



Protein 3rd Grade



UTAH CORE STANDARDS:

3.N.1 Demonstrate healthy behaviors to maintain or improve personal nutrition, fitness, and oral health including encouraging healthy food behavior and physical activity.

3.N.2 Identify healthy foods, including snacks, in appropriate portion sizes.

PE 3.3.9 Understand the importance of hydration during physical activity.

MATERIALS NEEDED

- Captain CREATE Puppet or Captain CREATE poster (in Captain CREATE kit)
- Cardboard Protein Food Models (in Captain CREATE supplemental kit given at Jan training)
- Protein plastic food models (in Captain CREATE kit)
- Portion size kit – tennis ball, ping pong ball, CD and deck of cards (in Captain CREATE supplemental kit given at Jan trng)
- Prepare pieces of paper with physical activities (list is under On the Move section)
- Color Poly Spots
- Taste Experience Ingredients and Supplies (listed in Taste Experience section)
- “At Home” Recipes Handout - give one to each student or to teacher to put in backpack to take home

OBJECTIVE 1: Students will understand the importance of a healthy diet and an active lifestyle.

OBJECTIVE 2: Students will understand more fully how proteins and other foods make a balanced meal.

OBJECTIVE 3: Students will engage in physical activities that reinforce the importance of making healthy food and exercise choices.

MYPLATE MESSAGE

Sample Instructor message is in blue.

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. You have probably seen this image before. Hold up Captain CREATE and point to his tummy or Captain CREATE shield on poster) or MyPlate poster, plate or chart. Who knows what it is called? Allow children to answer. MyPlate has five food groups- and by eating healthy choices from each food group each day we have a guideline for which foods to eat.

Most Americans get plenty of protein. Can you think of a food you really like that might be in the protein group? Allow students to answer. Gently remind them a food isn't in the protein group if they guess another food group. Foods in the protein group can be animal based like steak, chicken and fish or they can be plant based such as beans and nuts.

MyPlate encourages us to "vary our protein routine". Does anyone have a guess what that means? Allow one or two students to talk. Vary your protein routine means to eat different protein sources through the week. Meat, poultry, seafood, beans, eggs, soy, nuts & seeds all count. Plant based proteins and fish are very healthy but less commonly eaten. These protein foods offer more variety to our meals.

Now that we know about the different foods that are in the protein group- we need to learn how much protein we should eat each day. For 8 and 9 year olds it is between 4 and 5 ounces. Eight year olds need 4 ounces and 9 year olds need 5 ounces. Now- I don't know about you- but I don't have any idea what an ounce of a protein foods looks like.

Let's look at some examples to help us with that. This ping pong ball is about the size of 2 Tbsp of peanut butter which is about the amount each of us uses on a sandwich. How many servings do you think this would be? Raise your fingers. One or two? It would be 2 ounces so 2 servings of protein for your day. How many ounces do you need? Encourage students to respond together. 4-5 ounces. Let's repeat that – 4-5 ounces.

Now let's look at this deck of cards. It is equal to 3 ounces of meat or poultry. What's your favorite meat? Chicken? Steak? Fish? How many servings would 3 ounces of protein be? Three servings.

You may not even know what this is – it is a compact disc. It is the size of 1 ounce of lunch meat.

This tennis balls is around the same size as ½ cup of cooked beans or chili which is 1 ounce serving.

See how easy it is to get the recommended amount of protein each day? Just remember to "vary your protein routine" which means what? Allow one or two students to answer.

ON THE MOVE

Sample Instructor message is in blue font.

Before class, set up a purple, blue, green, red and orange color poly spot across the room, spread out in a half circle. Write on slips of paper the actions below or come up with your own physical activities for the students to do. Place these slips of paper on each corresponding color spot.

- Purple = 5 large arm circles frontwards and backwards
- Blue = 5 reaching down and touching toes then 5 stretching high up to the sky
- Red = 5 jumping like a frog, staying in place and 5 crab crawls
- Green = 10 sit ups
- Orange = 10 Jumping Jacks

Place another set of the same color poly spots on the desk in the front of the room. Separate the rubber food models into their food groups and place on the corresponding color poly spot. Make sure there are at least five food models on each color spot, enough so that every student can pick a food model when it is their turn. If needed, add extra food models to each color spot. You can also include some “sometimes” foods to encourage class discussion after the game.

Eating protein foods and/or combination foods with protein in them is an important part of being healthy and building our big strong muscles and bodies. But, it isn't the only important thing. What is another thing we can do to get strong muscles and bodies? Students give answers. That is right! Exercise is a great way to get big muscles and be strong. Let's do an activity to help us be healthy. It's called build a meal.

We will divide into five equal teams and form into five lines. On my desk, I have five different color spots. Each color represents a food group. On the spots are different choices of food models/cards for each food group. Teacher holds up examples of the protein foods that are sitting on the purple dot. These are different protein foods that you can choose from to make your meal. Now look around the room. Do you see that there are also five color spots located on the floor throughout the classroom? On each spot there is a piece of paper with an action written on it. You will have to do this action before running to my desk to pick up your food model for your team.

If Billy is the first person in line for his team, he would run to the purple color spot across the room and read the paper on it. Then complete the physical activity. He would then race to my desk to pick up one of the protein food models sitting on the PURPLE color spot. After choosing a protein food, he would race back to the line where his team is. The next student in line, Kim, would run to the BLUE color spot, complete the action written on it and then run over to my desk and choose a dairy food model sitting on the blue spot. Kim would then race back to the line where her team is. Each person on your team will need to do their action and choose a food from a food group. Your team should follow this order to make your meal: First, Purple-Protein, second, Blue-Dairy, third, Green-Vegetables, fourth, Red-Fruit and fifth, Orange-Grains. If there are more

students that need a turn (after a team has a food model from each food group), tell that team to continue to race to whichever color spot they want to but remind them that it is healthier to double up on veggies and fruits than the other food groups.

It is important to note that the faster you are with completing the exercises, the quicker you can get to my desk, and have more foods to choose from. The first person in line from each of the five teams will all go first at the same time so be careful when racing. Now let's divide into five equal teams and form five lines. Remember that the object of the game is to build a healthy meal by first choosing a protein food, then adding a dairy, a vegetable, a fruit and a grain food. Be the first team to build your meal before the other teams do. Good luck and let's get started!

Once each team finishes building their healthy meal, have them sit down where they are at in the room. Have the team that finished first, stand up (the other teams continue to sit down on the floor in their groups). Students will share with the class, their finished "meal" and discuss how healthy or less healthy the meal is. Then the first team will sit down. The team that finished second stands up and shares with the class, their meal and so on until all five groups have shared the meal they created.

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 making their snack. Teachers or NEA wash and/or prep the food beforehand.

Chips and Salsa

Prepare salsa before class following recipe below. Pour salsa into small bowls or paper cups. Place a handful of tortilla chips on small plates. Have a few students help you pass out the chips and salsa to the class. Talk with the class about what ingredients made up the salsa and what the protein food is that is in the salsa. Enjoy!

Ingredients/Supplies

- Small Bowls (Or Use the 3-ounce Paper Cups Instead of Bowls)
- Small plates
- Black Beans and Corn Salsa
- Tortilla Chips

Black Bean and Corn Salsa Recipe

Ingredients

- 2 cans low sodium black beans (about 4 c.), rinsed and drained
- 1 can low sodium whole corn, drained or 2 c. frozen corn, thawed
- 3 large tomatoes, chopped
- 1 avocado chopped

- 1/2 small red onion, chopped
- 2 fresh jalapeños, seeded and finely chopped
- 1/2 c. cilantro, finely chopped
- 2 tbsp. olive oil
- 3-4 tbsp. lemon juice
- 1 tsp. salt
- 1/2 tsp. pepper (optional)

Directions

Mix olive oil, 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.