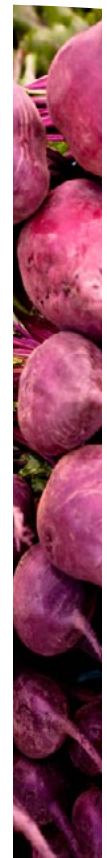


CREATE

YOUTH CURRICULUM





YOUTH CURRICULUM

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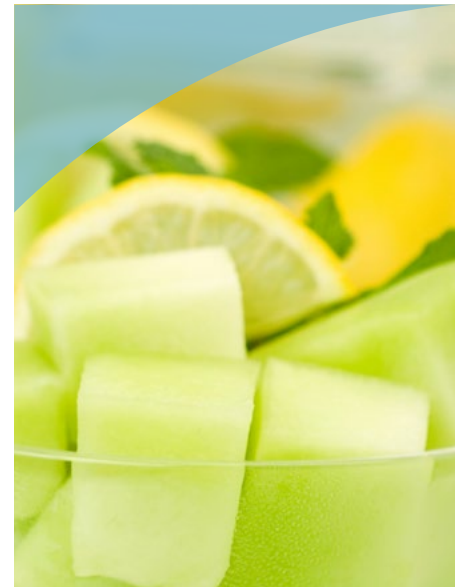
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INTRODUCTION

A NOTE TO TEACHERS, EDUCATORS AND PARENTS:

Young people are the most important investment in our future. They will become the leaders, policy makers, parents, and role models of future generations. Time and effort spent in giving them the information they need to make important decisions about their health and well-being is time well spent.

There has never been a time in history when processed foods were so prevalent. In many areas it is the norm instead of the exception to eat outside the home or to purchase foods that have been prepared for our convenience. This convenience comes with added salts, fats, sugars, and refined flours, creating a diet that is less than healthy. For the first time in American History, children's life spans are expected to be shorter than their parents! Largely preventable diseases that were only seen in adults are now being seen in youth. Type II diabetes, heart conditions, and high blood pressure are being diagnosed in children due to the prevalence of obesity and unhealthy eating habits. Obesity also adds to social problems in the forms of poor self-esteem, social isolation, and bullying. Research by the Centers for Disease Control and Prevention suggests 80% of obese children turn into obese adults. It's time to make a serious effort to change America's eating habits, and what better place to begin than with the youth! Nutrition education is important for youth to develop healthy food habits that will carry on into their adult lives. These healthy habits will encourage normal growth and development, increase physical health, and decrease susceptibility to disease. These are things we desire for our youth!

Not every teacher, parent, or educator is trained in nutrition education, creating the need for a quick and easy-to-follow nutrition education curriculum. The CREATES Youth Curriculum can be used in schools, after-school programs, home-schools, 4-H clubs, child care centers and other youth groups, or in personal homes. Food \$ense (SNAP-Ed) Nutrition Education assistants and Utah State University Extension agents collaborated to develop an easy to read, easy to understand, and easy to deliver curriculum. This new curriculum includes research-based USDA MyPlate information, physical activities, visuals, take home activities, and a fun game called "MyPlate Mania." The take-home handouts, recipes, and activities involve the entire family in purchasing, providing, and consuming more fruits and vegetables, whole grains, and protein. This information will enable youth and their families to make healthy nutrition choices, develop healthy eating habits, and ensure a better lifestyle now and in the future.

This user-friendly curriculum is divided into two sections: kindergarten through second grade and third grade through sixth grade. This curriculum was adopted by Utah's Food \$ense Program as part of the Supplemental Nutrition Assistance Program-Education (SNAP-Ed) and was introduced and delivered to all Nutrition Education assistants and Extension agents in Utah.

MYPLATE MANIA

MYPLATE MANIA GAME

"Nutrition and exercise rolled into one, while playing a game that is loads of fun!"

This game was developed to supplement the information taught in the CREATES Youth Curriculum. While moving multi-cultural youth around a colorful path, players learn where foods belong on MyPlate by drawing cards with pictures of a variety of foods and then choosing the area and color on MyPlate where they belong. They may also advance by making healthy choices such as "You turned off the television and went outside to play" or lose a turn for less healthy choices such as "Didn't brush – lose a turn." Players landing on a "sunshine" square will advance by answering questions about information taught in the curriculum



while performing a physical activity. Players may also advance or go back by drawing cards for Grandpa's Grain Field, Rehydration Rapids, Peach Tree Forest, Milky Way, Animal Fair, or Grandmother's Vegetable Garden.

This game may be played in a variety of ways. There are six playing pieces included but if players use beans, pennies, etc., as game pieces any number could play. The class could also be divided into groups with one game board per group. The entire group could play taking turns drawing the cards and making it to the top as a team. The game could even be played without the board. However you choose to use the game, enjoy!

Game can be purchased at cost plus shipping and handling by contacting:

GaeLynn Peterson, MS
Utah State University Extension
Wayne County, Utah
435-836-1313
gaelynn.peterson@usu.edu

RESOURCES:

- <http://phys.org/news/2011-01-obesity-children-life-short.html>
- www.choosemyplate.gov



INTRO TO MYPLATE

GRADES K-2

MATERIALS NEEDED

- MyPlate plate or MyPlate poster

INTRODUCTION

Hold up MyPlate plate or poster and start a discussion by saying something like, “Stand up like a soldier if you know what this is.” Then say “Now, raise your hand if you can tell me more about it.” Give all of the students an opportunity to answer. After all of the answers are given, have the children sit down.

OBJECTIVE 1

The students will identify the five food groups and identify how much food from each group is recommended every day.

Point to the grains group and ask, “Without saying anything, show me by number of fingers, how many ounces of grains should you eat in a day?” Make sure all of the students guess and then show the proper number of fingers (six).

Repeat the process of having the children guess the remaining food groups by show of number of fingers.

- **Cups of Vegetables:** 2 fingers
- **Cups of Fruits:** 2 1/2 or 2 fingers (*a thumb can be used to represent 1/2*)
- **Cups of Milk:** 2 1/2 fingers (*ages 4-8*)
- **Ounces of Protein:** 5 1/2 fingers

Then tell the students to not make any sound at all and when you point to the food group on the MyPlate plate or poster, they should hold up the correct number of fingers. Keep reviewing until the class holds up the correct number of fingers for each food group.

OBJECTIVE 2

The students will demonstrate how each food group specifically helps their body.

As you talk about each food group, have the students show the following action for each group:

- **Grains:** Energy - have the students run in place.
- **Fruits/Vegetables:** Have the students show a fight pose to “fight off” chronic diseases and illnesses.
- **Dairy:** Have the students pretend to brush their teeth with their fingers for strong bones and teeth.
- **Protein:** Have the students show both arm muscles for builds muscle and blood.

Tell the students to not make any noise at all and when you point to the food group on the MyPlate plate or poster, they make the correct action for the food group. Repeat as many times as necessary until the students have learned the concept.



OBJECTIVE 3

The students will identify foods that belong in each group.

Have all of the students stand. Point to one of the food groups. Either in order or randomly, choose a student to tell you a food that is in the group you are pointing to. Each student may sit down after answering. Point to a different food group and have a different student answer. All of the students can answer. If they guess an incorrect answer, tell them which food group their choice is in and then give them a clue to answer correctly. This activity can be repeated as many times as desired.

Additional activity: You can ask children to name a food they have eaten that day and identify which food group it belongs to.

OBJECTIVE 4

The students will taste a food in each of the five food groups.

Always complete hand washing or sanitizing first.

Provide a paper plate for each child. Choose a student to help by asking or pointing to a group on the MyPlate plate or poster and have the children show the number of fingers for amount recommended. Choose a child with the correct answer to pass out a snack item. Continue until all of the items are handed out. Hand out the number of snack items to represent the amounts of each food group.

- 6 whole grain crackers
- 2 1/2 baby carrots
- 2 apple slices
- 2 1/2 small cheese cubes (3 different varieties of cheese an option)
- 5 1/2 almonds

**Before giving a snack make sure you ALWAYS check for any allergies.*

REFERENCES

Books

- Gregory, The Terrible Eater by Mitchell Sharmat



FRUITS AND VEGETABLES

GRADES K-2

MATERIALS NEEDED:

- MyPlate plate or MyPlate poster
- Pictures or food models of assorted fruits and vegetables
- Books and/or handouts for optional activities (listed at the end of the lesson)
- MyPlate Mania Game (Optional) – see Curriculum Introduction for more information

SNACK

- Small paper plates

Different colors of fresh fruits and veggies such as:

- Apple slices (red)
 - Grapes (purple)
 - Carrots (orange)
 - Sugar Snap Peas (green)
 - Jicama sticks (white)
 - Banana chunks or banana chips (yellow)
-

REVIEW

Ask students to raise both hands high in the air if they remember what you talked about last time. Briefly discuss the previous lesson and then have them put their hands down as they answer.

INTRODUCTION

Tell the students that you are going to be talking about two food groups today and they are the red and green ones. Have them stand up and freeze if they think they know which groups they are. Then have them whisper the answer with you (fruits and vegetables). Have all of the students sit back down. Then show MyPlate plate or MyPlate poster and emphasize that half of the plate is fruits and veggies.

Tell the students you are going to play a game to see if they can guess which fruit or vegetable you are talking about. Have them put their hands on the top of their heads if they know the answer and then when you are finished giving the clue, have them all answer together.

Variation: Put the clues in a small bag and choose a student to pick a clue to read for the class to answer.
(From Professor Popcorn, Purdue University)

FRUIT & VEGETABLE GUESSING GAME

1. GRAPES

I am a small, round fruit. I have red, green, or purple skin. You do not have to peel me before eating; just wash me and pop me in your mouth.



2. LETTUCE

I am green and crunchy. You eat me on sandwiches or in a salad. I have a very mild flavor, and I add crunch to your meal.

3. PEAS

You eat the “seed” part of me, which is small and round and green and comes in a pod. I am very little but good for you.

4. BROCCOLI

I am a green vegetable. I taste good cooked or raw with dips. Some say I look like a tree.

5. BANANA

I come in my own wrapper called a peel. I am white inside, bright yellow outside. I turn brown as I get older.

6. PUMPKIN

I am an orange vegetable. I am often baked into pies. My seeds taste good, too!

7. APPLE

I can be red, yellow, or green. I am crunchy. I am a symbol of school.

8. CORN

I am sweet and yellow. I can be found frozen, in a can, or on a cob. I can be popped.

9. STRAWBERRY

I am red. I taste good on cereal or ice cream, or all alone. Tiny seeds are on my outside.

10. POTATO OR SWEET POTATO

I am brown or orange. I have many eyes. I can be baked, fried, boiled, and mashed.

11. CANTALOUPE

I am a kind of melon. I am pale orange inside. I am round, bigger than a softball, smaller than a basketball.

12. CARROT

I am orange. When raw, I carry a big crunch. I am a big hit with kids and rabbits.

13. SPINACH

I am dark green and leafy. I am Popeye’s favorite – I make you strong!

Congratulate students on the answers given.

OBJECTIVE 1

The students will identify fruits and vegetables they can eat.

Have all the students stand. Ask the students to, “Name one vegetable you have eaten today or yesterday.” Call on the students randomly and have them sit down once they have answered correctly. Repeat the process with fruits. If they answer incorrectly, help them identify which food group their food is in and then have them answer until they are correct.

Variation: Have them tell you their favorite vegetable or fruit and what meal or time of the day they like to eat it.

OBJECTIVE 2

The students will identify how many cups of fruits and vegetables they should eat in a day.

Show the MyPlate plate or MyPlate poster and tell the students to show the number of cups of vegetables or fruits by holding up the correct number of fingers when you point to the food group on the plate or poster.

- **Vegetables:** 2 1/2 fingers
- **Fruit:** 2 fingers (*Thumb can be used as half*)

After the class has given the correct number a few times, show a fruit or vegetable picture and have them show the correct number of fingers for the picture you show.

OBJECTIVE 3

The students will taste and discuss the importance of eating a variety of fruits and vegetables.

Before giving a snack, make sure you ALWAYS check for any food allergies.

Have all of the students wash their hands. Clean and sanitize their desks either when you first arrive and are setting up or have the children help. Randomly choose seven students to help pass out the snack items, or ask questions about the lesson and then choose students who respond correctly to help.



As the snacks are handed out, ask the children to help identify/name each snack. Choose to eat one at a time and discuss how it tastes and feels and how it helps your body.

- **Apples:** Provide energy, fiber to clean the inside of your body, and boost your immune system to help keep you from getting sick.
- **Grapes:** Quench thirst, give you energy and are good for your heart. Be sure to wash them WELL.
- **Carrots:** Helps keep your eyes healthy and boosts your immune system.
- **Sugar snap peas:** Crunchy, good source of plant protein.
- **Jicama:** Great source of fiber to help clean your body and move the “bad bugs” out of your digestive system.
- **Banana:** Very sweet like nature’s candy, gives you energy, and helps you feel happy.

Discuss the importance of eating a “rainbow” every day. Talk about how each fruit or vegetable helps your body some of the same ways but also in different ways and that is why variety is important. If time permits, give the students a color and have them think of fruits and vegetables in that color.

OPTIONAL ACTIVITIES

MyPlate Mania Game

This can be used as a large group activity. With the entire class or group, play together using one player piece and each student taking turns moving it. Or divide into smaller groups and have one game board per group, or play individually. Game can be purchased through the USU Extension Wayne County office: gaelynn.peterson@usu.edu, 435-836-1312.

Fruit Basket Game

Have all of the students sit in a circle on chairs except for one person who will be in the middle (there is one less chair than people sitting). Have each student choose a favorite fruit or vegetable and say it out loud as you point to that student in the circle. The person in the middle is the caller. The caller will say a sentence such as, “I love to eat many kinds of fruit.” When the caller says fruit, every person that picked a fruit changes places in the circle. The caller then quickly sits in one of the seats and the person left standing is the caller. Then that person says a sentence with the word fruit or vegetable in it and play continues. If the person says fruit basket, everyone changes places. Play for as long as desired.

Sometimes a few children will want to be the caller all of the time so in this case, the rule is that if after you are the caller three times, you are out and sit on the sideline and watch.

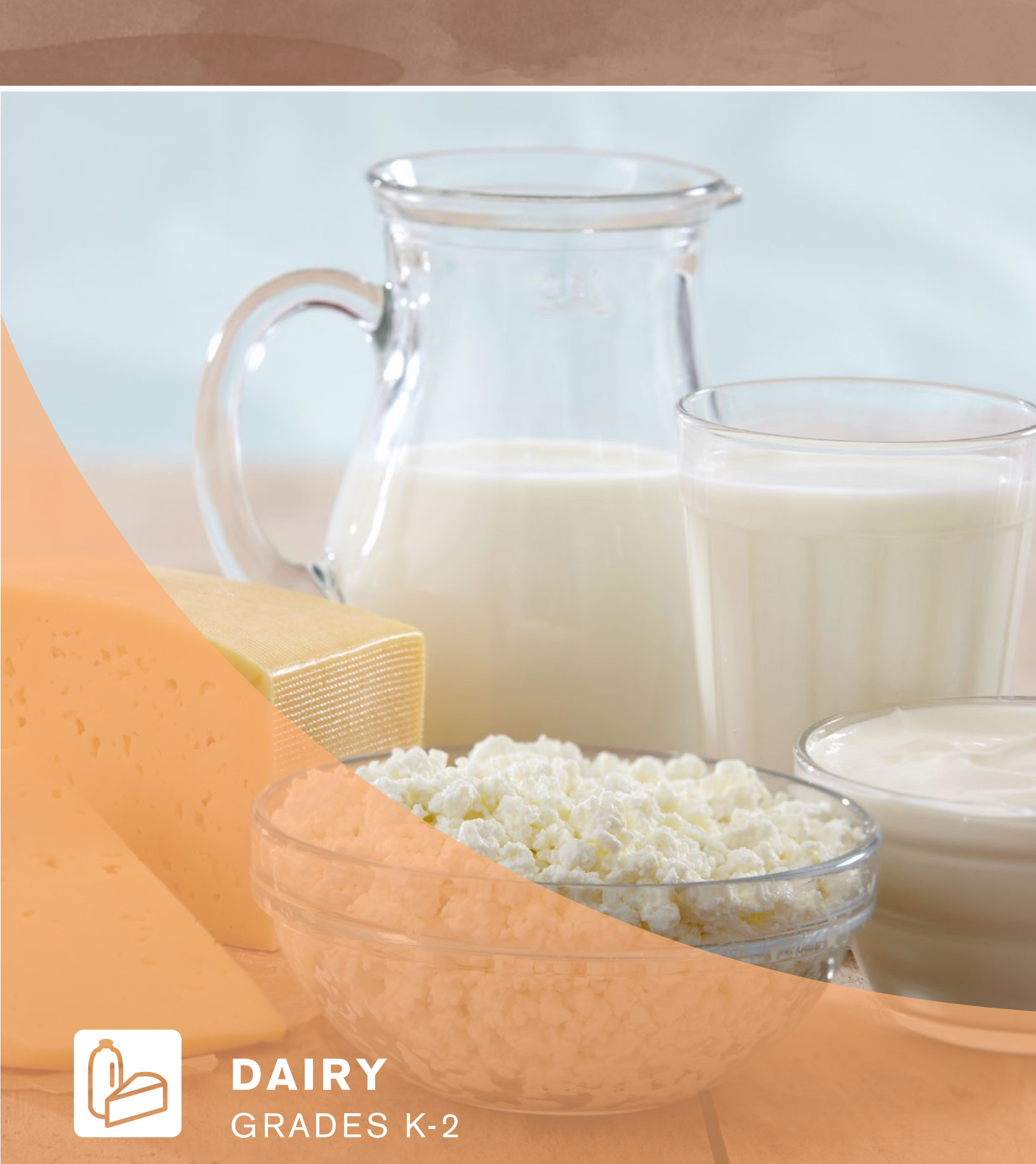
REFERENCES

Handouts

- Handouts from Fresh for Kids Website. Can be retrieved at www.freshforkids.com.
- Handouts from Nourish Interactive Website (click for free printables) www.nourishinteractive.com.
- Handout to go home to parents: <http://www.choosemyplate.gov/food-groups/downloads/TenTips/DGTipsheet11KidFriendlyVeggiesAndFruits.pdf>.

Books

- Eating the Alphabet: Fruits and Vegetables from A to Z by Lois Elhert
- Handa’s Surprise by Eileen Browne
- Mud Soup by Judith Head
- The Ugly Vegetables by Grace Lin
- Pumpkin Soup by Helen Cooper
- Tales for Very Picky Eaters by Josh Schneider



DAIRY
GRADES K-2

MATERIALS NEEDED:

- MyPlate plate or MyPlate poster
- Bone Building Book from Smart Start Eating and Reading, module 5 (<http://extension.oregonstate.edu/catalog/html/4h/4h6830/startsmart1.html>)
- Colored pencils or crayons
- Two hard boiled eggs or chicken bones (*Prepare at least 24 hours in advance for eggs, 3-6 days for chicken bones)
- Vinegar
- Materials for Optional Activities (listed at end of lesson)
- MyPlate Mania Game (Optional) – see Curriculum Introduction for more information

SNACK

- Clear plastic cups
- Plastic spoons
- Three flavors of yogurt
- Small paper cups
- Granola (recipe included)

REVIEW

Ask the students to raise both hands high in the air if they remember what you talked about last time. Briefly discuss the previous lesson and then have them put their hands down as they answer.

INTRODUCTION

Have the students stand up and follow you in different actions such as touching toes, turn around in a circle, both hands touch the sky, hop on one foot three times, etc. Then have all of the students sit down and ask, “How much of that could we do if we didn’t have any bones?” (None of it.) Ask, “Why are bones important?” Then ask, “What did you eat for breakfast?” Get several answers and then ask, “What could you have eaten today if you didn’t have teeth?”

Think of things that you can eat without teeth and then discuss how much you would be limited in what you can eat without teeth. Discuss how important healthy bones and teeth are to us. Show the dairy group on MyPlate plate or poster and tell them that the dairy group provides calcium, which makes strong bones and teeth.

OBJECTIVE 1

The students will see what happens when they do not get enough calcium.

(adapted from Professor Popcorn, Purdue University)

Option 1: Chicken Bone Experiment *(Note: Start this at least 3 days in advance [6 is better].)*

- Place a chicken leg bone in each bowl or cup.
- Add water to one bowl and vinegar to the other.
- Cover each bone with the liquid. Let the bones sit in the solution for 3 days or longer.



During this lesson, pass the chicken bone that was soaked in water around the class so the youth can feel its rigidity and strength.

Next pass the bone that has been soaking in vinegar. Explain that the acid in vinegar dissolves calcium out of the bone and makes it soft and rubbery. Without calcium, the bone is not as strong.

Option 2: Egg in Vinegar Experiment

Boil two chicken eggs and soak one hard-boiled egg in vinegar for a minimum of 24 hours. The shell (calcium) will be removed. The membrane will be the only thing surrounding the egg. Let the students feel the difference in the two eggs.

Science note: Vinegar contains acetic acid, which breaks apart the solid calcium carbonate crystals that make the eggshell into its calcium and carbonate parts. The calcium ions (ions are atoms that are missing electrons) float free, while the carbonate becomes carbon dioxide – the bubbles that you see.

OBJECTIVE 2

The students will identify how much dairy is needed per day and what foods are included in the dairy group.

Ask the students to show by number of fingers (not saying anything) how many cups of milk they need each day. Then show the correct answer (2 1/2). Discuss what other foods we can eat or drink to get calcium besides milk. Items may include:

- Yogurt
- Pudding
- Ice cream
- Cottage cheese
- Cheese

Even people with milk allergies still need calcium for strong bones and teeth. There are many foods that contain calcium such as: calcium fortified orange juice, broccoli, oranges, canned salmon, fortified breakfast cereals, spinach, beet greens, turnips, egg plant, figs, rhubarb, almonds, and dry beans.



OBJECTIVE 3

The students will identify foods that are in the dairy group.

Have all of the students stand up. Ask them to raise their hands if they can think of something in the dairy group that you can have for breakfast. Then ask the same question for lunch, dinner, and snacks.

OBJECTIVE 4

The students will identify how foods from the Dairy group and exercise help our bones.

Make the Bone-Building Book from Smart Start Eating and Reading Module 5 <http://extension.oregonstate.edu/catalog/html/4h/4h6830/startsmart1.html>

OBJECTIVE 5

The students will build a yogurt parfait and taste different flavors of yogurt.

**ALWAYS check for food allergies and sensitivities before giving food to students.*

Ask questions for the students to answer in order to choose volunteers to help pass out snacks. Give each student a cup and then put a large spoonful of each kind of yogurt in each cup. Fill the small paper cups halfway full of granola and have a student give one to each person in the class. Point out that the granola has powdered milk in it.

Optional Snack for food allergies:

Provide different beverages such as almond milk, soymilk, calcium-fortified orange juice, and rice milk for the students to sample.

OPTIONAL ACTIVITIES

MyPlate Mania Game

This game can be used as a large group activity for the entire class or the group can play together using one player piece and each student taking turns moving the player piece, divide into smaller groups and have one game per group, or play individually. Game can be purchased through the USU Extension Wayne County office: gaelynn.peterson@usu.edu, 435-836-1312.

Activity

Since it is important to eat from the dairy group and to get physical activity to build strong bones and teeth, we are going to play an instant replay name game. Stand children in a circle or stand up and take a step back from behind their desk.

- Ask each child to think of a word that begins with the same letter as their first name, and an action. Be ready to help them think of a word.
- Give examples: “Jumping Jenny” jumps up and down, “Crazy Chris” waves hands in the air, “Turning Tommy” turns around, “Stepping Stephanie” steps, and so forth. (For those struggling with the descriptive word, skip the descriptive word and just have them do an action when they say their name.)
- Say, “I’ll start with my name and action. (Demonstrate)
- Now all of you repeat my word, name and action together.
- Next, the person on my right says his/her word, name, and action and we will all repeat that too – plus mine!
- Give everyone a chance to give their word, name, and action. Create a rhythm to keep the game fast paced and fun!

(Source: Choose Health: Food, Fun, and Fitness Curriculum from Cornell University Cooperative Extension)

REFERENCES

Handouts

- Handouts from the United Dairy Industry of Michigan www.milkmeansmore.org
- Handout to go home to parents: <http://www.choosemyplate.gov/food-groups/downloads/TenTips/DGTipsheet19MakeBetterBeverageChoices.pdf>.

Books

- Tales for Very Picky Eaters by Josh Schneider
- Mouse Mess by Linnea Asplind Riley
- A Cow, a Bee, a Cookie, and Me by Meredith Hooper



GRAINS
GRADES K-2

MATERIALS NEEDED:

- MyPlate plate or MyPlate poster
- MyPlate Mania Game (Optional) – see Curriculum Introduction for more information
- Small resealable bags with different grains such as:
 - Wheat
 - Popcorn
 - White rice
 - Brown rice
 - Oatmeal
 - Barley
 - Flaxseed

SNACK

(Items will be put in resealable bags) one for each person:

- Whole wheat cracker
 - Saltine or club cracker
 - Popcorn
 - Graham cracker square
 - Mini rice cake
 - Crackling oat bran cereal or granola
 - Multi grain Cheerios or toasted oats cereal
 - Whole grain fish-shaped crackers
 - Materials for optional activities if desired *(Optional activities are listed at the end of the lesson.)*
-

REVIEW

Ask the students to raise both hands high in the air if they remember what you talked about last time. Briefly discuss the previous lesson and then have them put their hands down as they answer.

INTRODUCTION

Ask the students to stand up if they can guess on what you are talking about today. When they guess the grains group, ask them what color the group is on MyPlate. When the correct color is guessed, have all of them sit down. Then show the MyPlate plate or poster and ask by number of fingers (no talking) for them to show you how many ounces of grains you need to eat in a day. After all of them have a number of fingers shown, show them the answer with your own fingers (six).



OBJECTIVE 1

The students will identify different grains and how they are grown.

Walk around the class and show each student a grain in the bag. Let them see and feel it. Tell them to stand on one foot if they think they know what grain it is, but don't say anything. After all of the students have a chance to look at the grain in the bag, go to the front of the class and have them tell you on the count of three what it is. Then tell them the correct answer and have all of them sit back down. Repeat the process with each type of grain until all of the bags are guessed.

Then ask them how grains grow. You may want to ask if they think it is grown on a tree, or under the ground, or on a bush. Briefly talk about how grains are grown in fields and are plants kind of like grass. Grains are the seeds from the plants.

OBJECTIVE 2

The students will identify what 1 ounce looks like to better understand how much grain they should consume each day.

Ask the students to show by number of fingers how many ounces of grains we need each day. Then show them the correct answer (6). Say something like, "I know I am supposed to have 6 ounces of grains per day, but how much is that?" Then discuss and write on the board how much 1 ounce is.

- 1 slice of bread
- 1/2 c. cooked rice
- 6 crackers
- 1 tortilla
- 1/2 c. cooked cereal
- 1 c. cold cereal
- 1/2 c. pasta
- 3 c. popped popcorn

After amounts are discussed, ask if they have eaten anything in the grains group that day and what it was. Then figure out with them how many ounces of grains they have eaten and how many more they need for the day.

OBJECTIVE 3

The students will identify different grains in food.

Pass out the snack bags. Pick an item in the snack bag and ask the students what grain they think is in it. Have them taste it and talk about what grain it is. The Multi-Grain Cheerios have different grains so discuss each Cheerio and it tastes and what grain is in each one. Talk about how sometimes we mix different grains together in foods. Tell them that the grains group gives us energy all during the day and some grains (if they are whole grains) give us fiber that helps clean the inside of our bodies.

ALWAYS check for food allergies and sensitivities before giving food to students.

OPTIONAL ACTIVITIES

MyPlate Mania Game

This can be used as a large group activity. With the entire class or group, play together using one player piece and each student taking turns moving it. Or divide into smaller groups and have one game board per group, or play individually. Game can be purchased through the USU Extension Wayne County office: gaelynn.peterson@usu.edu, 435-836-1312.

Glue and Stretch Activity

Objective: The students will enjoy an activity while discussing how grains give our bodies energy.

Since Grains give our bodies energy, we are going to do a Glue and Stretch activity. (Bring some fun music or use the songs from Serving Up My Plate.)

- Everyone stand up, push your chair in, take a step back and the person to the right of you is your partner. (Help everyone find a partner if there is an odd number of students in a row. If there is a student without a partner he or she can be your partner.)
- Decide which of you will be the first leader. Both will get a chance to be leader.
- Leaders, stand in front of your partner, both facing the same direction.
- When the music starts, the leader will move and the partner will try to copy and stick to the leader without actually touching.
(If there is not much space to move have them just do different actions in the space between their desks, without moving into another group's space. Suggest things like running in place, jumping jacks, hopping on one foot, jumping up and down in place, turning in circles, stretching high and moving down to touch the floor, and/or moving their arms around.)
- If you are leading, try to change how slow or fast you move and the direction to make it harder for your partner to copy or stick to you.
- If you are following, remember not to touch your partner!
- After a minute, the music will stop, the leader will do a 30-second stretch, and when the music starts up again, switch roles. The leader will then become the follower and the follower will be the leader.

(Source: Choose Health: Food, Fun, and Fitness Curriculum Cornell University Cooperative Extension. Used with permission from the CATCH program, Licensed by Flaghouse INC and the Board of Regents, University of California at San Diego.)

Ask, "What helps give our bodies energy?" Energy to move, energy to think, energy to learn? Grain foods!

REFERENCES**Handouts**

- Handouts from Many-Grain Bread –Oregon State University Extension Service
- Handouts from Use Your Brain to find the Grains–Oregon State University Extension Service
- Handouts from Who Am I? The Grains Group from Nourish Interactive (www.ChefSolus.com)
- Handouts from Chef Solus Grain Group Bookmarks from Nourish Interactive (www.ChefSolus.com)
- Handout to go home to parents: <http://www.choosemyplate.gov/food-groups/downloads/TenTips/DGTipsheet4MakeHalfYourGrainsWhole-BlkAndWht.pdf>

Books

- Pancakes, Pancakes! by Eric Carle
- Bread and Jam for Frances by Russell Hoban and Lillian Hoban
- Mouse Mess by Linnea Riley



PROTEIN
GRADES K-2

MATERIALS NEEDED:

- MyPlate plate or poster
- Kids Matching Protein Card Game from nourishinteractive.com (Print in color and laminate cards ahead of time)
- Materials for optional activities
- MyPlate Mania Game (Optional) – see Curriculum Introduction for more information

SNACK

- Small bowls (or use the 3-ounce paper cups instead of bowls)
- Black bean and corn salsa
- Tortilla chips

OR

- Small plate
- Ham and cheese wraps (cut a whole-wheat tortilla in half, half a slice of Swiss cheese, one slice of ham luncheon meat, one slice of apple)

OR

- Napkins
 - Awesome oatmeal cookies or peanut butter bars
-

REVIEW

Ask the students to stand on one foot if they remember what you talked about last time. Briefly discuss the previous lesson and then have them sit down as they answer.

INTRODUCTION

Ask the students if they can guess what the last food group on MyPlate is and if they think they know, have them fold their arms and freeze. Then have them answer as a group. Show the MyPlate plate or poster and have them tell you what color the protein group is (purple). Then say, “Without saying anything, show me how this food group is good for your body.” (Show muscles.)

OBJECTIVE 1

The students will identify foods in the protein group and if they are a plant source or an animal source.

Play the Kids Matching Protein Card Game. As each card is turned over, ask the students if the protein comes from a plant or an animal. If the students answer incorrectly, then discuss the correct choice and why.



OBJECTIVE 2

The students will demonstrate how many ounces of protein they need each day and discuss how much 5 1/2 ounces is.

Ask the students to show you by the number of fingers how many ounces of protein you need every day. Show them by holding up five fingers. Five ounces of meat is about the size of the palm of an adult hand. Tell them when they open their hand to show 5 1/2 ounces with an open hand and a thumb. That is a good way to remember how much protein they need. Next, show some pictures of food or food models and if you hold up something in the protein group, have them hold up five fingers. If it is not in the protein group, then have them give a thumbs down.

OBJECTIVE 3

The students will realize that they eat protein foods in combination with other food groups.

When we sit down to eat dinner, do we eat one piece of chicken or just the hamburger meat all by itself? No! We eat the protein foods in combination with other food groups. Many of the foods we eat are combination foods; they contain more than one food group. Meals should contain more than one food group; it is best if meals have a food from each of the five food groups. If we were going to eat a hamburger, chili, or chicken stir-fry for dinner, each contains several foods from different food groups. These are “combination foods.”

Show pictures of some combination foods and have the students help identify what foods went into making these dishes.

- Ask them, “What is the protein food in chili? (hamburger and beans)
- Ask, “What vegetables do you eat in chili?” (tomatoes, onions, peppers, beans)
- Do you eat chili with a grain food? (crackers)
- What dairy foods might you eat with chili? (grated cheese or maybe a glass of milk)

OBJECTIVE 4

The students will taste a food and identify which part is in the protein group.

Have students help pass out snacks and then have them identify which part of it is in the protein group (beans). If you choose to make and serve the awesome oatmeal cookies or peanut butter bars, they also include eggs and you may want to have the students guess the other protein in addition to eggs. Ask them AFTER they have tried the cookies or bars.

OPTIONAL ACTIVITIES

MyPlate Mania Game

This can be used as a large group activity. With the entire class or group, play together using one player piece and each student taking turns moving it. Or divide into smaller groups and have one game board per group, or play individually. Game can be purchased through the USU Extension Wayne County office: gaelynn.peterson@usu.edu, 435-836-1312.

MyPlate Relay:

Place My Plate posters (one per team) with a variety of different foods on a poster on display at the front of the room. You may want to use a different color MyPlate poster for each different team. Make sure you have enough varieties of foods to complete five to six MyPlates, depending on the number of students.

Place five youth in a team. If you have fewer than five students per group, have a person from each team go twice. Each team will race to see if they can find foods from all five food groups to complete MyPlate. If space is limited, have the youth race from their desk. The youth must wait until the previous team member has sat down before the next person goes.

Do not assign food groups; just let them figure out which one they need to place on their team's MyPlate poster. The winning team is the one that gets their MyPlate completed first with all correct foods in the right food groups. You may also want to specify that they walk to the front of the class instead of running so there are no collisions, or hop on one foot, or jump to the front to make it challenging and increase their physical activity. Use the winning team to help pass out the snacks.

REFERENCES

Handouts

- Handout to take home to parents: <http://www.choosemyplate.gov/food-groups/downloads/TenTips/DGTipsheet12BeAHealthyRoleModel.pdf>

Books

- Green Eggs and Ham by Dr. Suess
- From Peanuts to Peanut Butter by Kristin Thoennes Keller



HANDWASHING

GRADES K-2

MATERIALS NEEDED:

- Glo-Germ (can be purchased online)
- Black light
- Wet wipes if needed for clean up
- “Hooray for Hand Washing” coloring page from http://www.cleaninginstitute.org/clean_living/hooray_for_handwashing.aspx
- “The Soaper Heroes” coloring page from <http://soaperhero.org/htm/kid-zone>
- MyPlate Mania Game (Optional) – see Curriculum Introduction for more information

SNACK

- Clear plastic cups
 - Plastic spoons
 - three flavors of yogurt
 - Small paper cups
 - Granola (homemade is best)
-

REVIEW

Ask the students to stand up and fold their arms if they remember what was discussed in the last lesson. Have them sit down and keep their arms folded after they have answered.

INTRODUCTION

Tell the students “Today we are going to talk about hands.” Have them hold up their hands. What are some things we can do with our hands? (Answers will vary.) Sometimes our hands get dirty. What are some things that can get on our hands? (Answers will vary but when someone says germs, talk about germs.)

OBJECTIVE 1

The students will identify the steps to and importance of hand washing.

- Can we see germs? How do we get rid of germs? (Washing our hands)
- When are times we need to make sure we wash our hands? (After going to the bathroom, before we eat, when we come in from outside, after we play with pets, if we cough or sneeze, etc.)
- How long do we need to wash our hands? (20 seconds)
- What is the best way to wash your hands? (Wet hands, apply soap, scrub 20 seconds, rinse well.)
- There are three songs we can sing to help us know how long 20 seconds is. Does anyone know which ones I am thinking of? (Happy Birthday, the Alphabet Song or The Soaper Hero Song) <http://soaperhero.org/htm/kid-zone>

If you do not have Glo-Germ powder, you can go to the next objective. Tell the students, “Let’s do an experiment with fake germs.” Put a small amount of Glo-Germ powder or liquid on each student’s hands. (If you have both, you can powder on half of the students hands and put lotion on the other half of the students hands and have them rub it all over their hands.)



Option: A small light-colored stuffed animal or fruit or veggie can be preloaded with Glo-Germ and passed around the class as a “show and tell” when you first arrive. Explain that the “pet” is lonely and needs lots of petting. Ten pets from everybody will help the pet be happy (and contaminate the students’ hands).

Go to a dark room and turn on the black light and have students look at all the hands. Then have them wash their hands and look at their hands again under the black light. Discuss what spots they missed and why it might be easy to miss those spots. Germs are even smaller so it is very important to thoroughly wash your hands.

OBJECTIVE 2

The students will discuss the importance of hand washing in relation to food safety.

After the Glo-Germ experiment say, “What if you had dye on your hands all of the time to show where germs are, do you think you would wash your hands more often?” Why or why not? Discuss how germs can leave our hands and get on our food if we don’t wash our hands.

- What could happen if we have a lot of harmful germs on our hands and don’t wash them before we eat? (We could get sick.)
- Where do we get bad germs from? (Outside, doorknobs, pets, EVERYWHERE)
- What about when we go out to eat, do we need to wash our hands then? (Yes)
- Why? (Because there are germs everywhere from lots of different people and more people have touched the area than have touched at your house)
- Where are some places in a restaurant that might have germs? (The table, the counter {if fast food}, the kitchen where people are making food, the door, the door handle, etc.)

It is very important to always wash your hands before you eat!

Now we are going to color a page to help remind us about hand washing. Make sure you do your very best!!!

OBJECTIVE 3

Students will learn that there is good bacteria and how it helps your body.

Not all germs (or bacteria) are bad. Sometimes we even eat bacteria to help our bodies. Some of this bacteria is found in yogurt. This bacteria fights off bad bacteria and helps our digestive system.

HANDWASHING

**ALWAYS check for food allergies before giving students a snack.*

Ask questions from the lesson and choose students to help. Have one pass out a plastic cup and then have others put a large spoonful of each flavor of yogurt in to each cup. Fill the small cups halfway full of granola for the children to add to make a parfait.

OPTIONAL ACTIVITY

MyPlate Mania Game

This can be used as a large group activity. With the entire class or group, play together using one player piece and each student taking turns moving it. Or divide into smaller groups and have one game board per group, or play individually. Game can be purchased through the USU Extension Wayne County office: gaelynn.peterson@usu.edu, 435-836-1312.

REFERENCES

- The American Cleaning Institute Coloring Sheet: http://www.cleaninginstitute.org/clean_living/hooray_for_handwashing.aspx.



HEALTHY SNACKS

GRADES K-2

MATERIALS NEEDED:

- Book: *The Bernstein Bears and Too Much Junk Food*, by Stan and Jan Berenstain
- “Instead of...” Handout (included)
- MyPlate Mania Game (Optional) – see Curriculum Introduction for more information

SNACK

- Fruit strips (If not used in fruits and veggies lesson)

OR

- Apples or fruit with peanut butter dip (recipe included) or yogurt
- Whole grain crackers or veggies with Cottage Cheese Dip (recipe included)

REVIEW

Ask the students to stand up and freeze if they remember what you talked about last time. Briefly discuss the previous lesson and then have them sit down as they answer.

OBJECTIVE 1

The students will identify what a snack is and practice making snack food choices.

Introduction:

Ask the students to raise their hands to answer the question, “What is a snack?” Write the answers on a white board or chalkboard. Then look at the answers and see if some of them are junk food. Read the book, “The Bernstein Bears and Too Much Junk Food” to the class and then have the students each name their favorite junk food.

OBJECTIVE 2

The students will identify healthier alternatives to unhealthy snacks.

Give the students the “Instead Of...” handout. Then as a class, have them name a snack. Have them stand up, do a fist pump if it is healthy, and remain seated if it is unhealthy. Then have them draw the snack on the appropriate side of the handout. Depending on what they name as a snack, have them draw the healthy or unhealthy version on the appropriate side and discuss what makes it healthy or unhealthy.

Example: If a student says chips, have them draw it on the unhealthy side. Healthier options may include: pretzels, popcorn, nuts, veggie crisps, etc. If student gives the example of an apple or something healthy, then unhealthy options might include apple soda or fruit roll-ups or fruit snacks.



INSTEAD OF

Healthy Snacks

Unhealthy Snacks

Healthy Snacks	Unhealthy Snacks

OBJECTIVE 3

The students will identify ingredients in a product and tell how or if it helps your body.

Tell the students you brought them a snack. Show the box of Fruit Roll-ups, and tell them since you care about them you will give them a snack to help their bodies.

Have them read the ingredients on the box of Fruit Roll-ups (sugar, sugar, and more sugar) and then pull out the 100% Fruit Strips. Have them read the ingredients and have them keep track of how many times it says sugar (0).

Then ask if Fruit Roll-Ups count as fruit (no) and how it helps your body (it doesn't). Then ask if the fruit strips count as fruit (yes) and how it helps your body (gives you good energy, helps fight chronic diseases and illnesses, etc.).

OR

OBJECTIVE 4

The students will identify and taste healthy dips.

Ask the students what kind of dips they like to dip snacks in (ranch dressing with veggies, apples with caramel dip, chips with cheese sauce or sour cream dip, etc.) Then tell them that you are going to have them try some healthier options for dip and see if they like those too. Hand out the desired snack items. Other dip ideas might include: hummus, salsa, peanut butter, different flavors of yogurt, etc.

OPTIONAL ACTIVITIES

MyPlate Mania Game

This can be used as a large group activity. With the entire class or group, play together using one player piece and each student taking turns moving it. Or divide into smaller groups and have one game board per group, or play individually. Game can be purchased through the USU Extension Wayne County office: gaelynn.peterson@usu.edu, 435-836-1312.



Activity: It's Time for Fitness – MyPlate Balloon Toss.

Have five different colored balloons: orange, green, red, purple, and blue. Write the name of the food group on the balloon with the same color as on My Plate. orange = grain, green = vegetable, red = fruit, purple = protein, and blue = dairy.

- Divide the students into five groups with at least three students per group.
- Give each group a balloon.
- Tell the students the object of the game is to keep the balloon in the air.
- When you say “go,” they will start to toss the balloon. If their balloon is green, they need to say a name of a vegetable they could snack on. They will hit the balloon and shout out the name of a vegetable. If their balloon is red, they name a fruit, etc. The person closest to the balloon will then hit it next shouting out another snack food.
- When the balloon lands on the floor, that group is out. When all the groups are done, change the balloon to different groups and start the activity again.
- If time allows, make one big circle with all the students and toss in all the balloons. They will have to pay attention to the color to name a food from that group. Once the balloon hits the ground, it is out. See what balloon stays in the air the longest.

REFERENCES

Handouts

Handout to take home to parents: <http://www.choosemyplate.gov/food-groups/downloads/TenTips/DGTipsheet24MyPlateSnackTipsforParents.pdf>.

RECIPES

Peanut Butter Dip

- 2 c. skim milk
- 1/2 c. light sour cream
- 1 (3.4 oz.) instant vanilla pudding
- 1 c. peanut butter
- 1/3 c. sugar

Combine milk, sour cream, and pudding mix. Whisk until smooth. Stir peanut butter and sugar into pudding mixture. Mix until well blended. Serve with fruit.

Cottage Cheese Dip

- 1 c. cottage cheese
- 1/4 tsp. garlic powder
- 1/4 tsp. onion powder
- 1/2 tsp. parsley flakes
- 1/2 tsp. dill weed

Mix all ingredients together and chill. Serve with crackers or vegetables.



REVIEW MYPLATE

GRADES K-2

MATERIALS NEEDED:

- Plain beach ball (preparation needed)
- Permanent marker

OR

- Blank MyPlate coloring page
- Pictures of food or food models (for optional activity)
- MyPlate Mania Game (optional) – see Curriculum Introduction for more information

SNACK

(per person)

- 6 pieces of popped popcorn or whole grain crackers
 - 3 sugar snap peas
 - 2 fruit sample pieces (banana chunks, grapes, strawberries, cantaloupe or pineapple chunks, etc.)
 - 3 Keebler graham cracker squares (Yes, they are a source of calcium but it has to be Keebler brand)
 - 5 pumpkin seeds
 - Paper plates
-

REVIEW

Ask the students to raise both hands high in the air if they remember what you talked about last time. Briefly discuss the previous lesson and then have them put their hands down as they answer.

INTRODUCTION

Tell the students that you are going to play a game today to see how much they can remember from all of the lessons.

OBJECTIVE 1

The students will review MyPlate, Healthy Snacks, and Food Safety/Hand Washing facts.

Beforehand, on the beach ball, write the following questions in random spots:

*Simplify or make up some simpler questions if needed for kindergarten and preschool-aged children.

- What are the five food groups?
- How many ounces of grains do you need a day?
- How many cups of veggies do you need per day?



- How many cups of fruit do you need per day?
- How many cups of milk do you need per day?
- How many ounces of meat/protein do you need per day?
- What color is the proteins group on MyPlate?
- What is your favorite vegetable?
- What is your favorite fruit?
- What food in the grains group did you eat for breakfast?
- What is a food or drink that you can get calcium from other than plain milk?
- What is a food that comes from plants in the protein group?
- How does the grains group help your body?
- How does the vegetables group help your body?
- How does the fruit group help your body?
- How does the milk/dairy group help your body?
- How does protein help your body?
- How long should you wash your hands?
- What could you eat for two healthy snacks?
- When do you need to wash your hands?
- What is something you can do to keep your food safe?
- What was your favorite lesson and why?
- What do you remember most about nutrition classes?
- What is your favorite part of our nutrition classes?
- What was your favorite snack and why?
- What gets on our hands that can make us sick if we do not wash them?

To play the game:

Have all of the students stand in a circle if possible (if space is limited, students can just stand in place.) Gently toss the beach ball to a student and have him or her answer the question closest to the left thumb.

Then have the student toss the ball to another student who has not had a turn. Play until all of the students have had a chance to answer a question.

OR

Have the students color the blank MyPlate coloring sheet. Then have the students draw foods on each of the sections for the serving size.

- Six grains foods on the grains section,
- Three vegetables on the vegetables section, etc.

If desired, ask the above questions as the students are coloring and drawing.

OBJECTIVE 2

The students will taste a food in each of the five food groups.

Have the students wash their hands. Pass out a paper plate to each child. Choose a student to help by asking or pointing to a group on the MyPlate plate or poster and have the children show number of fingers for amount recommended for the day. Choose a child with the correct number to pass out one of the following snack items. Continue until all of the items are handed out. Hand out the number of snack items to represent the amounts of each food group.

- 6 whole grain crackers or popcorn
- 2 snap peas
- 2 fruit samples
- 3 graham cracker squares
- 5 pumpkin seeds

**Before giving a snack make sure you ALWAYS check for any allergies.*

OPTIONAL ACTIVITIES

MyPlate Mania Game

This can be used as a large group activity. With the entire class or group, play together using one player piece and each student taking turns moving it. Or divide into smaller groups and have one game board per group, or play individually. Game can be purchased through the USU Extension Wayne County office: gaelynn.peterson@usu.edu, 435-836-1312.

Activity

Objective: Choose an activity to help remember the food groups and the servings of each such as:

- Grains group: six toe touches
- Vegetables group: three hand claps
- Fruits group: one-and-a-half jumping jacks (They love to figure out how to do 1/2 of a jumping jack)
- Dairy group: three spins
- Proteins group: five hops on one foot (in place)

Directions:

Have the students stand. Tell them that for each food group they see and do the activity that goes along with it. Without telling them which group, show a picture of a food. Then do the activity, depending on which group it is in.

Then choose a student to pick a food and repeat the process. For combination foods, they have to do actions for all of the food groups included. For example, if a sandwich was picked, they would have to do six toe touches (bread), three hand claps (veggies), five hops (meat), and possibly three spins (if there is cheese).



INTRO TO MYPLATE

GRADES 3-6

MATERIALS NEEDED:

- White Board or Smart Board
- MyPlate Trivia Game or MyPlate Food Bingo Game

SNACK

- 6 whole grain crackers
- 2 1/2 baby carrots
- 2 apple slices
- 2 1/2 small cheese cubes
- 5 1/2 almonds

INTRODUCTION

Hold up MyPlate plate or poster and start a discussion by saying something like, “Stand up like a soldier if you know what this is.” Then say something like, “Now, raise your hand if you can tell me more about it.” Give all of the students an opportunity to answer. After all of the answers are given, have the children sit down.

OBJECTIVE 1

The students will learn that your body needs foods from all of the food groups daily.

Ask the students, “Do you pay attention to what you eat every day and how it helps your body or do you just eat whatever and because you are full, it all works out?” Most of the students will answer that they eat whatever and it all works out.

Then say something like, “We are going to talk about cars for a minute. What does a car need to keep it running?” As the students give the following answers, write them on a white board or smart board.

- Gasoline
- Oil
- Antifreeze
- Air (in the tires)

Then talk about how your body needs foods to keep it running too, then make the comparison for food groups and the items in a car:

- Gasoline = grains group—it provides fuel (energy) and also whole grains help clean the inside of your body
- Oil = fruits and veggies-Fights illnesses and chronic diseases
- Air in the tires = milk-Creates strong bones and teeth
- Antifreeze = protein- For healthy muscles and blood



Then say something like,

- “If I am running low on gasoline and I am not near a gas station but I have oil in the trunk of my car, I can just use the oil because it is a liquid and it all works out, right?”

OR

- “I ran out of antifreeze but I can put extra air in the tires and it all works out since they are both part of the car, right?”

Obviously, the kids will think this is silly and then ask questions like, “Why can’t I use oil instead of gas?” etc. Keep asking until they come up with the idea that each thing has a specific purpose. Then talk about the food groups and how each food group has a specific purpose and as an example, you can’t eat more meat to get full because you like it more than veggies and have it all work out. Just like the things in a car can’t be interchangeable neither can the food groups. You need some of every food group every day.

Then discuss what will happen if they don’t put the right amounts of things in their car (such as the car won’t go anywhere if you run out of gas or the engine will stop if you run out of oil), then do the same with their bodies and different food groups.

Also discuss the importance of exercise with this scenario:

I just bought a brand new car (have them think of their favorite car) and since I like it soooo much, I am going to park it in front of my house for 2 years and let it sit there for everyone to see it. Don’t you think that is a good idea? Obviously they won’t and you can talk about what will happen if you let a car sit. It is the same with our bodies. Cars and bodies are meant to be used. How many minutes of exercise do we need a day? (At least 30 but 60 is better.)

OBJECTIVE 2

The students will identify the five food groups and identify how much of each group is recommended each day.

Point to the grains group and ask, “Without saying anything, show me by number of fingers, how many ounces of grains should you eat in a day?” Make sure all of the students have a guess and then show the proper number of fingers (6).

Then repeat the process of having the children guess the remaining food groups by show of number of fingers.

- **Cups of vegetables:** 2 1/2 (*Thumb can be used as half*)
- **Cups of fruits:** 2
- **Cups of milk:** 2 1/2
- **Ounces of protein:** 5 1/2



OBJECTIVE 3

The students will learn and review MyPlate facts.

Play MyPlate Food Bingo **OR** Play MyPlate Trivia (instructions below): *Adapted from "Exploring MyPyramid with Professor Popcorn" from Purdue Extension*

My Plate Trivia Game

Materials Needed for MyPlate Trivia

- Poster board or foam board to make game board.
- Post-It Notes with point values written on them.

Directions:

1. Make a game board on a large piece of poster board that looks similar to the chart below.

GRAINS	VEGETABLES	FRUITS	DAIRY	PROTEIN
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

2. Divide group into two teams. Have each team decide on a team name and choose one person to speak for the whole team. Rotate so each person gets a chance to be the spokesperson for the whole team. Write team names on a white board if possible.

3. When it is their turn, the spokesperson for the team chooses a category and point value. After the question is read, the spokesperson has to answer for the team, but the team can help him or her. They have 1 minute to come up with the answer. If the question is answered correctly, the post-it note is taken from the game board and placed under the correct team on the

white board. If the question is answered incorrectly, any person on either team can raise his or her other hand independently and answer the question. The team with the person who answered correctly would then get the points. The turn then rotates back and forth between teams and moves to the next person to be a spokesperson.

4. Discuss the game rules and make sure everyone understands them. The main rule of this game is that team members have to work together to choose a category and point value and answer the corresponding question.

5. Play until all of the questions have been answered or until time runs out.

MyPlate Trivia Questions

Grains Group

- 10 – How many ounces of grains do you need per day? (6)
- 20 – Name two whole grains. (Whole wheat, whole corn, oatmeal, barley, brown rice)*
- 30 – What fraction of the grains you eat should be whole grains? (Half)
- 40 – How much cooked rice is equivalent to 1 slice of bread? (1/2 cup)
- 50 – What is the outer shell of a whole grain called? (Bran)

Vegetables Group

- 10 – How many cups of vegetables does our body need each day? (2 1/2)
- 20 – How do vegetables help our body? (Fight illnesses and chronic diseases, keep us healthy, heal cuts, help us see)*
- 30 – Name one dark green, leafy vegetable. (Spinach, kale, collard greens, mustard greens, turnip greens, romaine lettuce)*
- 40 – Name three orange vegetables. (Carrots, sweet potatoes, winter squash, and pumpkin)
- 50 – Name two types of dry beans. (Pinto, kidney, black, red, navy, Great Northern, garbanzo/chick peas, split peas, black-eyed peas, lentils)*

Fruits Group

- 10 – How many cups of fruit do you need each day? (2)
- 20 – How do fruits help your body? (help fight illnesses and chronic diseases)
- 30 – This juicy fruit, originally from Mexico, is a favorite at summer picnics. (Watermelon)
- 40 – You can probably find this fruit in grocery stores in the United States, but it comes from southern Asia. (Mango)
- 50 – Name two dried fruits that people eat. (Raisins, apricots, figs, dates, cherries, cranberries, blueberries, apple slices, banana slices)*

Dairy Group

- 10 – Name three foods in the dairy group. (Milk, cheese, yogurt, ice cream, pudding)*
- 20 – How many cups of milk do most children need each day? (2 1/2)
- 30 – How does the group help your body? (Strong bones and teeth)
- 40 – How many cups in a quart of milk? (4)
- 50 – How many ounces of natural cheese are equivalent to 1 cup of milk? (1 1/2-ounces)

Protein Group

- 10 – How many ounces of meat (or equivalent) should you have each day? (5 1/2)
- 20 – Name two foods in this group that come from plants. (Nuts, peanut butter, split peas, black-eyed peas, lentils, chick peas/garbanzo beans, kidney beans, pinto beans, black beans, navy beans)*
- 30 – How does this food group help your body? (Builds muscle and blood)
- 40 – How many ounces in a pound of meat? (16)
- 50 – How many eggs are equivalent to 1 ounce of meat? (One)

**Other answers may be acceptable also*

OBJECTIVE 4

The students will taste a food in each of the five food groups.

Have the students wash their hands. Pass out a paper plate to each child. Choose a student to help by asking or pointing to a group on the MyPlate plate or poster and have the children show number of fingers for amount recommendation. Choose a child with the correct number to pass out one of the following snack items. Continue until all of the items are handed out. Hand out the number of snack items to represent the amounts of each food group.

- 6 whole grain crackers
- 2 1/2 baby carrots
- 2 apple slices
- 2 1/2 small cheese cubes (3 different varieties of cheese an option)
- 5 1/2 almonds

Before giving a snack make sure you ALWAYS check for any allergies.



FRUITS AND VEGETABLES

GRADES 3-6

MATERIALS NEEDED:

- MyPlate plate or MyPlate poster
- Fruits and Veggie Crossword Puzzle
- Word strips for Pictionary (Optional activity)
- MyPlate Mania Game (Optional) – see Curriculum Introduction for more information

SNACK

- Small paper plates
- Different colors of fresh fruits and veggies such as:
 - Apple slices (red)
 - Grapes (purple)
 - Carrots (orange)
 - Sugar snap peas (green)
 - Jicama sticks (white)
 - Banana chunks or banana chips (yellow)

OR

- Fruit Roll-ups
 - 100% fruit leather strips
-

REVIEW

Ask the students to raise both hands high in the air if they remember what you talked about last time. Briefly discuss the previous lesson and then have them put their hands down as they answer.

INTRODUCTION

Hold up MyPlate plate or MyPlate poster and ask, “How much of your plate should be fruits and vegetables every day?” (*One half*)

OBJECTIVE 1

The students will identify the recommended amounts of fruits and vegetables they should eat in a day.

Have students show by number of fingers how many cups of vegetables they should eat every day (2 1/2) and show how many cups of fruit they should have in a day. (2).

Discuss what counts as 1 cup:

- 1 cup fresh or cooked vegetables
- 2 cups salad or lettuce (because of the air and water)
- 1 cup fresh or cooked fruit
- 1 cup 100% fruit juice—try to eat some fruit and some fruit juice since you get more fiber and nutrients from whole fruit.



OBJECTIVE 2

- 1. The students will learn why fruits and vegetables are healthy for your body.**
- 2. Identify differences between preventable chronic diseases and illness.**
- 3. Identify the recommended amount of daily physical activity by age.**

Ask the students to stand up if they know anyone who has or has had cancer, diabetes, a heart attack (heart disease), or a stroke. Have them sit back down. Discuss what the symptoms of these preventable diseases look like. Discuss what an illness like a cold or flu is. (Reinforce Handwashing lesson here.) Then talk about the differences between illnesses and chronic diseases (if you can get it from someone else, how it is treated, how long it lasts, symptoms, etc). Then ask the question, “If there was something delicious that you could eat every day that would reduce your chances of getting illnesses and chronic diseases by 50 percent, would you do it?” (Most of them say yes.) If you eat 2 to 3 cups of fruits and veggies every day you can reduce your risk of illnesses and chronic diseases. But, IS that enough for good health? What else? Answer: 60 minutes of physical activity every day!

OBJECTIVE 3

The students will taste and discuss the importance of eating a variety of fruits and vegetables.

Before giving a snack make sure you ALWAYS check for any allergies.

Have all of the students wash their hands. Randomly choose seven students to help pass out the snack items or ask questions about the lesson and then choose students to help who respond correctly. After all of the snacks have been handed out, choose to eat one at a time and discuss how it tastes and feels and how it helps your body.

- **Apples:** provide energy, fiber to clean the inside of your body, and boost immune system to help keep you from getting sick.
- **Grapes:** Good for your heart and help fight cancer.
- **Carrots:** Help keep your eyes healthy and boost your immune system.
- **Sugar Snap peas:** Lower risk of diabetes and help with inflammation.
- **Jicama:** Great source of fiber to help clean your body and keep out the “bad bugs” to fight off illness and diseases.
- **Bananas:** Help with muscle cramps, gives you energy, and helps you feel happy (fights depression).

Discuss the importance of eating a “rainbow” every day. Talk about how each fruit or vegetable helps your body in some of the same ways but also in some different ways. (That is why variety is important.) If time permits, give the students a color and have them think of fruits and vegetables in that color.

OPTIONAL ACTIVITIES

MyPlate Mania Game

This can be used as a large group activity. With the entire class or group, play together using one player piece and each student taking turns moving it. Or divide into smaller groups and have one game board per group, or play individually. Game can be purchased through the USU Extension Wayne County office: gaelynn.peterson@usu.edu, 435-836-1312.

Chef Solus Fruits and Vegetables or a Crossword Puzzle (English and Spanish)

<http://www.nourishinteractive.com/nutrition-education-printables/199-kids-printables-nutrition-crossword-puzzle-fruit-vegetable>

Students may play the game individually or together. For the younger grades, doing it as a class is encouraged. The teacher can ask the question and then the students can call out the answer. If the crossword puzzle is completed individually, go over the answers all together when most of them have finished. After everyone has the crossword puzzle finished, have the students find how many of the fruits and veggies in the crossword puzzle clues includes fighting or lowering risk of preventable diseases.

Fruit and Veggie Pictionary

Play Fruit and Veggie Pictionary. Put word strips in a bag or container with different ways to eat fruits and veggies. Examples may include:

- Pumpkin pancakes
- Stir-fry
- Blueberry muffins
- Sweet potato pie
- Spinach salad
- Smoothie
- Dried bananas
- Carrot cake
- Pizza
- Orange juice
- Omelet
- Strawberry shortcake
- Salsa
- Raisins
- Fruit salad
- Potato salad
- Vegetable soup
- Peach pie
- Zucchini bread
- Banana split
- Corn on the cob
- Pickle
- Applesauce
- Baked potato

Divide the class into two teams and then have one student from each team pick a word strip from the bag and then both students draw it on a white board or chalk board. The team that guesses correctly first gets a point and then the next two students come up and draw.



Fruit and Vegetable Name Game

Place youth in groups of 3-4. Have one student spell out a favorite fruit or vegetable and the others in the group try to guess what it is by using the activities listed below. Let each student take a turn at spelling a favorite fruit or vegetable.

Activity Sheet:

A = Five jumping Jacks	J = Skip five steps	S = Touch your head, shoulders, knees, and toes
B = Three sitting toe touches	K = Jump six times	T = Three frog jumps
C = Five standing toe touches	L = Run in place	U = Five windmills
D = Gallop five steps and back	M = Hop on left foot five times	V = Five sit-up
E = Spin on your toes	N = Spin on you bottom	W = Five tiny arm circles
F = Three giant arm circles	O = Bicycle legs	X = Clap your hand three times
G = Three giant steps	P = Nod your head four times	Y = March six times
H = Crab walk three steps	Q = Neck stretches side to side	Z = Baseball swing
I = Wiggle your body	R = Shrug your shoulders	

Remind the students that they need 60 minutes of physical activity most days.

(Source: *Professor Popcorn, Grade 4, Lesson 4*)

REFERENCES

Handouts

- Handout to go home to parents: <http://www.choosemyplate.gov/food-groups/downloads/TenTips/DGTipsheet11KidFriendlyVeggiesAndFruits.pdf>

Resources

- Power Play!, Third through Fifth Grade Curriculum: http://cesutter.ucanr.edu/Nutrition_Education_Program_527/Power_Play/



DAIRY
GRADES 3-6

MATERIALS NEEDED:

- MyPlate plate or MyPlate poster
- Two hard boiled eggs or chicken bones (*this takes preparation at least 24 hours beforehand)
- Vinegar
- 12-ounce empty soda pop can filled with at least 9 teaspoons sugar
- Measuring teaspoon
- Clear glass or plastic cup
- Think What You Drink handout
- Materials for Optional Activities (listed at end of lesson)
- MyPlate Mania Game (Optional) – see Curriculum Introduction for more information

SNACK

- Clear plastic cups
- Plastic spoons
- Three flavors of yogurt
- Small paper cups
- Granola (Recipe included)

REVIEW

Ask the students to raise both hands high in the air if they remember what you talked about last time. Briefly discuss the previous lesson and then have them put their hands down as they answer.

INTRODUCTION

Ask the students, “Does your body ever stop storing calcium in your bones? And if so, when?” (When you stop growing taller.) Your body requires a certain amount of calcium to function every single day. If you don’t get enough from the food you eat, where do you get it? That’s right—your body will take it from your bones. When you are still growing, your body stores the calcium, but what happens when you are my age and your body stops storing it in your bones? (Then it takes it from your body and causes little holes which is called osteoporosis) Why would that be a bad thing? (Bones become weak and break easily and sometimes can’t support your weight.) You need to get enough calcium when you are your age so your body can use and store what it needs. You need to get enough calcium now, so when you are older your body doesn’t take it from your bones.

OBJECTIVE 1

The students will see what happens when they do not get enough calcium.

(Adapted from Professor Popcorn, Purdue University)

Option 1: Chicken Bone Experiment

(Note: Start this at least 3 days in advance [6 is better].)



- Place a chicken leg bone in each bowl or cup.
- Add water to one bowl and vinegar to the other.
- Cover each bone with the liquid. Let the bones sit in the solution for 3 days or longer.

During this lesson: Pass the chicken bone that was soaked in water around the class so the youth can feel its rigidity and strength. Then pass the bone that has been soaking in vinegar. Explain that the acid in vinegar dissolves calcium out of the bone and makes it soft and rubbery. Without calcium, the bone is not as strong.

Option 2: Egg in Vinegar Experiment

Boil two eggs and soak one hard-boiled chicken egg in vinegar for a minimum of 24 hours. The shell (calcium) will be removed. The membrane will be the only thing surrounding the egg. Let the students feel the difference in the two eggs.

Science note: Vinegar contains acetic acid, which breaks apart the solid calcium carbonate crystals that make up the eggshell into its calcium and carbonate parts. The calcium ions (ions are atoms that are missing electrons) float free, while the carbonate becomes carbon dioxide – the bubbles that you see.

OBJECTIVE 2

The students will identify how much dairy is needed per day and what foods are included in the dairy group.

Ask the students to show by number of fingers (not saying anything) how many cups of milk they need in a day. Then show the correct answer (2 1/2).

Discuss what other foods we can eat or drink to get calcium if we don't want just milk. Items may include:

- **Yogurt:** 1 cup of yogurt is equal to 1 cup of milk
- **Pudding**
- **Ice cream:** Go easy on high-fat dairy foods like ice cream.
- **Cottage Cheese:** 2 cups of cottage cheese equals 1 cup of milk. Cottage cheese is lower in calcium than most cheeses.
- **Cheese:** We don't need a whole cup of cheese to get the same amount of calcium in a cup of milk—just one slice
- **Calcium fortified Orange Juice**



OBJECTIVE 3

The students will identify foods they eat that are in the dairy group.

Have all of the students stand up. Ask them to raise their hands if they can think of something in the dairy group that they can have for breakfast. Then ask the same question for lunch, dinner, and snacks

OBJECTIVE 4

The students will compare and understand the amounts of sugar in soda pop and identify the health benefits of milk versus soda.

Do the “Think What You Drink” worksheet.

(From Professor Popcorn, Purdue University)

Some foods, such as candy and soda pop, have many calories from added sugar. These items are not even a part of MyPlate because they lack nutrients other than calories. Let’s explore this a bit.

Ask the students:

- “What is your favorite soda pop?”

After answers are given, ask,

- Why do we drink soda pop?
- What vitamins or nutrients does it contain? (none)
- Does anyone know how many teaspoons of sugar are in one can of soda?

To demonstrate: Before the lesson, fill an empty, dry, 12-ounce soda can or bottle with more than 9 teaspoons of sugar. (If you use a larger container, adjust the sugar accordingly.)

For this demonstration, pour the sugar into a teaspoon (nine times) and then into a clear glass or plastic cup. Have the youth count the number of teaspoons you pour.

To discuss: In soda pop, the sugar is there – it is just dissolved and you can’t see it. “Fruit drinks” and beverages such as Kool Aid have a similar amount of sugar, with some vitamins added (sometimes). Milk, 100 percent fruit juice, or water are our best choices when we want to quench our thirst.

Activity: Distribute in-class handout and ask the youth to do the math to figure out how many pounds of added sugar from soda they consume in a year. The worksheet can also be done together on a chalkboard or white board. Discuss their findings.

OPTIONAL ACTIVITIES

MyPlate Mania Game

This can be used as a large group activity. With the entire class or group, play together using one player piece and each student taking turns moving it. Or divide into smaller groups and have one game board per group, or play individually. Game can be purchased through the USU Extension Wayne County office: gaelynn.peterson@usu.edu, 435-836-1312.

Play the Go, Slow, Stop game from “Choose Health: Food, Fun, and Fitness” youth curriculum

Have a list of Go, Slow, and Stop Drinks:

- Go: water, low-fat (1 percent) and/or fat-free, unflavored milk, soy or other non-dairy milk if low fat, unsweetened, and fortified with calcium and vitamin D
- Slow: 100 percent juice, flavored milk, 2 percent and whole milk
- Stop: several varieties of soda, sports drinks, fruit drinks like lemonade and punch, juice drinks, sweetened iced tea, energy drinks, etc.

Establish play boundaries and re-entry task area. Give “It” a tagging (a soft or fabric) ball.

Say,

- We’re going to play tag – with a twist to remind you about what we just learned about healthy drinks. Who is willing to start as “It?”
- “It” will try to tag you, but here is the twist. I will call out a type of drink, and you’ll all need to decide it’s a Go, Slow, or Stop Drink.
- If I call out a Go Drink, everyone walks fast or runs – including “It.”
- If I call out a Slow Drink, everyone hops on one foot – including “It.”
- If I call out a Stop Drink, everyone walks toe-to-heel – including “It”
- If you get tagged, go outside the boundary and do 10 jumping jacks and then rejoin the game.
- Add more “Its” giving each a tagging ball to up the challenge.
- If there is not room in the classroom, don’t play tag but have the students stand behind their desks and do the actions for Go - jog in place, Slow - hop on one foot , or Stop - freeze in place as you call out the type of drink.

(Source Abigail Foster, 4-H Community Educator, Cornell Cooperative Extension of Warren County (Cornell University) https://fnec.cornell.edu/Our_Initiatives/CHFFF.cfm)

RECIPES

Granola

- 1 c. quick oats
- 6 c. old fashioned oats
- 1/2 c. brown sugar
- 3/4 c. wheat germ
- 1/2 c. coconut
- 1/4 c. sunflower seed
- 1/2 c. dry milk powder
- 1/2 c. ground flaxseed (optional)
- 1 c. nuts
- 1 c. raisins or dried fruit
- 1 tsp. cinnamon

Warm

- 2/3 c. honey
- 2/3 c. oil
- 1 1/2 tsp. vanilla
- 1/2 tsp. salt

Mix dry ingredients and pour honey mixture over the top and mix well. Place on a cookie sheet and bake at 300 °F for 45 minutes. Stir twice while baking.

THINK WHAT YOU DRINK

How many pounds of sugar do you consume from the soda pop you drink?

1. **Write** the number of 12-ounce cans of soda pop you drink in 1 week.

2. **Multiply** that number by 9, the number of teaspoons of sugar in 1 can of soda.

$$\frac{\text{Total number of sodas in 1 week}}{\text{Total number of sodas in 1 week}} \times 9 \text{ tsp. sugar} = \frac{\text{Total number of teaspoons of sugar in 1 week}}{\text{Total number of teaspoons of sugar in 1 week}}$$

3. **Multiply** your TOTAL number by 52 weeks to find out how many teaspoons of sugar you eat in 1 year.

$$\frac{\text{Total number of teaspoons of sugar in 1 week}}{\text{Total number of teaspoons of sugar in 1 week}} \times 52 = \frac{\text{Total number of teaspoons of sugar in 1 year}}{\text{Total number of teaspoons of sugar in 1 year}}$$

4. **Divide** that number by 56 to find out how many pounds of sugar you eat in one year from soda.
(56 teaspoons of sugar = 1 pound)

$$\frac{\text{Total number of teaspoons of sugar in 1 year}}{\text{Total number of teaspoons of sugar in 1 year}} \div 56 = \frac{\text{Pounds of sugar consumed in 1 year from soda pop}}{\text{Pounds of sugar consumed in 1 year from soda pop}}$$

Remember, you also eat many other foods that contain sugar. Each American eats about 125 pounds of sugar each year! That's a lot of sugar!

Adapted from High Feather Nutrition Education Program, University of Massachusetts Cooperative Extension, 1988



GRAINS
GRADES 3-6

MATERIALS NEEDED:

- MyPlate plate or MyPlate poster
- Small resealable bags with different whole grains such as:
 - Wheat
 - Popcorn
 - White rice
 - Brown rice
 - Oatmeal
 - Barley
 - Flaxseed
- Could also include Quinoa and Amaranth
- Whole grain illustration handout <http://wholegrainscouncil.org/node/2/print>
- MyPlate Mania Game (Optional) – see Curriculum Introduction for more information

SNACK

For each person, fill a reclosable bag with items such as:

- Whole-wheat cracker
- Saltine or club cracker
- Popcorn
- Graham cracker square
- Mini rice cake
- Crackling oat bran cereal or granola
- Multi grain Cheerios

You also need:

- Boxes from the snack items
- Materials for optional activities, which are listed at the end of the lesson

REVIEW

Ask the students to raise both hands high in the air if they remember what you talked about last time. Briefly discuss the previous lesson and then have them put their hands down as they answer.

INTRODUCTION

Ask the students to stand up if they have a guess on what you are talking about today. When they guess the grains group, ask them what color the group is on MyPlate. When the correct color is guessed, have all of them sit down. Then show the MyPlate plate or poster and ask by number of fingers (no talking) for them to show you how many ounces of grains they need to eat in a day. After all of them have a number of fingers shown, show them the answer with your own fingers (6).



OBJECTIVE 1

The students will identify different grains and how they are grown.

With one of the bags of grain, walk around the class and show each student the grain in the bag. Let them see and feel it. Tell them to stand on one foot if they think they know what grain it is, but don't say anything. After all of the students have a chance to look at the grain in the bag, go to the front of the class and have them tell you on the count of three what it is.

Then tell them the correct answer and have all of them sit back down. Repeat the process with each bag of grain until all of the bags have been guessed. Then ask them how grains grow. You may want to ask if they think it is grown on a tree or under the ground or on a bush, etc. Briefly talk about how grains are grown in fields and are kind of like grass. We eat the seeds from the plants as grains.

OBJECTIVE 2

The students will identify what 1 ounce is to better understand how much grain intake they should have each day.

Ask the students to show by number of fingers how many ounces of grains we need each day. Then show them the correct answer (six). Then say something like, "I know I am supposed to have 6 ounces of grains per day, but how much is that?" Then discuss and write on the board how much 1 ounce is.

- 1 slice of bread
- 1/2 c. cooked rice
- 6 crackers
- 1 tortilla
- 1/2 c. cooked cereal
- 1 c. cold cereal
- 1/2 c. pasta
- 3 c. popped popcorn

After amounts are discussed, ask if they have eaten anything in the grains group that day and what it was, then figure out with them how many ounces of grains they have eaten and how many more they need during the day.

OBJECTIVE 3

The students will identify what a whole grain is and why it is important.

Have the students guess how many ounces of whole grains are needed in a day by showing number of fingers. After all of the students' guesses are shown, show them the correct answer by number of fingers (three). Then ask the students if they know what a whole grain is and how it is different from a refined grain. Discuss the three kinds of flour to illustrate the differences. Hand out illustration of a whole grain.

- **Whole grain:** uses the entire grain. Has all of the nutrients and fiber.
 - **Refined:** Just the endosperm or “fluff.” No fiber and mostly starch.
 - **Enriched:** The “fluff” with some of the nutrients added back, but no fiber.
-
- Which one is the healthiest?
 - Why?
 - What does the whole grain flour have that the others don't? (fiber)
 - Why is fiber important?
 - What does it do? (It cleans your body from the inside. Just like you need to shower or bathe everyday to clean your body on the outside, you need to clean your body on the inside too. You can't drink shampoo to clean your body, so you need fiber everyday to keep it clean.)

OPTIONAL ACTIVITIES

MyPlate Mania Game

This can be used as a large group activity. With the entire class or group, play together using one player piece and each student taking turns moving it. Or divide into smaller groups and have one game board per group, or play individually. Game can be purchased through the USU Extension Wayne County office: gaelynn.peterson@usu.edu, 435-836-1312.



Activity

(needs to be prepared ahead of time)

Objective: The students will discuss the amount of fiber in different foods and why it is important.

Get two sponges and keep one the original size, cut the other one in half, keep one half and cut the other half in half to get a fourth, and then cut the fourth in half again to get eighths. Ask the students what they had for breakfast. Choose a student who had a whole grain for breakfast to come up. Then choose one who had the closest to whole grain come up, then get less and less whole grains and less healthy. Also ask a student who didn't eat breakfast to come up.

Then hand out the sponges from the largest (most fiber and whole grain breakfast) down to a tiny sponge for very little whole grain/fiber. Do not give a sponge to the one who didn't eat breakfast. Then tell the students to clean the desks in the classroom as quickly and thoroughly as possible in 1 minute. After 1 minute, note the difference in the sponges and their effectiveness. Then make the comparison that fiber is like a sponge and the more fiber you have, the better the inside of your body will be cleaned. It is important to have a clean body on the inside. If it is clean, then you are less likely to get chronic diseases and other illnesses.

Activity

The students will read food labels and identify if a product is considered a whole grain product.

Pass out the snack bags to each student. Have students pick one item from the snack bag.

- Ask if that item is a whole grain product.
- Have the students raise their hands if they think it is.

Choose one student to tell you why he or she thinks the item is a whole grain product.

- Ask students if they think it isn't a whole grain product.

Choose one student to tell you why he or she thinks it isn't a whole grain product. Then pull out the box for that item and read the ingredients.

Explain that sometimes companies want us to think something is a whole grain product when it really isn't. In order for something to be a whole grain product, it has to be labeled 100 percent whole wheat, or have whole grain listed as the first ingredient on the box.

Explain that sometimes even though ingredients are added to foods, they can still be whole grains. (Popcorn is a great example. Since it has butter, students don't think it is a whole grain.) It is what is taken out that makes it not a whole grain, not what is added. However, depending on what is added, it determines how healthy it is for your body. Repeat this process with all of the items in the snack bag and the labels. Depending on what is added, even some whole grain foods can be unhealthy (such as some kinds of granola bars).

**ALWAYS check for food allergies and sensitivities before giving food to students.*

Activity

Bring out six orange balloons, (make sure no one is allergic to latex before doing this game.) Label each of them:

#1 - Breakfast, #2 - Lunch, #3 - Lunch, #4 - Dinner, #5 - Dinner, #6 - Snack.

- Have youth form a circle
- Tell the youth that they need to use their quick thinking skills and move quickly on their feet. Grains give their bodies energy, energy to move and energy to think. The object of the game is to keep the balloon from touching the floor, while thinking of foods they can eat from the grain group for each meal or snack.
- There are six balloons for the 6 ounces of grains they should eat every day.
- Start by tossing the #1 breakfast balloon into the circle. When a student tosses the breakfast balloon in the air, he or she must also name a grain breakfast food.

- Slowly add the other balloons into the circle and the students must name a grain food that they can eat with each meal or snack. They will have to pay attention to how each balloon is labeled. The objective is to see how long they can keep all the balloons in the air while thinking of grain foods. You may specify that one lunch, dinner and the snack balloon needs to be a whole grain food such as brown rice, whole wheat tortilla, whole wheat pasta, or popcorn so that half their grains are whole. They can repeat foods.
-

REFERENCES

- Handout from Great Grains Wordsearch
- Handout Grain Nutrient Comparison Sheet, Whole Grain Council <http://wholegrainscouncil.org/whole-grains-101/whole-grains-an-important-source-of-essential-nutrients>
- Handout from Whole Grains Heroes in Action <http://www.bellinstitute.com/DisplayResource.aspx?ID=329>
- Handout from Nutrition Crossword Puzzle–Fiber or Grains Wordsearch www.nourishinteractive.com
- Handout to go home to parents: <http://www.choosemyplate.gov/food-groups/downloads/TenTips/DGTipsheet4MakeHalfYourGrainsWhole-BlkAndWht.pdf>
- http://wholegrainscouncil.org/files/GrainsCompared_WGC2014.xls



PROTEIN
GRADES 3-6

MATERIALS NEEDED:

- MyPlate plate or poster
- White board or something to write on and to play “Hangman”
- A straw
- MyPlate Mania Game (Optional) – see Curriculum Introduction for more information

SNACK

- Small bowls
- Black Bean and Corn Salsa
- Tortilla Chips

OR

- Napkins
 - oatmeal cookies or peanut butter bars
-

REVIEW

Ask the students to stand on one foot if they remember what you talked about last time. Briefly discuss the previous lesson and then have them sit down as they answer.

INTRODUCTION

Ask the students if they can remember what color the last food group is and have them answer as a group. Then ask, “Without saying anything, show me how this food group is good for your body.” (Show muscles).

OBJECTIVE 1

The students will name foods in the protein group and identify the healthiness of each one.

Have the students name food in the protein group and write on a white board or chalkboard in this order as they tell them to you:

- Fish
- Beans
- Nuts/seeds
- Chicken/turkey
- Eggs
- Game meat (venison, elk, etc.)
- Beef
- Pork (ham, bacon, etc.)
- Mutton or lamb



Then ask,

- “Why do you think I wrote them in that order?” (The healthier ones are at the top of the list and the ones that are not as healthy are toward the bottom of the list.)
- “What makes fish healthier than beef?” (The type of fat and cholesterol.)
- “What is cholesterol?” (It is a waxy substance in your body. There is good cholesterol and bad cholesterol.)
- “Why is cholesterol bad? (It can attach to your arteries.)
- “So, how can you tell if something has good fat or bad fat? (What it looks like at room temperature. If it is a solid at room temperature, then it is an unhealthy fat, if it is liquid at room temperature, then it is a healthier fat.)

Show the straw and ask,

- “If I was dripping bacon grease through this straw—what would happen pretty soon?” (It would clog up.)
- What if I dripped olive oil through the straw? (It would just go through. Think of the straw as the arteries to your heart. Over time, if you eat too much unhealthy fat, then it can clog your arteries just like the straw.)

Have the students talk about the different fats in the foods in the proteins group and discuss what the fat looks like at room temperature. Fish has oils called Omega 3 Fatty Acids that lower cholesterol and beans are protein and fiber with no cholesterol. Eggs are half and half since the white is protein and the yolk is cholesterol.

OBJECTIVE 2

The students will identify nutrients in the protein group and how they help our bodies.

Play “Hangman” with the following words. When the word is guessed, discuss how that nutrient helps your body.

- **Protein:** Forms a major part of a lean body. It is needed for growth and repair of tissue and regulates body processes.
- **Iron:** an important mineral that forms part of the hemoglobin in red blood cells. It carries oxygen to body cells and eliminates carbon dioxide.
- **Zinc:** Promotes normal appetite and healthy skin.
- **B Vitamins:** Includes thiamin, riboflavin, niacin, B6, B12. Release energy in food and aid in digestion. Promote healthy skin and appetite.
- **Omega 3 Fatty Acids :** Healthy fats that protect against heart disease. Found in fish.
- **Fiber:** Cleans the inside of your body and blood.
- **Amino Acids:** Used by the body for growth and repair.

Protect our Heart - “Heart Alert” Game

Choose one person to be “It.” That person will use a soft ball to touch the head of the other students, softly (kind of like duck, duck, goose). As “It” touches the head of the other students, they will call out different foods from the protein group such as: black beans, peanut butter, chicken, eggs, fish, etc... until they say “Heart Alert” on one student’s head. That student must then stand up and do five jumping jacks with the student that “Heart Alerted” them.

PROTEIN

The person that was “Heart Alerted” then chooses another student to walk around, touching the heads of other students and naming foods from the protein group until they “Heart Alert” another student. You may switch the type of activity the students must perform to jumping, hopping on one foot, jogging in place, skipping, dancing, or other activities that get their heart to beat faster, making it stronger.

OBJECTIVE 3

The students will demonstrate how many ounces of protein they need to eat each day and discuss how much 5 1/2 ounces is.

Ask the students to show you by the number of fingers how many ounces of proteins you need every day. Then show them by holding up 5 fingers. Five ounces of meat is about the size of the palm of an adult hand. Tell them, when they open their hand to show 5 1/2 ounces with their fingers and see the palm of their hand, that is a good way to remember how much protein they need.

OBJECTIVE 4

The students will taste a food and identify which part is in the protein group.

Have students help pass out snacks and then have them identify which part of it is in the Protein group (beans). If you choose to make and serve the oatmeal cookies or peanut butter bars, they also include eggs and you may want to try and have the students guess the other protein in addition to eggs. Ask them AFTER they have tried the cookies or bars.

OPTIONAL ACTIVITY

MyPlate Mania Game

This can be used as a large group activity. With the entire class or group, play together using one player piece and each student taking turns moving it. Or divide into smaller groups and have one game board per group, or play individually. Game can be purchased through the USU Extension Wayne County office: gaelynn.peterson@usu.edu, 435-836-1312.

RECIPES

Yummy Peanut Butter Bar Cookies

- 1 c. peanut butter
- 1 c. brown sugar
- 3/4 c. white sugar
- 2 eggs
- 1/2 c. pureed pinto beans
- 1 tsp. vanilla
- 2 c. whole wheat flour
- 1/2 tsp. baking soda
- 1 tsp. baking powder
- 1/4 tsp. salt

Blend first six ingredients together. Add dry ingredients and mix well. Dough will be VERY sticky. Spray 11X17 pan with cooking spray. Spread dough on cookie sheet. Bake 375 °F for 10 minutes or until done.

Awesome Oatmeal Cookies

- ¾ c. mashed white beans
- 2 tbsp. canola oil (optional)
- ½ c. unsweetened applesauce
- ¾ c. brown sugar
- ½ c. granulated sugar
- 1 egg or ¼ cup egg substitute*
- 1 tsp. vanilla
- 3 c. quick oats
- ½ c. whole wheat flour
- 1 tsp. cinnamon
- 1 tsp. salt
- ½ tsp. soda

Preheat oven to 350°. Beat mashed white beans, oil, brown sugar, granulated sugar, egg or egg substitute, and vanilla until smooth and creamy. Combine remaining dry ingredients in a separate bowl and mix together. Add to bean and sugar mixture; mix well. Drop onto greased cookie sheets and bake for 8-10 minutes. Cool on cookie sheet for 5 minutes then transfer to wire rack and cool completely.

Yield: *about 36 cookies*

*Nuts, coconut, raisins, and/or chocolate chips maybe added with dry ingredients for variety. *1 tablespoon ground flax seed mixed into 3 tablespoons warm water may used in place of one egg.*

Black Bean and Corn Salsa

- 2 cans black beans (about 4 c.), rinsed and drained
- 1 can whole corn, drained or 2 c. frozen corn, thawed
- 3 large tomatoes, chopped
- 1 avocado chopped
- ½ small red onion, chopped
- 2 fresh jalapeños, seeded and finely chopped
- ½ c. cilantro, finely chopped
- 2 tbsp. olive oil
- 1 tbsp. red wine vinegar
- 3-4 tbsp. lemon juice
- 1 tsp. salt
- ½ tsp. pepper (optional)

Mix olive oil, red wine vinegar, lemon juice, salt, and pepper in a small bowl and set aside. Combine all other ingredients and pour liquid mixture over and stir. Chill or serve immediately.



HANDWASHING

GRADES 3-6

HANDWASHING

MATERIALS NEEDED:

- Six quart-size, re-closeable bags
- 1,365 colored pony beads or other objects
- 1,500 clear pony beads
- Six labels with Start, 30 minutes, 1 hour, 1 1/2 hour, 2 hours, 2 1/2 hours written on them.

***Preparation: In each of the bags, place the following number of beads: 1, 4, 16, 64, 256, 1024. Label the bags accordingly:**

- 1 colored bead, 250 clear beads—Start
- 4 colored beads, 250 clear beads—30 minutes
- 16 colored beads, 250 clear beads—1 hour
- 64 colored beads, 250 clear beads—1 1/2 hours
- 256 colored beads, 250 clear beads—2 hours
- 1,024 colored beads, 250 clear beads—2 1/2 hours
- Glo-Germ
- Black light
- Wet wipes if needed for clean up
- Handout: “How fast bacteria grow at room temperature” from <http://extension.missouri.edu/fnep/bacterialgrowth.pdf>
- Handout: Word Search—Wash Your Hands www.soaperhero.org

SNACK

- Clear plastic cups
 - Plastic spoons
 - 3 flavors of yogurt
 - Small paper cups
 - Granola (Homemade is best) (recipe included)
-

REVIEW

Ask the students to stand up and fold their arms if they remember what was discussed in the last lesson. Have them sit down keeping their arms folded when they have answered.

INTRODUCTION

Ask the students if they know what food “poisoning” or a food-borne illness is. Play “Higher/Lower game” with the following questions: How many people die every year from a food-borne illness? (5,000.) Have them guess and then, depending on the guess, tell them higher or lower until they have guessed the right number. Then ask, “How many people get sick every year from a food-borne illness? (76 million)



OBJECTIVE 1

The students will identify the symptoms of food-borne illness.

Ask the students to raise their hands if they think they have ever had a food-borne illness.

- How would you know if you had a food-borne illness?
- What are the symptoms? (Vomiting, diarrhea, fever, chills, etc.)
- What other illness does that sound like? (The flu)

With as many cases as there are of food borne illnesses, there is a good chance that you have one when you thought it was the flu. You can get the symptoms of a food-borne illness anywhere from 30 minutes to 2 weeks after you have eaten the food. Sometimes it can be very difficult to determine a food-borne illness.

OBJECTIVE 2

The students will learn how fast bacteria multiply.

Choose six students to come to the front of the class. Tell them that you are going to talk about bacteria for a few minutes. Give the first student the bag with one colored bead in it. Tell him or her that the clear beads are the good bacteria in our body that fight off bad bacteria. Everything has some bacteria and most of the time our bodies can fight off any bad bacteria. This is how fast bacteria grow.

Then hand the next student the next bag with four colored beads in it and say, “This is a half hour later.” How many do you think there will be in 30 more minutes? Give the next bag to the next student with 16 colored beads and then ask the same question and repeat the process. See how fast the bad bacteria can out number the good? Have the students sit down after showing and discussing the differences.

OBJECTIVE 3

The students will identify the four steps to food safety.

Out of the 5,000 people that die and 76 million people that get sick every year, what percentage of these can be prevented? (Play higher/lower until they guess 100 percent). That’s right—every single one is preventable. Sometimes, we get food-borne illnesses from what someone else does, but sometimes we get it from something we do. That is why it is so important to do all we can to prevent it for ourselves.



There are four steps to prevent food-borne illnesses. Can anyone guess what they are? To help us remember, we have a program called Fight BAC! www.fightbac.org/ Partnership for Food Safety Education

Write the following on a whiteboard or chalkboard:

Fight BAC!

1. Clean
2. Cook
3. Chill
4. Separate

Now, let's briefly talk about each of them. The first one is clean.

- What do you need to clean? (Hands, counters, cutting boards, utensils, etc.--everything!)
- Why? (To prevent the spread of bacteria. Soap, hot water, and sanitizers kill and reduce bacteria.)
- What is the proper way to wash your hands? (Warm water, soap, 20 seconds.)
- Can we see germs? How do we get rid of germs? (Wash our hands.)
- How long do we need to wash our hands? (20 seconds)
- What is the best way to wash your hands? (Wet hands with warm water, apply soap, scrub for 20 seconds, rinse well)
- There are two songs we can sing to help us remember how long 20 seconds is. Does anyone know which ones I am thinking of? (Happy Birthday or the Alphabet song). There is another song I know. The "Soaper Hero Song" (<http://soaperhero.org/htm/kid-zone>)

Tell the students, "Now we are going to do an experiment with fake germs." Put a small amount of Glo-Germ powder or liquid on each student's hands. (If you have both, you can do half and half) and have them rub it all over their hands. Go to a dark room and turn on the black light and have them look at all the hands. Then have them go wash their hands and look at their hands again under the black light. Discuss what spots they missed and why it might be easy to miss those spots. Germs are even smaller so it is very important to wash your hands well. If you are somewhere that you cannot wash your hands, using hand sanitizer is the next best option.

OBJECTIVE 4

The students will learn how taking care of food properly reduces the chance of a food-borne illness.

The second one is cook. Heat kills bacteria. You need to cook items, especially meats and eggs to an internal temperature that will kill bacteria. We have seen how fast bacteria grow at room temperature.

- By raise of hands, how many of you like rare steak?
- You are at a greater risk of a food borne illness—why? (Because that meat is at a temperature where bacteria thrive.)
- How many of you like eggs cooked over easy?
- You are at a higher risk of a food borne illness—why? (Because of the temperature.)

In our bead demonstration that started with one bead—our food starts with more bacteria than that! Be very careful with temperature and meats if you don't want to get a food-borne illness.

Then we have chilling foods.

- Why is that important? (Because it slows down bacteria growth since bacteria grow best at room temperature.)
If we have meat in the freezer and want to thaw it, the best way is to set it out on the counter overnight, right? (NO! it will be at room temperature for a long time and bacteria will grow like crazy!)
- What is the best way to thaw meat? (In the fridge overnight or the microwave so it is not in the temperature danger zone [above 40 degrees or under 140 degrees] for very long.)

Last, we are going to talk about separating foods.

- What do you think that means when it comes to food?
- Does it mean that your food can't touch on a plate? (No, it means that we need to separate meats—especially raw ones—from other food.)
- Why? (Because bacteria grow on meat but not on foods that can be stored at room temperature.)

It is especially important to keep meat separate from the time you put it in a grocery cart until you cook it.

- Why would you need to keep it separate in a grocery cart? (Because it can contaminate other food with bacteria and you may not even know it.)

For example, you put raw chicken in your grocery cart next to something like apples. The liquid from the chicken gets on the apples. Can you see the chicken liquid? (No) When you get home, you put the chicken away and the apples on the counter. (Yuck! Lots of bad bacteria!) That is why you should always wash your produce.

OBJECTIVE 5

Students will learn that there are good bacteria and how they help your body.

Give the students the unscramble puzzle to do while the snack is being handed out.

Not all germs (or bacteria) are bad. Sometimes we even eat bacteria to help our bodies. Some of this bacteria is found in yogurt. The good bacteria fight off bad bacteria and help our digestive system.

ALWAYS check for food allergies before giving students a snack.

Ask questions from the lesson to choose students to help. Have one pass out a plastic cup and have him or her put a large spoonful of each flavor of yogurt in each cup. Fill the small cups halfway with granola for the children to add to make a parfait.

RECIPES

Granola

- 6 c. old fashioned oats
- 1/2 c. brown sugar
- 3/4 c. wheat germ
- 1/2 c. coconut
- 1/4 c. sunflower seed
- 1/2 c. dry milk powder
- 1/2 c. ground flaxseed (optional)
- 1 c. nuts
- 1 c. raisins or dried fruit
- 1 tsp. cinnamon

Warm

- 2/3 c. honey
- 2/3 c. oil
- 1 1/2 tsp. vanilla
- 1/2 tsp. salt

*Mix dry ingredients and pour honey mixture over the top and mix together well.
Place on a cookie sheet and bake at 300 °F for 45 minutes. Stir twice while baking.*



HEALTHY SNACKS

GRADES 3-6

MATERIALS NEEDED:

- “Instead of...” Handout
- MyPlate Mania Game (Optional) – see Curriculum Introduction for more information

Comparison snacks (Amounts vary, about 280 calories, check labels for accuracy):

- One Baby Ruth candy bar
- Three granola bars
- Three containers of pudding
- Three oranges
- Four small apples
- Three bananas
- Two bags baby carrots
- One bunch celery
- Three bags microwave popcorn, popped
- 1/2 c. raw almonds
- Ziploc bag with 50 pretzels
- A package of store-bought chocolate chip cookies – It can be emptied. And/or make copies of the label on chocolate chip package and hand it out to be looked at by the students.

SNACK

- Fruits Strips (If not used in fruits and veggies lesson)

OR

- Apples or fruit with peanut butter dip (recipe included) or yogurt
 - Whole grain crackers or veggies with cottage cheese dip (recipe included)
-

REVIEW

Ask the students to stand up and freeze if they remember what you talked about last time. Briefly discuss the previous lesson and then have them sit down as they answer.

OBJECTIVE 1

The students will identify what a snack is and tell what kinds of foods can be used for snacks.

Introduction:

Ask the students to blurt out as fast as they can to answer the question, “What is a snack?” Write the answers on a white board or chalkboard. Then tell them you are going to discuss different snacks and how they affect your body.

The students will identify amounts of snack foods associated with calories and if and how various snacks can



OBJECTIVE 2

The students will identify amounts of snack foods associated with calories and if and how various snacks can help or harm your body.

Have the snacks in a container or sacks where the students can't see what is inside until you pull out each item. Ask the students to think about if they were going on a long trip and they could only take two of these snacks, which ones they would take and why. Then show the Babe Ruth bar and say, "One Babe Ruth bar has 280 calories—how does it help your body?" Then pull out one granola bar and ask, "How many granola bars could you have for the same amount of calories in one Babe Ruth bar?" Let them guess and then pull out three granola bars (depending on brand and kind) and talk about how granola bars could help your body. Then do the same thing with the rest of the items. Make sure you stress the importance of label reading for accuracy!

- One Babe Ruth bar: 280 calories
- Three granola bars: Carbohydrates for energy and possibly fiber—Homemade granola is even better
- Three containers of pudding: Calcium for bones
- Three oranges: Reduce bad cholesterol, lower cancer risk, natural appetite suppressant, fiber
- Four small apples: Build immunity, fight cancers, lowers Alzheimer's risk
- Three bananas: Lower cancer risk, reduce asthma symptoms, burn fat!
- Two bags baby carrots: Antioxidants, fight cataracts, fight cancer
- Celery: Fiber and water, negative calories
- Three bags microwave popcorn, popped: Whole grain—fiber
- 1/2 c. raw almonds: Fight heart disease and diabetes
- Ziploc bag with 50 pretzels—Carbohydrates for energy and fills you up

Look at the chocolate chip cookie label. Point out how many grams of sugar and grams of fat are in the package of chocolate chip cookies. Ask, "What is the serving size on the label for chocolate chip cookies. How many servings are in the package of cookies? Have you ever eaten more than one serving size?"

Point out how many grams of sugar and grams of fat are in the package of chocolate chip cookies. How will that affect your health if you eat more than one serving size often? It is important to read food labels to know the serving size and number of servings in a container. What could you eat instead of the cookies that would be good for your body and give your body the nutrients you need to be healthy?

OBJECTIVE 3

The students will identify healthier alternative snacks.

Give the students the “Instead Of...”handout. Ask them to just call out names of different snacks. Then have them list the snack on the appropriate side of the handout. Then, depending on what they name as a snack, have them list the healthier or unhealthy version on the appropriate side and discuss what makes it healthy or unhealthy.

Example: If a student says chips, have him or her draw it on the unhealthy side and healthier options may include: pretzels, popcorn, nuts, veggie crisps, etc. If a student gives the example of an apple or something healthy, then unhealthy options might include apple soda or fruit roll-ups or fruit snacks

INSTEAD OF	
Healthy Snacks	Unhealthy Snack

OBJECTIVE 4

The students will identify ingredients in a product and tell how it helps your body.

Tell the students you brought them a snack. Show the box of Fruit Roll-ups, and then tell them that since you care about them, you will give them a snack to help their bodies. Have them read the ingredients on the box of Fruit Roll-ups (Sugar, sugar, and more sugar) and then pull out the 100 percent fruit strips. Have them read the ingredients and have them keep track of how many times it says sugar (0). Then ask if Fruit Roll-Ups count as fruit (no) and how it helps your body (it doesn't). Then ask if the fruit strips count as fruit (yes) and how it helps your body (gives you good energy, helps fight chronic diseases and illnesses, etc.).

OR

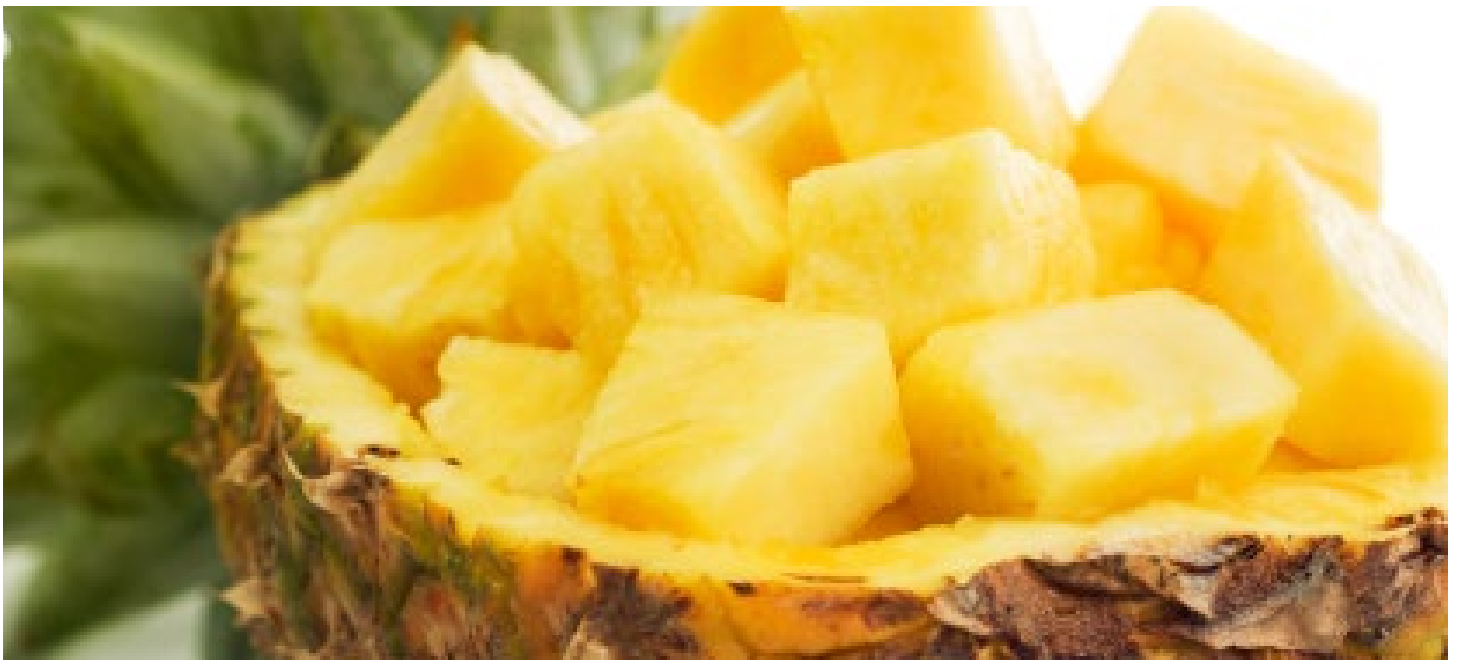
OBJECTIVE 5

The students will identify and taste healthy dips.

Ask the students what kind of dips they like to dip snacks in (Ranch dressing with veggies, apples with caramel dip, chips with cheese sauce or sour cream dip, etc.) Then tell them that you are going to have them try some healthier options for dip and see if they like those too. Hand out the desired snack items. Other dip ideas might include: hummus, salsa, peanut butter, different flavors of yogurt, etc.

OPTIONAL ACTIVITIES**MyPlate Mania Game**

This can be used as a large group activity, with the entire class or group playing together using one player piece and each student taking turns moving it. Or divide into smaller groups and have one game board per group, or play individually. Game can be purchased through the USU Extension Wayne County office: gaelynn.peterson@usu.edu, 435-836-1312.



It's time for Fitness – Fitness Leaders Game

Ask everyone to stand up and take a step backward to give room or spread out arms length away from another student. Choose a student to come and choose a card or strip and then led the others in that activity. Have the student who just the activity choose another student to pick a new activity and lead the other students. Do as many activities as time allows. If there is room. Make two or more copies of the activities and divide the student into at least two teams. Ask teams to line up single file as if to run a relay race. When you say, "Go," the first person races to the active cards and then leads the team in doing the activity; then returns to the back of the line and the next person runs up and leads the new activity. Continue until all team members have led an activity or you shout "freeze!"

Prepare 10 cards or strips of paper that have one of the following activities on it.

- Jog in place while counting to 30.
- Hop on one foot 15 times and then hop on the other foot 15 times.
- Cross arms open and closed behind your back 10 times.
- Raise arms straight overhead 10 times.
- Spread legs, touch right toes with left hand, then left toe with right hand. Repeat 10 times.
- March in place while counting to 30.
- Jump side to side 20 times.
- Cross arms open and closed in front 10 times.
- Stretch arms out to side, then raise and lower arms overhead 10 times.
- Bring right elbow to left knee, then left elbow to right knee 20 times.

(Source: *Choose Health: Food, Fun, and Fitness curriculum, Cornell University Cooperative Extension*)

REFERENCES

Handouts

Handout to take home to parents: <http://www.choosemyplate.gov/food-groups/downloads/TenTips/DGTipsheet24MyPlateSnackTipsforParents.pdf>

RECIPES

Peanut Butter Dip

- 2 c. skim milk
- 1/2 c. light sour cream
- 1 (3.4 oz.) instant vanilla pudding
- 1 c. peanut butter
- 1/3 c. sugar

Combine milk, sour cream, and pudding mix. Whisk until smooth. Stir peanut butter and sugar into pudding mixture. Mix until well blended. Serve with fruit.

Cottage Cheese Dip

- 1 c. cottage cheese
- 1/4 tsp. garlic powder
- 1/4 tsp. onion powder
- 1/2 tsp. parsley flakes
- 1/2 tsp. dill weed

Mix all ingredients together and chill. Serve with crackers or vegetables.



REVIEW MYPLATE

GRADES 3-6

MATERIALS NEEDED:

- MyPlate Trivia Game (Preparation needed)
- Pictures of food or food models (For optional activity)
- MyPlate Mania Game (Optional) – see Curriculum Introduction for more information

SNACK

(Per person):

- 6 pieces of popped popcorn or whole grain crackers
 - 2 1/2 sugar snap peas
 - 2 fruit sample pieces (banana chunks, grapes, strawberries, cantaloupe or pineapple chunks, etc.)
 - 2 1/2 Keebler graham cracker squares (Yes, they are a source of calcium but it has to be Keebler brand)
 - 5 1/2 pumpkin seeds
 - Paper plates
-

REVIEW

Ask the students to raise both hands high in the air if they remember what you talked about last time. Briefly discuss the previous lesson and then have them put their hands down as they answer.

INTRODUCTION

Tell the students that you are going to play a game today to see how much they can remember from all of the lessons.

OBJECTIVE 1

The students will learn and review MyPlate, Healthy Snacks, and Food Safety/Hand Washing facts.

MyPlate Trivia Game

Materials Needed for MyPlate Trivia

- Poster board or foam board to make game board.
- Post-It Notes with point values written on them.

Directions:

1. Make a game board on a large piece of poster board that looks similar to the chart below.



GRAINS	VEGETABLES	FRUITS	DAIRY	PROTEIN
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

2. Divide group into two teams. Have each team decide on a team name and choose one person to speak for the whole team. Rotate so each person gets a chance to be the spokesperson for the whole team. Write team names on a white board if possible.
3. In turn, the spokesperson for the team chooses a category and point value. After the question is read, the spokesperson has to answer for the team, but the team can help him or her. They have one minute to come up with the answer. If the question is answered correctly, the Post-It Note is taken from the game board and placed under the correct team on the white board. If the question is answered incorrectly, people on either team can raise their hand independently and answer the question. The team with the person who answered correctly would then get the points. The turn then rotates back and forth between teams and moves to the next person to be a spokesperson.
4. Discuss the game rules and make sure everyone understands them. The main rule of this game is that team members have to work together to choose a category and point value and answer the corresponding question.
5. Play until all of the questions have been answered or until time runs out.

MyPlate Trivia Questions

Grains Group

- 10 – How many ounces of grains do you need per day? (6)
- 20 – Name two whole grains. (Whole wheat, whole corn, oatmeal, barley, brown rice)*
- 30 – What fraction of the grains you eat should be whole grains? (Half)
- 40 – How much cooked rice is equivalent to 1 slice of bread? (1/2 cup)
- 50 – What is the outer shell of a whole grain called? (Bran)

Vegetables Group

- 10 – How many cups of vegetables does our body need each day? (2 1/2)
- 20 – How do vegetables help our body? (Fight illnesses and chronic diseases, keep us healthy, heal cuts, help us see)*
- 30 – Name one dark green, leafy vegetable. (Spinach, kale, collard greens, mustard greens, turnip greens, romaine lettuce)*
- 40 – Name three orange vegetables. (Carrots, sweet potatoes, winter squash, and pumpkin)
- 50 – Name two types of dry beans. (Pinto, kidney, black, red, navy, Great Northern, garbanzo/chick peas, split peas, black-eyed peas, lentils)*

Fruits Group

- 10 – How many cups of fruit do you need each day? (2)
- 20 – How do fruits help your body? (Help fight illnesses and chronic diseases)
- 30 – This juicy fruit, originally from Mexico, is a favorite at summer picnics. (Watermelon)
- 40 – You can probably find this fruit in grocery stores in the United States, but it comes from southern Asia. (Mango)
- 50 – Name two dried fruits that people eat. (Raisins, apricots, figs, dates, cherries, cranberries, blueberries, apple slices, banana slices)*

Dairy Group

- 10 – Name three foods in the dairy Group. (Milk, cheese, yogurt, ice cream, pudding)*
- 20 – How many cups of milk do most children need each day? (2 1/2)
- 30 – How does the dairy group help your body? (Strong bones and teeth)
- 40 – How many cups in a quart of milk? (4)
- 50 – How many ounces of natural cheese are equivalent to one cup of milk? (1 1/2 ounces)

Protein Group

- 10 – How many ounces of meat (or equivalent) should you have each day? (5 1/2)
- 20 – Name two foods in this group that come from plants. (Nuts, peanut butter, split peas, black-eyed peas, lentils, chick peas/garbanzo beans, kidney beans, pinto beans, black beans, navy beans)*
- 30 – How does this food group help your body? (Builds muscle and blood)
- 40 – How many ounces in a pound of meat? (16)
- 50 – How many eggs are equivalent to 1 ounce of meat? (One)

**Other answers may be acceptable*



OBJECTIVE 2

The students will taste a food in each of the five food groups.

Have the students wash their hands. Pass out a paper plate to each child. Choose a student to help by asking or pointing to a group on the MyPlate plate or poster and have the children show number of fingers for amount recommendation. Choose a child with the correct number to pass out one of the following snack items. Continue until all of the items are handed out. Hand out the number of snack items to represent the amounts of each food group.

- 6 whole grain crackers or popcorn
- 2 1/2 snap peas
- 2 fruit samples
- 2 1/2 graham cracker squares or calcium and dairy substitute
- 5 pumpkin seeds

**Before giving a snack make sure you ALWAYS check for any allergies.*

OPTIONAL ACTIVITIES**MyPlate Mania Game**

This can be used as a large group activity. With the entire class or group, play together using one player piece and each student taking turns moving it. Or divide into smaller groups and have one game board per group, or play individually. Game can be purchased through the USU Extension Wayne County office: gaelynn.peterson@usu.edu, 435-836-1312.

Activity

Choose an activity to help remember the food groups and the servings of each such as:

- Grains group: 6 toe touches
- Vegetables group: 1 1/2 hand claps
- Fruits group: 2 jumping jacks (They love to figure out how to do half of a jumping jack)
- Dairy group: 2 1/2 spins
- Protein group: 5 1/2 hops on one foot (in place)

Directions:

Have the students stand. Tell them that for each food group they see, they do the activity that goes along with it. Without telling them which group, show a picture of a food. Then they do the activity depending on which group it is in. Then choose a student to come and pick a food and repeat the process. For combination foods, they have to do actions for all of the food groups included. For example, if a sandwich was picked, they would have to do six toe touches (bread), three hand claps (veggies), five hops (meat), and possibly three spins (if there is cheese).



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