1, 9, 10</td>
</tr>
<tr>
<td>5.2.3</td>
<td>I can identify resources that would aid in healthy decision making.</td>
<td>2</td>
</tr>
<tr>
<td>7.2.1</td>
<td>I can identify a responsible personal health behavior.</td>
<td>All</td>
</tr>
<tr>
<td>7.2.3</td>
<td>I can choose healthy foods that help you grow.</td>
<td>All</td>
</tr>
<tr>
<td>7.2.4</td>
<td>I can explore various movements that enhance an active, healthy lifestyle (sedentary vs. active).</td>
<td>1-8, 10</td>
</tr>
<tr>
<td>8.2.1</td>
<td>I can identify ways to promote personal and family health</td>
<td>All</td>
</tr>
<tr>
<td>8.2.2</td>
<td>I can identify consumer health messages.</td>
<td>2</td>
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<tr>
<td>Standard Code**</td>
<td>Description</td>
<td>Lesson</td>
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<td>-----------------</td>
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<tr>
<td>2.2.1 / 2.2.2</td>
<td>I can use reading strategies based on text and purpose.</td>
<td>8,9,10</td>
</tr>
<tr>
<td>2.2.3</td>
<td>I can, with assistance, use after reading strategies based on text and purpose to recall details.</td>
<td>4, 8, 9</td>
</tr>
<tr>
<td>3.2.2</td>
<td>I can, with assistance, identify a lesson learned based on a character’s actions.</td>
<td>4, 8, 9</td>
</tr>
<tr>
<td>3.2.7</td>
<td>I can read and discuss text from different cultures and time periods.</td>
<td>6, 8, 9</td>
</tr>
<tr>
<td>3.2.8</td>
<td>I can make predictions based on evidence.</td>
<td>8</td>
</tr>
<tr>
<td>3.2.9</td>
<td>I can use information to answer specific questions.</td>
<td>4, 8, 9</td>
</tr>
<tr>
<td>4.2.1</td>
<td>I can identify the purpose and gain information from illustrations and diagrams.</td>
<td>1, 2, 3, 5, 7</td>
</tr>
<tr>
<td>4.2.4</td>
<td>I can read and discuss text from different cultures and time periods.</td>
<td>8, 9,10</td>
</tr>
<tr>
<td>6.2.2</td>
<td>I can write sentences about my experiences and/or events appropriate to the purpose of the class</td>
<td>1-4, 6, 8</td>
</tr>
<tr>
<td>7.2.1</td>
<td>I can listen for a variety of purposes including gaining information, being entertained &amp; understanding direction.</td>
<td>All</td>
</tr>
<tr>
<td>7.2.2</td>
<td>I can listen to and respond to oral communication.</td>
<td>All</td>
</tr>
<tr>
<td>7.2.3</td>
<td>I can expand vocabulary through listening.</td>
<td>All</td>
</tr>
<tr>
<td>7.2.5</td>
<td>I can actively listen to and participate in conversations.</td>
<td>All</td>
</tr>
<tr>
<td>8.2.2</td>
<td>I can use precise language to describe feelings, experiences, observations and ideas</td>
<td>All</td>
</tr>
<tr>
<td>8.2.4</td>
<td>I can participate in group discussion following the turn-taking process and asking relevant questions to gather information.</td>
<td>All</td>
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### Science Education Standard Content Links

<table>
<thead>
<tr>
<th>Standard</th>
<th>Code**</th>
<th>Description</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>L.2.A.2</td>
<td>E/S</td>
<td>I know differences exist among individuals of the same kind of plant or animal.</td>
<td>4, 5, 6</td>
</tr>
<tr>
<td>L.2.C.1</td>
<td>E/S</td>
<td>I can identify plants and animals as living things.</td>
<td>6</td>
</tr>
<tr>
<td>L.2.C.2</td>
<td>E/S</td>
<td>I can recognize that plants and animals need certain resources for energy and growth.</td>
<td>6</td>
</tr>
<tr>
<td>L.2.D.1</td>
<td>E/S</td>
<td>I know plants and animals can be sorted by observable characteristics and behaviors.</td>
<td>4, 5, 6,7</td>
</tr>
<tr>
<td>N.2.A.1</td>
<td>E/S</td>
<td>I can make observations and give descriptions using words, numbers and drawings.</td>
<td>6, 8, 9, 10</td>
</tr>
</tbody>
</table>

### Social Studies Education Standard Content Links

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>C13.2.1</td>
<td>I can identify and follow classroom and school rules that guide behavior and resolve conflicts.</td>
<td>All</td>
</tr>
<tr>
<td>H1.2.4</td>
<td>I can recognize similarities and differences of earlier generations in such areas of work, dress, manners, stories, games and festivals.</td>
<td>8, 9</td>
</tr>
<tr>
<td>H2.2.1</td>
<td>I can identify ways in which people cooperate to achieve a common goal.</td>
<td>9</td>
</tr>
<tr>
<td>G6.2.3</td>
<td>I can identify traditions and customs that families practice.</td>
<td>9</td>
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<tr>
<td>G6.2.4</td>
<td>I can identify and follow classroom and school rules that guide behavior and resolve conflicts.</td>
<td>8</td>
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</table>

*Draft Revised Health Standards 2007. Approval pending.*

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

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

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

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

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

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

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

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

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

## English-Paiute Translations

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

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

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

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

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

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

If you are interested in publishing the results of your program evaluation, approval will need to be obtained from your school district’s superintendent or evaluation/research office before you can conduct pre-testing. To help you with this process, information on the VFK research protocol may be obtained by contacting this Manual’s co-authors: Kerry Seymou or Joe Dibble at University of Nevada Cooperative Extension, 5305 Mill Street, Reno, NV, 89502. Phone: (775) 784-4848. Email: seymourk@unce.unr.edu or dibblej@unce.unr.edu.
<table>
<thead>
<tr>
<th>SECOND GRADE</th>
<th>COMMENTS</th>
</tr>
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<tr>
<td>Lesson 1 Play Hard!</td>
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<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td></td>
</tr>
<tr>
<td>Lesson 2 Eat Smart! Grow Strong! With MyPyramid for Kids</td>
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</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td></td>
</tr>
<tr>
<td>Lesson 3 Grains are Parts of Plants</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td></td>
</tr>
<tr>
<td>Lesson 4 Vegetables: <em>Tops and Bottoms</em></td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td></td>
</tr>
<tr>
<td>Lesson 5 Grow Strong! Eat a Rainbow!</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td></td>
</tr>
<tr>
<td>Lesson 6 Growing Garden Friends</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td></td>
</tr>
<tr>
<td>Lesson 7 Grow Strong with Beans, Nuts, Seeds and Meat</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
<tr>
<td>Time:</td>
<td></td>
</tr>
<tr>
<td>Lesson 8 <em>Through the Eyes of The Eagle</em></td>
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<tr>
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<td>Time:</td>
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<tr>
<td>Lesson 9: Grow Strong with Native American Foods (Guest Speaker)</td>
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<tr>
<td>Date:</td>
<td></td>
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<tr>
<td>Time:</td>
<td></td>
</tr>
<tr>
<td>Lesson 10: What We Have Learned</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
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<tr>
<td>Time:</td>
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</tbody>
</table>
Veggies For Kids

Pre/Post Test

Name _____________________________ Gender ____ Age ____ Code ________

Pre/Post Test

Name _____________________________ Gender ____ Age ____ Code ________
### 1.

<table>
<thead>
<tr>
<th>Name of vegetable (write in name).</th>
<th>Green Beans</th>
<th>Tomatoes</th>
<th>Beans</th>
<th>Carrots</th>
<th>Squash</th>
<th>Spinach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correct</td>
<td>Correct</td>
<td>Correct</td>
<td>Correct</td>
<td>Correct</td>
<td>Correct</td>
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<td>Incorrect</td>
<td>Incorrect</td>
<td>Incorrect</td>
<td>Incorrect</td>
</tr>
<tr>
<td>Had they tasted it before?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Not</td>
<td>Not</td>
<td>Not</td>
<td>Not</td>
<td>Not</td>
</tr>
<tr>
<td>Really liked</td>
<td>So-so</td>
<td>So-so</td>
<td>So-so</td>
<td>So-so</td>
<td>So-so</td>
<td>So-so</td>
</tr>
<tr>
<td>If Yes, how much did they like it?</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
<td>☺</td>
</tr>
<tr>
<td>Really liked</td>
<td>Dis-liked</td>
<td>Dis-liked</td>
<td>Dis-liked</td>
<td>Dis-liked</td>
<td>Dis-liked</td>
<td>Dis-liked</td>
</tr>
<tr>
<td>If No, were they willing to taste it?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
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<td>Not</td>
<td>Not</td>
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<td>Not</td>
<td>Not</td>
</tr>
<tr>
<td>Really liked</td>
<td>So-so</td>
<td>So-so</td>
<td>So-so</td>
<td>So-so</td>
<td>So-so</td>
<td>So-so</td>
</tr>
<tr>
<td>If Not Sure, were they willing to taste it?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
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<td>Dis-liked</td>
<td>Dis-liked</td>
<td>Dis-liked</td>
<td>Dis-liked</td>
<td>Dis-liked</td>
</tr>
</tbody>
</table>

### 2.

**My Pyramid**

<table>
<thead>
<tr>
<th>Had they seen it before?</th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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### 3.

<table>
<thead>
<tr>
<th>Naming of food groups</th>
<th>Grains</th>
<th>Vegetables</th>
<th>Fruits</th>
<th>Milk</th>
<th>Meat &amp; Beans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write in student’s answer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


4. Beverages

If you are thirsty when you go home from school today, what will you drink?

a. If water is mentioned, ask How often do you drink water?
   
   ____ Two or more times a day ____ Once a week
   ____ One time a day ____ Less than once a week
   ____ A couple times a week

b. If water is not mentioned, ask Do you drink water?  Y / N

c. If Yes

   ____ Two or more times a day ____ Once a week
   ____ One time a day ____ Less than once a week
   ____ A couple times a week

d. Do you drink soda pop?  Y / N

e. If Yes

   ____ Two or more times a day ____ Once a week
   ____ One time a day ____ Less than once a week
   ____ A couple times a week

5. Physical Activity

When you go home from school, what do you do every day? (Record three activities.)

a. ____________________________________ b. ____________________________________ c. ____________________________________

d. Do you play outside or do sports? (Give examples: shoot hoops, run with the dog, kick the soccer ball, etc.)  Y / N

e. If Yes, how often?

   ____ Every day ____ One time a week
   ____ Almost every day (4-5 times a week) ____ Less than one time a week
   ____ Two or three times a week
CODERD  Pre/Post Test

Name______________________________     Gender_____     Age_____    Code__________
<table>
<thead>
<tr>
<th>Name of vegetable (write in name)</th>
<th>Green Beans</th>
<th>Tomatoes</th>
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</thead>
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<th>Green Beans</th>
<th>Tomatoes</th>
<th>Beans</th>
<th>Carrots</th>
<th>Squash</th>
<th>Spinach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Not sure</td>
<td>Yes</td>
<td>No</td>
<td>Not sure</td>
<td>Yes</td>
</tr>
<tr>
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<td>1</td>
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</table>

<table>
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<th>If Yes, how much did they like it?</th>
<th>Green Beans</th>
<th>Tomatoes</th>
<th>Beans</th>
<th>Carrots</th>
<th>Squash</th>
<th>Spinach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Really liked</td>
<td>So-so</td>
<td>Dis-liked</td>
<td>Really liked</td>
<td>So-so</td>
<td>Dis-liked</td>
<td>Really liked</td>
</tr>
<tr>
<td>☺</td>
<td>/</td>
<td>☹</td>
<td>☺</td>
<td>/</td>
<td>☹</td>
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<table>
<thead>
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<th>If No, were they willing to taste it?</th>
<th>Green Beans</th>
<th>Tomatoes</th>
<th>Beans</th>
<th>Carrots</th>
<th>Squash</th>
<th>Spinach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
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<td>Not sure</td>
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<td>No</td>
<td>Not sure</td>
<td>Yes</td>
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<tr>
<th>If Not Sure, were they willing to taste it?</th>
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<th>Beans</th>
<th>Carrots</th>
<th>Squash</th>
<th>Spinach</th>
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<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td>Not sure</td>
<td>Yes</td>
<td>No</td>
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<table>
<thead>
<tr>
<th>My Pyramid</th>
</tr>
</thead>
<tbody>
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<td>Had they seen it before?</td>
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