



Protein 2nd Grade



UTAH CORE STANDARDS:

2.N.1 Identify foods and beverage choices that contribute to good health.

PE 2.5.1 Recognize the value of a healthy balance between nutrition and physical activity.

PE 1.3.2 Actively engage in physical activity during class.

MATERIALS NEEDED:

- Captain CREATE Puppet or Captain CREATE poster in Captain CREATE kit)
- Cardstock Protein Food Models* (in Captain CREATE supplemental kit given at Jan training)
- Protein plastic food models* (in FFR kit)
- Color Poly Spots (from FFR kit)
- 2 Large number Dice (in Captain CREATE kit)
- Large plastic building blocks (in Captain CREATE kit)
- Healthier and Less Healthy Title Signs (in Captain CREATE supplemental kit given at Jan training)
- Black pocket chart with clear plastic pockets; magnetic hooks (in Captain CREATE supplemental kit – large clear bag given at winter regional training)
- Magnetic Hanging clips
- Taste Experience Ingredients and Supplies (listed in Taste Experience section)
- “At Home” Recipes Handout – give to each student or teacher to put in backpack to take home

*You will need a protein cardstock model or plastic model for each student.

OBJECTIVE 1: Students will understand that we need to exercise and eat healthy foods to have strong muscles and bodies.

OBJECTIVE 2: Students will identify which part of a meal is in the protein group.

OBJECTIVE 3: Students will engage in physical activity during class.

MYPLATE MESSAGE

Sample Instructor message is in blue.

Educator/Ambassador Note:

Hang black pocket chart up on wall. Slide “Healthy” title paper at the top of the chart. Slide “Less Healthy” toward the bottom with two or three rows below.

If possible - before class, hide the protein food models or cards (you might have to add combination foods so there are enough models for every kid in the class to find) all throughout the room. If this isn’t possible place all protein models and cards in a container.

Hi, my name is _____ with Utah State University CREATE Better Health and I’d like to introduce you to my friend Captain CREATE. Hold up puppet or poster. Captain CREATE would love to talk to you today about the five food groups. Can you say all of the five food groups with me? Point to Captain CREATE’s tummy (or his shield on the Captain CREATE poster) and show the different sections on his tummy (or shield) and have the students repeat after you. Before saying purple, pause and ask, does anyone see the color purple on Captain CREATE’s tummy? Students answer. Do you know what food group represents the purple color on MyPlate? Students answer. That is right. It is the PROTEIN group!

I need a volunteer please. Come on up and see if you can build a small tower with these blocks. (Give 4-6 blocks to the student volunteer) Now I need another volunteer. (Give 1 block to the next volunteer). I need you to try and build a tower like the first student. What’s wrong? How come you can’t build a tower? Can you build anything? How come? Class discusses why the student with only one block can’t build anything, then the students sit down. Proteins are like stacks of building blocks. Your body breaks apart the blocks of a protein and puts them back together in different ways to build important parts of your body, such as your muscles, bones, and even your skin. Your body gets these important “building blocks” from the protein foods you eat.

What kinds of foods do you think are in the protein group? Students answer what they think are protein foods. I have hidden around the room a bunch of food cards or food models and we are going to go on a food hunt. I want you to find a food item. Once you have found your food item, sit back down at your desk, look at your food and think if your food item is a protein or not. Then we will discuss as a whole class what food cards/models you found. Are you ready? Let’s go! Optional: If it isn’t possible to hide the cards/models then randomly hand them out to kids.

Okay class, now that we have all found a food item, let’s talk about what food you have. Just like with other MyPlate food groups, there are some foods in the protein group that are healthier than others. Some foods are “sometimes” foods which means they should be eaten less often. Up here on the board I have two categories: Healthiest and Less Healthy. Each of you is going to show us your protein food, tell us what it is, and then we will decide if it should go in the healthiest category or less healthy.

Educator/Ambassador Note: Place healthiest protein in the first row under healthiest such as seafood and lean meat. Place hot dogs, bologna, etc under Less Healthy. Foods that are somewhere in between should go in the middle.

ON THE MOVE

Sample text for instructor is in blue font

Now that we learned more about protein foods we are going to talk about the importance of physical activity. Why do we need to exercise? Students answer. How does it make you feel when you exercise? Have students answer. What kinds of exercise do you like to do, or is fun to do? Have kids raise their hands to answer. Help them with answers if needed. Now you discuss with them why exercise is so important as well as making nutritious food choices.

We are going to play an active game now. There will be two teams, each standing in a circle. Each team is going to roll a die and see what number you get. Each number has a physical activity attached to it.

1=March in place

2=Jump up and down

3=Touch toes, and stretch to the sky

4=Twist in circles

5=Do Arm circles

6=skip across the room to pick a protein food out of your teams basket and place it in the middle of your team's circle.

When you roll the die and get a number, you do that action. Students keep passing and rolling the die around. Keep doing your action until you get to roll the die again.

Each time a 6 is rolled, the student who rolled it, skips over to their team's basket and picks out a protein food. He or she tries to bring it to the middle of their team's circle before another team member rolls a 6. (The die is being rolled and passed around while this student is bringing the protein food to the middle of the circle). If another team member rolls a six before their teammate places the protein food in the middle of the circle, the first student has to stop what they are doing, put the protein food back in the basket and go back to standing in the circle. The second student then hurries to try to get a protein food from the basket and place it into their circle before another 6 is rolled.

The object of the game is to gather all of the protein foods from your team's basket and place them in the middle of your team's circle, before the other team places all of their protein foods in the middle of their circle. It is a challenge because if a student is almost done placing their food in the middle of their team's circle, a 6 could be rolled and that student would have to put the food model back, no matter how close they were to putting it in the circle. Make sure to keep playing until one team has all of the protein food models placed in the middle of their team's circle.

Let's say Sarah has just rolled a 6 and is skipping over to her team's basket to pick out a protein. At the same time that she is skipping over, her team continues to roll the die and suddenly her teammate Michael, rolls a 6. Because he rolled a 6, Sarah has to immediately stop whatever she is doing, even if she is almost to her team's circle with the protein food, and she has to return her protein food back to the basket and sit down.

Meanwhile, Michael is skipping over to the basket as quick as he can, to pick out his protein food and bring it back to his team's basket before another team member rolls a 6. The quicker, the team members are, the quicker they can put all the protein foods in their circle. Whichever team collects all of the protein foods in the middle of their team circle first, wins. Are you ready? All right, let's get into our groups and set up our game.

TASTE EXPERIENCE

Before giving a snack, make sure you ALWAYS check for any allergies. If teaching in a school-make sure to get a list of food allergies in the school, you DO NOT need a list of students with allergies. If any child in the school has an allergy to a certain food-do not use it as part of the snack. Instruct students to wash hands before passing out their snack or eating it. Teachers or NEA, wash and/or prep the food beforehand

Ham/Turkey Snack Wrap

As children enjoy their snack talk about which protein foods are the healthiest. Ask students for examples of healthy and less healthy options for their snack wrap such as plant based proteins.

Ingredients

- Small paper plate
- Ham/Turkey
- Swiss cheese
- Whole-wheat flour tortilla

Directions

Cut whole-wheat flour tortilla in half. Place a half of a slice of Swiss cheese, one slice of turkey and one slice of apple on the tortilla. Roll it all up into a wrap and enjoy!