



MyPlate in Practice

A Nutrition Education Curriculum for Grade 3

With Integration of Washington State Learning Standards
Health & Fitness — English Language Arts



SNAP-Ed

WASHINGTON STATE UNIVERSITY
EXTENSION

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MyPlate
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Curriculum Description

The goal of the SNAP-Ed program is to provide low-income individuals with the knowledge and tools necessary to make positive behavior change with regards to nutrition and physical activity behaviors. SNAP-Ed utilizes teaching materials like *MyPlate in Practice* that are developed specifically for the needs of a low-income audience.

MyPlate in Practice Curriculum was developed by the Washington State University Extension, Supplemental Nutrition Assistance Program Education (SNAP-Ed). The original curriculum, *Pyramid in Practice* (2000), established student lessons that integrated the basic nutrition concepts taught through USDA's eating guide for healthy Americans and the US Dietary Guidelines. It has undergone updating through the years to reflect current recommendations of the USDA. This curriculum uses the experiential learning method to teach nutrition and encourage physical activity and healthy eating. The lessons and activities included in *MyPlate in Practice* target third grade elementary school-aged children.

The *MyPlate in Practice* curriculum addresses the following key behavioral outcomes:

- Make half your plate fruits and vegetables; eat whole grains, and switch to fat-free or low-fat milk products.
- Increase physical activity and reduce time spent in sedentary behaviors as part of a healthy lifestyle.
- lower consumption of foods high in sugar and salt.

MyPlate in Practice was developed based on research from Social Cognitive Theory strategies and Experiential Learning Model. Lessons focus on themes related to healthy eating and physical activity. Each *MyPlate in Practice* lesson applies interactive engaging activities and discussion that applies learning to the real world experience. The program focuses on increasing exposure to fruits, vegetables, whole grains, low-fat dairy; and limiting sugar through activities, food demonstrations and tastings. Newsletter communication provides families with ideas and tools to increase access and consumption of these foods through tips on shopping, engagement of children in family meals and access to low-cost recipes that are child-tested.

We hope that the *MyPlate in Practice* curriculum meets your goals for nutrition education and language arts development. Thank you for your dedication to providing children the tools they need to develop into healthy and successful adults.

Washington State SNAP-Ed

For the approved curriculum list, we standardized 7-thematic lessons from this curriculum into grade-appropriate lessons for Grade 3 only. The selected lessons focus on sources of foods, emphasis on fruits, vegetables and whole grains, physical activity, minimizing foods high in sugar and salt. This 2016 edition of *MyPlate in Practice* is aligned with Washington State Learning Standards for Health and Fitness and English Language Arts and Mathematics.

Curriculum Fidelity

To maintain curriculum fidelity, the originators of this curriculum require that a minimum of Lessons 1-6 must be taught as they cover all aspects of MyPlate concepts. Each of these lessons give acceptable adaptations for time (options for activities). Lesson 7 is optional; it addresses hidden fat in snack foods, presents a game platform for a review of lesson objectives and provides time for a post survey.

How to Use This Curriculum

LESSON ORGANIZATION

The following is a glossary of terms and resources used in this curriculum. If you have questions, please contact your Regional Implementing Agency.

Preparation Outline: This summarizes the list of supplies needed to teach the lesson. Lists include items such as “butcher paper” as a quick low cost table cover for clean up when offering food demonstrations. Some have 2 options for learning activities or food tastings. Educator’s notes were added to give those new to teaching the curriculum some tips on time management, optional activities, or other relevant points for each lesson. The reference to the “Educators Lesson Folder” is a suggestion that may be helpful to educators’ organizational management when teaching multiple classes at any one time. It is explained in the Resource section.

Teaching Outline: This outline is the semi-scripted, timed lesson. Each section provides an estimated amount of time it takes to deliver the content. Those sections that are “optional” can be omitted if less time is available to deliver the lesson; and still maintain curriculum fidelity.

Worksheets: These items can be used during handwashing to keep students occupied; and/or also left with the classroom teacher as extension activities for the SNAP-Ed lesson. Some are sourced; please see resource section for ordering information.

Masters of worksheets can often be reproduced by the classroom teacher or partnering agency to reduce costs to the SNAP-Ed contracting agency. They should be kept in a plastic sleeve to increase longevity.

Nutrition Education Reinforcement Items (NERI): These are optional, low cost incentives that provide motivation to return homework, permission slips; or reinforce concepts and activities taught in a class. Refer to current SNAP-Ed Guidance for allowable items.

Teaching Tools: These are visual aids like posters, demonstration photos, graphics for overhead projector or other items that help your audience to understand the concept being taught. Many can be made; others are easier, and more cost effective to purchase. Those sited are listed in the Resource section.

- For photo or graphic teaching tools, it is suggested that these be printed on card stock and laminated or placed in a plastic sleeve to increase longevity of these visuals.

Food Models: These are teaching tools used throughout the [MIP](#) series. In most cases, paper food models can be used; however, 3D models can be purchased and are often preferred when doing volumetric comparisons of serving size relative to a plate (see Resource section).

Food Activity/Demonstrations: Real food experience helps students increase the variety of foods they will accept. Most lessons in this series will offer a food tasting experience from very simple (tasting seeds) to complex (making a salad or smoothie). The recipes used in this curriculum are well tested and received.

Allergies or Cultural and Religious Food Preferences: Before any food preparation activity, be sure you are aware of any food allergies among your audience. Work with caregivers, teachers, or a school nurse to confirm this information. It is suggested that educators are aware of the site agency's practice for managing any specific concerns when serving food in the classroom.

Food Safety. It is extremely important that food preparation is done safely. Prior to starting a food demonstration, be sure to clean and sanitize the work area. All children and adults that will be handling or consuming food will need to properly wash their hands. The steps to proper handwashing include:

1. Wet hands with warm water.
2. Apply soap.
3. Rub hands together, between fingers and under fingernails for 20 seconds.
4. Rinse thoroughly.
5. Dry hands with paper towel.

Activities: Lessons contain learning activities and physical activities (short brain boosters) that if not included in the teaching outline, will be at the end of the lesson. These activities are well received by the students.

Parent Newsletters: Each MyPlate in Practice lesson has a take home newsletter for parents of youth. Each newsletter is available in English and Spanish. This expanded newsletter provides parents with information about what was taught in nutrition class each week, offers tips on foods in season, food resource management, and low cost recipes that were tasted by their child/ren. The newsletter also includes ideas to support family meals as great family time where everyone participates.

- If SNAP-Ed budgets can't support duplication costs, a partnering agency may be willing to assume the copying expenses through the school. Some classroom teachers may provide access to their own/school website and post them for parents.

RESOURCE SECTION

- This section provides ordering information for various teaching tools, worksheets and stickers that are found in the Preparation Outline of each lesson. Many of the worksheets are available for free download. Items from the Washington State Dairy Council (WSDC) can be purchased for a nominal fee. Educators are granted \$25 per year for free materials from this agency.
- Other items found here are examples of management forms that MIP educators have used for organization, behavior management strategies, and evaluation. These are not required, but are offered as ideas if interested.

SCOPE AND SEQUENCE: THE CURRICULUM SNAPSHOT

- The Scope and Sequence table that follows, provides a summary of all lessons and activities. This overview may be helpful to school principals or curriculum specialists to determine if this curriculum is appropriate for teaching during the school enrichment day. *MyPlate in Practice* lesson vocabulary lists are included in the Washington State Academic Alignments in English Language Arts that follows. They are also integrated into each Teaching Outline.

Title/Theme Academic Standards	Objectives	Lesson Outline and Teaching Tools	Food Activity	Physical Activity Handouts and Worksheets
<p>LESSON 1 Handwashing and Intro to MyPlate</p> <p>Standards Health & Fitness H7.W2.3; H1.W3.3a; H1.N4.3b; H3.N6.3</p> <p>English Language Arts L.3.4; RI.3.6; W.3.8; SL.3.1; SL.3.4</p>	<ul style="list-style-type: none"> • Describe where germs come from. • Explain why we need to wash our hands frequently. • Develop a proper handwashing technique (skill). • Understand that MyPlate is a tool that guides our food choices for good health. 	<p><u>Teaching Tools</u> MyPlate poster Germ story Be a Germ Buster Handwashing Chart Glow-germ light Glow-germ lotion or powder Management forms</p> <p><u>Evaluation</u> Student pre-survey Demographic form</p> <p><u>Vocabulary</u></p>	<p><u>Recipe and/or Food Tasting</u> None</p>	<p><u>Physical Activity</u> <i>Practice Using Big Muscles</i> (with ideas generated by students)</p> <p><u>Worksheets</u> Germ Buster Tracker Choose MyPlate.gov Coloring sheet</p> <p><u>Newsletter</u> for parents (E/S)</p>
<p>LESSON 2 Grains: Are Yours Whole Grains?</p> <p>Standards Health & Fitness H7.W2.3; H5.W7.3; H6.W8.3; H1.N3.3a, H1.N3.3b; H1.N4.3a, H1.N4.3b; H1.N5.3c; H3.N6.3</p> <p>English Language Arts L.3.4; RI.3.5, RI.3.6; W.3.4, W.3.8; SL.3.1, SL.3.4</p>	<ul style="list-style-type: none"> • Understand that MyPlate’s Grains Group has specific nutrients that our bodies need to be healthy. • Recognize grains as seeds and identify foods made from grains. • Practice identifying healthy cereals using the Nutrition Facts Label (skill). • Identify the number of servings of grains needed for good health, using MyPlate. 	<p><u>Teaching Tools</u> MP Poster Document camera Empty cereal boxes 3 parts of a grain model Photos of grain types Grain food models</p> <p><u>NERI</u> Stickers or pencils</p> <p><u>Vocabulary</u></p>	<p><u>Recipe and Food Tasting</u> Trail Mix</p>	<p><u>Physical Activity</u> <i>On the Farm</i></p> <p><u>Worksheets</u> Be A Label Detective! Power UP with Breakfast How Much Sugar is in Your Bowl?</p> <p><u>Newsletter</u> for parents (E/S)</p>

Title/Theme Academic Standards	Objectives	Lesson Outline and Teaching Tools	Food Activity	Physical Activity Handouts and Worksheets
<p>LESSON 3 Fruits: What's Your Beverage?</p> <p>Standards Health & Fitness H7.W2.3; H3.W5.3; H5.W7.3; H6.W8.3; H1.N2.3; H1.N3.3a, H1.N3.3b; H1.N5.3a-c; H3.N6.3</p> <p>English Language Arts L.3.4; RI.3.5; RL3.6; W.3.8; SL.3.1, SL.3.4</p>	<ul style="list-style-type: none"> • Identify specific nutrients in the Fruits Group that our bodies need to be healthy. • Identify the number of servings of fruits needed for good health. • Understand that not all fruit drinks contain fruit. Recognize the benefits of drinking fruit juice made from real fruit. 	<p><u>Teaching Tools</u> MP Poster Catch a Rainbow Poster Fruit food models Beverage examples Recipe for Sugar-Sweetened Beverage Name that Fruit Game <u>NERI: none</u></p> <p><u>Vocabulary</u></p>	<p><u>Recipe and Food Tasting</u> Juice Sparkler</p>	<p><u>Physical Activity</u> <i>Go Bananas!</i></p> <p><u>Worksheet</u> Beverage Comparison Worksheet</p> <p><u>Newsletter</u> for parents (E/S)</p>
<p>LESSON 4 Vegetables and Fruits - Parts of a Plant</p> <p>Standards Health & Fitness H7.W2.3; H6.W8.3; H1.N1.1b; H1.N4.1; H1.N5.1, H1.N5.3a</p> <p>English Language Arts L.3.4; RI.3.5, RI.3.6; W.3.8; SL3.1; RL.3.4</p>	<ul style="list-style-type: none"> • Name the 6 parts of a plant and vegetables and fruits that represent each. • Recognize that eating a daily variety of vegetables and fruits to get specific nutrients contributes to good health. • Identify strategies to minimize salt intake in processed vegetables. • Identify the serving amounts of vegetables and fruits needed for good health. • Identify how to best clean vegetables and fruits. 	<p><u>Teaching Tools</u> MP poster Catch A Rainbow Poster Parts of a Plant overhead or sub Parts of a Plant Activity A or B Vegetable food models Eat a Rainbow Jeopardy Game</p> <p><u>Vocabulary</u></p>	<p><u>Food Tasting</u> Parts of a Plant Snack</p>	<p><u>Physical Activity</u> <i>Being A Plant Mime or Go Bananas!</i></p> <p><u>Worksheet</u> none</p> <p><u>Newsletter</u> for parents (E/S)</p>

Title/Theme Academic Standards	Objectives	Lesson Outline and Teaching Tools	Food Activity	Physical Activity Handouts and Worksheets
<p>LESSON 5 Dairy: Do You Wear a Moo-stache?</p> <p>Standards Health & Fitness H7.W2.3; H3.W5.3; H6.W8.3; H1.N2.3; H1.N3.3a-b; H1.N44.3a-b; H1.N5.3ab; H3N6.3; H6.N6.3</p> <p>English Language Arts L.3.4; RI.3.5, RI.3.6; zW.e.4, W.3.8, W.3.10; SL3.1, SL3.4</p>	<ul style="list-style-type: none"> Identify that calcium in the Dairy Group is needed to build strong bones. Identify the number of servings of dairy foods needed for good health and name 3 calcium-rich foods. Explain how physical activity helps build strong bones to prevent disease. Understand the actions required to keep food safe. 	<p><u>Teaching Tools</u> MP Poster Dairy food models 3-D bone models or photo of healthy, diseased bones 5 empty milk cartons 1 fortified orange juice carton 1 flattened cereal box Bone Builder Activity Cards Thumbs up/down Game questions</p> <p><u>Vocabulary</u> <u>NERI</u> Moos-stache stickers (optional)</p>	<p><u>Recipe and Food Tasting</u> Lemon Velvet or Grape Ape Smoothie</p> <p>Equipment: Blender</p>	<p><u>Physical Activity</u> (optional) <i>Find the Bone Builders</i></p> <p><u>Worksheets</u> Dairy Word Search (E/S) Find the Bone Builders (optional)</p> <p><u>Newsletter</u> for parents (E/S)</p>
<p>LESSON 6 Protein: How Lean is Your Protein?</p> <p>Standards Health & Fitness H7.W2.3; H5.W7.3; H1.N4.3; H1.N5.3a-b; H3.N6.3</p> <p>English Language Arts L.3.4; RI.3.5, RL.3.6; W.3.4, W.3.8, W.3.10; SL.3.1</p>	<ul style="list-style-type: none"> Understand that foods in the Protein Group are necessary for muscle growth. Identify how much protein food is needed daily for good health of 9 year old youth. Identify a meat protein and a plant protein food. Identify processed protein foods that are high in sodium. Understand that physical activity is a component of good health and muscle growth. 	<p><u>Teaching Tools</u> MyPlate Poster Protein food models Fat model or photo Hidden Fat demonstration</p> <p><u>Vocabulary</u> <u>If last class in the series:</u> Post-assessment Student certificates, stickers Parent/teacher evaluations MyPlate BINGO Game</p>	<p><u>Food Tasting</u> Hummus and Dippers</p> <p>OR <i>If last class of the series:</i> <u>Recipe and Food Tasting</u> Almost MyPlate Parfait</p>	<p><u>Physical Activity</u> <i>Simon Says</i></p> <p><u>Worksheet</u> Protein Word Search (E/S)</p> <p><u>Newsletter</u> for parents (E/S)</p>

Title/Theme Academic Standards	Objectives	Lesson Outline and Teaching Tools	Food Activity	Physical Activity Handouts and Worksheets
<p>LESSON 7 MyPlate Revisited and Graduation</p> <p>Standards Health & Fitness H7.W2.3</p> <p>English Language Arts W.3.4, W.3.8, W.3.10; SL.3.1, SL.3.4</p>	<ul style="list-style-type: none"> • Understand that fat hides in snack foods so reading package labels is important to making low-fat choices. • Celebrate nutrition education learning through a fast-paced game to recall facts and work in teams. 	<p><u>Teaching Tools</u> MyPlate Jeopardy game parts Fat demo bag from week 6 Student certificates</p> <p><u>NERI</u> Pencils and stickers for returned parent evaluations 4-5 items for drawing post jeopardy</p> <p><u>Vocabulary</u></p> <p><u>Evaluation</u> Post-assessments Teacher Observation sheets Parent Newsletter Evaluation</p>	<p><u>Recipe and Food Tasting</u> Almost MyPlate Parfait</p>	<p><u>Physical Activity</u> <i>Students Choice</i> (if time)</p> <p><u>Newsletter</u> for parents (E/S)</p>



MyPlate
in Practice

Linking to the Classroom Curriculum

This curriculum is intended for use by Washington State SNAP-Ed nutrition educators, elementary classroom teachers, after-school providers, librarians, and other community collaborators.

While its use is vast, we realize that school-based programming requires a predominant focus on the state curriculum objectives. Washington State University Extension provides the alignments to specific curriculum objectives. The *MIP* lessons should be tailored to meet the goals and objectives of the teacher. We encourage classroom teachers to employ extension activities to the lessons to meet desired standards.

Washington State Learning Standards

Each of the 7 lessons standardized in Washington State for Grade 3 are aligned with the Common Core English Language Arts and Health and Fitness Standards (2016). Where other curriculum standards are met, such as mathematics, they have also been added. Additional standards may also be relevant but were not aligned at this time.

When approaching school principals and/or teachers, these alignments provide certified teachers with the information needed for acceptance into the school enrichment day.



Supporting the Common Core through *MyPlate in Practice*

MyPlate in Practice consists of 7 lessons, each addressing a variety of standards in English Language, Mathematics and Health and Fitness. Because healthy eating is vital for health and wellness, nutrition lessons provide an ideal vehicle for students to practice mastery in the Common Core State Standards. Below is a sampling of how various standards are met in the lessons. We are committed to supporting our partner school districts in ensuring that students are college and career ready.

English Language Arts

Anchor Standards for Language

- **Vocabulary Acquisition and Use** – Use a range of general academic and domain-specific words, determine the meaning of unknown words or phrases by using context clues and reference materials.

MIP Lesson	Vocabulary Words Introduced & Discussed
Lesson 1 <i>Handwashing</i>	Germs Microscopic Cuticles Calluses Fingernails
Lesson 2 <i>Grains</i>	Grain Carbohydrates MyPlate Fiber Investigator
Lesson 3 <i>Fruits</i>	Nutrients Digestion Vitamin A Vitamin C
Lesson 4 <i>Vegetables</i>	Leaf Bulb Flower Root Tuber Stem Fruit Seed
Lesson 5 <i>Dairy</i>	Dairy “Bone Bank” Calcium Vitamin D Weight-bearing Exercise
Lesson 6 <i>Protein</i>	Protein Lean Vegetarian Processed Sodium
Lesson 7 <i>MyPlate Revisited</i>	Review Jeopardy Graduation

Anchor Standards for Reading: Informational Text

- **Integration of Knowledge and Ideas** – Use information gained from illustrations and words to demonstrate understanding.
- **Craft and Structure** – Use text features and search tools to locate information.

Each of the 7 lessons includes an activity where students read and interpret information. Examples include: interpreting the MyPlate graphic, reading cereal box Nutrition Facts Labels and drawing conclusions, reading information on fruit and vegetable cards and categorizing, reading and following recipe directions, and reading and categorizing food model cards.

Anchor Standards for Writing

- **Production and Distribution of Writing** – Produce clear and coherent writing.
- **Research to Build and Present Knowledge** – Recall information and gather information.
- **Range of Writing** – Write routinely for a wide variety of tasks, purposes, and audiences.

Most lessons include a handout where students use critical thinking skills to write responses.

Classroom teachers are given supplemental activities to reinforce discoveries and information presented during lessons.

Anchor Standards for Speaking and Listening

- **Comprehension and Collaboration** – Effectively participate in conversations.
- **Research to Build and Present Knowledge** – Recall information and gather information.
- **Presentation of Knowledge and Ideas** – Present information, findings, and supportive evidence.

Students participate in collaborative activities during each of the 7 lessons. Students are asked to think critically about information presented, talk with partners and share back to the entire classroom.

Health and Fitness

Anchor Standards for Wellness (W)

- **Hygiene** – Demonstrate effective hygiene practices.
- **Disease Prevention** – Identify ways pathogens enter the body.

Students participate in activities to identify sources of pathogens and how they enter the body. Students recognize that food is a primary source of contamination if good hygiene practices are limited. This concept is reinforced through participatory activities in food preparation. Preventive measures are practiced in the classroom to minimize pathogen contamination sourced through touch and via air (breathing) as it relates to food selection, preparation and consumption.

- **Access Valid Information** – Investigate resources from home, schools and community that provide valid health information.
- **Decision-making** – Predict potential short-term outcomes of health-related decision.
- **Goal-setting** – Identify resources to support achievement of a personal health goal.

Students acquire skills to make informed decisions in food selection and consumption using valid tools available to them such as MyPlate, with recommended servings of food groups per day, and package labeling (Nutrition Facts Label and Ingredients List). Students understand that short-term decisions that are unhealthy need to be ‘balanced’ with larger picture health goals, i.e. providing moderation and balance to both nutrition consumption and physical activity to achieve personal health goals.

Anchor Standards for Nutrition (N)

- **Food Groups and Nutrients**
- **Caloric Intake and Expenditure**

MyPlate in Practice is designed to approach nutritional health using the 5 food groups and related lead nutrients obtained through each group. Each nutrient group is addressed including its role in human health.

Specific nutrients emphasized include:

- Carbohydrate components of fiber (whole grains, fruits, vegetables) and sources of sugar
- Minerals calcium (dairy and non-dairy sources)
- Iron (heme and non-heme sources)
- Vitamins A, C and D
- Protein (animal and plant sources)
- Introduction to hidden fat.

Lesson 1 introduces the concept of MyPlate and its food groups; and its relationship to energy balance. These concepts are reinforced throughout the 7 lessons when addressing recommended food intake and need for physical activity as a major component of good health. Physical activity is also practiced in most lessons through brain boosting activities or games.

- **Beverages**
- **Label Literacy**

MyPlate in Practice emphasizes the importance of reading food labels on packaged foods as a strategy to make healthier food decisions. The focus of the label reading skill-building activities is on the fiber and sugar content of ready-to-eat cereals (Grains lesson) and flavored drinks (Fruit lesson) that are easily accessible and appealing to this age group. Skill-building activities compare a range of foods with varied fiber and sugar content; discuss and explain which foods are healthy or less healthy choices. The Nutrition Facts Label and Ingredients Lists are both used in activities for critical thinking when making food choices. The Dairy Group lesson also compares added sugar and fat content with different types of milk/dairy products.

- **Disease Prevention**

Specific disease states addressed in *MyPlate in Practice* are directly related to nutritional deficit, excess or hygiene. Food-borne illnesses and proper controls for prevention are the primary focus of Lesson 1. Proper handwashing technique is taught through an interactive, visual Glow-Germ Experiment and practiced throughout the series; and how to wash fruits and vegetables is addressed in Lesson 4. The causes and preventive measures for osteoporosis are addressed in the Dairy lesson; and iron-deficiency anemia is addressed in the Protein lesson. Overweight/obesity is addressed indirectly through teaching energy-balance concepts and increased consumption of fruits, vegetables and whole grains.

Mathematics

- **Number and Operations – Fractions** – Develop understanding of fractions as numbers.

MyPlate by its very nature is a graphic that is divided into fractions. As students learn about a different food group each week, they visualize how much of their plate should be taken up with each of these food groups. As students learn about the number of servings they need of a food group, they determine how to divide that between meals (example: 1/3 breakfast, 1/3 lunch, 1/3 dinner).

- **Measurement and Data** – Measure and estimate liquid volumes and masses of objects.

Students are exposed to recipes and food tastings each week. This gives them hands on experience with measurements used in cooking. As food groups are discussed, they are shown examples of serving sizes which provides additional reinforcement.



Lesson 1: Handwashing and Introduction to MyPlate

PREPARATION OUTLINE

Lesson Objectives

1. Describe where germs come from
2. Explain why we need to wash our hands frequently
3. Develop a proper handwashing technique (skill)
4. Understand that MyPlate is a tool that guides our food choices for good health
5. Identify the six categories of nutrients

Equipment

- Wind up car (optional)
- Document camera (optional)
- Glo-Germ light
- Glo-Germ lotion or powder
- Plastic gloves

Food Supplies

NO FOOD ACTIVITY

Handouts and Teaching Supplies

- Pre-survey
- MyPlate poster
- Educator's Classroom Folder
- Parent newsletter – English/Spanish
- *Be a Germ-Buster* handwashing chart
- Kid's MyPlate Coloring sheet (optional)
- Added Value Contract (optional)

Educator's Notes

- **Evaluation Forms:** Please conduct evaluation as directed by your supervisor.
- **Permission slips:** Check with your agency on its policy around tasting food. In schools there are many food allergies, and School Districts vary in policy. It is highly recommended that students get a permission slip signed by parents to identify any food restrictions due to an allergy, culture or religion. SNAP-Ed educators should consider the policies and procedures of both the partner site and the sub-contracting agency.
- **List of Students:** Getting a class roster from the teacher is very helpful to keep track of which students help cook during which lesson. The roster can also track which students have brought in permission slips and if there are food issues to consider. Educators refer to this list when compiling their shopping lists and before each lesson.
- **Time and Optional Activities:** There can be variation in time for a lesson depending on the classroom teacher. These lessons are based on 45-60 min. The optional activities are the Added Value Contract (helps with classroom management from the beginning of the series) and the Glow Germ Activity (GGA). GGA Option 1 should be used when including the Added Value Contract. GGA Option 2 should be used if educator opts not to include the Added Value Contract.
- **Classroom Management Teaching Tips:** See Added Value Contract in Overview.



Lesson 1: Hand Washing and Introduction to MyPlate

TEACHING OUTLINE

Time/Hints	If possible, set up handwashing germs, etc. prior to lesson.
<p>20 minutes</p> <p>No food activity with Lesson 1</p> <p>ADDED VALUE CONTRACT</p> <p>It is helpful to lead the questionnaire using a document camera. It keeps the students focused. Also, if one student doesn't understand what is being asked, several students usually have the same question. You will save time explaining it once, instead of over and over again! If a document camera is not available, reading the questions aloud will garner the same results.</p>	<ul style="list-style-type: none"> • <i>Good morning/afternoon! My name is _____ and I'm from _____ (Agency). I'll be a guest in your classroom for the next few weeks. Together, we're going to learn about different foods and how much to eat of these foods to stay strong and healthy. And we'll play some games. Each week we'll try some foods that you may not have had before. Every week you will bring a newsletter to your parents. (Hold one up for students to see.)</i> <p><u>If classroom teacher did not complete survey before class:</u></p> <ul style="list-style-type: none"> • <i>Before we start our lesson, we have a <u>questionnaire</u> to see what you know today. On our last day together, you will take the same questionnaire to see what you have learned. (Conduct pre-survey; allow 10-15 min.)</i> • <i>I'm sure your teacher has rules/expectation for your class. Who would like to share some of these rules? (Let students share expectations set by the teacher – Bring paper for the class Added Value Contract. (Optional; estimate 5-10 min))</i> • <i>Because we will be learning about nutrition and tasting foods we have some additional rules (add these if missing):</i> <ol style="list-style-type: none"> 1. Respect each other and our environment 2. Listen and raise hands 3. Be brave-encourage students to take adventure bites* 4. Be polite 5. If you don't like your taste, throw it away-no sharing 6. No one takes a bite before I give the signal (wait to taste)! 7. Have Fun! <p><i>* An adventure bite is when someone takes just one bite of a new food.</i></p>
<p>9 minutes</p> <p>INTRODUCE CONCEPT OF NUTRIENTS FROM FOOD</p> <p>INTRODUCE MYPLATE</p>	<ul style="list-style-type: none"> • <i>What happens to a car that runs out of gas (it stops)? What do we have to do to get it running again (fill with fuel = gas)?</i> • <i>Cars also need oil...What does oil do (makes engine parts run smoothly)?</i> • <i>Our bodies are like cars...only our fuel and oil are in our food. They are called nutrients. If we choose to eat the foods with nutrients, we will stay healthy.</i> • <i>We need to give our bodies the right kind of fuel to keep us running strong.</i> • <i>We get our fuel (or energy) from what foods contain: carbohydrates, protein and fat.</i> • <i>Our bodies burn that energy smoothly because our foods also contain vitamins, minerals and water.</i> • <i>We will be using MyPlate to help you choose the best foods that give us these 6 nutrients to eat.</i>

	<ul style="list-style-type: none"> • <i>Have you ever seen MyPlate before? Where have you seen it? (Have kids share a few examples.)</i> • <i>The foods on MyPlate are divided into 5 different food groups: <u>Orange</u> is for Grains – At least half of our grain servings should be whole grains. Grains are “Go” foods. They give us carbohydrates and some vitamins and minerals; and when cooked, they give us water. <u>Green</u> is for Vegetables – Eat more dark green and orange veggies. Veggies are “Glow” foods. They give us vitamins, minerals, and water. <u>Red</u> is for Fruits – Eat a variety of fresh, canned, frozen and dried fruits. Fruits are also “Glow” foods. They give us vitamins, minerals and water (juicy). <u>Blue</u> is for Dairy – Feed your bones with high-calcium, low-fat foods. Dairy foods are “Grow” foods. They give us protein, vitamins, minerals and water. <u>Purple</u> is for Protein – Go lean with meat, poultry, fish and beans. Protein foods are also “Grow” foods. They give us protein, fat, vitamins and minerals.</i> • <i>Have them notice the different colored sections and circle on MyPlate: What do you notice about them? Are some larger than others? Yes, the ones that are bigger tell us to eat more of those foods. The smaller sized ones tell us to eat less of them.</i>
<p>3 minutes</p> <p>INTRODUCE PHYSICAL ACTIVITY</p> <p>Can visualize by adding up on the white board:</p> <p>Ride bike 15 min Walk dog <u>15min</u> 30 min Play ball <u>+30 min</u> 60 min</p>	<ul style="list-style-type: none"> • <i>Health is not just about what we eat. We also need to be active and move our bodies every day. Children your age should be physically active for at least 60 minutes every day, or most days. It doesn't have to be at one time. For example, you could ride your bike for 15 minutes, walk the dog for 15 minutes and play basketball with your friends for 30 minutes. It all adds up! Recess counts, IF you are active.</i> • <i>What types of fun activities do you like to do that use your big muscles? Take a couple responses (hints: climb, kickball, soccer, dance, gymnastics). NOTE: Demonstrate how the big muscles are used in each of the named activities.</i>
<p>25 minutes</p> <p>HANDWASHING DEMONSTRATION</p> <p>Teacher will be in charge of students while they wash their hands.</p> <p>VOCABULARY Germs, bacteria, microscopic, nutrients, protein carbohydrate, fat water, vitamins, minerals.</p>	<ul style="list-style-type: none"> • <i>Since we will have a food activity with our lesson starting next week. What do you think is important to do <u>before</u> we have our snack (wash our hands)?</i> • <i>Who has washed their hands today?</i> • <i>When and why do you wash your hands? (We wash after using the bathroom, before food preparation, before eating, and after playing with pets.)</i> • <i>What are germs and where do they come from? (Germs are microscopic, we cannot see them, they are everywhere; on food, in the air, on face, hair.)</i> • <i>Do you have germs on your hands right now? (Yes.)</i> • <i>Are they making you sick? (No, germs don't make us sick unless they get into our body.)</i> • <i>What are some ways that germs can get into our body? (Eating with dirty hands, eating unsafe food, through our nose when someone sneezes, through a cut.)</i>

<p>15-20 minutes</p> <p>HANDWASHING ASSESSMENT</p> <p>Choose Activity Option 1 or 2.</p> <p>Reassure the students that left-on lotion or powder will not harm them. They wash only 1 time.</p> <p>Hint: Use document camera for story</p>	<p>GLOW GERM Activity Option 1 (10 – 15 minutes; choose this option when including the Added Value Contract and pre-survey during Lesson 1.)</p> <ul style="list-style-type: none"> • <i>Now we’re going to do an experiment. What I have here is “Glow Germ Lotion” (or powder). These are pretend germs that glow under a black light. I will squirt a little of the lotion on your hands. Rub it in really well. Then wash and dry your hands.</i> • <i>After returning to your desk, raise your hand so I know you’re ready for me to shine the light on them. If any places were missed, the pretend germs will light up. Ok, where are some places that germs like to hide? (cuticles, fingernails, wrists, between fingers, back of hands, calluses, etc.).</i> • Provide feedback on where glow-germ material can still be seen. • Review 4 parts of good handwashing: warm water, soap, clean towel, and time (20 seconds; sing “Happy Birthday” song twice). • Reinforce the need to practice washing hands correctly every day. • Remind students, <i>after we have worked so hard to clean our hands, we need to be careful where we put our hands. You don’t want to put them in your hair, pet the dog or other things that will get germs back on your hands.</i> <p>OR</p> <p>GLOW GERM Activity Option 2 (15-20 minutes; Choose this option, when omitting the pre survey and Added Value Contract.)</p> <ul style="list-style-type: none"> • Read “Those Mean, Nasty, Dirty, Downright Disgusting...but Invisible, Germs” storybook, without interruption, to the children. • Ask the students, <i>how many of you know how to wash your hands?</i> (Use the following activity to gather data to assess proficiency of washing hands.) <p><u>Pre-test</u></p> <ul style="list-style-type: none"> • Tell the students, <i>we’re going to stand up and close our eyes and pretend to wash our hands like we normally do.</i> Ask them to act out everything, such as turning on the water, washing, and drying, taking just as much time as they normally do. Ask them to sit down after they’re done. Start timing and tell students to start pantomiming. Count and record number of students standing at end of 20 seconds. <p><u>Post-test</u></p> <ul style="list-style-type: none"> • Demonstrate how to wash hands properly, having the students watch and mimic procedure. <ol style="list-style-type: none"> 1. Wet your hands completely with warm water. 2. Put soap on them and lather. 3. Count to 20 while you wash and lather...do not rinse yet! You want all of the germs gone. You can also sing the “Happy Birthday” song twice. 4. Rinse your hands very well. 5. Dry them on a clean towel. 6. Turn off water with a paper towel. Also discuss the door/door knob. • Have the students stand up, close their eyes, and pantomime washing their hands again. Count and record number of students standing at end of 20 seconds.
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	<ul style="list-style-type: none"> • Tell the children, <i>now we are going to do an activity that will show you how well you wash your hands. We will use a lotion that will glow under our black light.</i> Have students line up and sprinkle a bit of lotion or powder on their cupped hands. Rub on both sides of their hands, between the fingers, and into the fingernails. Hold hands under light box to see “germs”. Let children know these are not real germs, but a glow powder that is invisible like germs are. <p>(Optional; have MyPlate coloring sheet for student to work on while waiting turn.)</p> <ul style="list-style-type: none"> • Have students wash hands, following proper method demonstrated. Using the light box again, examine nails, fingertips and hands, front and back. All “germs” left on hands will glow brightly. The student can see the degree of completeness in removing “germs.” This provides immediate learning feedback and excellent motivation to continue washing hands properly. Have students rewash, if needed, as time allows.
<p>2 minutes</p> <p>CLOSING</p> <p>Newsletters</p>	<ul style="list-style-type: none"> • Thank students for their attentiveness. Ask if there are any questions. • Discuss how to do the Germ Buster Handwashing Chart. Tell them there will be an incentive prize given out at the next class for those who complete and return the Handwashing Chart (MyPlate stickers). • Leave parent newsletters with classroom teacher for distribution.

This is Beth. She is 8 years old. One day when she was at school painting the most beautiful rainbow, a mean, nasty, dirty, downright disgusting, but invisible germ got on her hand. The kind that can give you an earache. And if you could see it, **maybe it would look like this.....**

The next germ came along when Beth was building a space station out of blocks. It was a mean, nasty, dirty, downright disgusting, but invisible germ. The kind that can give you a headache. And if you could see it, **maybe it would look like...**

While Beth was reading the most interesting story in reading group, a mean, nasty, dirty, downright disgusting, but invisible germ got on her hand. It was the kind that can give you a sore throat. If you could see it, **maybe it would look like this.....**

Next, Beth was working on the computer keyboard when a mean, nasty, dirty, downright disgusting, but invisible germ got on her fingers. The kind that can give you a fever. And if you could see it, **maybe it would look like this.....**

And then last, but certainly not least, **the worst, most horrible, mean, nasty, dirty, downright disgusting, but invisible** germ got on her hands when she was playing wall ball at recess. It's the kind that makes you throw up! And if you could see it, it might look like this.....

Now Beth's hands were covered with those mean, nasty, dirty, downright disgusting, but invisible germs. Thank goodness Beth knows what everybody needs to know- **how to get rid of germs!**

So before lunch, Beth washed her hands with lots of soap and water. She couldn't hear them, but while she rubbed and scrubbed, rinsed and rubbed and scrubbed.... **“YIKES!”** screamed the germ that gives you an earache as it went whirling and swirling down the drain.

“Foiled again!” shouted the germ that can give you a headache as it went swirling and whirling down the drain.

“Whoa..haa...ah!” cried the germ that gives you a sore throat as it went swirling and whirling down the drain.

“Oh No!” steamed the germ that gives you a fever as it went swirling and whirling down the drain.

Now, do you think that was the end of all of those horrible germs??

Oh no...

There was one germ left.
The **meanest, nastiest,**
downright disgustingest,
but **most invisible** germ of
all. The one that makes you
throw up! And it was hiding
in the palm of Beth's hand.
You see, germs like wet
places, and Beth's hands
were wet from washing.

Germs also like warm places, and our bodies are always warm.

But being the wonderfully intelligent child that Beth is, she knew all about what germs like.

So she carefully dried her hands with a paper towel. She couldn't hear it, but the germ that makes you throw up said, **"I'll be back!"** as Beth threw it away into the garbage can.

And even though she knew that all of those mean, nasty, dirty, downright disgusting, but invisible germs would be back, Beth felt safe and happy because she knows what everyone needs to know—

Hand washing gets rid of germs!

Name _____



Be a Germ Buster!

Place a check mark every time you wash your hands



SNAP-Ed

WASHINGTON STATE UNIVERSITY
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	Monday	Tuesday	Wednesday	Thursday	Friday
Before eating	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
After going to the bathroom	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
Other times I need to (after playing with my pet, after sneezing, after playing outside)	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

USDA is an equal opportunity provider and employer. This material was funded by USDA's Supplemental Nutrition Assistance Program. SNAP. The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: <http://foodhelp.wa.gov> or the Basic Food Program at: 1 877 501 2233

Name _____



Be a Germ Buster!

Place a check mark every time you wash your hands

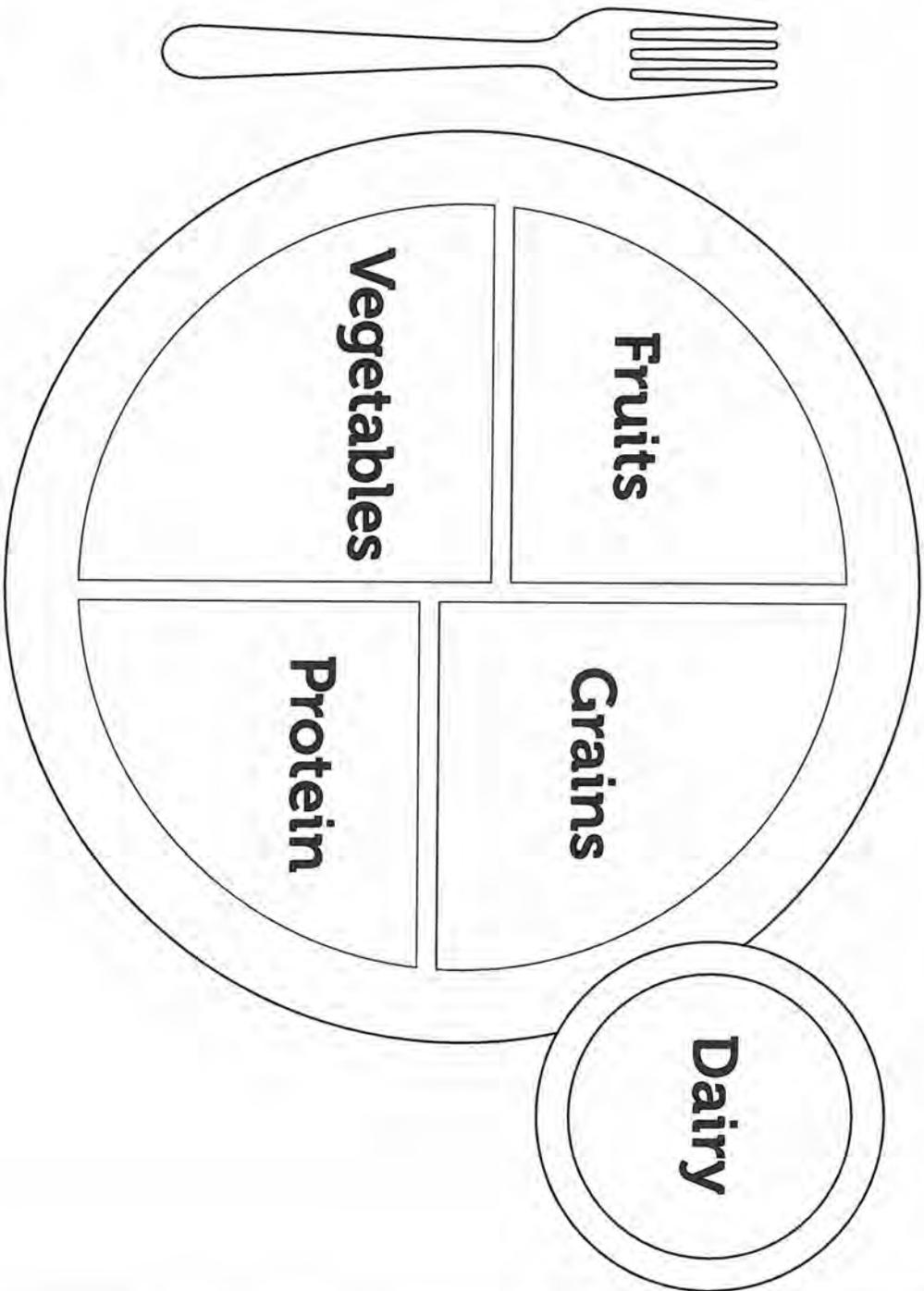


SNAP-Ed

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EXTENSION

	Monday	Tuesday	Wednesday	Thursday	Friday
Before eating	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
After going to the bathroom	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>
Other times I need to (after playing with my pet, after sneezing, after playing outside)	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

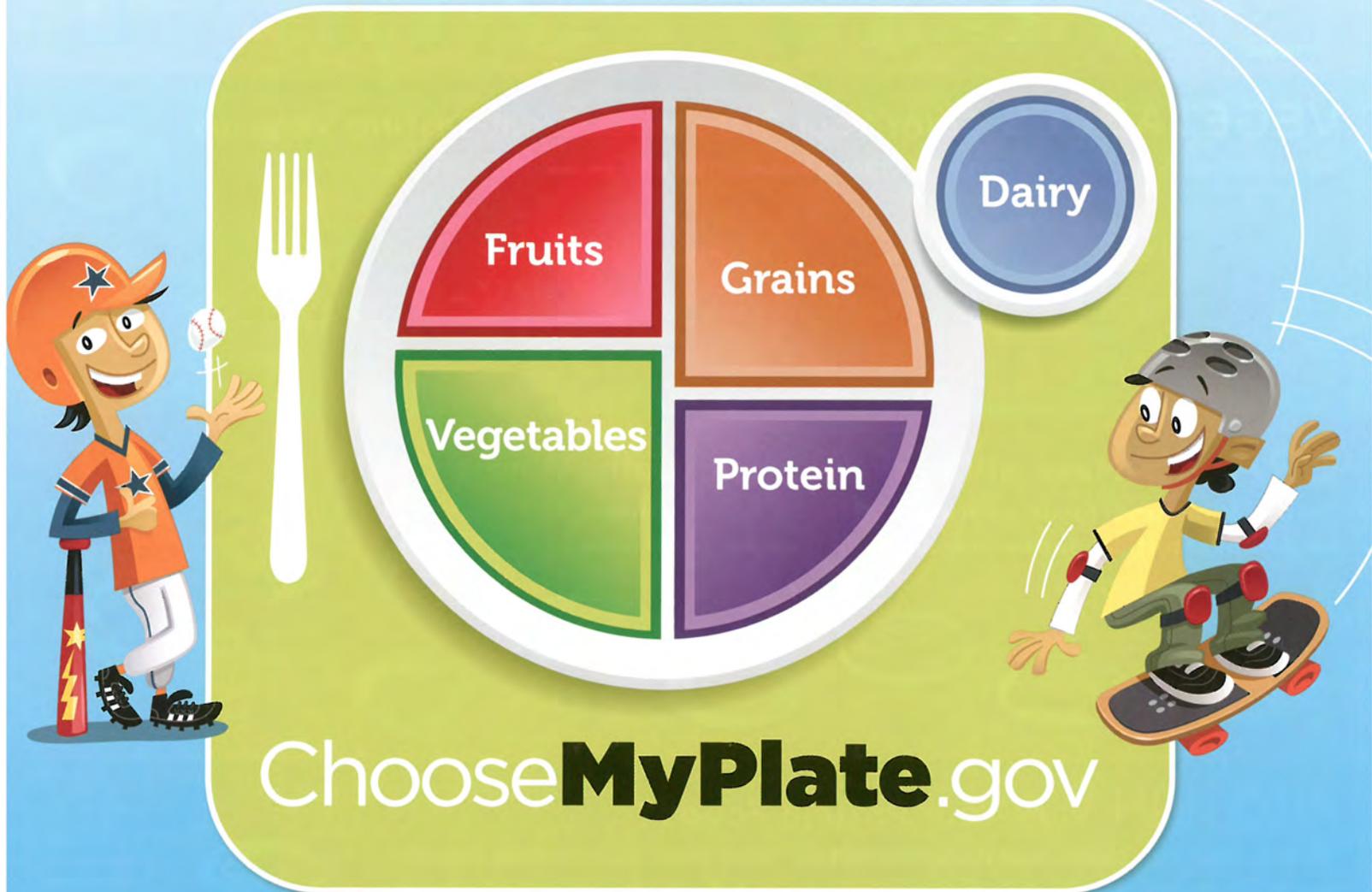
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ChooseMyPlate.gov

Eat Smart To Play Hard

Use **MyPlate** to help you fuel up with foods from each food group.



Choose **MyPlate.gov**

Keep on Moving!

You need at least **60 minutes** of physical activity **each day**. Whether that's skateboarding, tossing a ball, or playing tag, every little bit counts!



FRUITS Fuel Up With Fruits at Meals or Snacks

Oranges, pears, berries, watermelon, peaches, raisins, and applesauce (without extra sugar) are just a few of the great choices. Make sure your juice is 100% fruit juice.



VEGETABLES Color Your Plate With Great-Tasting Veggies

Try to eat more dark-green, red, and orange vegetables, and beans and peas.



GRAINS Make at Least Half Your Grains Whole Grains

Choose whole-grain foods, such as whole-wheat bread, oatmeal, whole-wheat tortillas, brown rice, and light popcorn, more often.



PROTEIN Vary Your Protein Foods

Try fish, shellfish, beans, and peas more often. Some tasty ways include a bean burrito, hummus, veggie chili, fish taco, shrimp or tofu stir-fry, or grilled salmon.



DAIRY Get Your Calcium-Rich Foods

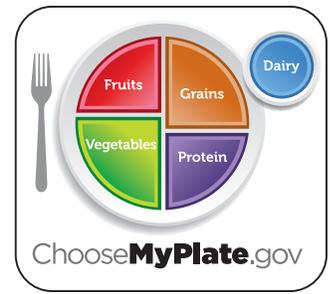
Choose fat-free or low-fat milk, yogurt, and cheese at meals or snacks. Dairy foods contain calcium for strong bones and healthy teeth.



Know Your "Sometimes" Foods Look out for foods with added sugars or solid fats. They fill you up so that you don't have room for the foods that help you eat smart and play hard.

MyPlate in Practice

3rd Grade Family Nutrition and Education



Learn more about growing healthy kids at www.growhappykids.org

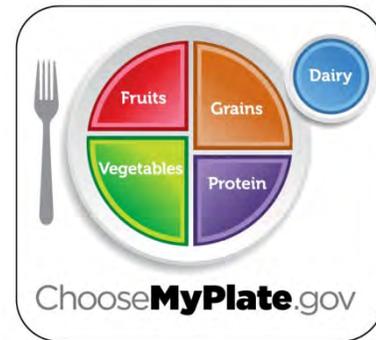
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Eating Healthy, Staying Healthy

Dear Family,

This week your child has started a series of classes about eating healthy to stay healthy. Today they learned about using MyPlate as a guide for picking foods that are good for them.

MyPlate helps us choose foods that give our bodies the nutrients they need to stay healthy and strong. MyPlate reminds us to choose something from each food group at each meal.



Your child also learned when they should wash their hands to stay healthy and how to do it the right way.

Handwashing is the number one way to reduce the chances of getting sick. It should always be done before eating, after going to the bathroom, after petting or playing with animals, after playing outside, and many other times during the day.

Ask your child to show you how to properly wash hands.



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Eat Together, Eat Better

Eating a meal together every day might be hard for your family, so try to do so 3-5 times a week. Studies show children in families that eat together at least 3 times a week are less likely to get in trouble at school, have better grades and language skills in school, and have a better diet – that means they eat more healthy foods.

It's In The Bag

Here are simple ways to stretch your food dollars and keep your foods safe to eat when shopping at the grocery store.

1. Make a list before going to the store and stick to it! Shopping with a list helps you buy only what you need.
2. Clip coupons. Your local newspaper usually runs weekly grocery ads. Look for coupons on healthy food products you normally buy and try new items too.
3. Get your dry good products and other items that won't spoil before picking up perishable foods. Select your refrigerated and frozen foods last. After shopping, go straight home and put perishable items in the freezer or refrigerator. If you aren't going right home, have an ice chest in your car for foods that can spoil or melt.



Build a Healthy Meal

Tips for Healthy Meals from
ChooseMyPlate.gov

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

Add lean protein. Choose protein foods, like lean beef and pork, or chicken, turkey, beans, or tofu. Twice a week, include seafood on your plate.

Include whole grains. Look for the words “100% whole grain” on the food label. Whole grains provide more nutrients, like fiber, than refined grains.

Avoid extra fat. Gravies or sauces add fat and calories to otherwise healthy choices. Steamed broccoli is great! Instead of cheese sauce, try a sprinkling of low-fat parmesan cheese or a squeeze of lemon.



Don't forget the dairy! Pair your meal with a cup of fat-free or low-fat milk. They provide the same amount of calcium and other essential nutrients as whole milk, but less fat and calories. Don't drink milk? Try soy-, rice-, or almond-milk (check the label to be sure it has been fortified with calcium) or include fat-free or low-fat yogurt in your meal.

Try new foods. Keep it interesting by picking out new foods you've never tried before, like mango, lentils, or kale. You may find a new favorite!

Satisfy your sweet tooth in a healthy way. Indulge in a naturally sweet dessert dish – Fruit!

Parent-Child Homework Activity

Today, your child brought home a “Hand Washing” chart.

Please help your child to remember to wash their hands and mark the chart each day.

At the end of the week see how well your child did and return the chart to the classroom.

Dunk 'N' Munch Veggies

½ cup plain low-fat yogurt

½ cup low-fat sour cream

¼ cup chopped parsley

2 tablespoons finely chopped green onion

¼ teaspoon dried dill weed

1/8 teaspoon garlic or onion powder

¼ teaspoon salt

Instructions:

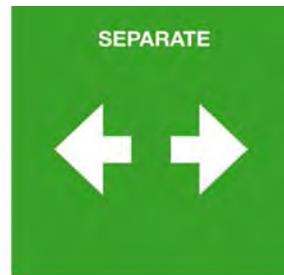
In a mixing bowl stir together yogurt, sour cream, parsley, green onion, dill weed, garlic or onion powder. Cover and chill. Serve with vegetable dippers. Note: Wash all vegetables with cool running water before cutting and serving.

KEEP YOUR FAMILY SAFE FROM FOOD POISONING

Wash Hands and
Surfaces Often



SEPARATE



Separate Raw Meats
from other Foods

Cook to the right
Temperature



CHILL



Refrigerate Food
Promptly

Easy Veggie Dip

1 cup low-fat sour cream

1 cup plain low-fat yogurt

1 packet salad dressing seasoning mix

Instructions:

Mix sour cream, yogurt and seasoning packet together in a mixing bowl. Cover and chill. Serve with fresh vegetables.

MiPlato en Práctica

Programa Familiar de Nutrición y Educación para 3er Grado

Learn more about growing healthy kids at www.growhappykids.org



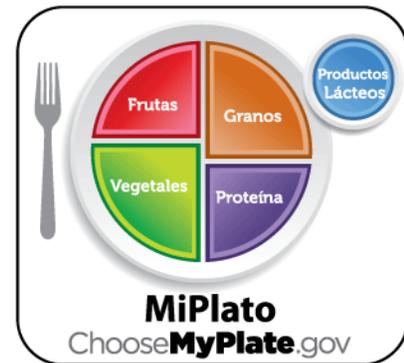
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Comer Saludable, Permanecer Saludable

Estimada Familia,

Esta semana su niño ha comenzado una serie de clases sobre comer saludable para permanecer saludable. Hoy aprendieron acerca de cómo usar MiPlato como guías para escoger alimentos que son buenos para ellos.

MiPlato nos ayuda a seleccionar los alimentos que le darán al cuerpo los nutrientes que necesita para permanecer fuerte y saludable. MiPlato nos recuerda escoger algo de cada grupo de alimentos en cada comida.



Su niño también aprendió cuándo debe de lavarse las manos para permanecer saludable y la forma correcta de hacerlo.

Lavarse las manos es la forma numero uno de reducir las posibilidades de enfermarse. Siempre debe de hacerse antes de comer, después de ir al baño, después de acariciar o jugar con animales, después de jugar afuera y muchas otras veces durante el día. Pregúntele a su hijo cómo debe lavarse las manos correctamente.



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Está en la bolsa

Aquí le damos unas sugerencias simples para estirar su dinero y mantener sus alimentos seguros cuando va de compras al supermercado.

1. ¡Haga una lista antes de ir a la tienda y ajústese a ella! Ir de compras con una lista le ayudará a adquirir sólo lo que necesita.
2. Recorte cupones. El periódico local normalmente tiene cupones para usarlos en la semana. Busque los cupones para los alimentos que usted compra normalmente. No compre algo que usted no consume solamente porque tiene el cupón.

Comer Juntos, Comer Mejor

Comer juntos una comida cada día puede ser difícil para su familia, pero trate de hacerlo de 3 a 5 veces por semana. Los estudios muestran que los niños de familias que comen juntas al menos 3 veces a la semana, tienen menos problemas en la escuela, mejores calificaciones, más habilidades en el lenguaje en la escuela y tienen una mejor dieta, lo cual significa que comen alimentos más saludables.



3. Compre los productos secos y otros que no se echan a perder antes de adquirir los alimentos perecederos. Escoja los productos refrigerados o congelados al final. Después de comprar, vaya directo a su casa y ponga los alimentos perecederos en el refrigerador. Si no va directo a casa, tenga una hielera en su carro para los alimentos que se descongelan o se echan a perder.

Prepare una comida saludable

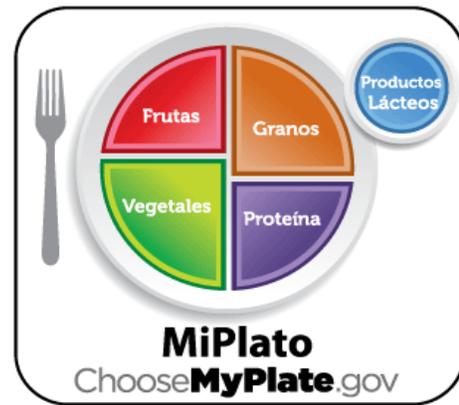
Sugerencias para comidas saludables de ChooseMyPlate.gov

Prepare la mitad de su plato con frutas y vegetales. Los vegetales están llenos de nutrientes y ayudan a promover la buena salud. Escoja los rojos, anaranjados y verde oscuro como los tomates, las batatas (camotes) y brócoli.

Agregue proteína magra. Escoja alimentos con proteína, como la carne de res o cerdo magra, o pollo, pavo, frijoles o tofu. Dos veces por semana, incluya mariscos en su plato.

Incluya granos enteros. Busque la palabra “100% grano entero” en la etiqueta del alimento. Los granos enteros brindan más nutrientes, como fibra, que los granos refinados.

Evite el exceso de grasas. Las salsas agregan grasa y calorías a lo que sería de otra manera opciones saludables. ¡El brócoli al vapor es estupendo! En vez de salsa de queso, trate salpicar queso parmesano bajo en grasa o unas gotas de limón.



misma cantidad de calcio y otros nutrientes esenciales como la leche entera, pero menos grasa y calorías. ¿No toma leche? Trate leche de soja, arroz o almendras (verifique en la etiqueta para asegurarse de que ha sido fortalecida con calcio) o incluya en su comida yogur descremado o bajo en grasa.

Trate nuevos alimentos. Manténgalo interesante escogiendo nuevos alimentos que nunca antes han tratado, como mango, lentejas o col rizada. ¡Puede encontrar un alimento nuevo favorito

Satisfaga su diente dulce en una forma saludable. Dése el gusto en un postre naturalmente dulce – fruta!

Vegetales para sumergir y comer

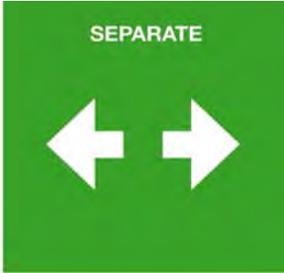
½ taza de yogur natural bajo en grasas
½ taza de crema agria con bajo contenido graso
¼ taza de perejil picado
2 cucharadas de cebolla verde cortada fina

¼ cucharadita de eneldo seco
1/8 cucharadita de polvo de cebolla o ajo
¼ cucharadita de sal

Instrucciones:

En un recipiente mezcle el yogur, la crema agria, el perejil, la cebolla verde, el eneldo y el polvo de cebolla o ajo. Cubra y enfríelo. Sirva con palitos de vegetales. Nota: Lave todos los vegetales con agua fría corriente antes de cortarlos y servirlos.

MANTENGA A SU FAMILIA A SALVO DEL ENVENENAMIENTO CON ALIMENTOS

Lave sus manos y las superficies a menudo			Separe las carnes crudas de otros alimentos
Cocine en la temperatura adecuada			Refrigere los alimentos pronto

Salsa fácil para vegetales

1 taza de crema agria con bajo contenido graso
1 taza de yogur natural con bajo contenido graso
1 paquete de condimento comercial

Instrucciones:

Mezcle la crema agria, el yogur y el condimento en un recipiente. Cubra y enfríelo. Sírvalo con vegetales frescos.



Lesson 2: Grains – Are Yours Whole Grains?

PREPARATION OUTLINE

Lesson Objectives

1. Understand that MyPlate’s Grains Group has specific nutrients that our bodies need to be healthy.
2. Recognize grains as seeds and identify foods made from grains.
3. Practice identifying healthy cereals using the Nutrition Facts Label (skill).
4. Identify the number of servings of grains needed for good health, using MyPlate.

Equipment

- Measuring cups ($\frac{1}{4}$ c for cereal; $\frac{1}{3}$ c for popcorn)
- 1 Tablespoon measure for crackers
- Plastic bowls (med/large; 3)
- Plastic knives
- Cutting board
- Sandwich bags (non-zip)
- Butcher paper
- Plastic gloves
- Hand sanitizer
- Anti-Bacterial wipes
- Napkins
- Dish soap
- Paper towels

Food Supplies (for 1 class of 25 kids)

Trail Mix

- 1 box multi-grain toasted oat-ring cereal
- 1 bag air-popped popcorn (pre-pop)
- 1 bag of whole grain fish-shaped crackers
- Dried fruit (optional)

Handouts and Teaching Supplies

- MyPlate poster
- NERI: Stickers or pencils for those completing the handwashing chart
- Educator’s Classroom Folder
- Label Detectives Activity
- *Power Up with Breakfast* worksheet (optional)
- *How Much Sugar is in Your Bowl?* Worksheet (optional)
- Parent newsletter, English/Spanish
- Document camera
- Empty and folded cereal boxes (make sure to have cereal representation of wheat, oat, corn and rice and at least one with high sugar)
- Wheat stalk
- 3-parts of a grain model picture
- Whole grain food models (make sure to have model of white and wheat bread)
- Grain packets picture (wheat, oat, rice and corn)

Educator’s Notes

- **Nutrition Education Reinforcement Items (NERI) are optional.** However, to maximize return on the Germ Buster Handwashing Chart, they are found to be quite motivating to the students.
- **Optional Handouts.** These can be left with classroom teacher for reinforcing activities if time is short.



Lesson 2. Grains – Are Yours Whole Grains?

TEACHING OUTLINE

Time/Hints	If possible, set up food prep table prior to lesson.
<p>7 minutes</p> <p>HANDWASHING CHART/ NERI</p> <p>INTRODUCE GRAINS</p> <p>INTRODUCE CONCEPT OF “GO FOODS”</p>	<p>Put up the MyPlate poster. Choose several Grain Group food models, some whole grain and some not.</p> <ul style="list-style-type: none"> • <i>Good morning/afternoon! Did anyone complete the handwashing chart? Did anyone share the last lesson with other family members?</i> • Collect the handwashing charts that are completed; provide NERI to those who completed this activity. • <i>Today we’ll learn about food as fuel-- We’ll talk about the Grain Group. Grains are in the orange section of MyPlate. (Point to the Grain Group on MyPlate.)</i> • <i>Let’s name some Grain foods (bread, cereal, crackers, tortillas, rice, pasta... holding up food models).</i> • <i>We call the Grain Group “Go” foods. Why do you think we call Grains “Go” foods? (Grains give us energy.)</i> • <i>What are some things we need energy for (playing, learning, thinking, sleeping, and breathing)? We need energy for everything we do.</i> <p>Show students how we demonstrate our “Go” foods – moving with arms and feet (go, go, go).</p> <ul style="list-style-type: none"> • <i>Grains give us our energy through the nutrient Carbohydrate (spell it on the board).</i>
<p>15 minutes</p> <p>INTRODUCE CONCEPT OF HALF YOUR GRAINS WHOLE</p> <p>Food models – whole grain and not whole grain foods</p> <p>Bread bag</p> <p>Use document camera</p> <p>VOCABULARY</p> <p>Whole grain, Fiber, Bran, Kernel, Germ, Endosperm, Carbohydrates.</p>	<ul style="list-style-type: none"> • <i>We named some foods from the Grain Group, but what is a grain? (A grain is a seed of a plant.) (Optional: Break apart a wheat stock and give each student 1 seed).</i> • <i>Can anyone tell me some seeds that we eat from the Grain Group (wheat, oats, corn, rice, barley)?</i> • <i>We say, “Make half your grains whole”. What do you think we mean? (Half of the grains foods we eat should be “whole grain”.)</i> • <i>How do you think we can tell if a food is made from a “whole grain”? (We can’t just look at the color, we have to look at the list of ingredients and the first word has to be “whole”.)</i> • Show a whole grain of wheat. <p>NOTE: Put up the enlarged wheat kernel cut-out. Show the three different parts of the grain: bran, endosperm and germ.</p> <ul style="list-style-type: none"> • <i>We get fiber (write on the board) from the outside covering of the grain seed.</i> • <i>Whole grains include all the parts of the grain kernel. Discuss how the germ gives us all kinds of vitamins that are good for our brain.</i> • <i>Fiber helps with our digestion. Think of how you sweep a floor. What happens if you don’t sweep for a while (stuff piles up, dirt on floor...)?</i> • <i>Fiber is the broom for our digestive system. It helps to keep it clear.</i>

<p>3 minutes</p> <p>PHYSICAL ACTIVITY</p>	<ul style="list-style-type: none"> • The Farm Work Out (see end of lesson).
<p>15 minutes</p> <p>INTRODUCE NUTRITION FACTS LABEL</p> <p>Label Detective</p>	<ul style="list-style-type: none"> • <i>Now, how much should we eat from the Grain Group each day? Well it depends on your size and how active you are. If you're playing and moving your bodies, then third graders want to eat 5-6 ounces.</i> • (Holding up food models), <i>so one serving is....</i> <ul style="list-style-type: none"> ○ 1 slice of bread ○ 1 cup of cold cereal ○ ½ cup of pasta or rice ○ ½ cup of cooked cereal ○ 3 cups of popcorn • <i>All of these together would equal the amount of grains third graders need every day for good health.</i> <p>Pass out Label Detective handout. Refer to second side, where the label is explained:</p> <ul style="list-style-type: none"> • <i>How can we tell what a serving size is? (We need to read the label - Hold up a cereal box and point to the Nutrition Facts.)</i> • Have students look at the label on the second side of the handout, Label Detectives. Ask how big a serving is of the cereal on the handout. • Hand out cereal boxes, making sure that each table group has examples of whole grain cereals as well as other cereals. <p>Have students work in pairs to fill out sheet. Time will be short, so concentrate on the name of the cereal and the size of the serving.</p> <ul style="list-style-type: none"> • <i>Did anyone have a whole grain cereal? How can you tell? (Read the ingredient list under the Nutrition Facts label on the box – first word should be “whole”.)</i> <p>You may see if you can show this on the document camera or by holding up a box or asking students to look at the cereal label on their handout.</p> <p>If time:</p> <ul style="list-style-type: none"> • Show students where on the label they find “sugar.” Have students identify what number their cereal has. Then say, • <i>A healthy cereal has 7 or less grams of sugar; and 3 or more grams of fiber.</i> Again point out where the fiber number is located and have them find their fiber number. Then ask: <i>Raise your hand if you have a healthy cereal.</i> Ask those with healthy cereals to share the name of the cereal. • If time, have students with other cereals say their name. Point out that words like “frosted, fruit-flavored, chocolate, marshmallow” are words that tell you that they will be higher in sugar.
<p>12-15 minutes</p> <p>FOOD ACTIVITY</p> <p>HINT: If limited to less than 60 minutes, pre package Trail Mix prior to the class</p>	<ul style="list-style-type: none"> • Introduce taste/adventure bite: Trail Mix <i>When everyone gets their adventure bites, before we taste them, we'll see what grains are in them.</i> • Explain that students will help prepare the taste, but we need to take turns and be patient. • Go over hand washing technique (scrub for 20 seconds, use warm water and soap; dry). <i>We will wash our hands before each adventure bite.</i> (Classroom teacher will lead this activity.)

meeting but still need to include hand wash activity.	<ul style="list-style-type: none"> • Give classroom teacher handout to do while snack is being prepared or for later (optional: Power-up for Breakfast, see resources) and the parent newsletters to take home.
1-3 minutes CLOSING	<ul style="list-style-type: none"> • Ask students to look at their favorite cereal box or bag at home and find out the size of the serving for their favorite cereal. See if it's a healthy cereal. • Leave classroom teacher with <i>How Much Sugar is in Your Bowl</i> activity worksheet for an extension activity during the week. Aligns with math.

A Whole Grain: Parts of a Grain Seed



Whole Grain Packets Photo





Physical Activity Option: On the Farm

Objective:

Using a farm setting for context, demonstrate how farm work keeps people physically active and strong using their large muscles throughout the day.

Materials needed: none

Instructions:

As each food or animal is mentioned, ask students to which food group they belong.

1. Have students stand at their desks. Tell them *we are visiting Farmer Brown's place and are discovering what he grows there.*
2. Start **marching in place**, going up and down the fields, **bending knees and high-stepping.**
3. Stop-look down and see a row of carrots. **Bending down**, start picking carrots by **reaching your right hand to your left foot and straighten. Reach down your left hand to your right foot and straighten. Repeat several times.**
4. **Stand upright and start walking in place.** *Next we spy an apple orchard.* Pick some apples from the trees by **stretching your right hand upward toward the left and left hand upward to the right, repeating a few times.**
5. **Start walking again.** *Next we find a field of wheat, so we'll scythe the wheat, putting hands together and swinging them like a golf club, back and forth a few times.*
6. **Walk some more, up and down hills,** to the barn. *What do we find? Cows! Let's milk some cows. Squat, using a milking motion with hands.*
7. *What's left?Oh yes....let's chase some chickens! Run in a tight circle or run in place....*



LABEL DETECTIVES Activity

Purpose: To discover how much sugar and fiber are in a cereal.

Packet contents:

Label Detective Activity plan
“Nutrition Facts label” overhead
“The Ingredients Label” overhead

Supplies needed: You will need several empty boxes of popular breakfast cereals.
Pass out the worksheet *“The Nutrition Label”*.

Lesson: Say, *“Have you ever gone looking for a “healthy” cereal? Where could you find some clues?”* (Find on the box, food label or list of ingredients). *“Today you will be a detective and track down some healthier choices.”*

What to do:

1. Have the kids work in pairs if there are not enough boxes. Work separately if each has own cereal box.
2. Show them, on the overhead, the Nutrition Facts Label and where to find serving size information and nutrients (carbohydrates, sugar, and fiber).
3. Have them fill out *“The Nutrition Label”* worksheet using their cereal box label. (Remind them that this is for one serving of cereal. Children often eat two or more servings in a bowl.)
4. Finish the activity by talking about healthier cereals.
5. A healthy cereal should be low in sugar (ideally less than 7 grams). It should also include whole grains with 3 grams or more of fiber. A cereal with dried fruit (raisins, etc.) will be higher in sugar. Realize that part of the sugar is from the fruit, a healthy sugar because it comes with its own vitamins and minerals. For example, Raisin Bran cereal is a healthy cereal despite the high amount of sugar listed, because much of the sugar is from the fruit, not a lot of added table sugar.
6. If there is time, graph the cereal with the students to visually see the differences of sugar and fiber in a variety of cereal.

BE A LABEL DETECTIVE!



MyPlate in Practice

The Nutrition Facts Label

Use the Nutrition Facts label and ingredient list on a box of your favorite cereal to answer these questions.

Name of cereal _____

Serving size _____ cup(s)

Servings per container _____

Total Carbohydrates: _____

Dietary Fiber _____ grams

Sugar _____ grams

The Ingredient List

First ingredient listed below Nutrition Facts: _____

Do you like this cereal? _____ Why or why not? _____

A healthy cereal should be low in sugar (less than 7 grams). It should also include whole grains with 3 grams or more of fiber. A cereal with dried fruit (raisins, etc.) will be higher in sugar. Realize that part of the sugar is from the fruit, a healthy sugar because it comes with its own vitamins and minerals.

Do you think this cereal is good for you? _____ Explain your answer below.



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Power Up With Breakfast

Fruit Shake



FUNNIES
What happens when you tell an egg a joke?

Power Panther Word Jumble

Unscramble the letters to come up with breakfast foods. Write only one letter to a space.

ALBGE

RELACE

KHESA

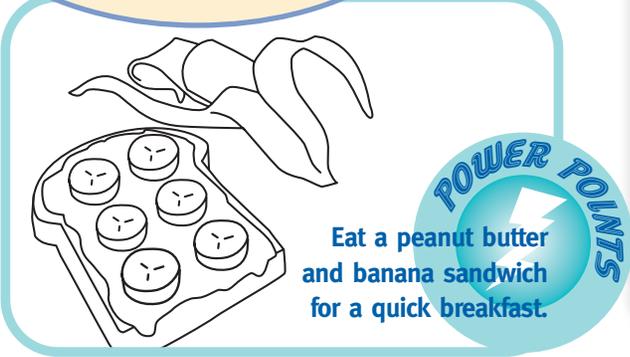
TIFRU

OSTAT

It's time to solve the jumble phrase. Use the letters in the circles in each word to fill the circles below and discover the jumble phrase.



Breakfast is one of my favorite meals. It gets me going. If I'm in a hurry, I grab a breakfast shake or eat leftovers from dinner.



POWER POINTS
Eat a peanut butter and banana sandwich for a quick breakfast.

Power Panther™ says... Eat Smart. Play Hard.™
www.fns.usda.gov/eatsmartplayhard



How Much Sugar Is in Your Bowl of Cereal?



MyPlate
in Practice

In the table below: 1 teaspoon of sugar = 4 grams of sugar = 

$\frac{1}{2}$ teaspoon of sugar = 2 grams of sugar = 

Directions

1. Look at the list of cereals below and the amount of sugar each contains.
2. Find the Nutrition Label of your cereal, and draw the correct amount of teaspoons of sugar in each serving.
3. Then use the graph to answer the questions at the bottom of this chart.

Cereal Name	Teaspoons of Sugar in 1 serving
Shredded Wheat Squares	
Toasted Oats	
Rice Squares	
Corn Flakes	
Crispy Corn Puffs	
Multi-grain Squares	 
Frosted Mini-Wheat Squares	 
Honey and Nut Toasted Oats	  
Frosted Corn Flakes	  
Fruit-flavored Corn Puffs	  
<i>(Your Cereal)</i>	

Use the graph to answer these questions:

1. Which cereal has the least sugar? _____
2. Which cereal has the most sugar? _____
3. How much sugar does your cereal have? _____
4. Why is your cereal healthy or unhealthy? _____



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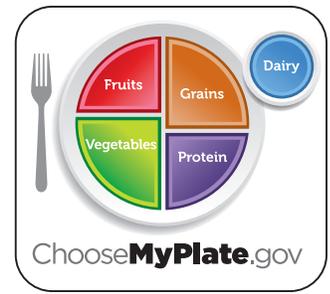
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MyPlate in Practice

3rd Grade Family Nutrition and Education



Learn more about growing healthy kids at www.growhappykids.org

Find us on 

The Grains Group

Dear Family,

This week your child began learning about the Grain Group. Foods from the grain group are an excellent source of B vitamins, iron, and fiber. B vitamins help keep your body healthy and strong. Iron brings the oxygen we breathe to all parts of our body. We need fiber to help keep food moving through our bodies. All plants give us some fiber, but whole grains are especially good sources.

MyPlate says a child between 9 and older should eat 5-6 servings or a quarter of your plate at each meal from the Grain Group each day.



Whole grains contain the entire grain kernel – the bran, germ, and endosperm.

Refined grains have had the bran and germ removed. This removes fiber, iron, and many B vitamins. Most refined grains are enriched. This means certain vitamins and iron are added back.

Different grains make up the foods we eat. In the United States, common grains are wheat, oats, rice, corn, rye, and barley. Each grain has a different flavor and is used to make different foods.



Parent-Child Homework Activity: Label Reading (see inside)



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Eat Together, Eat Better

Mealtime is a way for families to come together at least once a day. It is a time to talk with each other. Just sitting in the same place together doesn't bring on mealtime memories. Use this time to discuss the day's activities or what your kids like about the meal. Talk about grains and how many different foods they like that are made with wheat, oats, corn, or rice.

It's In The Bag

Remember that whole grain foods give you more fiber and B vitamins in your diet. To find whole grain foods, look on the label for words like "whole grain."

Consider purchasing regular oatmeal instead of the instant kind. It will give you many more vitamins and fiber and much less sugar. Buy whole grain breads, crackers, and pasta.

Try buying and eating foods each day using a different grain, such as wheat, corn, oats, or rice.



Most people feel full longer and eat less when they eat whole grain foods instead of refined grain foods.



Parent-Child Homework Activity

Your child can help find foods that have whole grains in them by reading the labels. Have them look on the ingredient label and find out what grain is used in the products you buy. Also look for cereals with high fiber (more than 3 grams) and low sugar (less than 6 grams).

Exercise – Be Active!

Being physically active is a key to living a longer, healthier, and happier life.

It can reduce stress and provide an overall feeling of well-being.

Physical activity can also help you achieve and maintain a healthy weight and lower risk for illness.



Physical activity and eating right work together for better health.

Being active increases the amount of calories your body uses.

Physical activity simply means movement of the body that uses energy.

It's recommended that children get 60 minutes and adults get 30 minutes of physical activity every day!

Aerobic Activity:

- Walking and Running
- Biking and Dancing
- Swimming and Soccer
- Hopping, Skipping and Jumping

Muscle Strengthening:

- Gymnastics
- Rockwall Climbing
- Yoga and Karate
- Swinging on Playground Equipment
- Resistance Exercise

Nutrients We Need: Grains

- Grains provide vitamins, minerals, and fiber for good health.
- Whole grains, such as whole wheat bread and oatmeal, provide fiber and may help protect you against many diseases.
- Fiber-containing foods promote proper bowel function.
- Fiber-containing foods also help provide a feeling of fullness with fewer calories

Trail Mix

Ingredients:

- 1 cup whole grain, low sugar cereal
- 1 cup air-popped popcorn
- 1 cup raisins
- 1 cup dried fruit

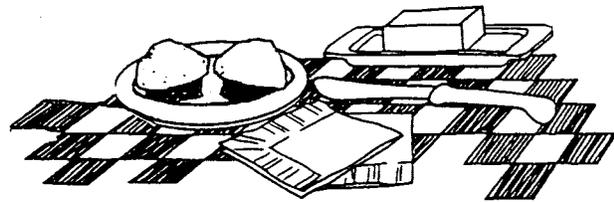
Instructions:

Mix ingredients in a bowl and serve.
For variation add pretzels, nuts and seeds, and other dried fruit.

BLACKBERRY BRAN MUFFINS

(Makes 12)

- 1 cup wheat bran
- 1½ cups whole wheat flour
- 1 teaspoon baking powder
- 1 teaspoon soda
- ¾ cup milk
- ½ cup molasses or honey
- 2 tablespoons oil
- 1 egg beaten
- Blackberry jam



Instructions:

1. Preheat oven to 400°F.
2. Stir together bran, flour, soda and baking powder and set aside.
3. Blend milk, molasses, oil and egg. Add to dry ingredients and stir just until moistened.
4. Fill greased muffin cups ⅓ full. Put teaspoon of blackberry jam in each filled muffin cup and then fill cups to ⅔ full.
5. Bake 15-20 minutes or until golden brown.

MiPlato en Práctica

Programa Familiar de Nutrición y Educación para 3er Grado

Learn more about growing healthy kids at www.growhappykids.org



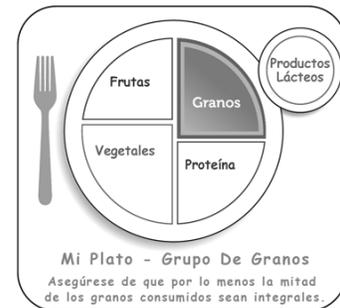
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El Grupo de Granos

Estimada Familia,

Esta semana su hijo(a) empezó a aprender acerca del Grupo de Granos. Los alimentos del grupo de granos son una fuente excelente de vitaminas B, hierro y fibra. Las vitaminas B ayudan a mantener su cuerpo fuerte y saludable. El hierro lleva el oxígeno que respiramos a todas las partes del cuerpo. Necesitamos fibra para ayudar a mantener en movimiento el alimento a través de nuestro cuerpo. Todas las plantas nos dan algo de fibra, pero los granos enteros son especialmente una buena fuente.

MiPlato establece que un niño de entre los 9 años y más, debe comer de 5 a 6 porciones o una cuarta parte del plato en cada comida del grupo de granos todos los días.



Los granos integrales contienen el grano completo – el salvado, el germen y el endospermo.

Al refinar los granos se les quita el germen y el salvado. De esta manera se les quita la fibra, el hierro y muchas de las vitaminas B. A la mayoría de los granos refinados se les agrega al final algo de vitaminas y hierro para enriquecerlos.

Los alimentos que consumimos contienen diferentes granos. En los Estados Unidos estos granos son trigo, avena, arroz, maíz, centeno y cebada. Cada grano tiene sabor diferente y es usado para hacer distintos alimentos.



Actividad en el hogar para padres y niños – Leer etiquetas (ver en el interior)



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Comer Juntos, Comer Mejor

La hora de la comida es la manera para las familias reunirse por lo menos una vez al día. Es el momento para conversar unos con otros. El sólo hecho de sentarse juntos en el mismo lugar no trae recuerdos. Use este tiempo para dialogar acerca de las actividades del día o qué es lo que a sus hijos les gusta de la comida. Hablen de los granos y de los diferentes alimentos que les gustan que están hechos con trigo, maíz o arroz.

Está en la bolsa

Recuerde que los alimentos hechos con granos integrales le dan más fibra y vitaminas B a su dieta. Para encontrar alimentos con granos integrales busque en la etiqueta “*whole grain*” (*granos integrales*).

Al comprar avena busque la regular en lugar de la instantánea. Le dará más vitaminas, fibra y mucho menos azúcar. Compre panes de granos integrales, así como galletas saladas y pastas integrales.

Trate de comprar y comer alimentos hechos de granos diferentes cada día, como trigo, maíz, avena o arroz.



La mayoría de las personas se sienten satisfechas por más tiempo y con menos cantidad de comida cuando consumen alimentos de granos integrales en lugar de refinados.

Actividad en el hogar para padres y niños

Su hijo puede ayudarlo a encontrar alimentos con granos integrales leyendo las etiquetas. Haga que busque la etiqueta de ingredientes para averiguar qué granos se usan en los productos que usted compra. Busque también cereales con alto contenido de fibras (más de 3 gramos) y poco azúcar (menos de 6 gramos).

Ejercítense – Esté Activo

Estar físicamente activo es la clave para vivir una vida más larga, saludable y feliz.

Puede reducirle el estrés o tensión y brindarle una sensación general de bienestar.

La actividad física le puede ayudar también a alcanzar y mantener un peso saludable y le disminuye el riesgo de enfermedades.



La actividad física y una dieta saludable trabajan juntos para una mejor salud.

Estar activo aumenta el nivel de calorías que su cuerpo usa.

Actividad física simplemente significa mantener el cuerpo en movimiento para que use energía.

¡Se recomienda que los niños hagan 60 minutos y los adultos 30 minutos de actividad física todos los días!

Actividad aeróbica:

- Caminar y correr
- Andar en bicicleta y bailar
- Nadar y jugar fútbol
- Brincar y saltar

Fortalecimiento de los músculos

- Gimnasia
- Escalar paredes de roca
- Yoga y Karate
- Mecerse en juegos del parque
- Ejercicios de resistencia

Nutrientes que necesitamos: Granos

- Los granos proveen vitaminas, minerales y fibra para tener buena salud.
- Los granos integrales, como pan de trigo integral y avena, proporcionan fibra y nos pueden ayudar a protegernos contra muchas enfermedades.
- Los alimentos que contienen fibra promueven la función intestinal adecuada.
- Las comidas con fibra también ayudan a brindar una sensación de satisfacción con menos calorías.

Trail Mix (mezcla de frutas y semillas)

Ingredientes:

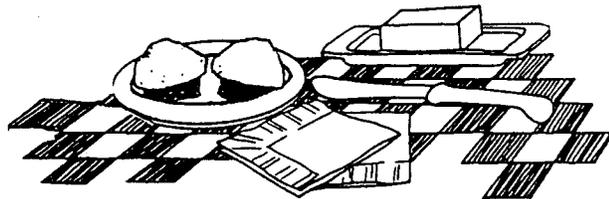
1 taza de cereal integral con poca azúcar
1 taza de palomitas
1 taza de pasas
1 taza de chabacanos deshidratados

Instrucciones:

Mezcle los ingredientes en un recipiente y sívalos.
Para variar agregue pretzels, nueces y semillas y otros frutos secos.

PANECILLOS DE ZARZAMORA Y SALVADO

1 taza de salvado
1 ½ tazas de harina de trigo integral
1 cucharadita de polvo para hornear
1 cucharadita de carbonato
¾ taza de leche
½ taza de melaza o miel de abeja
2 cucharadas de aceite
1 huevo batido
Mermelada de zarzamora



1. Calentar el horno a 400°F.
2. En un tazón revolver salvado, harina, carbonato y polvo para hornear.
3. En otro tazón mezcle leche, melaza, aceite y huevo. Revuelva con los ingredientes secos con suavidad hasta que se humedezcan.
4. Llene ⅓ de los moldes y ponga una cucharadita de mermelada en cada molde. Termine llenándolos hasta ⅔ de su capacidad con el resto de la mezcla. Hornee por 30 minutos o hasta que se doren.



Lesson 3: Fruits - What's Your Beverage Choice?

PREPARATION OUTLINE

Objectives

1. Identify specific nutrients in the Fruits Group that our bodies need to be healthy.
2. Identify the number of servings of fruits needed for good health.
3. Understand that not all fruit drinks contain fruit. Recognize the benefits of drinking fruit juice made from real fruit.

Equipment

- Plastic gloves
- Anti-Bacterial wipes
- Napkins
- Apple slicer or spatula for stirring
- Paper boats, or 3 ounce cups
- Serving trays
- Dish soap
- Dish sponges

Food Supplies (1 class of 25 students)

Juice Sparkler

- 6 ounce can frozen 100% fruit juice concentrate
- 1 Liter bottle of sparkling water

Handouts and Teaching Supplies

- MyPlate poster
- Catch a Rainbow Poster (eNasco or Learning Zone Express)
- Educators Classroom Folder
- Drink comparison overhead and/or worksheet
- Document camera
- "Why British Sailors Are Called Limeys"
- Parent newsletter, English and Spanish
- Fruit food models (paper or plastic)
- Drink examples (2 or 3 popular commercial drink cartons, 100% fruit juice, 10% fruit juice, milk, water bottle)
- *Go Bananas!* Physical activity break
- Optional Activities:
 - Recipe for a SSB: 44 ounce cup with 1 cup sugar
 - Name that Fruit Game

Educators Notes: Why British Sailors Are Called "Limeys"

Background to British as "Limeys." Imagine you are on a sailing ship in 1750. You left England only a couple of months ago and you felt fine. The waves are rocking the ship and you still have work to do. The decks need swabbing, the sails need hoisting. Now you are so tired you can barely walk. Your gums (educator point to this) are swollen and so sore that it hurts when you are eating. Your teeth are falling out. When you look at your legs you notice they are swollen and covered with bruises.

Lucky for you, an English doctor wanted to learn more about what was happening to you. Dr. Lind thought that something was missing from the diet of all the sailors who were sick like you. He noticed that sailors who ate citrus fruit (oranges, lemons, limes) didn't get sick like you. So he gave you some lime juice and within a week, you were feeling well enough to go back to work. The disease you and your fellow sailors were suffering from is scurvy. Scurvy is a disease caused by a vitamin C deficiency.

When the sailors began their voyage they had fresh fruits and veggies on their ship. Fruits and veggies are hard to keep fresh, so the sailors had to eat them right away. If the sailors were at sea for many months they would not have fruits and veggies for most of this time. Because scurvy was a huge problem for British sailors, the Royal Navy made sure that all sailors had limes or lime juice each day while away at sea. And that is how British sailors became known as Limeys!



Lesson 3: Fruits: What is Your Beverage Choice?

Teaching Outline

Time/Hints	If possible, set up food prep table prior to lesson.
<p>10 minutes</p> <p>REVIEW GRAINS</p> <p>INTRODUCE AND DISCUSS FRUITS AND VITAMIN C</p> <p>Show fruit/veggie food models as you name them</p>	<p>Put up the MyPlate poster. Choose several fruit/veggie food models.</p> <ul style="list-style-type: none"> • Greet students and review the Grain Group (name some foods, carbohydrates; “GO” foods = fuel; grains as seeds; fiber from whole grains). • <i>What color is the Fruit Group on MyPlate?</i> • <i>Who likes fruit? Why?</i> (It tastes good, sweet, juicy, variety of types, textures, easy to take along as a snack.) • <i>What are some ways we eat fruits and veggies</i> (fresh, frozen, canned, dried, juice)? • <i>We need to eat fruits and veggies every day = about 1½ cups of fruit and 2 cups of veggies. Why should we eat them?</i> (Vitamins A & C = GLOW foods.) • Tell story of sailors (see end of prep outline). • <i>Who remembers what vitamin C does? It helps wounds to heal</i> (have kids look for bruises/cuts on arms and lower legs); <i>helps us resist infection; gives us healthy gums so our teeth won’t fall out.</i> • <i>Often in fruits, the clue to high vitamin C is that it’s sour — who can think of a fruit that is sour?</i> • Show food models of foods high in vitamin C (orange, kiwi, strawberries, melon, broccoli, spinach, tomato).
<p>3 minutes</p> <p>PHYSICAL ACTIVITY</p>	<ul style="list-style-type: none"> • “Go Bananas” (see end of lesson).
<p>7 minutes</p> <p>DISCUSS FRUITS AND VITAMIN A</p> <p>Show fruit/veggie models as you name them</p> <p>Vocabulary Nutrients, Water Digestion, Intestines, Vitamin A, Vitamin C</p>	<ul style="list-style-type: none"> • <i>Who remembers what vitamin A does?</i> (It is for healthy skin, hair, growing bones, and eyes—especially to see at night.) • <i>Often foods high in vitamin A are orange, yellow or dark green in color. Can anyone think of some of those foods</i> (apricots, peaches, cantaloupe, pumpkin, sweet potato, mango, papaya, spinach, kale, chard, Romaine lettuce)? • <i>Fruits & veggies also contain another nutrient that starts with an “F”...who remembers</i> (fiber)? • <i>Where do we find fiber</i> (F/V; whole grains)? • <i>What does it do for us?</i> (Sweeps intestines clean during digestion. It also helps us feel full.) • <i>If fiber makes us feel full, which snack do you think would be the better choice if we have an apple, applesauce or apple juice</i> (apple)?
<p>10 minutes</p> <p>100% JUICE/SUGAR SWEETENED BEVERAGES (SSB)</p>	<ul style="list-style-type: none"> • <i>Let’s talk about juice for a minute. How many of you like juice? What kind of juice do you drink?</i> • <i>Juice is great to drink, but we shouldn’t have more than 1 cup/day. Anybody know why?</i> (It has higher sugar, less fiber than a piece of fruit so it does not keep us feeling full as long as eating a whole fruit.)

<p>Use beverage comparison card on document camera</p> <p><i>“Bug juice” is any SSB liked by kids</i></p> <p>Note to Educator: With the new food label “added” sugar will be called out on its own line. When comparing labels, there should be a big difference in that item when contrasting 100% juice and other sweetened drinks.</p>	<ul style="list-style-type: none"> • <i>Many ‘juices’ that we drink may not be 100% juice. Let’s look at a couple of labels (show juice, juice drink, bug juice, water).</i> <p>Sugar-sweetened Beverage Demo</p> <p><i>What do you drink when you are thirsty? Water would be a good choice. Your body needs lots of water every day to keep it running smoothly, and water is a good thirst quencher. What other drinks?</i> Students will probably answer with many types of beverages. Have beverage examples ready to show: Comment, as they are shown:</p> <ul style="list-style-type: none"> • <i>Bottle of water: Water is very good for us! It can come from a bottle, from your faucet, or from a drinking fountain.</i> • <i>100% juice: Juice can give you vitamins and minerals from the F & V Groups.</i> • <i>Some sugar-sweetened beverages (SSB) are juice drinks. Their labels say, “5%, 10%, 50% Juice”. They’re mostly sugar water. Who remembers why it’s not a good idea to have too much sugar? (Tooth decay, unhealthy weight, spoils appetite for meals, takes the place of healthy beverage choices at meals.)</i> • <i>Sweetened beverages are all loaded with sugar!</i> • <i>Tea/coffee: These are made with water, but they have caffeine, which makes your body lose water. Herb teas give you plenty of water without caffeine. Another problem is that these choices can taste bitter...so many people will add sweetened things to them before drinking.</i> • <i>Milk: Milk has a lot of water in it. It’s also full of calcium that your bones and teeth need every day to be strong and healthy.</i>
<p>7 minutes</p> <p>CARBONATED BEVERAGES</p>	<p>Recipe for Sparkling Sugar-sweetened Beverages</p> <ul style="list-style-type: none"> • <i>What are carbonated drinks made from?</i> Build a carbonated drink as students give suggestions: sugar, count to 52 grams by fours (4 grams equal one teaspoon). Place teaspoons of sugar in drinking glass. Also add sparkling water, food coloring, “flavoring”, and “caffeine” as students call out ingredients in this beverage. • <i>When done, ask: Does this drink have any vitamin A to help you see? Any vitamin C to heal cuts? Any calcium to build strong bones?” Why do we drink so much?</i> (Children drink more of these unhealthy drinks than milk. Some teenagers have 3 cans a day.) Show 44-ounce cup and sugar bag: it has almost 4 cans of pop in it, and 1 cup of sugar. • <i>What are some ways you can drink less of these drinks? Share with a friend (have it only on special occasions, have it only <u>after</u> you have had 3 servings of dairy).</i>
<p>15 minutes</p> <p>FOOD ACTIVITY</p> <p>Select helpers to distribute samples</p>	<p>Juice Sparkler Tasting</p> <p><i>While participating in this tasting, we will explore our senses. Once they have their tasting, have them smell the drink.</i></p> <ul style="list-style-type: none"> • <i>What smells do you recognize?</i> • <i>What do you see (bubbles and slight coloration)?</i> • <i>What do you feel as you sip it (carbonation and cold)?</i> • <i>What do they taste (the different flavors of the juice)?</i>

<p>Hand out drink comparison worksheet</p>	<p>Students will taste a homemade carbonated beverage. Mix together 1 can of frozen 100% fruit juice with 1 liters of sparkling water in a plastic pitcher. Pour into 3 ounce cups and serve to students.</p> <ul style="list-style-type: none"> • Explain how this beverage can replace other, less healthy drinks. <i>This drink does not have added sugar, caffeine, artificial flavoring or coloring. It's easy and tasty!</i>
<p>3-10 minutes CLOSING (optional if you do not choose recipe for a SSB)</p>	<ul style="list-style-type: none"> • Play the <i>Name that Fruit</i> Game (see game sheet for this lesson). • Conclude by showing students the parent newsletter and encourage them to bring it home to share with their family.



Lesson 3: Physical Activity Option: *Go Bananas**

Have students stand at their desks or form a circle. Set a beat by snapping fingers or clapping hands and bopping to the beat. Use rhythm when making the following motions:

- When ‘forming’ a fruit or vegetable, swing right arm out and up to over your head according to the beat. Then do the same for the left, with fingers meeting at the top.
- As you ‘peel’ the veggie or fruit, bring right arm out and down toward your side, followed by the left, using a different motion for each F/V (re: peeling potato: use motion as if you are holding a veggie peeler; peeling orange: with pinched fingers, rotate hand in circles at the wrist while bringing arm out and down to side; shucking corn: with hands horizontal to the floor, use slicing motion while bringing arm to your side; peeling banana: use downward sweeping motions, as if actually peeling a banana).
- During the last two lines of each verse, use motions to pantomime each action: (re: mash potatoes: with fists clench in front of you, do up and down motion in rhythm with feet; squeeze orange: wrap your arms around your midsection and squeeze yourself with all your might while twisting side to side; pop the corn: while bouncing, throw up your hands and splay fingers wide several times; go bananas: with arms over head, shake hands wildly while turning a circle).

Lyrics that move to rhythm

Form potato, form-form potato (right arm) Form potato, form, form potato (left arm) Peel potato, peel-peel potato Peel potato, peel-peel potato Makes you Mash Potato, Mash-Mash Potato Makes you Mash Potato, Mash-Mash Potato	Form the corn, form, form the corn Form the corn, form, form the corn Shuck the corn, shuck-shuck the corn Shuck the corn, shuck-shuck the corn Makes you Pop the Corn, Pop-Pop the Corn Makes you Pop the Corn, Pop-Pop the Corn
Form the orange, form, form the orange Form the orange, form, form the orange Peel the orange, peel-peel the orange Peel the orange, peel-peel the orange Makes you Squeeze the Orange, Squeeze-Squeeze the Orange Makes you Squeeze the Orange, Squeeze-Squeeze the Orange	Form banana, form, form banana Form banana, form, form banana Peel banana, peel-peel banana Peel banana, peel-peel banana Makes you GO Bananas, GO-GO Bananas Makes you GO Bananas, GO-GO Bananas

*Adapted from a 4H Songbook

Comparing 3 Popular Beverages: Which is Your Choice?



MyPlate in Practice

Nutrition Facts	
Serving Size 1 Pouch Serving Per Container 10	
Amount Per Serving	
Calories 70	
% Daily Values*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 15mg	1%
Total Carbohydrate 19g	6%
Dietary Fiber 0g	0%
Sugars 18g	
Protein 0g	0%
Vitamin E 10%	
*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.	
	Calories 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2400mg 2400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g



INGREDIENTS: Water, Sugar, Pear and Grape Juice Concentrate, Citric Acid, Extracted Orange and Pineapple Juice Concentrate, Natural Flavor, Vitamin E Acetate



JUICE COCKTAIL CONTAINS 25% JUICE

INGREDIENTS: Filtered water, grape juice from concentrate, high fructose corn syrup, cranberry juice from concentrate, natural flavors

Nutrition Facts	
Serving Size 1 Box Serving Per Container 1	
Amount Per Serving	
Calories 170	
% Daily Values*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 35mg	1%
Total Carbohydrate 43g	14%
Dietary Fiber 0g	0%
Sugars 43g	
Protein 0g	0%
Vitamin C 100%	
*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.	
	Calories 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2400mg 2400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g



INGREDIENTS
Water, orange juice concentrate

Nutrition Facts	
Serving Size (6.76g) Serving Per Container 6	
Amount Per Serving	
Calories 120	
% Daily Values*	
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Potassium 500mg	14%
Sodium 25mg	1%
Total Carbohydrate 28g	9%
Dietary Fiber 0g	0%
Sugars 25g	
Protein 0g	0%
Vitamin C 90%	Thiamin 10%
*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.	
	Calories 2,000 2,500
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholesterol	Less than 300mg 300mg
Sodium	Less than 2400mg 2400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g

ORANGE JUICE

CONTAINS 100% JUICE

1. Which two juice drinks have added sugar? _____
2. Which juice or drink do you think is best for you? _____
3. What is the difference between a juice and a juice drink? _____

Lesson 3: Name that Fruit Game



MyPlate
in Practice

Directions

As time allows, play game in teams of four or more. Give a team the clues for one food. If they can't answer correctly, the next team will get to try answering. Clues are not repeated to the subsequent teams, which means the students really need to pay attention.

CANTALOUPE

1. It is round.
2. It is orange on the inside.
3. It is brown on the outside.
4. You don't eat the skin.
5. You scoop out the seeds in the middle.

BLUEBERRIES

1. It is small and round.
2. It is about the size of a pea or a marble.
3. It grows on a bush.
4. It is a convenience food, no peeling or pits.
5. It is great in muffins or pancake.

PINEAPPLE

1. It is very prickly on the outside.
2. It is yellow on the inside.
3. It is a tropical fruit.
4. It is part of a Hawaiian pizza.
5. It makes a good upside down cake.

LEMON

1. It has a yellow skin.
2. It is very sour.
3. It makes a lot of juice.
4. It is good in iced tea.
5. It is famous for a meringue pie.

PLUMS

1. It is small and round.
2. It is purple in color.
3. When dried it is a prune.
4. Its pudding is a traditional Christmas dessert
5. Little Jack Horner pulled his thumb out of one.

BLACKBERRIES

1. Its seeds are on the outside
2. Its branches have thorns

3. It is black in color.
4. It grows wild in Washington.

BANANA

1. It is yellow when ripe.
2. It is long and narrow.
3. It is good in breads and on cereal.
4. Don't eat the peel.
5. Monkeys like them.

CHERRIES

1. It is small and round.
2. It is red when ripe.
3. It grows on trees.
4. It has a pit in it.
5. Its tree has beautiful white and pink blossoms.

GRAPES

1. It is red or green.
2. It comes in bunches.
3. It can be seedless.
4. It grows on vines.
5. It makes raisins when dried.

STRAWBERRIES

1. It is red when ripe.
2. You don't eat the tops.
3. Its seeds are on the outside.
4. It is sweet but people still put sugar on it.
5. It is great with shortcake and whipped cream.

ORANGES

1. It is round.
2. It grows where it is warm and sunny.
3. You peel it.
4. It has a navel.
5. Its color is its name.

Lesson 3: Name that Fruit Game (cont'd)

APPLE

1. It can be red, green, or yellow.
2. It is smooth on the outside.
3. It grows on a tree.
4. It is crunchy and juicy.
5. Teachers love it.

PEAR

1. It is green and as it ripens it turns to yellow.
2. It is white on the inside.
3. It grows on trees.
4. Its center is a core which encloses the seeds.
5. It is round on the bottom and narrow towards the stem.

PEACH

1. It is round.
2. Its skin is soft and fuzzy.
3. It has a pit in the middle that has a ribbed structure.
4. It grows on a tree.
5. Its inside color is its name.

KIWI

1. It is oval shaped.
2. It is green inside.
3. It has small black seeds inside that you eat.
4. It has brown skin.
5. It is known as the "fuzzy one."

WATERMELON

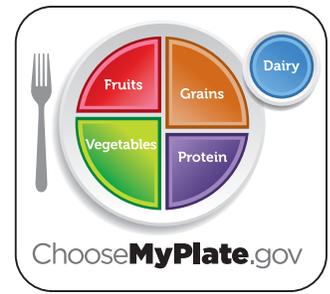
1. It is big and round or oval.
2. It is red in the middle.
3. It has big black seeds in the middle you spit out.
4. Some skins have dark green stripes.
5. It is great at picnics.

GRAPEFRUIT

1. It has yellow skin.
2. It has to be peeled.
3. Its insides have sections like wheel spokes.
4. It is slightly sour so people like to add sugar.
5. It is the size of a softball.

MyPlate in Practice

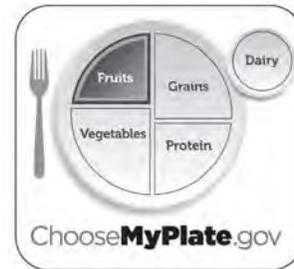
3rd Grade Family Nutrition and Education



Learn more about growing healthy kids at www.growhappykids.org

Find us on 

The Fruits Group



Dear Family,

This week your child learned how fruits help make us strong. Vitamin A in fruits is good for our skin, eyes, and hair. Vitamin C helps cuts and scrapes to heal, gives us nice pink gums, and helps fight colds and other kinds of sickness.

Fruit can be eaten in many forms: fresh, frozen, canned, whole, sauce, and juice. In general, 1 cup of fresh fruit or 100% fruit juice, or ½ cup of dried fruit is one cup from the fruit group. Eat a variety of fruit, and go easy on the fruit juices.

All fruits provide good amounts of vitamins A and C, folic acid, and potassium.

MyPlate says a child between 9 and older should eat 1½ cups of fruit each day.

Be careful when selecting fruit juices. Only real fruit juice has 100% juice and no added sugar.

Sugar gives us energy, but if we eat too much, our bodies can turn it into fat. Sugar can also be bad for teeth and reduce our appetite for more nutritious foods.



Parent-Child Homework Activity: Reading Juice Labels (see inside)



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Eat Together, Eat Better

A good part of family meals is talking to each other. A good family conversation means grown-ups really listen to what kids have to say.

Questions that can help start good meal-time discussions:

- Talk about what your kids did that day. What was the best thing that happened to you today? The worst thing? The funniest? Ask your child what is one thing she or he learned today?
- If we could spend all day together as a family, what would you like to do?
- If you could ask a famous person over for dinner, who would it be? Why?

It's In The Bag



Save money by buying fresh fruit that's in season.

Fresh fruit is cheaper than packaged fruits. For example, fresh bananas cost an average of 69¢ per pound. But one package of pre-cut fruit will cost you about \$1.50 per pound.

Food Safety Tip: Always wash fresh fruit before eating!

This includes fruits with a peel that you remove, such as

Exercise- Be Active!

Heart Healthy Exercises – Word scramble!

The words listed below name exercises that are good for your heart. Help your child unscramble the words. Then each day try to spend at least 10 to 15 minutes doing one of the activities. Try a new one each day with your child!

nigmwsim

ngogjgi

nmiugjp eorp

tkiangs

nadgnic

recosc

ikibng

lkgniaw

Nutrients We Need – Vitamin C

- Vitamin C has many jobs.
It helps –
 - Keep our gums healthy
 - Heal cuts and bruises
 - Protect us from getting infections
- Vitamin C is found mostly in citrus fruits like oranges, grapefruits and lemons, and in strawberries, melons and kiwi.
- British sailors are called “limeys” because years ago they ate limes to prevent illness from too little vitamin C. The illness was called scurvy.



Parent-Child Homework Activity

To help your child learn about sugar in juices, look at the juice that your family drinks. With your child, read the labels and find how much added sugar is in the juice.

Are you drinking real juice or flavored sugar water?

On your next shopping trip, compare two juice products for the amount of juice and sugar.



Fruit Spritzer

Ingredients:

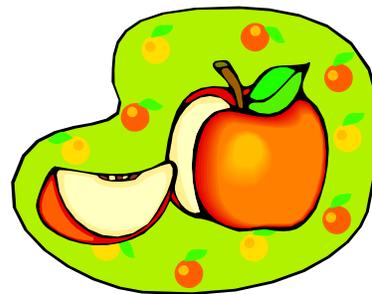
1 quart (32 oz.) chilled seltzer or soda water

12 ounce can 100% juice concentrate (any flavor)

Directions: Mix well and serve cold over ice.

Serving size: 4

Apple Slices with Peanut Butter Dip



Serves 8 (1/4 cup serving)

Ingredients:

3/4 cup peanut butter

1 teaspoon vanilla

1 cup plain lowfat yogurt

Apples

Instructions:

1. Mix peanut butter, vanilla and yogurt in a bowl.
2. Slice apples, dip in peanut butter and enjoy!

MiPlato en Práctica

Programa Familiar de Nutrición y Educación para 3er Grado

Learn more about growing healthy kids at www.growhappykids.org



Find us on 

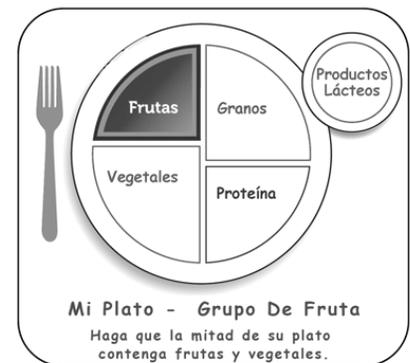
El Grupo de Frutas

Estimada Familia,

Esta semana su hijo aprendió cómo las frutas nos hacen más fuertes. La vitamina A de las frutas es buena para la piel, los ojos y el cabello. La vitamina C nos ayuda a curar los cortes y rasguños, nos da encías rosadas y también contrarresta los resfriados y otras clases de enfermedades.

La fruta se puede consumir de muchas maneras: fresca, congelada, enlatada, entera, en salsa y en jugo. En general, 1 taza de fruta o jugo de fruta al 100%, o ½ taza de fruta seca equivale una porción del grupo de la fruta. Consuma una variedad de frutas y sea precavido con los jugos de fruta.

Todas las frutas proveen buenas cantidades de vitaminas A y C.



MiPlato establece que un niño de 9 años y más debe comer 1½ a 2 tazas de fruta cada día.

Preste atención al elegir jugos de fruta. Sólo los jugos reales tienen 100% frutas y no tienen azúcar agregado.

El azúcar nos da energía, pero si comemos demasiada, nuestro cuerpo la transforma en grasa. El azúcar también puede ser mala para los dientes y quitarnos las ganas de comer alimentos más nutritivos.



Actividad en el hogar para padres y niños -
Leer etiquetas de jugos



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Comer Juntos, Comer Mejor

Una buena parte de las comidas familiares es el poder conversar entre sí. Una buena conversación familiar significa que los adultos escuchan lo que los niños dicen.

Estas preguntas pueden ayudar a comenzar una buena conversación:

- Pregunte qué fue lo que hicieron durante el día. ¿Qué fue lo mejor que le sucedió hoy? ¿Lo peor que le sucedió? ¿Lo más divertido? ¿Qué fue lo que él o ella aprendió hoy?
- ¿Si pudieran pasar todo el día en familia, que les gustaría hacer?
- ¿Si pudieran invitar a una persona famosa a cenar, quién sería y por qué?

Está en la bolsa



Ahorre dinero comprando frutas frescas de estación.

Las frutas frescas son más baratas que las envasadas. Por ejemplo, las bananas frescas cuestan en promedio 69¢ por libra. Un paquete de frutas cortadas cuesta aproximadamente \$1.50 por libra.

Consejo para la seguridad en los alimentos: ¡Lave siempre las frutas antes de comerlas! Esto incluye las frutas con cáscara como las naranjas y los melones. Al lavar las frutas se remueven la tierra, los gérmenes y otros contaminantes. Lave siempre bajo el chorro del agua corriente y **no use jabón**. Séquela con servilleta de papel.

Ejercítese – Esté Activo

Ejercicios para un corazón saludable – ¡Palabras revueltas!

Las palabras revueltas a continuación, son los nombres de ejercicios buenos para su corazón. Ayude a su niño a encontrar las palabras. Luego trate por lo menos por 10 ó 15 minutos cada día practicar una de las actividades. ¡Cada día escoja una actividad diferente con su niño!

raadn

otrtra

rbciran al dceura

atpniar

iabrla

recosc

litcaicbe

acnrmai

Actividad en el hogar para padres y niños

Para ayudarle a su hijo a aprender acerca del azúcar en los jugos, mire los jugos que toma su familia. Lea las etiquetas con su hijo(a) y encuentre qué tanta azúcar hay en el jugo.

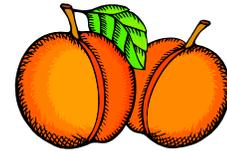
¿Están tomando realmente jugo de fruta o agua con sabor y azúcar?

Durante su próxima compra, compare dos productos de jugos por la cantidad de jugo y azúcar.

Nutrientes que necesitamos – vitamina C

- La vitamina C tiene muchos trabajos. Nos ayuda a:
 - Mantener nuestras encías sanas
 - Curar las heridas y los moretones
 - Nos protege contra las infecciones
- La vitamina C se encuentra principalmente en las frutas cítricas como naranjas, kiwi, toronjas y limones, también en fresas y melones.
- A los marineros británicos se les llama “limeys” porque hace muchos años ellos comían limas para prevenir la enfermedad por deficiencia de vitamina C. Esta enfermedad se llama escorbuto.

Refresco de frutas



Ingredientes:

- 1 litro (32 oz) enfriada agua mineral o agua de soda
- lata de 12 onzas de 100% jugo concentrado (cualquier sabor)

Modo de empleo: Mezclar bien y servir frío con hielo.

Tamaño de la porción: 4

Rodajas de manzanas con salsa de mantequilla de maní (cacahuete)

Sirve 8 (porción de ¼ taza)

Ingredientes:

- ¾ tazas de mantequilla de maní
- 1 cucharadita de vainilla
- 1 taza de yogur natural, bajo en grasa
- Manzanas

Instrucciones:

1. Mezcle la mantequilla de maní, vainilla y yogur en un tazón.
2. Corte las manzanas en rodajas, sumérgalas en la cremosa mantequilla de maní y ¡disfrute!



Lesson 4: The Vegetable Group

PREPARATION OUTLINE

Objectives

1. Name the 6 parts of a plant and fruits and vegetables that represent each.
2. Recognize that eating a daily variety of fruits and vegetables to get specific nutrients contributes to good health.
3. Identify the serving amounts of fruits and vegetables needed for good health.
4. Identify strategies to lower salt we consume from processed vegetables.
5. Identify how to best clean fruits and vegetables.

Equipment

- Measuring cups ($\frac{1}{2}$ cup and 1 cup)
- Spoons
- Bowl
- Plastic gloves
- Anti-Bacterial wipes
- Napkins
- Paper boats or small plates
- 2 ounce soufflé cups
- Sharp knife
- Cutting board
- Dish soap
- Dish sponges
- Food storage cooler

Food Supplies (one class of 25 students)

Parts of the Plant Snack

- Whole spinach leaves
- 1 bag pre-cut broccoli or cauliflower
- Edamame
- 1 red pepper
- 2 jicama
- 1 bunch of celery
- Low-fat Ranch dip

Handouts and Teaching Supplies

- MyPlate poster
- Catch A Rainbow Poster (optional)
- Educator's Classroom Folder
- Parts of a Plant 8 x 11 Resource
- Parts of the Plant activity
 - **Option A.**
Parts of plant poster, top middle bottom signs, 6 parts of plant signs, and card board fruit and vegetable examples that have Velcro backing (see photo)
OR use
 - **Option B.**
Chart paper and 6 different colored markers
- Parent newsletter, English and Spanish
- Vegetable food models, Plastic 3-D
- Measuring cups ($\frac{1}{2}$ cup and 1 cup)
- Real jicama (if using for snack)
- 5-A-Day Jeopardy game parts (categories, points, questions)
- Eat a Rainbow Jeopardy Game

Educators Notes

Parts of the Plant Interactive activity: Option B uses a teaching strategy that requires the educator to 'draw' in sequence parts of the plants while students interact naming what fruits and vegetables match that part of the plant. Then educators draw in those items. Implementation of this method is further described at the end of the lesson. This is great for engaging students.



Lesson 4: Vegetables and Fruits – Parts of a Plant

TEACHING OUTLINE

Time/Hints	If possible, set up food prep table prior to lesson
<p>2 minutes</p> <p>REVIEW AND INTRODUCTION</p>	<p>Put up the MyPlate poster. Choose several Vegetable Group food models.</p> <ul style="list-style-type: none"> • Greet students and review the Fruit Group (name some foods, nutrients that make them “GLOW” foods; fiber from fruit). Ask anyone what healthy beverages choices they made last week? • <i>I’m wondering if you know where the different veggies and fruits you eat come from. Did you know that the veggies and fruits you eat are just different parts of plants? I bet many of you like roots and seeds for your snacks, and that many of you had a plate of flowers & roots for dinner last night!</i>
<p>15 minutes</p> <p>INTRODUCE PARTS OF A PLANT</p> <p>Choose:</p> <p>Option A Use Velcro board and place name by part of plant diagram</p> <p>OR</p> <p>Option B (see attached)</p> <p>Vocabulary Leaf, flower, root/tuber, stem, fruit, seed, processed, sodium</p>	<ul style="list-style-type: none"> • <i>Let’s look at the parts of a plant and see if we recognize some of our favorite vegetables and fruits.</i> • <i>There are 6 parts to a plant. Would you say these with me?</i> 1) roots; 2) stems; 3) leaves; 4) flowers; 5) fruits; 6) seeds • <i>OK, now let’s try to name as many parts of the plant as we can...you’ll really have to think hard. Let’s start with:</i> <ol style="list-style-type: none"> 1. Roots – grow under the ground: carrots, parsnips, potatoes, beets, radish, turnips, jicama, onions, sweet potato... 2. Stems: celery, asparagus, rhubarb, broccoli, bok choy... 3. Leaves: lettuce, spinach, cabbage, greens, parsley, Brussels sprouts... 4. Flowers: broccoli, cauliflower, artichoke... 5. Fruits – contain the seeds of the plant: cucumber, tomato, pumpkin, bell peppers, avocado, green beans... 6. Seeds: peas, corn, dry beans (black, pinto, lima, kidney, garbanzo, navy...) sunflower seeds, pumpkin seeds, split peas...
<p>3 minutes</p> <p>PHYSICAL ACTIVITY</p> <p>Choose one PA option</p>	<p>Option A: Rhythmic <i>Go Bananas</i> (see attached)</p> <p>OR</p> <p>Option B: Being a Plant Mime</p> <ul style="list-style-type: none"> • <i>Let’s look at the parts of a plant and see if we don’t recognize some of our favorite vegetables and fruits. There are 6 parts to a plant. Would you say and copy my movements with me? As you point to each part of a plant, act out the action.</i> <ol style="list-style-type: none"> 1. Roots: squat down to the floor (<u>carrots, potatoes, onions, beets, radish, turnips, jicama</u>) 2. Stems: stand straight up with arms straight up (<u>celery, asparagus, broccoli, rhubarb</u>)

	<ol style="list-style-type: none"> 3. Leaves: standing with arms out, like teacup spout (<u>lettuce, spinach, cabbage, greens</u>) 4. Flowers: arms in circle over the head (<u>cauliflower, broccoli</u>) 5. Fruits: hands forming circle in front of body (tomato, peppers, squash) 6. Seeds: neck/shoulders scrunched with thumbs and forefingers measuring tiny seed (<u>corn, peas, beans</u>)
<p>15 minutes NUTRITION</p> <p>HINT: All parts of the plant contain fiber: roots, stems, leaves, flowers, fruits, seeds.</p>	<ul style="list-style-type: none"> • <i>Great job! Let's look at MyPlate. MP gives us a clue to how much "glow" foods we need to eat every day. What is the message that MyPlate tells us about veggies? (Vary your veggies.) That's right!</i> • <i>Third graders need at least 3 cups of veggies every day. (Hold up cup measures.) Why do you think you need so much? (We get certain nutrients from them.) Does anyone have a guess which nutrients (vitamins)?</i> • <i>Let's see what that looks like. Show how many serving sizes students might eat for each meal by using MyPlate and paper food models. Place vegetable food models on the fruit and vegetable section of the plate and replace it with another vegetable food as you describe and count the number of servings they can eat throughout the day.</i> • <i>Like fruit, vegetables are also "Glow Foods." Ask the students if they remember from last week what the health benefits of vitamin A are (gives us healthy skin, eyes, hair and bones). Ask students if they can name some vegetables that have lots of vitamin A (hint: orange colored flesh on the <u>inside</u> of the fruit, not the peel). <i>Can you think of some</i> (carrots, sweet potatoes, winter squash, pumpkin)?</i> • <i>Another nutrient veggies give us is vitamin C. Does anyone remember what vitamin C does for our bodies? (Gives us healthy skin, helps wounds heal, helps resist infection.) Vitamin C is often found in many veggies. Let's try to find them on the board (broccoli, cabbage, cauliflower, Brussels sprouts, spinach and other green leafy types, bell peppers, tomatoes).</i> • <i>Veggies also contain fiber. Who remembers what fiber does for us? (It sweeps intestines clean.) Where do we find fiber? (In bran, grains, the peel of fruits, potato peel, leaves, flowers, stems of vegetables, and seeds in cucumber, peas, etc.)</i> • <i>Where do we find vegetables (in garden, farmers market, grocery store)? They come in many forms: some are fresh; others are 'processed'...we find these in a freezer or in a can.</i> <ul style="list-style-type: none"> ○ Note that when processed, salt or sodium is added (compare fresh vs. canned green beans sodium content). ○ Point out that we get too much salt/sodium in our food. <i>Too much sodium can make us gain weight which makes our hearts work too hard, so it's good to eat less salt when we can.</i> ○ <i>How can we eat less salt with vegetables (eat fresh, frozen; rinse canned vegetables to wash away most of the salt)?</i> • <i>Let's try to eat at least 2 cups of veggies every day.</i>
<p>15 minutes FOOD ACTIVITY</p>	<ul style="list-style-type: none"> • <i>We are going to try all 6 parts of the plant. You might see some veggies that are new to you, but be brave and at least take one little bite of each. If you don't like it, you can quietly spit it into your napkin and throw it into the garbage can.</i>

<p>Select student helpers to distribute samples</p>	<ul style="list-style-type: none"> • <i>We will pass out napkins. After you wash your hands, get in line, take a small paper plate, and take one of each different part of the plant.</i> • As students taste their veggies, discuss the part of the plant that each represents. • Discuss the importance of washing their fruits and vegetables. • Tell them to rinse vegetables before preparing or eating them. • How to clean: Under clean, running water, rub vegetables briskly with your hands to remove dirt and germs. Dry with a clean cloth towel or paper towel after rinsing.
<p>7 minutes EAT A RAINBOW JEOPARDY (as time allows)</p>	<ul style="list-style-type: none"> • <i>Are you ready to play Jeopardy? We will divide the class into four teams (you may name the teams if you like-- fruit or veggie names). Assign a spokesperson from each group. Encourage the students to work as a team.</i> <ol style="list-style-type: none"> 1. Start with one group and have the spokesperson select a category and a number from the Jeopardy board (i.e. <i>Vitamin C for 20, please!</i>). Allow group to whisper and discuss what they think the answer might be (about 20 seconds), then ask the spokesperson to give the answer. 2. If answer is correct, add the number to the team's pile nearby. If incorrect, the question goes to the next team, who get only one try to answer correctly. A correct answer is a bonus and does not take away a team's turn to select. 3. Move on to group B, C, and D. Start with group A again. The spokesperson remains the same for the duration of the game. 4. Have student count number cards to see which team has the most. (Check with the teacher first, as some prefer not to make this a competitive game.) • Ask the students: <i>who has learned something from the game? You are all winners!</i>
<p>2 minutes CONCLUSION</p>	<ul style="list-style-type: none"> • Show the newsletter for students to take home to parents. Leave with the teacher. • Suggest that they try the Ragin' Ramen recipe.



Lesson 4: Vegetables and Parts of a Plant

Physical Activity Option A: *Go Bananas**

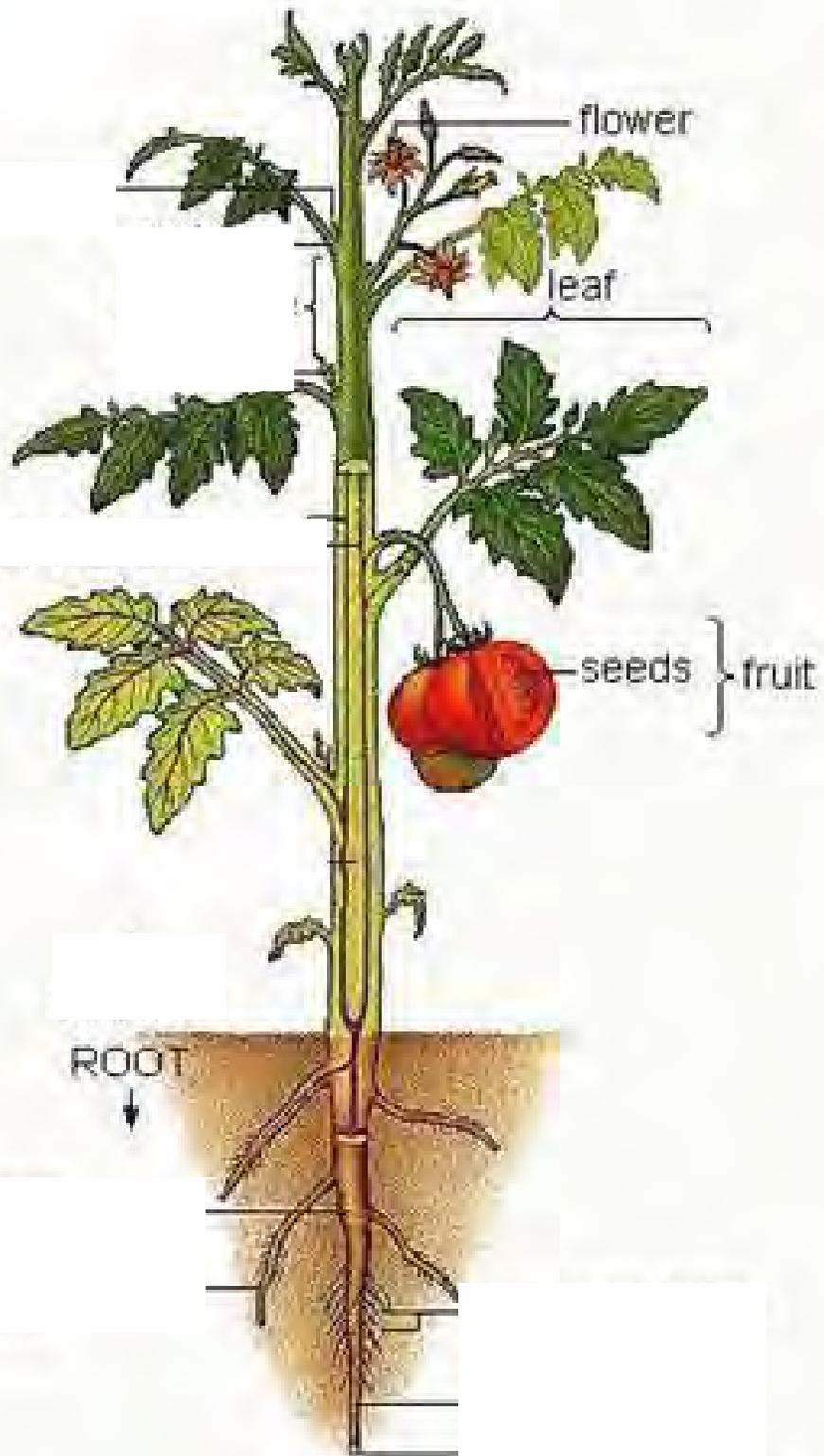
Have students stand at their desks or form a circle. Set a beat by snapping fingers or clapping hands and bopping to the beat. Use rhythm when making the following motions:

- When ‘forming’ a fruit or vegetable, swing right arm out and up to over your head according to the beat. Then do the same for the left, with fingers meeting at the top.
- As you ‘peel’ the fruit or veggie, bring right arm out and down toward your side, followed by the left, using a different motion for each F/V (re: peeling potato: use motion as if you are holding a veggie peeler; peeling orange: with pinched fingers, rotate hand in circles at the wrist while bringing arm out and down to side; shucking corn: with hands horizontal to the floor, use slicing motion while bringing arm to your side; peeling banana: use downward sweeping motions, as if actually peeling a banana).
- During the last two lines of each verse, use motions to pantomime each action: (re: mash potatoes: with fists clench in front of you, do up and down motion in rhythm with feet; squeeze orange: wrap your arms around your midsection and squeeze yourself with all your might while twisting side to side; pop the corn: while bouncing, throw up your hands and splay fingers wide several times; go bananas: with arms over head, shake hands wildly while turning a circle).

Lyrics that move to rhythm

Form potato, form-form potato (right arm) Form potato, form, form potato (left arm) Peel potato, peel-peel potato Peel potato, peel-peel potato Makes you Mash Potato, Mash-Mash Potato Makes you Mash Potato, Mash-Mash Potato	Form the corn, form, form the corn Form the corn, form, form the corn Shuck the corn, shuck-shuck the corn Shuck the corn, shuck-shuck the corn Makes you Pop the Corn, Pop-Pop the Corn Makes you Pop the Corn, Pop-Pop the Corn
Form the orange, form, form the orange Form the orange, form, form the orange Peel the orange, peel-peel the orange Peel the orange, peel-peel the orange Makes you Squeeze the Orange, Squeeze-Squeeze the Orange Makes you Squeeze the Orange, Squeeze-Squeeze the Orange	Form banana, form, form banana Form banana, form, form banana Peel banana, peel-peel banana Peel banana, peel-peel banana Makes you GO Bananas, GO-GO Bananas Makes you GO Bananas, GO-GO Bananas

*Adapted from a 4H Songbook



Example of Using Vegetable Food Models
with Velcro Board



MyPlate
in Practice





Lesson 4: Vegetables

Activity Parts of the Plant Activity – Option B

Objective

Have students recall parts of the plant and identify edible fruits/vegetables for each part.

Activity Supplies

- White board; chart paper or newsprint
- Parts of the Plant diagram; blown up to 18 x 30 inches long
- 6 different colored markers

Preparation

1. If educators are comfortable with their own drawing, just post a large chart paper up on the white board.
 - a. If educators want some support, enlarge the provided Parts of the Plant diagram and lay it under the chart paper. This can be used as a guide for drawing the different parts of the plant.
 - b. Or, educators can pre-trace the outline of the plant before class.

The Activity

1. Hang up chart paper with the plant outline or drawing underneath. Use the graphic as a guide for drawing each part of the plant and making it come to life. Use different colored markers for each part of the plant.
2. First draw the roots. Making a clear demarcation of the ground as a horizontal line.
 - a. Prompt the students with facts like, roots grow underground.
 - b. As you draw the roots, have the students call out veggies that they think are roots.
 - c. Write their ideas down in the space.
3. Repeat this process with stem, leaves, flowers, fruit and seeds, using different colored markers for each part and the students' vegetable ideas on the drawing.
4. Revisit the drawing, from the roots up, and share what roots do for the plant, and their different shapes. Identify which of the ideas up on the chart are correct. *Which are not? Why?* Use the references given in the script.
5. At the conclusion, ask the classroom teacher if s/he would like the chart, so her students can continue to work on it. They could add new veggies they find in the school cafeteria, brown bag lunches, or from their home.



MyPlate in Practice



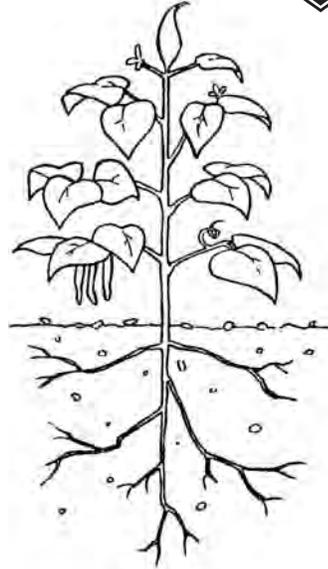
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We Eat Different Parts of the Plant

Draw a line connecting the word
with the plant part it names.

seed stem root
leaf flower fruit



Bean Plant

FOODS WE EAT THAT ARE ROOTS:

beet
onion
carrot
parsnip
potato
radish
rutabaga
sweet potato
yam
turnip

FOODS WE EAT THAT ARE STEMS:

asparagus
bamboo shoots
bok choy
broccoli
celery
rhubarb

FOODS WE EAT THAT ARE LEAVES:

Brussels sprouts
parsley
cabbage
spinach
collards
turnip greens
kale
chard
lettuce
endive
mustard greens
watercress

FOODS WE EAT THAT ARE FLOWERS:

artichoke
broccoli
cauliflower

FOODS WE EAT THAT ARE SEEDS:

lima beans
pinto beans
pumpkin seeds
kidney beans
black beans
sunflower seeds
peas
dry split peas
butter beans
corn

FOODS WE EAT THAT ARE FRUIT:

apple
apricot
avocado
grapes
cucumber

banana
pumpkin
squash
bell pepper
date
grapefruit
berries
pear
pineapple
eggplant
plum
tangerine
kiwifruit
mango
melon
orange
papaya
peach
pomegranate
strawberry
tomato

Circle the vegetables listed above that you have tasted. Put a star next to the ones that you really enjoy eating.

Reprinted from: USDA Team Nutrition, Youth Activities, Page 18, "Nutrition is the link between agriculture and health".

USDA is an equal opportunity provider and employer. This material was funded by USDA's Supplemental Nutrition Assistance Program. SNAP. The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: <http://foodhelp.wa.gov> or the Basic Food Program at: 1 877 501 2233.

VITAMIN A

VEGETABLES & FRUITS



MyPlate
in Practice

VITAMIN C

VEGETABLES & FRUITS



MyPlate
in Practice

HIGH FIBER VEGETABLES & FRUITS



MyPlate
in Practice

UNUSUAL VEGETABLES & FRUITS



MyPlate
in Practice

10

20

30

40

10



People like this veggie and some rabbits like it too.

20



This fruit is very juicy when it's ripe...but don't bite its pit!

30



This vegetable is popular in a pie at Thanksgiving.

40



This melon will help you see in the dark.

10



Juice from this fruit is popular for breakfast.

20



Name a veggie that's a flower and is green.

30



This fruit is fuzzy and green and has lots of Vitamin C.

40



This fruit was given to sailors in the 1700s to prevent Scurvy.

10



This is the biggest fruit and a favorite at picnics.

20



Name a small sweet fruit covered with seeds.

30



If you eat the skin of this baked vegetable, you will get lots of fiber.

40



Name a veggie you can eat both the leaves and root.

10



Name the veggie that is used to make pickles.

30



Name the veggie that looks like a tiny cabbage.

20



This root vegetable comes from Mexico.

40



This red, sour stem looks like a stalk of celery



Fruit and Veggie Jeopardy

Answer Key

VITAMIN A F&V

- 10– *People like this veggie and some rabbits like it too. (Carrots)*
- 20– *This fruit is very juicy when it's ripe...but don't bite its pit! (Peach, mango)*
- 30– *This vegetable is popular in a pie at Thanksgiving. (Pumpkin)*
- 40– *This melon will help you see in the dark. (Cantaloupe)*

VITAMIN C F&V

- 10– *Juice from this fruit is popular for breakfast. (Orange)*
- 20– *Name a veggie that's a flower and is green. (Broccoli)*
- 30– *This fruit is fuzzy and green and has lots of Vitamin C. (Kiwi)*
- 40– *This fruit was given to sailors in the 1700s to prevent Scurvy. (Limes)*

HIGH FIBER F&V

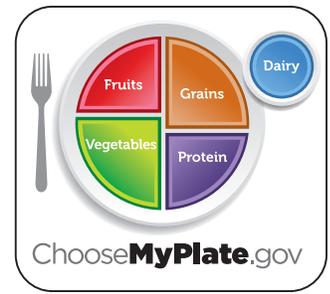
- 10– *This fruit is one of the biggest fruits and a favorite at picnics. (Watermelon)*
- 20– *Name a small sweet fruit that grows in a patch. (Strawberry)*
- 30– *If you eat the skin of this baked vegetable, you will get lots of fiber. (Potato)*
- 40– *Name a veggie that you can eat both the leaves and the roots. (Beets)*

UNUSUAL F&V

- 10– *Name the veggie that is used to make pickles. (Cucumber)*
- 20– *This root vegetable comes from Mexico. (Jicama)*
- 30– *Name the veggie that looks like a tiny cabbage. (Brussels sprouts)*
- 40– *This red, sour stem looks like a stalk of celery. (Rhubarb)*

MyPlate in Practice

3rd Grade Family Nutrition and Education



Learn more about growing healthy kids at www.growhappykids.org

Find us on 

The Vegetables Group



Dear Family,

We learned about vegetables today – roots, stems, leaves, flowers, fruits, and seeds! Ask your child at dinner tonight if they know what part of the plant they are eating.

Vegetables are high fiber foods. They are also good sources of the nutrients Vitamins A and C, and potassium.

Americans usually eat three or fewer vegetables a day. MyPlate says a child 9 years and older should enjoy 2-3 cups of vegetables each day.

In general, 1 cup of raw or cooked vegetables or vegetable juice, or 2 cups of raw *leafy* greens, is one cup from the vegetable group.

It can be hard to make kids understand they will be healthier if they eat a lot of vegetables. People who eat 3 cups of vegetables a day have less cancer and heart disease. So it is important as a parent to make sure to include more vegetables in the family diet!



Parent-Child Homework Activity: Try a New Vegetable (see inside)



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Eat Together, Eat Better

The more children eat meals with their family, the better it is for them. A study found families that eat together eat more vegetables and other healthy foods. It found that kids who eat with their family got better grades in school and got along better with their teachers and other students.

It's In The Bag

When shopping for fresh vegetables, look for deep, dark color. The vegetables with the darkest color are better for you.

Eat more dark-green veggies, like broccoli, spinach, and other dark leafy greens, and more orange veggies, like carrots and sweet potatoes.

It's best to pick vegetables that are in season, are firm, with no cuts or bruises. Frozen and canned veggies are healthy choices too.



Consider buying a vegetable from each part of the plant each week. Ask your child which ones those are.



Parent-Child Homework Activity

One way to get your child to eat more fruits and vegetables is to take a trip to the produce section of your grocery. Look at the many kinds of vegetables and fruits. Buy a vegetable new to your child or family.

For example, **jicama** is a fun and tasty vegetable when peeled and cut into sticks.

Exercise- Be Active!

Exercise should be fun for everyone!

The goal should be to get at least 60 minutes of physical activity every day. You can divide the 60 minutes into smaller portions to fit your lifestyle.

Here are some great ways for your family to exercise together:

- Walk around the neighborhood after dinner.



- Play games such as plastic horseshoes, Frisbee, softball, tug-of-war, touch football, kick ball, soccer, jump rope, hula hoop, and tag.
- Turn on music and dance around the living room.
- Plan vacations around exercise such as swimming and biking.
- Household chores can be a family exercise time – bending when sweeping, stretching to wash windows.

Nutrients We Need: Vitamin A

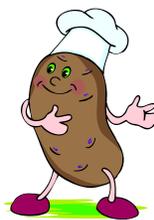
Vitamin A has many jobs. It helps:

- Eyes adjust to dim light
- Keep skin smooth
- Children's bones grow
- Keep hair healthy

Dark green and deep yellow vegetables such as carrots, broccoli, and spinach have lots of vitamin A. You cannot get too much vitamin A from foods.

Did You Know? In 1893, the Supreme Court ruled that tomatoes are a vegetable, because they are eaten during the main part of the meal, rather than as dessert, like cake or ice cream. However, because of the way they are grown, tomatoes are actually a fruit!

Baked Potato Bar



4 medium baking potatoes
Light margarine
Diced tomato
2 cups shredded cheese

2 cups broccoli tops
Fat-free sour cream
Chopped green onion

Instructions:

1. Rinse dirt from potatoes and pierce with a fork.
2. Bake potatoes in microwave for 4 to 5 minutes per potato
3. Meanwhile trim and rinse broccoli and place in a covered bowl.
4. Cut tomatoes and green onions and place in bowls.
5. Cook the broccoli in covered bowl in the microwave for 3 to 4 minutes or until tender.
6. Cut potatoes in half and serve buffet style, allowing everyone to make their own stuffed baked potato.

Ragin' Ramen

4 cups water
2 packages ramen noodles with seasoning packet
2 cups mixed vegetables, frozen or your choice of fresh
2 eggs, beaten or ½ cup cooked chicken, turkey, beef, pork, or fish

Instructions:

- 1) If using fresh vegetables, chop thick ones like carrots and broccoli into small pieces. Tear leafy veggies.
- 2) In a large saucepan, bring water to a boil.
- 3) When water boils, add all vegetables and cook for one minute.
- 4) Add noodles. Boil on medium-high for two minutes. Add meat or eggs. Stir until cooked.
- 5) Remove from heat and stir in one seasoning packet. (Discard the second packet.)

MiPlato en Práctica

Programa Familiar de Nutrición y Educación para 3er Grado

Learn more about growing healthy kids at www.growhappykids.org



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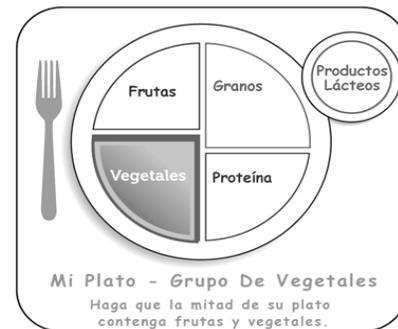
El Grupo de los vegetales

Estimada Familia,

Hoy aprendimos acerca de los vegetales: raíces, tallos, hojas, flores, frutas y semillas. Pregúntele a su hijo(a) durante la comida si sabe qué parte de la planta está comiendo.

Los vegetales son alimentos con un alto contenido de fibra. También son buenas fuentes de vitaminas A y C.

Los norteamericanos generalmente consumen tres o tal vez menos vegetales al día. MiPlato establece que un niño de entre de 9 años y más debe disfrutar de 3 tazas de vegetales cada día.



En general, 1 taza de vegetales crudos o cocidos, o jugo de vegetales, o 2 tazas de vegetales de hoja verde crudos, son el equivalente de 1 taza del grupo de vegetales.

Puede ser difícil hacer que los niños entiendan que comiendo más vegetales serán más saludables. Las personas que consumen 3 tazas de vegetales al día padecen menos cáncer y enfermedades del corazón. Como padres, de esta manera puede asegurarse de incluir más vegetales en la dieta familiar.



Actividad en el hogar para padres y niños -
Probar un nuevo vegetal (ver en el interior)



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Comer Juntos, Comer Mejor



Mientras más frecuentemente se reúna la familia a las horas de los alimentos, más beneficioso será para los niños. En un estudio sobre familias que se reúnen para comer se encontró que éstas comían más vegetales y otros alimentos nutritivos. Los niños que comen juntos en familia tienen mejores calificaciones en la escuela y se comportan mejor con sus maestros y con los compañeros.

Está en la bolsa

Cuando compre vegetales frescos, busque los de color intenso y oscuro. Los vegetales con más color son mejores para usted.

Consuma más vegetales de color verde oscuro como brócoli, espinaca y otros de hoja verde, más vegetales color naranja como zanahorias y batatas (camotes).

Es mejor escoger vegetales que estén en cosecha, que sean firmes y que no tengan golpes o magulladuras. Los vegetales congelados o enlatados son opciones saludables también.



Considere comprar vegetales de cada parte de la planta cada semana. Pregúntele a su hijo(a) qué parte de la planta son estos.



Actividad en el hogar para padres y niños

Una forma de motivar a su hijo a comer más frutas y vegetales es llevarlo a la sección de vegetales en la tienda. Fíjese en la gran variedad de vegetales y frutas. Compre un vegetal nuevo para el niño o para toda la familia. Por ejemplo, la jícama es un vegetal que es divertido y sabroso cuando está pelado y cortado en tiritas.

Ejercítense – Esté Activo

¡El ejercicio debe ser divertido para todos!

La meta debería ser por lo menos 60 minutos de actividad física cada día. Se pueden dividir los 60 minutos en porciones para ajustarse a su estilo de vida.

Estas son unas buenas ideas para que toda la familia haga ejercicio:

- Camine alrededor del vecindario después de la cena.
- Use juegos como herraduras de plástico, tirar el disco, béisbol con pelota blanda, tirar de la



cuerda, fútbol, patear la pelota, jugar fútbol, brincar a la cuerda, hula, hula y al tócame tú.

- Ponga música y baile en la sala de su casa.
- Planee vacaciones para ejercitarse como nadar y andar en bicicleta.
- Las labores del hogar pueden ser un buen ejercicio para toda la familia, agacharse cuando barre, estirarse para lavar ventanas, etc.

Nutrientes que necesitamos – vitamina A

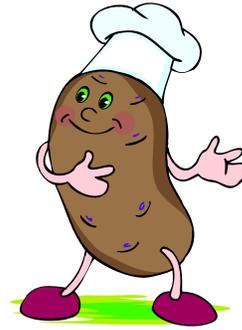
La vitamina A tiene muchos trabajos; nos ayuda a:

- Que los ojos se adapten a la oscuridad
- Que los huesos en los niños crezcan
- Mantener la piel suave
- Mantener saludable el cabello

Los vegetales de color verde oscuro y los de color amarillo intenso como las zanahorias, el brócoli y las espinacas tienen mucha vitamina A. No se puede obtener demasiada vitamina A de los alimentos.

¿Sabía Usted? En 1893, la Corte Suprema dijo que el tomate es un vegetal, porque se acostumbra comerlos durante la parte principal de la comida, en vez de postre, como el pastel o el helado. Sin embargo, por la manera en que crecen al cultivarlos, ¡los tomates son realmente una fruta!

Barra de papa asada



4 papas medianas
Margarina de dieta
Tomates en cubos
2 tazas de queso rallado

2 tazas de flores de brócoli
Crema agria sin grasa
Cebollas verdes cortadas

Instrucciones:

1. Enjuague la tierra de las papas y pínchelas con un tenedor.
2. Hornee las papas en el microondas durante 4 a 5 minutos por papa
3. Mientras tanto, recorte y enjuague el brócoli y colóquelo en un recipiente cubierto.
4. Corte los tomates y las cebollas verdes y colóquelos en recipientes.
5. Cocine el brócoli en un recipiente cubierto en el microondas durante 3 a 4 minutos o hasta que esté tierno.
6. Corte las papas a la mitad y sívalas al estilo buffet permitiéndole a cada uno rellenar su propia papa horneada.

Fideos Ramen

4 tazas de agua
2 paquetes de sopas instantáneas "ramen" con el sazonador
2 tazas de vegetales mixtos, congelados o frescos
2 huevos batidos o ½ taza de pollo cocido, pavo, carne de res, cerdo, o pescado

1. Si usa vegetales frescos, pique los gruesos como zanahorias y brócoli en pequeños trozos. Rasgue los vegetales de hoja.
2. Ponga el agua a hervir en una cazuela grande.
3. Cuando hierva agregue los vegetales y cocine por 1 minuto.
4. Añada los fideos y deje hervir a temperatura media por 2 minutos. Agregue la carne o los huevos y revuelva hasta que se cueza.
5. Retire del fuego y revuelva un paquete de sazonador. (Deseche el otro paquete.)

Lesson 5: The Dairy Group – Do You Wear a Moo-stache?



MyPlate
in Practice

PREPARATION OUTLINE

Objectives

1. Identify that calcium in the Dairy Group is needed to build strong bones.
2. Identify the number of servings of dairy foods needed for good health and name 3 calcium-rich foods.
3. Explain how physical activity helps build strong bones to prevent disease.
4. Understand the actions required to keep food safe.

Equipment

- Plastic gloves
- Anti-Bacterial wipes
- Hand sanitizer
- Dish soap
- Dish sponges
- Butcher paper to cover table (optional)
- Napkins
- 1 blender (check to make sure it works)
- Extension cord
- Paper towels
- 3 ounce cups (1 per student)
- 1 4-cup liquid measuring cup
- 4 serving trays
- 1 teaspoon measure
- Rubber spatula
- Food storage cooler with ice

Food Supplies *Choose one of these options:*

Lemon Velvet Smoothie

- 3 cups nonfat or 1% milk
- 12 oz frozen low-fat lemon yogurts*
- 9 oz frozen 100% orange juice concentrate
- 2 teaspoons vanilla

**Freeze upside down for easier removal.*

Handouts and Teaching Supplies

- MyPlate poster with Velcro food models
- Educator’s Classroom Folder
- Dairy Word Search—English/Spanish
- “Thumbs Up, Thumbs Down- What Would You Do?” safety quiz sheet (optional)
- *Find the Bone Builders* ½ worksheet
- 20 laminated or page-protected pictures
- Parent newsletter—English/Spanish
- Dairy food models (paper)
- Bone 3-D models or photo of healthy vs. not healthy bone
- 5 small empty cartons of milk (whole, 2%, 1%, fat-free and chocolate milk)
- 1 empty calcium fortified frozen orange juice container
- 1 empty flattened cereal box
- NERI: Moo-stache stickers (optional)

Grape Ape Smoothie

- 1 frozen banana
- 6 oz 100% frozen grape juice concentrate (1/2 of a 12 oz can)
- 2 cups low-fat (1%) milk
- Ice cubes

Directions: Blend and pour into 3 ounce cups. Serve immediately.

Educator’s Notes

Time Management: Optional segments are designated in the left column. These topics are found to be of great value to students, but must be limited if time is restricted.

Optional Activities: White Milk Wednesdays. This is a challenge put out to students. The Educator arrives at the school, for either breakfast or lunch, and gives Moo-stache stickers to those who choose white milk. Students never know when this will happen. Charting the increase in white milk consumed could be added to visually reinforce changes in consumption (WMW graphic) by the classroom teacher.

Osteoporosis Demonstration: This segment is very impactful to third graders for both visual and kinesthetic consequences of low dairy, low PA over time.



Lesson 5: The Dairy Group – Do You Wear a Moo-stache?

TEACHING OUTLINE

Time/Hints	If possible, set up food prep table prior to lesson
<p>10 minutes</p> <p>REVIEW AND INTRODUCTION</p> <p>WSDC Dairy food models</p> <p>Milk/cheese 3-D models (optional)</p>	<p>Put up the MyPlate poster. Choose several Dairy food models.</p> <ul style="list-style-type: none"> • Greet students and review the Grains, Veggie and Fruit Groups. • Ask if anyone looked at the % fruit juice in their juice drinks at home or tried one of the recipes from last week’s newsletter. • <i>Today we’ll talk about the Dairy Group. What color is it on MP (blue)? What’s the message (get calcium-rich foods)? Point out that on MP, Dairy is represented by a circle, like a glass of milk. But...</i> • <i>There are lots of different foods in the Dairy Group. Let’s name some of your favorite foods (milk, cheese, yogurt, cottage cheese, ice cream, frozen yogurt, string cheese).</i> • <i>Great! We need to eat from this group every day. Does anyone remember how much we need to eat from this group every day? (3 cups -- show milk & cheese models here). Everyone, even adults, needs 3 cups of milk or milk products every day for good health.</i>
<p>15 minutes</p> <p>NUTRITION</p> <p>Amount of Broccoli vs. Milk. This can be visualized by showing the photo in Lesson 5 support materials.</p> <p>Optional Challenge</p> <p>Vocabulary Dairy, Calcium, Vitamin D, Weight-bearing exercise, “Bone bank”</p>	<ul style="list-style-type: none"> • <i>Who remembers which mineral we get from milk and milk products that we need to be healthy (calcium)?</i> • <i>What parts of our bodies does calcium help grow strong (bones/teeth)?</i> • <i>Vitamins A & D are added to milk because they work with calcium to make bone material.</i> • <i>Other foods have calcium too: Almonds, broccoli, green leafy veggies like kale, tofu & dry beans. But it takes a lot of other foods (8 cups of broccoli=1 cup milk) to get the calcium we need every day.</i> • <i>There are many types of milk at the store. Talk about low-fat choices...need the calcium, not a lot of added fat. Discuss different types of milk (whole, 2%, 1%, skim, flavored).</i> • <i>Read labels to find the best milk for you. (Most schools provided nonfat or low-fat white and chocolate milk.)</i> • White Milk Wednesday Challenge (see educator’s notes) <p>Scavenger Hunt Activity</p> <p>NOTE: The classroom teacher should place the 20 scavenger hunt pictures around the room at the beginning of the lesson.</p> <ul style="list-style-type: none"> • <i>Tell the students that there are many daily choices we can make that help keep our bones strong. Divide the kids into pairs or groups of 3. Their job is to find 10 bone-building habits from the choices around the room.</i> • <i>Remember, we are looking for foods or physical activities that help our bones. The activities are called “weight-bearing” exercise because it means that our bones are needed for us to move around.</i>

	<ul style="list-style-type: none"> • <i>Foods in different food groups help us in different ways. We are looking for those that are specifically going to help your bones grow stronger.</i> • When they have completed the activity, review the answer key (probably during tasting time).
<p>10 minutes</p> <p>CALCIUM AND BONES</p> <p>See photos of healthy vs. osteoporotic bones</p>	<ul style="list-style-type: none"> • <i>So, what happens when bones don't get enough calcium? (They become weak and can break easily.) Spell osteoporosis on board, explaining that osteo=bone; porosis=full of holes.</i> • <i>Show photos of healthy bone and osteoporotic bone. Have students compare how they are different. Healthy bones are flexible yet strong; they have holes, but the holes are small. Osteoporotic bones are very weak with big holes; the bone material is much thinner.</i> • <i>Have students stand up, bend at the waist, and walk around to simulate someone with osteoporosis. Have them return to their seats, still bent over. Ask them if they could do their favorite activities in this position?</i> • <i>If we don't get enough calcium while we're young, we can develop osteoporosis later in life.</i> • <i>We need to think of our bones as a bank for calcium. We can store calcium in our bones as long as we keep bringing it into our bodies. This 'bone bank' needs to last a lifetime if we want to remain strong and active.</i>
<p>15 minutes</p> <p>FOOD ACTIVITY</p> <p>Select student helpers to make taste</p>	<ul style="list-style-type: none"> • <i>Today's taste is a _____ Smoothie. Let's gather around the food prep table while the chefs are making your taste for today.</i> • <i>Talk about ingredients (food groups, measuring ingredients; blender safety). If you make them at home, make sure to take apart all the pieces and wash them with soap and warm water.</i> • <i>You can make these with a jar or water bottle (and tight fitting lid) if you don't have a blender at home. Distribute in 3 ounce cups.</i> • <i>Ask if they liked the smoothie and why. Tell them the recipe is on the newsletter, along with another blender drink.</i>
<p>5 minutes</p> <p>CLOSING</p> <p>Newsletters</p>	<ul style="list-style-type: none"> • <i>Play Thumbs Up/Thumbs Down Food Safety game (on following page) while students finish their blender drinks.</i> • <i>Show the newsletter to students and suggest they make a blender drink for their family during next week.</i>



Lesson 5: Dairy Food Safety Game

“Thumbs Up, Thumbs Down – What Would You Do?”

Tell the students, *we are going to play a Thumbs Up, Thumbs Down game about keeping our food safe. Who knows what thumbs up or thumbs down means (get answer)?* Ask students to place their thumb on their chest and listen carefully to the question before deciding if the answer is thumbs up or thumbs down.

1. *You're really hungry and go to the refrigerator for something to eat. The cottage cheese sounds good, but there's a round spot of blue mold – right in the middle of the cottage cheese! So you scoop out the mold and eat the cottage cheese underneath. Thumbs up? Or thumbs down?*

Thumbs down: Never eat food with mold in it because the mold has fingers that grow beneath the surface. Always throw it out. The exception is a large piece of hard cheese (like cheddar). It can be used if ½ inch is cut off below and around the mold.

2. *You get home from school and are thirsty. You remember that we talked about drinking lots of milk, so you get out a gallon of milk and start chugging it down. Lots of calcium is good for you.*

Thumbs down: You are putting germs in the milk jug. Use a glass!

3. *You get a container of yogurt out of the refrigerator. When you open it, it has some water on top. You stir in the water, and eat it anyway.*

Thumbs up: The fluid has separated from the yogurt. It is not spoiled. It's best to stir the fluid back in to the yogurt as it contains calcium, protein, water and probiotics (good gut bacteria) that are all important to good health!

4. *It is Saturday morning and you want to eat some cereal while you watch cartoons. But someone forgot to put the milk back in the refrigerator. You want to use some on your cereal, but the container doesn't feel cold. You decide to eat some toast instead of cereal and milk.*

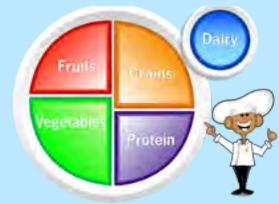
Thumbs up: Ask the kids “What would you do with the milk?” (They should find out from a parent how long the milk had been out of the refrigerator. If longer than two hours, throw the milk away.)

5. *You come home from school and want to fix yourself a sandwich. The first thing you should do is get out some bread.*

Thumbs down: You should first wash your hands, and then get out the food.

Chef Solus Milk Group Word search Puzzle!

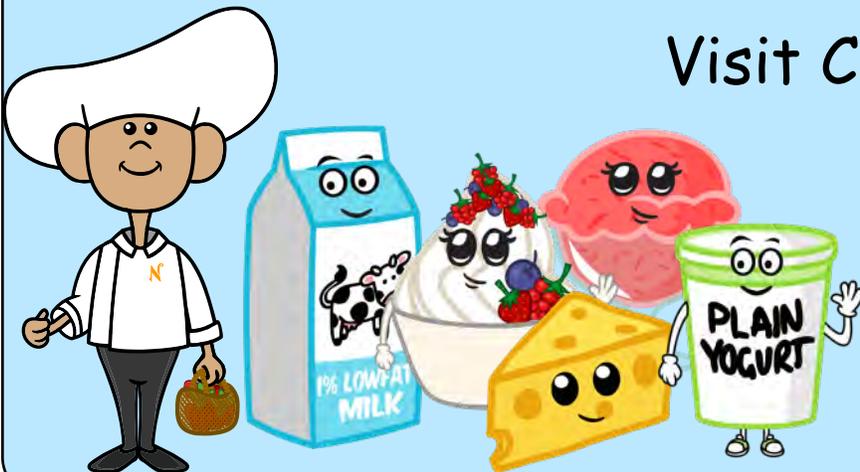
T H M D L S S M P
 P F S E N O B Q Z
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 W T L M D T V Z R
 B E S E E H C E F
 J Y F E R E T Y M
 G C T K N T F I I
 S H S M U M P W L
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 B I O G R B Q C I



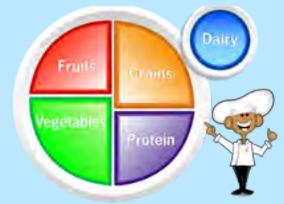
MILK
SKIM
CHEESE
BUTTER
TEETH
YOGURT
BONES

Dairy Group

For more fun
 nutrition games
 Visit ChefSolus.com



Chef Solus Milk Group Word search Puzzle!



**MILK
SKIM
CHEESE
BUTTER
TEETH
YOGURT
BONES**

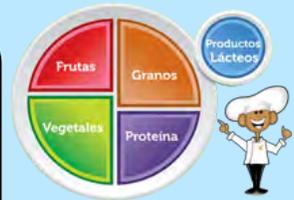
Dairy Group

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Rompecabezas de la Búsqueda de Palabras del Chef Solus

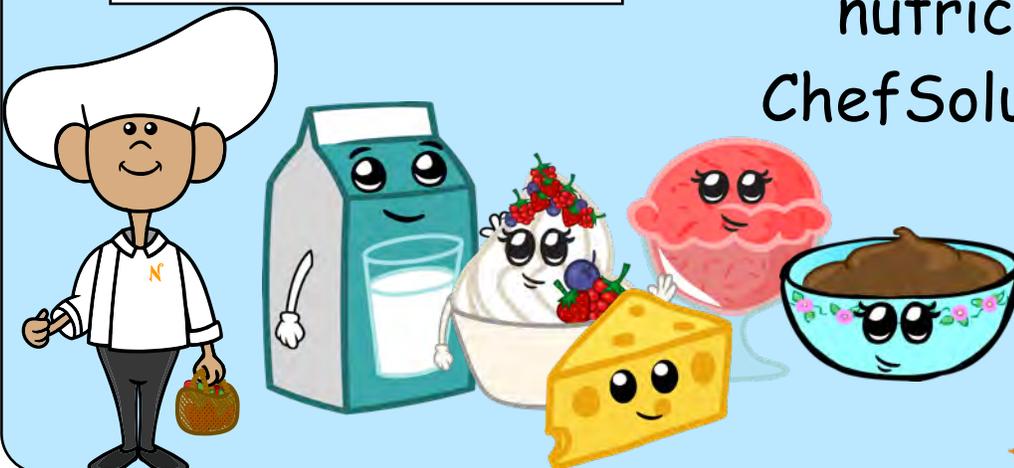
P K S H W A G X M C
P H Q W C A L C I O
R D I E N T E S Y S
F W P H L Y A S Y R
S M C U Y E Y J N U
O Z S H D E C J X G
S F O F S I U H D O
E R N S H U N H E Y
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N C C Z U I Q V O B



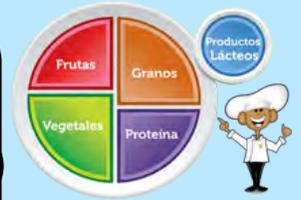
Leche
Pudín
Calcio
Queso
Dientes
Yogur
Huesos

Grupo de Productos
Lácteos

Para más juegos de
nutrición:
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Rompecabezas de la Búsqueda de Palabras del Chef Solus

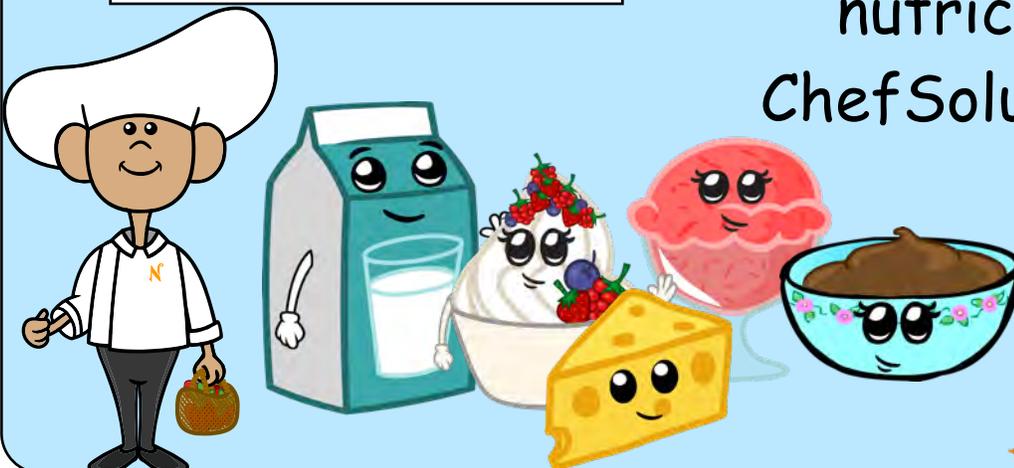


P	K	S	H	W	A	G	X	M	C
P	H	Q	W	C	A	L	C	I	O
R	D	I	E	N	T	E	S	Y	S
F	W	P	H	L	Y	A	S	Y	R
S	M	C	U	Y	E	Y	J	N	U
O	Z	S	H	D	E	C	J	X	G
S	F	O	F	S	I	U	H	D	O
E	R	N	S	H	U	N	H	E	Y
U	R	B	S	E	C	F	C	A	H
H	B	X	W	I	U	P	K	Q	S
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Leche
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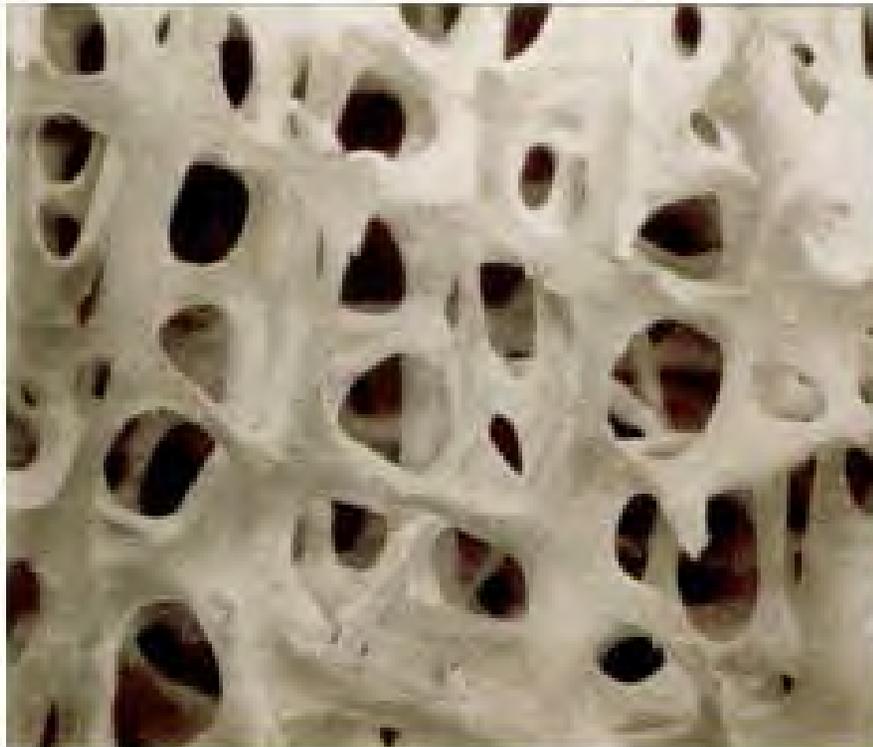
8 Cups Broccoli = 1 Cup Milk





Comparing Healthy Bone with Osteoporotic Bone.

White structure represents the calcium laid down in the protein matrix of bone structure. Without enough calcium in the diet, there will not be enough calcium to build a strong bone structure. Also, the calcium that is in the bone is leached out into the blood stream. This leaves a thin, brittle bone that can break very easily under pressure.

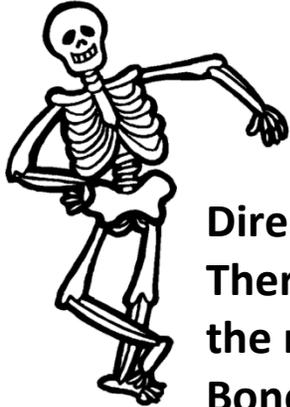


Healthy bone



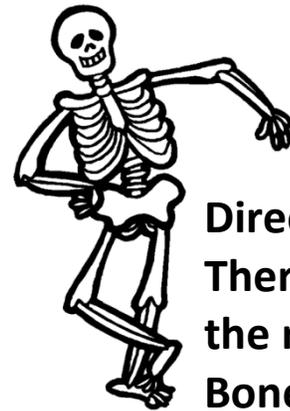
Osteoporotic bone

Source: <http://www.nras.org.uk/osteoporosis-in-ra>



Find the Bone Builders

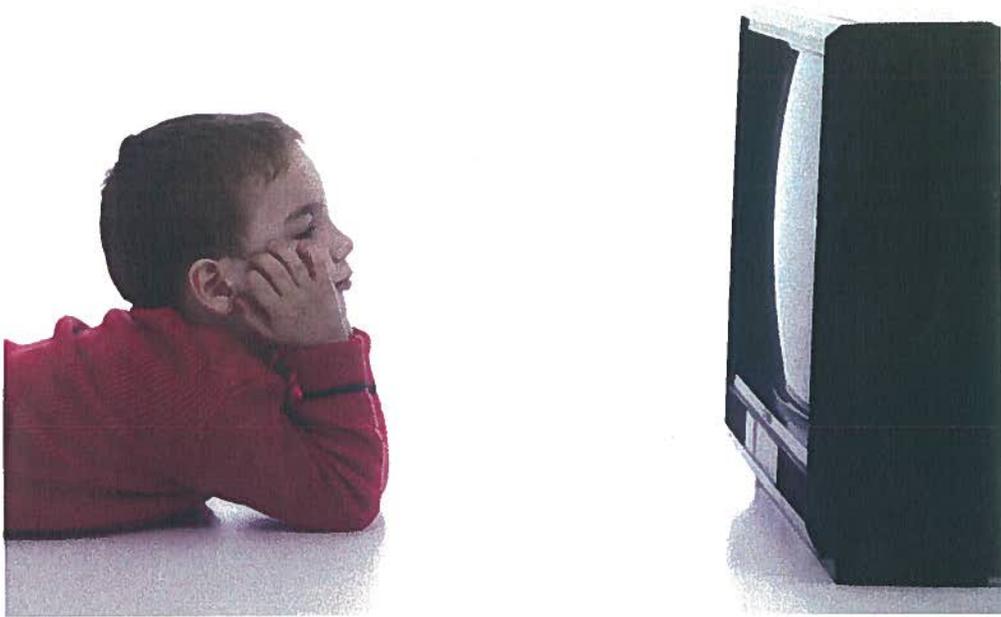
Directions:
There are 20 pictures around the room. Find the 10 that are Bone Builders. List them here:



Find the Bone Builders

Directions:
There are 20 pictures around the room. Find the 10 that are Bone Builders. List them here:

Watching TV



Milk



Jumping Rope



©2009 JH1 QUEVE/FLICKE

Soda



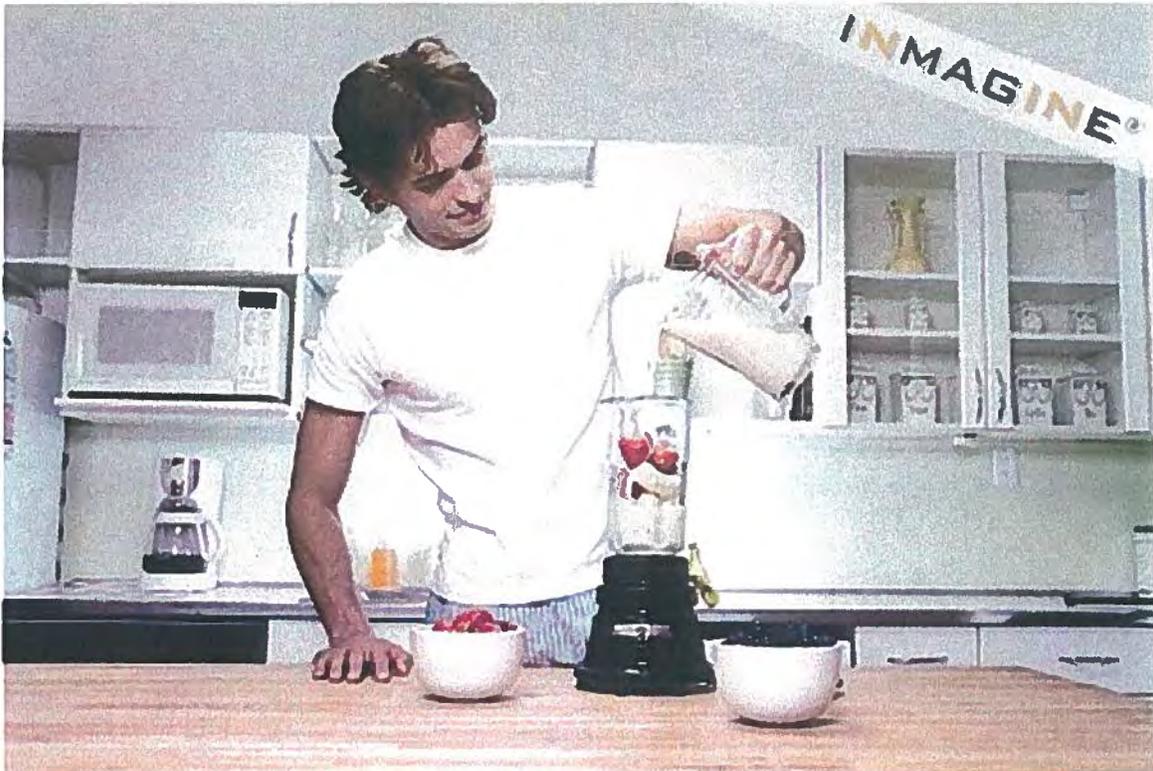
Playing Video Games



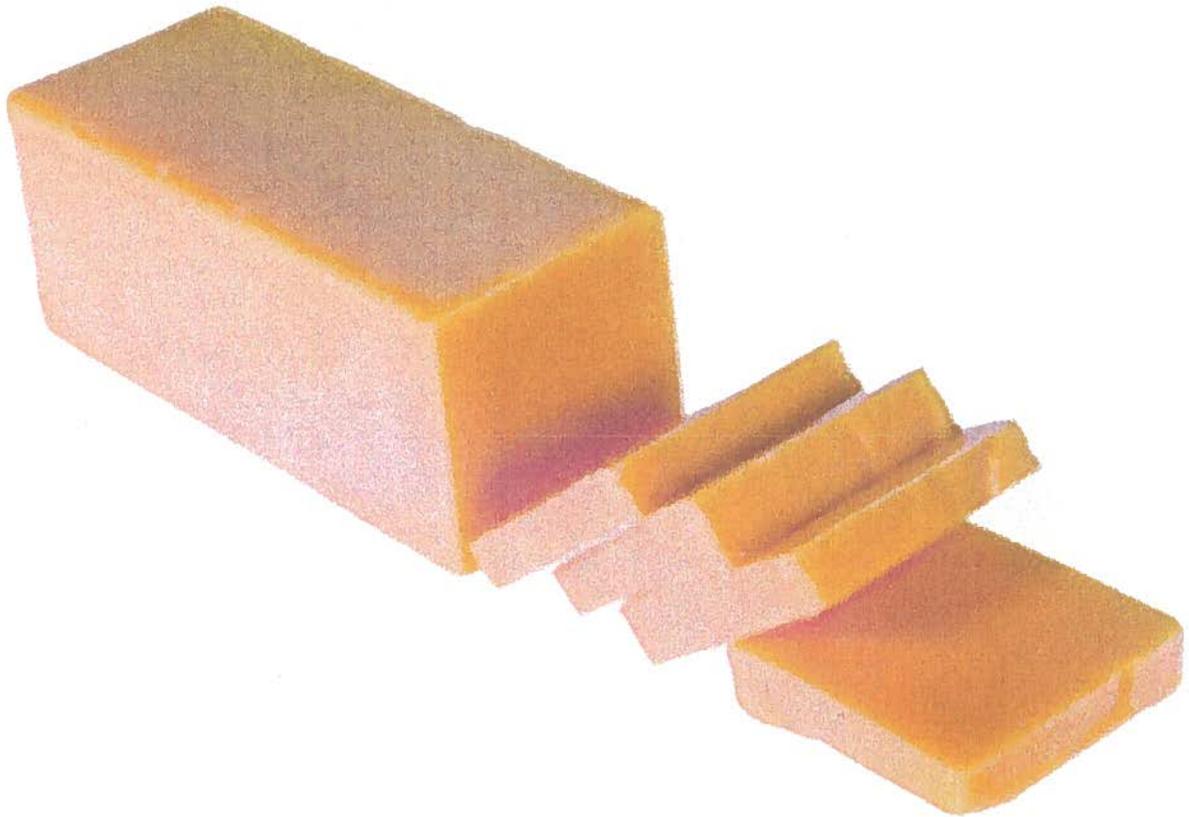
Playing Soccer



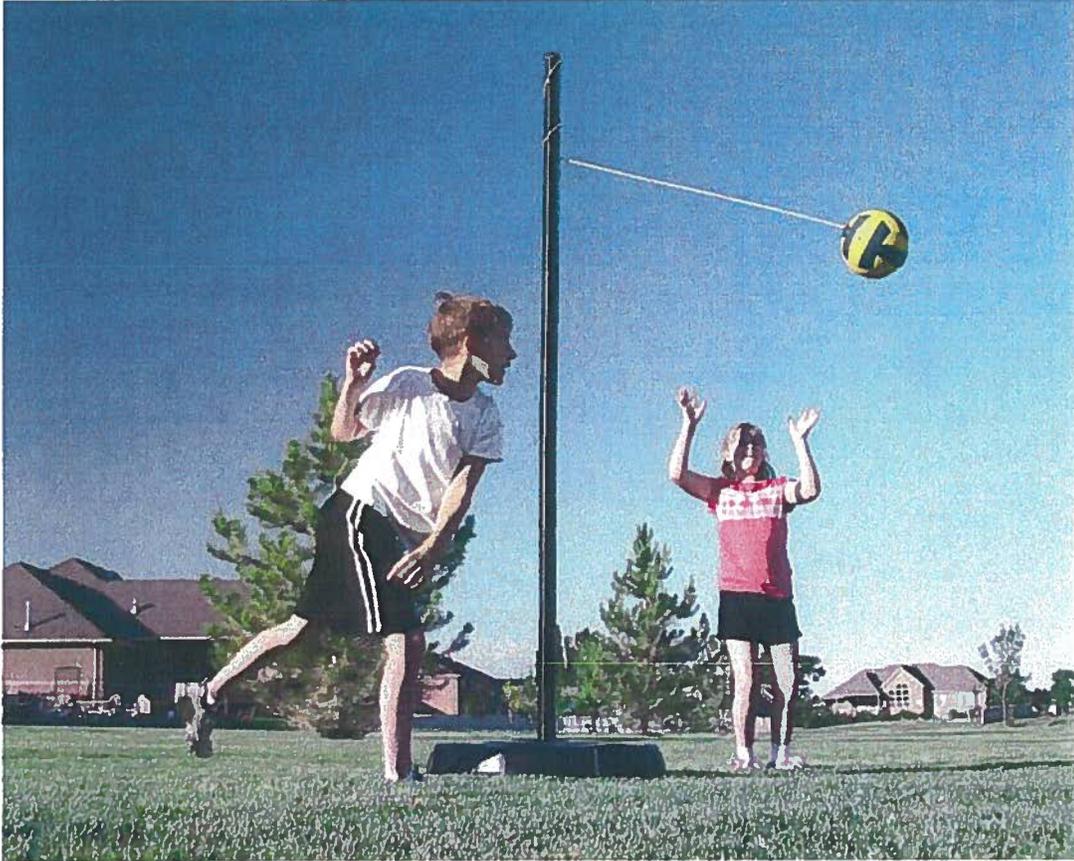
Smoothie



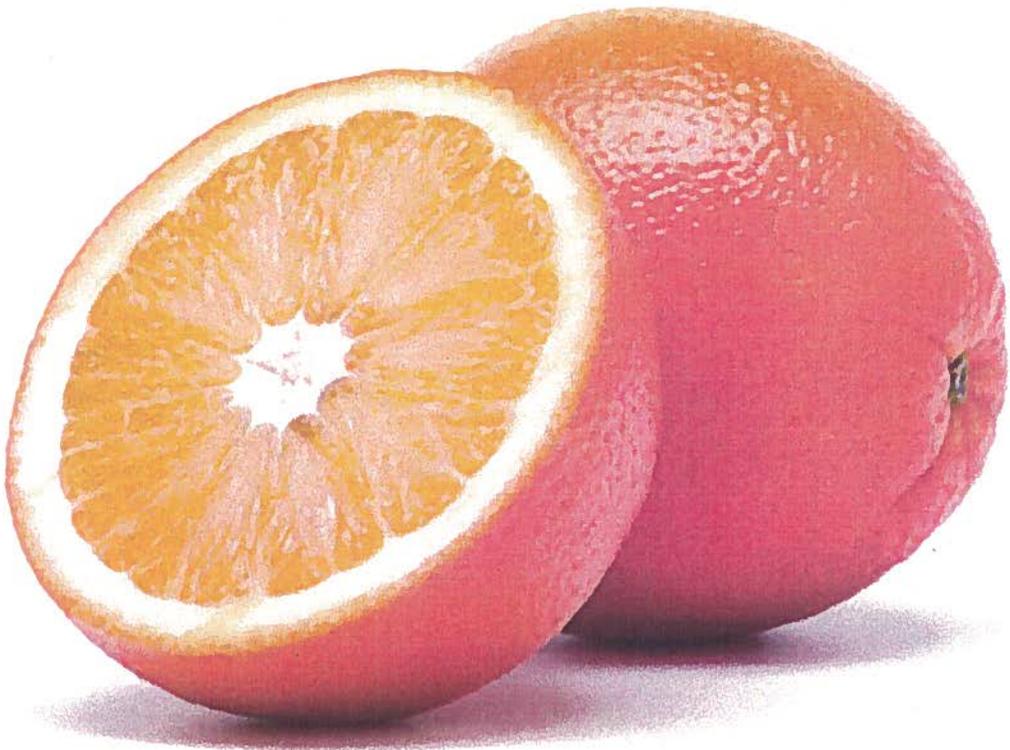
Cheese



Playing Tether Ball



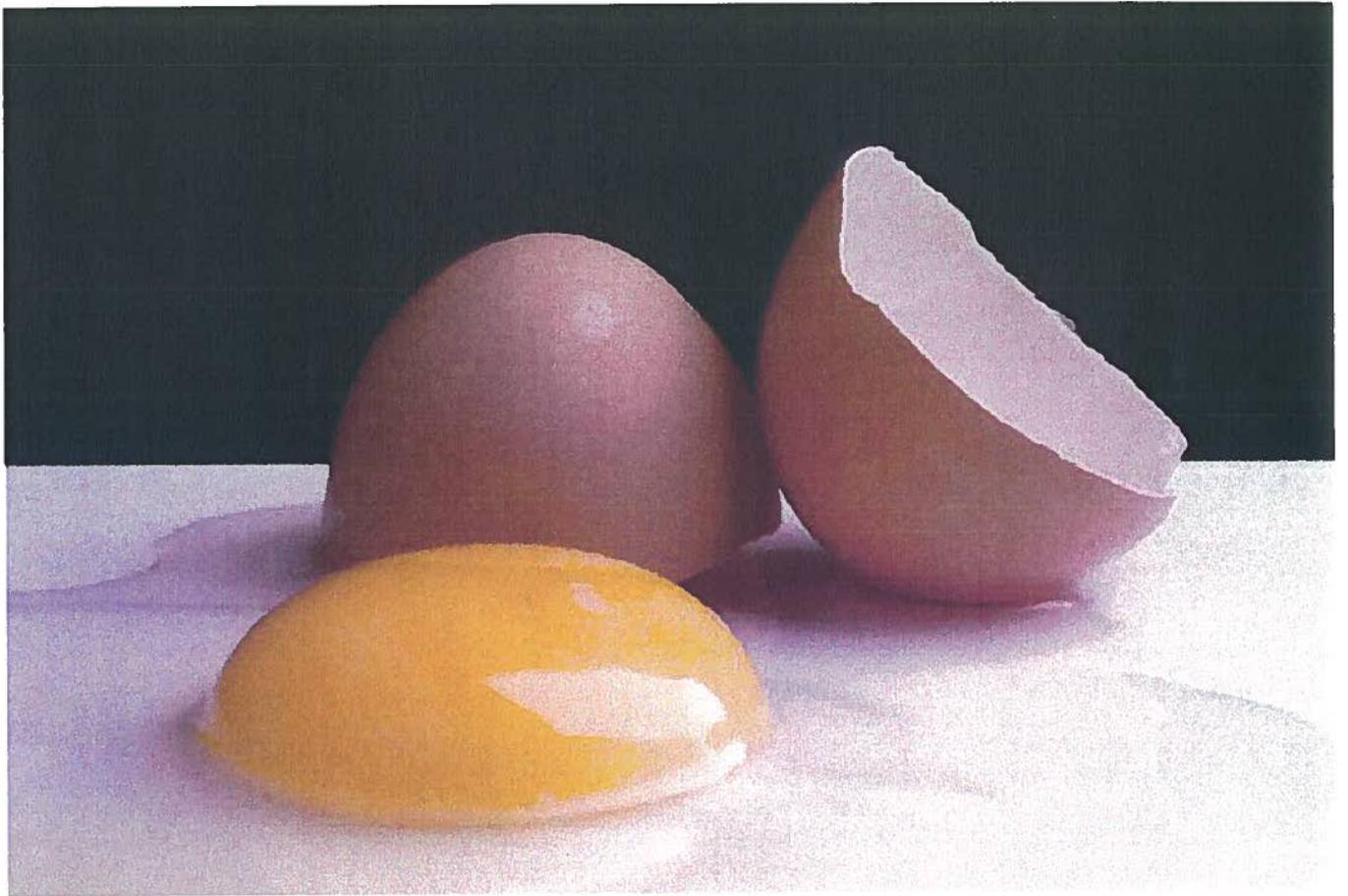
Oranges



Bread



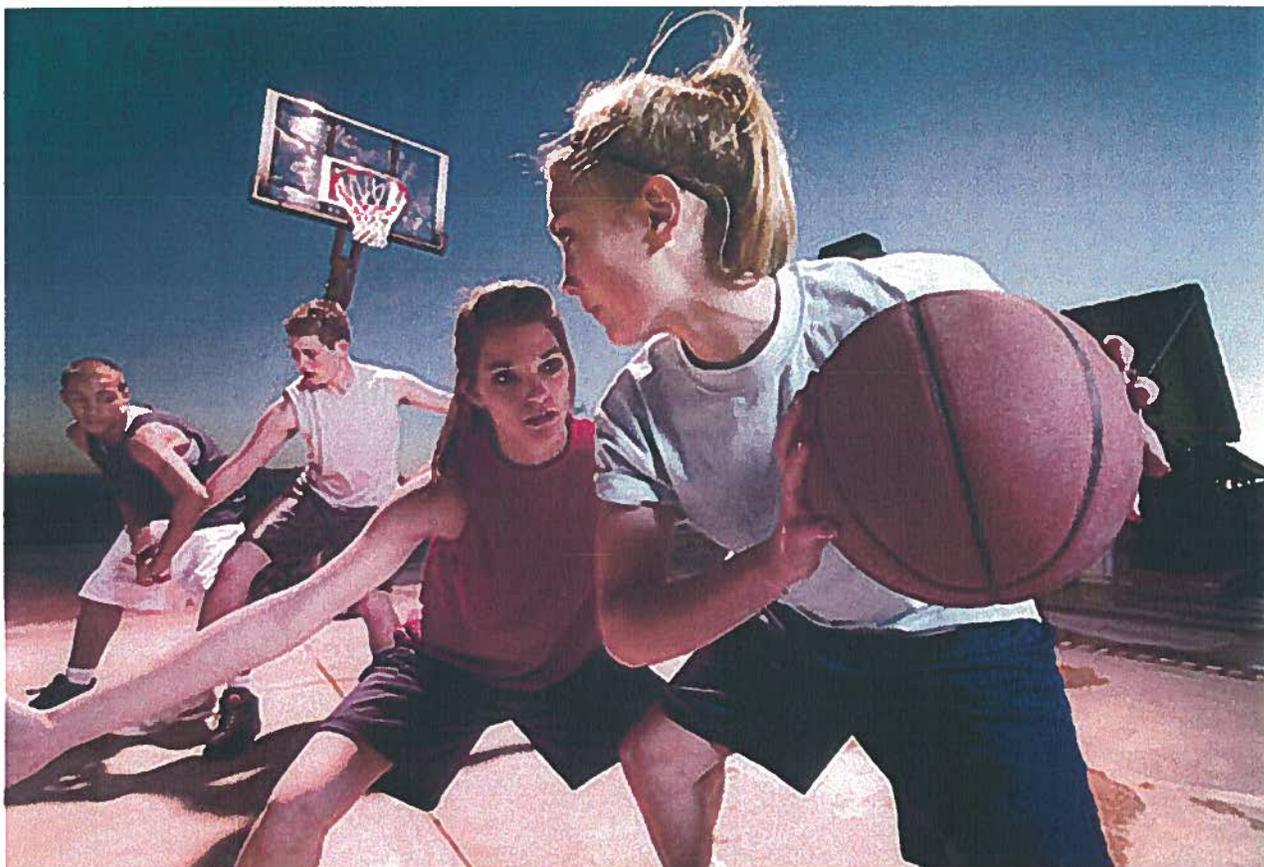
Eggs



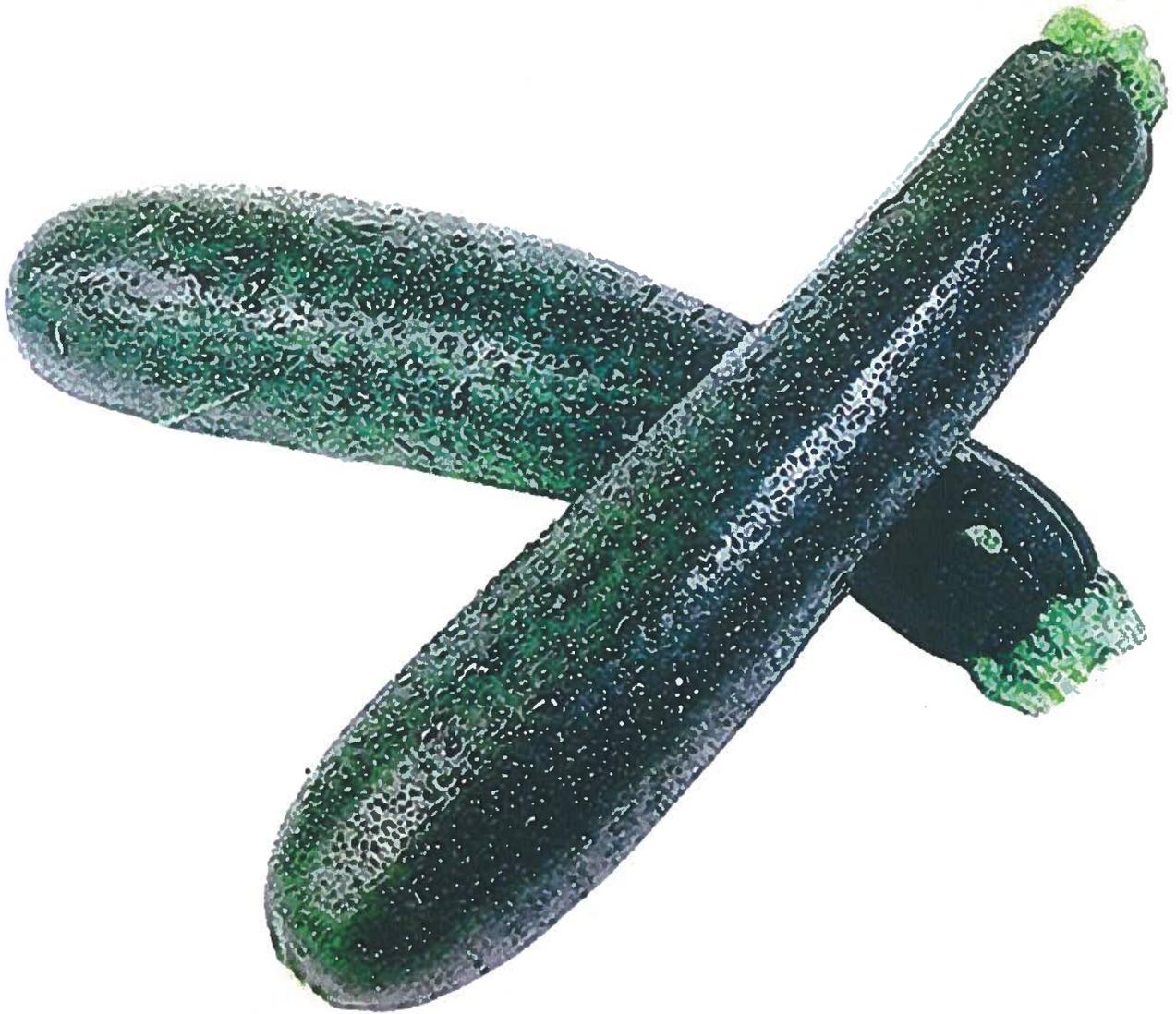
Running



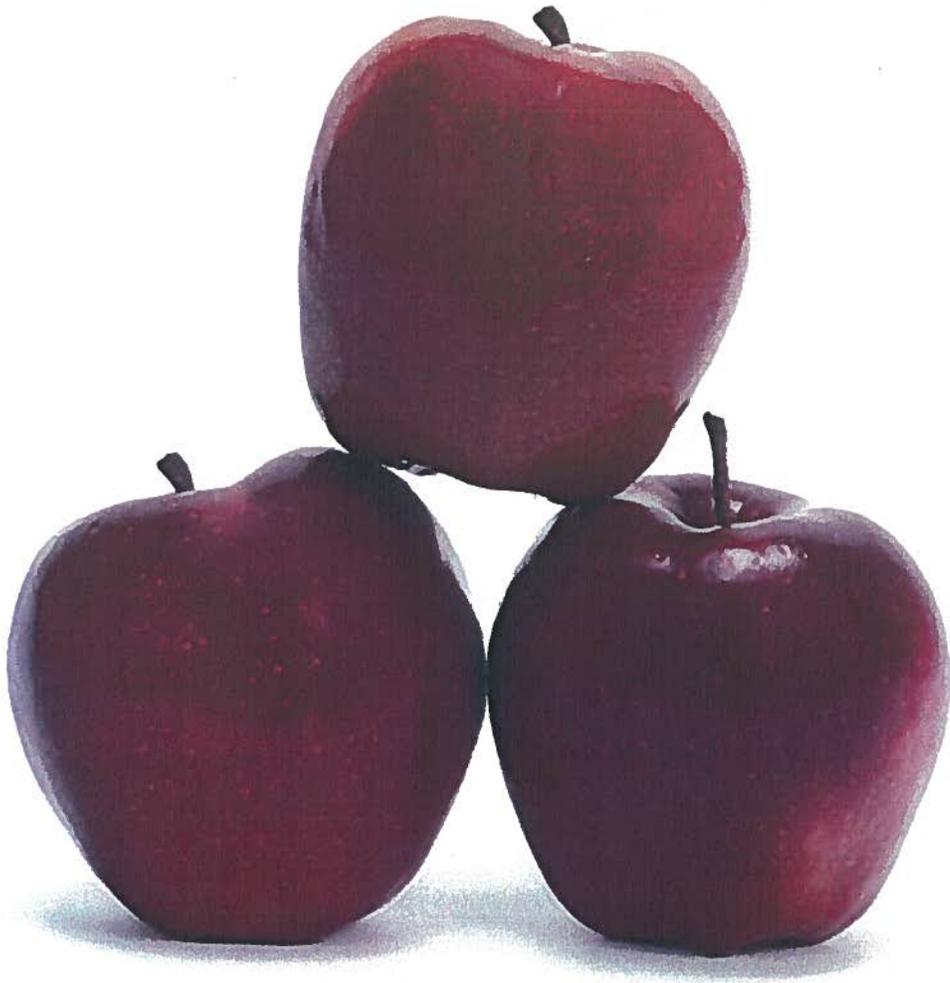
Playing Basketball



Zucchini



Apples



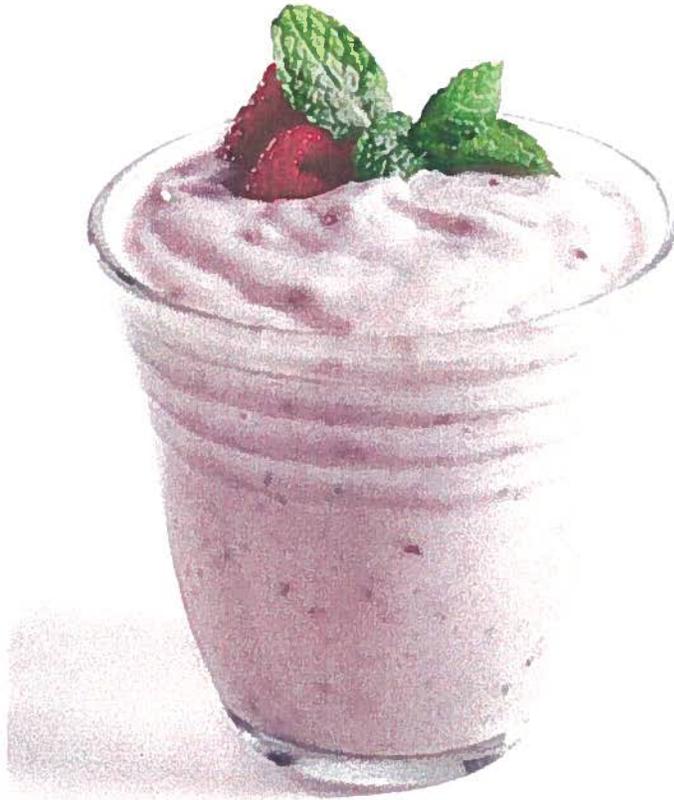
Potato Chips



Cake



Yogurt

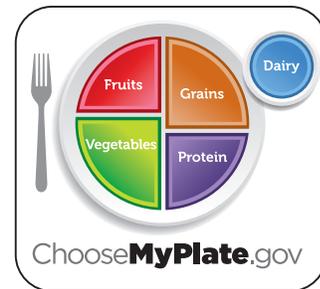


Walking



MyPlate in Practice

3rd Grade Family Nutrition and Education



Learn more about growing healthy kids at www.growhappykids.org

Find us on 

The Dairy Group

Dear Family,

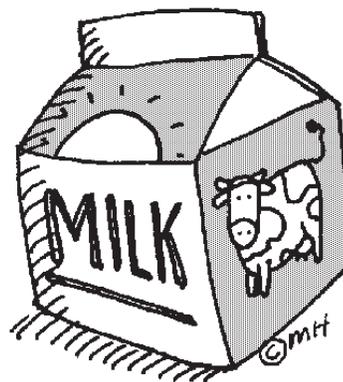
This week's lesson was about milk and other dairy products. Everyone needs to include dairy foods at meals each day.

Adults and kids need the calcium in dairy foods to keep their bones and teeth strong.

How much do we need?

MyPlate says we should eat or drink 3 cups each day.

Most dairy group choices should be fat-free or low-fat. In general,



1 cup of milk or yogurt, 1½ ounces of natural cheese, or 2 ounces of processed cheese are equal to 1 cup from the dairy group.

Mom and Dad, you need calcium too. Adults need three cups of milk or the equivalent in cheese or yogurt.

How much milk and dairy products have you and your family eaten today? Is your family getting enough calcium for strong bones and teeth?



Parent-Child Homework Activity: Try new dairy blender drinks (see inside).



SNAP-Ed

WASHINGTON STATE UNIVERSITY
EXTENSION



Eat Together, Eat Better

Setting the table is part of a fun family meal. Even young kids can help set the table. It is a way for children to really help out in making a meal. And when kids feel more involved, they may eat better.

It's In The Bag

Some children and adults have trouble eating dairy products. They might feel gassy, have stomach cramps or diarrhea. This might be from being "*lactose intolerant*." That means you or your child's body has trouble breaking down lactose, the sugar in milk.



Being "*lactose intolerant*" does not mean your child cannot eat dairy foods.

Here are some tips:

- Have your child drink milk **WITH** food.
- Most cheeses have very little lactose. Aged hard cheeses like cheddar, Colby, Swiss, and parmesan are easy to digest.
- Yogurt that has live active cultures helps the body break down lactose. There are lots of good flavor choices.
- Another alternative for you or your child is to choose lactose-free products.

And One More Thing ... Calcium is found in foods other than dairy products. For a bone-building change of pace, try leafy green vegetables, tofu, soy products and orange juice with added calcium.

Exercise- Be Active!

Osteoporosis (OS-tee-oh-po-ROW-sis) is a bone disease that adults sometimes get. People with osteoporosis have bones that are weak and can easily break. Exercise and eating calcium-rich foods as a child and adult will help keep bones strong. Here are some fun bone-building activities:

- Take a walk! To make it more fun, play a game with your kids as you walk, such as I Spy, or see how many plants your child can name.
- Turn on the music and dance!
- Chalk + Sidewalk = Hopscotch. A super workout for your bones!
- Hiking is good for your bones and your mind. Hiking provides great views, nature, and lots of family fun.
- Challenge some friends to a jump rope contest – it helps your heart as well as your bones.
- Grab a racket and head to the tennis court! Or play badminton.
- Soccer is a sport of U.S. champions and great for you, too!

Nutrients We Need

More about **Calcium**...

Calcium is important because:

- ◆ Calcium makes bones and teeth hard.
- ◆ It helps muscles and nerves work and blood clot.
- ◆ There is more calcium in your body than any other mineral.
- ◆ If you eat too little calcium, calcium is pulled out of your bones.
- ◆ The easiest way to get calcium is to drink milk or use other calcium-rich dairy foods like yogurt or cheese.



Parent-Child Homework Activity

- Have a Family Fun Night by replacing dessert with some of the blender drinks on the back page. They are fun to make, tasty, and healthy.
- Make yogurt popsicles with your kids. Just place a stick in a cup of yogurt and freeze.
- At your grocery, let your kids select a high-calcium snack. Try a new yogurt or different cheeses.

Blender Drinks:

Smoothies are a tasty and nutritious way to get calcium (from dairy products) and vitamins A and C (from fruit). If you don't have a blender, shake well in a jar with a tight lid. Also, try the Frozen Yogie Sandwich for a real treat. Enjoy!



Grape Ape

Ingredients:

1 medium banana peeled and sliced ½ of a 12-ounce can grape juice concentrate
2 cups cold low-fat milk 2 cups ice cubes

Instructions:

Mix all ingredients together in blender. Yield: 4 to 5 cups.

Lemon Velvet



Ingredients:

8 oz. low-fat lemon yogurt 6 oz. orange juice concentrate
2½ cups low-fat milk 1 teaspoon vanilla

Instructions:

Place all ingredients in blender. Cover and blend on high speed for 45 seconds or until creamy and smooth. Yields: 6 servings, ¾ cup each

Frozen Yogie Sandwich

Ingredients:

1 large graham cracker (2½ x 5 inches)
2 tablespoons low-fat raspberry frozen yogurt (softened)

Equipment:

Small spatula or table knife, measuring spoons, and plastic wrap

Instructions:

Break graham cracker in half crosswise. Carefully spread frozen yogurt into a graham cracker half. Tightly wrap the sandwich in plastic wrap. Freeze.

NOTE: You can substitute your favorite flavor of yogurt for raspberry. Make several sandwiches at a time to keep on hand for snacks or dessert.



MiPlato en Práctica

Programa Familiar de Nutrición y Educación para 3er Grado

Learn more about growing healthy kids at www.growhappykids.org



Find us on 

El Grupo de Lácteos

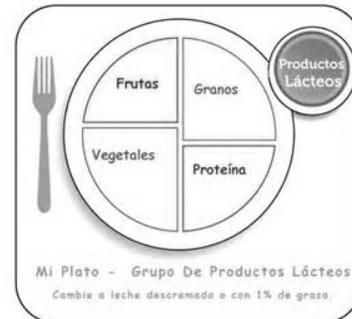
Estimada Familia,

La lección de esta semana fue acerca de la leche y sus derivados, los productos lácteos. Todos necesitan incluir productos lácteos a la hora de las comidas.

Los adultos así como los niños necesitan calcio de los productos lácteos para mantener los huesos y los dientes fuertes.

¿Qué tanto calcio necesitamos?

MiPlato establece que debemos tomar o comer 3 tazas cada día.



La mayoría de las opciones del grupo lácteos debe ser descremada o baja en grasa. En general, 1 taza de leche o yogur, 1½ onzas de queso natural o 2 onzas de queso procesado equivalen a 1 taza del grupo lácteo.

El papá y la mamá también necesitan calcio. Los adultos necesitan 3 tazas o el equivalente en queso o yogurt.

¿Qué tanta leche o sus derivados han consumido usted y su familia en este día? ¿Está recibiendo su familia suficiente calcio para tener huesos y dientes fuertes?



Actividad en el hogar para padres y niños - Probar una nueva bebida láctea licuada (ver en el interior)



SNAP-Ed

WASHINGTON STATE UNIVERSITY
EXTENSION



Comer Juntos, Comer Mejor

Poner la mesa es parte de una comida agradable en familia. Aún los niños pequeños pueden ayudar a poner la mesa. Es la manera en que los niños pueden realmente ayudar en la preparación de la comida. Cuando los niños se sienten incluidos, ellos comen mejor

Está en la bolsa

Algunos niños y adultos tienen problemas para digerir productos lácteos. Pueden sufrir dolores de estómago, gases o diarrea. Esto podría ser por "intolerancia a la lactosa". Esto significa que ya sea usted o el niño tiene problemas digiriendo la lactosa, o sea el azúcar de la leche.



Tener "intolerancia a la lactosa" no significa que usted o su niño no puedan comer productos lácteos.

Aquí hay algunas sugerencias:

- Que su hijo tome leche **CON** los alimentos.
- La mayoría de los quesos contienen muy poca lactosa. Los quesos añejados como el *Cheddar*, *Colby*, *Swiss* y *parmesano*, son fáciles de digerir.
- El yogur que tiene culturas vivas ayuda al organismo a digerir la lactosa. Hay muchos buenos sabores de donde escoger.
- Otra alternativa para usted o su niño es comprar productos que no contengan lactosa.

Y una cosa más ... El calcio se encuentra en alimentos que no pertenecen al grupo de la leche y sus derivados. Para crecer huesos fuertes y sanos, consuma vegetales de hoja verde, tofú, productos de soja y jugo de naranja al que se le haya añadido calcio.

Ejercítense – Esté Activo

Osteoporosis es una enfermedad en los huesos que algunos adultos pueden sufrir. Las personas con osteoporosis tienen huesos débiles y se rompen fácilmente. Haciendo ejercicio y consumiendo alimentos ricos en calcio tanto los niños como los adultos podrán mantener huesos fuertes y sanos. Aquí hay unas actividades divertidas para construir huesos fuertes:

- Vaya a caminar y para hacerlo más divertido, juegue con su hijo(a) mientras camina, como a Yo Espió, o a ver cuántas plantas puede identificar.
- ¡Ponga música y baile!
- Dibuje con un gis una peregrina en la banqueta y salte. Es un ejercicio muy bueno para los huesos.
- Una caminata larga es muy buena para los huesos y la mente. También proporciona bellos paisajes, admirar la naturaleza, y mucha diversión para la familia.
- Rete a sus amigos a una competencia brincando la cuerda, esto le ayuda al corazón y a los huesos.
- ¡Juegue tenis o bádminon!
- Soccer es un deporte de campeones, ¡y muy bueno para usted también!

Nutrientes que necesitamos

Más acerca del **CALCIO**...

El calcio es importante porque:

- ◆ El calcio hace los huesos y los dientes duros.
- ◆ Ayuda a trabajar los músculos y nervios, y a coagular la sangre.
- ◆ Hay más calcio en su cuerpo que cualquier otro mineral.
- ◆ Cuando se consume poco calcio, el organismo lo extrae de los huesos.
- ◆ La manera más fácil de obtener calcio es tomando leche o consumiendo cualquier otro producto lácteo como yogur o queso.



Actividad en el hogar para padres y niños

- Planear una Noche Familiar Divertida reemplazando el postre con un licuado de las recetas en la última página. Es divertido hacerlas, saludables y sabrosas.
- Haga paletas de yogur con sus hijos. Sólo ponga un palito de paleta en una taza de yogur y congélelo.
- En la tienda deje a sus hijos seleccionar un bocadillo alto en calcio. Pruebe un yogur nuevo o quesos diferentes.

Licuaados:

Los licuaados son sabrosos y nutritivos y es una buena manera de obtener calcio (de la leche y sus derivados) y vitaminas A y C (de la fruta). Si no tiene licuadora, agítelo bien en un frasco con buena tapadera. Además, pruebe un Sándwich de yogur congelado. ¡Disfrútelo!

Mono púrpura (Grape Ape Drink)

Ingredientes:

1 banana mediano pelado, en rebanadas

6 onzas de jugo de uva concentrado

2 tazas de leche fría al 2%

2 tazas de cubos de hielo

Instrucciones:

Mezcle todos los ingredientes en la licuadora y sirva. Rinde: 4 a 5 tazas.

Sándwich de yogur congelado

Ingredientes:

1 galleta grande "Graham Cracker" (2½ x 5 pulgadas)

2 cucharadas de yogur de frambuesa congelado bajo en grasa, suavizado

Equipo:

Una espátula pequeña o cuchillo de mesa, cucharas para medir, y plástico para envolver

Instrucciones:

Parta la galleta en dos, cruzada. Cuidadosamente ponga el yogur sobre una mitad y ponga la otra mitad de galleta sobre el yogur. Envuélvala bien con el plástico y congélela.



Nota: Puede sustituir su sabor favorito de yogur por el de frambuesa. Haga bastantes sándwiches a un tiempo y congélelos para tenerlos a mano como bocadillos o postre.

Terciopelo de limón

Ingredients:

8 onzas de yogur de limón bajo en grasa

6 onzas jugo de naranja concentrado

2½ tazas de leche baja en grasa

1 cucharadita de vainilla

Instrucciones:

Ponga todos los ingredientes en la licuadora. Cubra y licue a velocidad alta por 45 segundos, o hasta que se ponga cremoso y suave. Rinde: 6 porciones, ¾ taza cada una

USDA es un proveedor y empleador que ofrece oportunidad igual para todos. Este material se desarrolló con fondos proporcionados por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los EE.UU (USDA siglas en inglés). El Supplemental Nutrition Assistance Program (SNAP en inglés) ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, contacte: [http://foodhelp.wa.gov_o_al programa Basic Food al número 1 877 501 2233](http://foodhelp.wa.gov_o_al_programa_Basic_Food_al_número_1_877_501_2233).



Lesson 6: Protein Group – How Lean is Your Protein?

PREPARATION OUTLINE

Objectives

1. Understand that foods in the Protein Group are necessary for muscle growth.
2. Identify how much protein food is needed daily for good health of 9-year-old youth.
3. Identify a meat protein and a plant protein food.
4. Understand that physical activity is a component of good health and muscle growth.
5. Identify and discuss strategies for lowering sodium consumption in protein foods.

Equipment

- Plastic gloves + small for students
- Anti-Bacterial wipes
- Dish soap
- Dish sponges
- Butcher paper (table cover)
- Cutting board
- Plastic knife
- Sharp knife
- 2 ounce soufflé cups; or 4 ounce parfait cups
- Paper boats or small paper plates
- Tablespoons or 5 teaspoons for seeds
- 8-10 slice apple wedger
- Serving spoon for yogurt
- Food storage cooler

Food Supplies (for 1 class of 25)

Plant-based protein (see recipe)

- 25 tablespoons Hummus (see Recipe at end of lesson)
- 3 Pita bread
- 1 English Cucumber

If last lesson in series:

Almost-A-MyPlate Parfait (see recipe)

- 3 medium apples
- 5-6 medium-large bananas (cut crosswise so 4-5 slices/student)
- 1 box of nugget cereal
- 1-2 quart low-fat vanilla yogurt
- 1 jar of sunflower seeds (roasted, unsalted)

Handouts and Teaching Supplies

- Teaching Outline
- MyPlate poster
- Educator Classroom Folder
- Variety of Protein food models, plant/animal
- Parent Newsletter–English/Spanish
- Parent Newsletter Evaluations (if directed by your supervisor)and stickers for those who return evaluations

If this is next-to-last lesson:

- 4-ounce bag corn chips for fat demo
- Brown paper lunch bag
- Stack of colored paper to fit bottom of bag
- Protein Word Search Worksheets –English/Spanish
- Fat Model (3-D or photo in file)

If this is the last lesson in your series include Teacher Packet:

- Post-assessments (as directed by your supervisor)
- Student Certificates and food group stickers
- MyPlate BINGO Game

Educator's Notes:

- **Tasting:** If purchasing roasted seeds, read the label to assess if they were manufactured in a peanut-and nut-free environment. If not, allergies may be an issue. If so, then purchase raw, unsalted seeds and toast them without oil, or use a small amount of canola oil brushed across the pan. Roast at 350 degrees for 15-20 minutes, stirring occasionally to prevent scorching. An electric frying pan can also be used, but the seeds need to be watched closely and stirred constantly once toasting begins.
- **MyPlate/Velcro food models:** Used for Daily Servings Demonstration.

Lesson 6: The Protein Group – How Lean Is Your Protein?

TEACHING OUTLINE

Time/Hints	If possible, set up food prep table prior to lesson
<p>3 minutes</p> <p>REVIEW AND INTRODUCTION</p> <p>If this lesson is <u>not</u> the last lesson, introduce student “homework” for next week. Classroom teacher may give them extra credit for returning.</p>	<p>Put up the MyPlate poster. Choose several Protein food models.</p> <ul style="list-style-type: none"> • Greet students and review the Grains, Veggie, Fruit and Dairy Groups. • Ask if anyone made a blender drink since the last lesson. Did they share with their families? Did they enjoy it? • <i>What did your family members say about it?</i> Take 2 responses. • Parent Newsletter Surveys (if directed by your supervisor): Ask students to bring home surveys for parents (their “Homework”). Explain that parent responses help us to improve our program. Educator will pick them up on the last day of class. Leave stickers for teacher to pass out as they turn them in.
<p>10 minutes</p> <p>THE PROTEIN GROUP</p>	<ul style="list-style-type: none"> • <i>What color is the Protein Group on MyPlate (purple)?</i> • <i>Protein is really important in our bodies. Every day our old cells wear out in our bodies and we make new ones using the protein that we eat. Protein also builds strong muscles. Like the Dairy Group, protein foods are also “Grow” foods.</i> • <i>Will eating lots of meat give you big muscles (no)?</i> • <i>What else do you need to do to build muscles (be physically active)?</i> • Discuss importance of activity and some activities they like to do after school. (Have students stand, talk about personal space and acting things out in place. Have students act out different activities they mention doing after school.)
<p>10 minutes</p> <p>PROTEIN FOODS</p> <p>Vocabulary Protein, lean, vegetarian</p> <p>HINT: Write the word “Vegetarian” on the board. It is a long word. Point out the first 6 letters (underline) tells you that mainly their food choices are plant-based.</p>	<ul style="list-style-type: none"> • <i>There are lots of different foods in the Protein Group. Some of these foods come from animals and some come from plants.</i> • <i>What are some of your favorite foods that come from animals? (Show food models of hamburger, pork chop, chicken, fish, eggs, etc.)</i> • <i>What are some Protein foods that come from plants? (Show food models of pinto beans.)</i> • <i>Ask what foods have you eaten beans in (chili, burritos, salad bar)?</i> • <i>Show tofu and ask how many have tried it.</i> • <i>Nuts: Ask what nuts and seeds they have tried.</i> • <i>What do we call a person that eats no meat (Vegetarian)?</i> • <i>Most of us get all the protein we need from the Protein Group. Milk foods also have protein. Your school lunch may use cheese on pizza to include protein in the meal.</i>

<p>10 minutes</p> <p>'GO LEAN' MESSAGE</p> <p>Show 3-D pound of fat model or photo included in lesson file</p>	<ul style="list-style-type: none"> • <i>What is the message of the Protein Group? (Keep it lean; Go lean with protein.)</i> • <i>What does the message mean? Go lean means to limit protein foods that have a lot of fat. Foods from animals, like meat and milk, can sometimes have more fat in them than needed to be healthy. So we need to choose LEANER meats and dairy foods that are lower in fat or fat-free.</i> • <i>Look at the size of the Protein Group. What do you notice about it? (It's fairly small compared to the other groups.) That's a clue that we don't need very much to get the nutrients we need. Some of us eat too many servings and we may eat more fat than we need. This extra fat can make us unhealthy.</i> • <i>Ways to cut down on fat: trim before/after cooking; bake or grill meat. Choose plant proteins. Read labels on packaged foods (lunch meat, hot dogs, etc.).</i> • <i>We need only 5 ounces of protein a day. Examples of 1 ounce:</i> <ul style="list-style-type: none"> ❖ 1 egg ❖ 1 ounce meat, poultry, fish ❖ 1 tablespoon peanut butter ❖ ¼ cup of beans • <i>Show that a 3-ounce serving of meat = size of palm or deck of cards</i> • <i>Red meat also gives us a mineral called iron. Iron carries oxygen to all parts of our bodies. Iron helps prevent infections and anemia that can make us feel really tired.</i> • <i>Do you remember from the vegetable lesson, what foods are higher in salt or sodium (processed)? This is true for the Protein Group too.</i> • <i>What protein foods come in a can or package (lunchmeats, hot dogs, sausage, canned beans)?</i> • <i>How can we lower the sodium we eat in these foods? (If in a can, drain and rinse the food before eating.) What about if it comes in a package...what can we do? (Make a healthier choice, eat smaller amounts and less often; read labels and choose the one with the smaller number for sodium.) If time, compare sodium on protein food model cards. Have students identify the healthier choice by the lower number (milligrams) of sodium.</i>
<p>3 minutes</p> <p>PHYSICAL ACTIVITY</p>	<ul style="list-style-type: none"> • Simon Says: With the focus on physical activities and how it can make our muscles stronger. Slowly call out activities for the students to perform. At some point, call out an activity without saying "Simon Says." The students who continue activity and don't change to the new exercise should give their neighbor a "High Five." Continue with several rounds lasting about 4-5 minutes as time permits. Some examples of physical activities are: <ul style="list-style-type: none"> ○ Jump up and down ○ Pump your arms over your head ○ Run in place ○ Do the swim ○ Jump with your invisible jump rope ○ Do the twist, do squats, march in place ○ Shrug your shoulders ○ Go up and down on your toes

<p>15 minutes</p> <p>FOOD ACTIVITY</p> <p>Select student helpers to assist with distributing paper products/samples</p> <p>Protein Word Search</p>	<p><u>Option 1: (15 minutes)</u> If this is NOT the last lesson in the series, Hummus, Pita and Cucumber.</p> <ul style="list-style-type: none"> • Have student’s wash hands. • Have students work on protein word search while tasting is being prepared/distributed. <p><u>Option 2: (20-30 minutes)</u> If this IS the last lesson in the series, make an <i>Almost-A-MyPlate Parfait</i> in class. This activity takes time to prepare and eat.</p> <ul style="list-style-type: none"> • Show the students where the recipe is in the parent newsletter. (Directions are on the next page.)
<p>5 minutes</p> <p>HIDDEN FAT DEMO</p> <p>Complete if this is not the last lesson in the series</p>	<p><u>If this is the next-to-last lesson:</u></p> <ul style="list-style-type: none"> • Do “Chips in a Bag” activity here to show how much fat hides in snack foods. Track grease for one week. Make a pile of papers by cutting them to fit the bottom of the bag. Sit the bag on top of the pile (20-30 pieces should do it). Place the bag of chips in an area that is out of the way, but still able to see the progress (on top of chalk board, on top of a book shelf up high). Make sure students know they are not to eat the chips! • Have students ask parents what non-meat foods they like to eat. • Remind students to bring home the parent surveys in the envelopes provided. We will collect them next week. Let them know that those returning a completed form will get a small incentive.
<p>5-8 minutes</p> <p>CONCLUSION</p> <p>if Lesson 6 is the last lesson in the series</p>	<p><u>If this is the last lesson:</u></p> <ul style="list-style-type: none"> • Hand out Bingo game, certificate and food group stickers to the students (optional handshake or high five). • If time, play the Bingo game. • Discuss the importance of making your own choice to be healthy and strong. • Ask students what they are doing differently now than before having the nutrition class. • Share the newsletter with the students and show them the evaluation form (if directed by your supervisor) that we would like their parents to fill out and return to school with them. (Incentives do help get more evaluations back!) • Use teacher Dairy Council allotment to procure Five Food Group stickers, rulers, and/or magnets. Encourage teacher to make the evaluation a homework assignment. <p>Teacher Reminder</p> <ul style="list-style-type: none"> • Make a date to pick up the parent newsletter evaluation forms. You will exchange evaluations for incentives; remind teacher to make a list of students who return theirs. • Encourage the teacher to take some time to fill out the Teacher Observation Report. This is an extremely important piece for evaluation. • Mention that a teacher follow-up letter and student essays that address their own and/or their family’s behavior changes are welcome for our program evaluation.

<p>15 minutes</p> <p>POST-EVALUATION</p> <p>Use document camera</p>	<p><u>If this is the last lesson:</u></p> <ul style="list-style-type: none">• Administer post-evaluation (as directed by your supervisor).• Going over it together is a good way for all students to understand all the questions and to speed up the process.
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MyPlate
in Practice

What does 1 pound of fat look like?

(from: <http://dietdatabase.com/1-pound-body-fat-facts-pictures/>)



Chef Solus Protein Group Word search Puzzle!

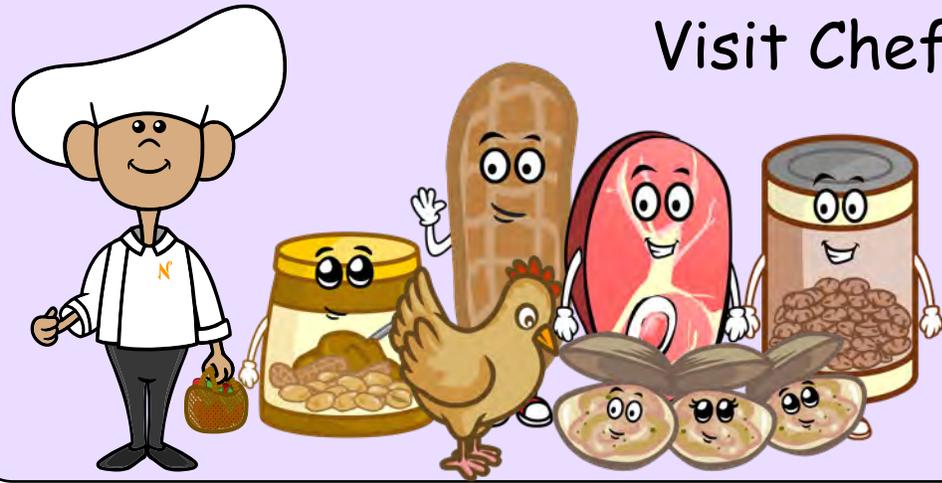
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PORK
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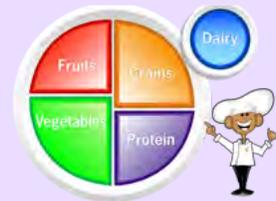
Protein Group

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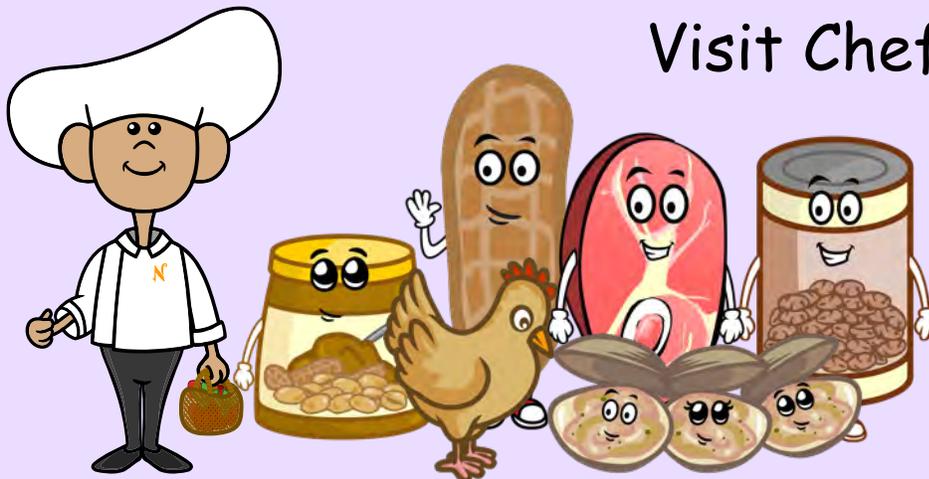
Chef Solus Protein Group Word search Puzzle!



**PORK
FISH
BEANS
BEEF
SEEDS
PEANUT
EGGS**

Protein Group

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Rompecabezas de la Búsqueda de Palabras del Chef Solus

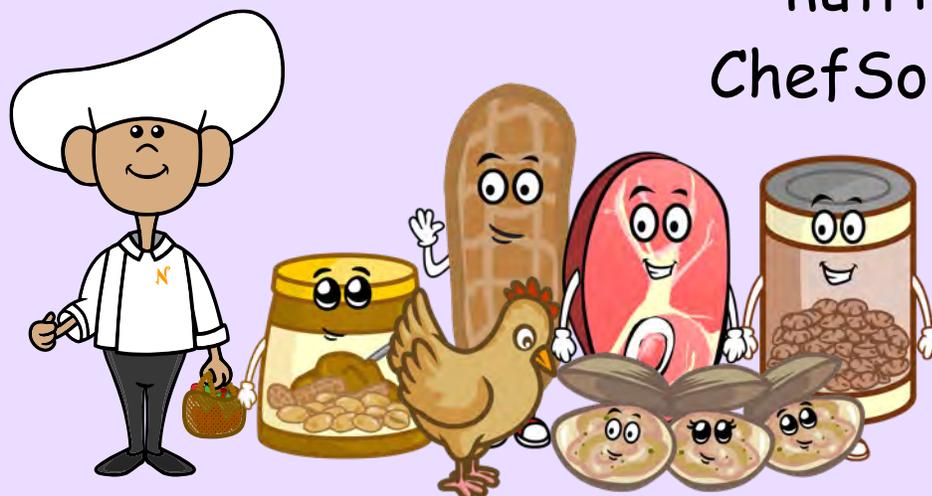


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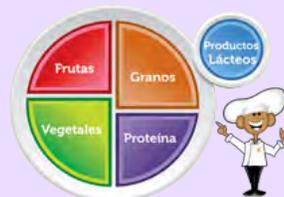
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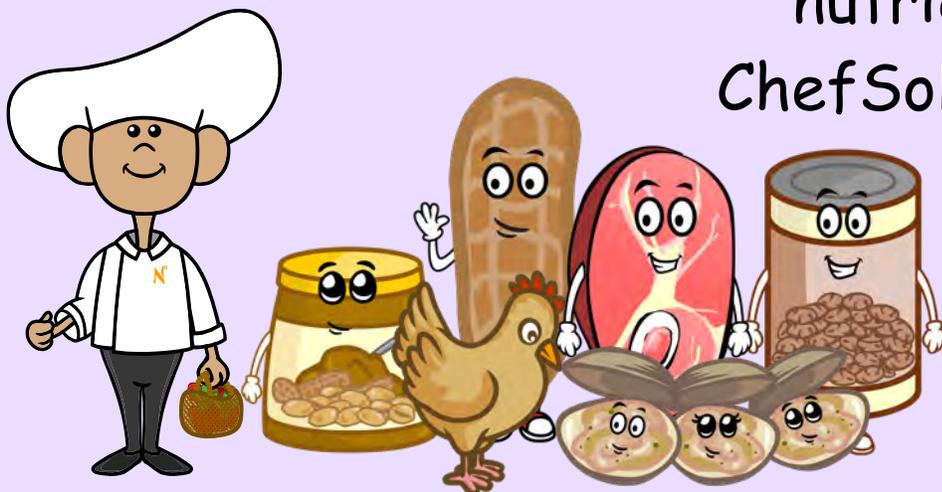
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- Pollo
- Soyas
- Cerdo
- Pescado
- Habas
- Nueces
- Huevos

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Lesson 6: Protein (if next-to-last lesson in the series)

Recipe: Hummus, Pita, and Cucumbers

Supplies (per student)

Disposable gloves
paper plate or boats
Plastic knife
Tablespoon measure
Napkins (2)
2 ounce soufflé cup

Set-up (per classroom of 20-25 students)

Prepare Hummus prior to class using blender or food Small processor
Butcher paper (table cover)
Food storage cooler and ice pack
Sharp Knife (to slice cucumber and pita)
Cutting board
2-3 trays (to set supplies on)

Food

15.5 ounce can garbanzo beans, drained
3 Tablespoon Sunbutter (made from sunflower seeds in nut-free environment)
1 garlic clove
3 Tablespoons lemon juice
1 Tablespoon + 2 teaspoons olive oil
½ teaspoon ground cumin
¼ teaspoon salt
3 pita bread (each cut into 7-8 wedges)
1 English cucumber (cut into 25 slices)

Directions

1. In advance, prepare hummus; if classroom time is short, pre-slice bread and cucumber.
2. Select 4-6 student helpers to pass out supplies.
3. Announce to students: *Today your adventure bite is hummus, pita bread and a slice of cucumber, a healthy snack you can make at home. While I set-up, you will wash your hands. Review the steps for hand washing (ask them-- they will remember). You are not to play with your eating utensils.*
4. Have helpers pass out supplies in this order; napkin, cup, plastic knife, small paper plate.
5. While students are busy passing out eating supplies, have other students (with gloved hands) place 1 tablespoon of hummus in each soufflé cup, slice pita on cutting board, then slice the cucumber. Have them place their items on a serving tray, then have students pass each of their peers a tasting portion. Or, have each student take their own (reminding them to touch only the one they are going to take).
6. Instruct kids to use their knife to scoop and spread the hummus on the pita; and another scoop with their cucumber slice.
7. Discuss the hummus: flavor, texture. Have them guess ingredients...talk about this being a common Middle Eastern food, like peanut butter in America.
8. Eat and enjoy...yum!
9. Return leftovers to cooler.

Lesson 6: Protein (if last lesson in the series)

Recipe: Almost-A-MyPlate Parfait

Supplies (per student)

Parfait cups, 4-ounce clear plastic
Plastic knife
Plastic spoon
Napkins (2)
Small paper plate

Set-up (per classroom of 20-25 students)

Disposable gloves
Medium-size metal spoon (for yogurt)
Paring Knife (to cut fruit)
2-3 trays (to set supplies on)
Apple wedger

Food

Whole grain nugget-type cereal; 1 small box covers 6 classes
Sunflower seeds; 4 ounces per classroom (1 teaspoon per student)
Vanilla Low-fat Yogurt; 1 ½ - 2 quarts per classroom (about ¼ cup per student)
Bananas; 4 pieces from a small banana, 5 from a large (1 piece per student)
Apples, 10 slices from an apple cut with a wedger (1 piece per student)

Directions

1. In advance, wash the apples and bananas.
2. Prep all bowls with about 1-2 T of nugget-style cereal at the bottom of each bowl.
3. Select 4-6 student helpers to pass out supplies.
4. Announce to students, *you are going to make an "Almost-MyPlate-Parfait", a healthy snack you can make at home. While I set-up, you will wash your hands. Review the steps for hand washing (ask them they will remember). You are not to play with your eating utensils.*
5. Have helpers pass out supplies in this order: napkin, cup, plastic knife and fork, small paper plate.
6. Have a helper pass out a bowl with cereal at the bottom.
7. While students are busy passing items out, cut bananas, then apples on a paper-lined plate (may cut bananas when setting up before class begins). Have students pass out fruit, asking students to touch only the one they are going to take. Or, glove students and have them pass out.
8. Instruct kids to cut their fruit into small pieces and scoop fruit into their cup. Ask, *do you peel the apple?* (No, it provides fiber.) *Do you peel the banana?* (Yes, a banana peel is too tough to eat.)
9. You will use serving spoon to walk around and give a scoop of yogurt into each cup.
10. Have a helper (or you can do it) sprinkle a very small amount of seeds onto the top.
11. Eat and enjoy...yum!

Ask, *what is in the Parfait from the Grains Group? Fruits Group? Dairy Group? Protein Group? Vegetables Group?* That is why it is called an "Almost-A-MyPlate Parfait." *Can you think of a veggie that might taste good in your parfait?* (Chopped carrots and Jicama are two ideas.)

Throw all of the students' eating utensils in the garbage can. Remind them that the recipe is in the parent newsletter.



Lesson 6 Activity: MyPlate Bingo Instructions

(See game sheet in lesson file)

1. Review the Five Food Groups and their health benefits then ask:
 - *Who can name a food group?*
 - *Who can name a food in that food group? Who can name another food in that food group?*
 - *Who can tell me how that food group keeps you healthy?*
 - *Why is that important for students your age?*
2. Students should understand they need foods from ALL 5 Food Groups because each food group helps them stay healthy in a different way. Ask:
 - *Why do you think you need to eat foods from each of the Five Food Groups every day? (Accept all reasonable answers.)*
 - *What do you think would happen if a person only ate from four of the food groups? (His or her body would be missing something to stay healthy.)*
 - *What if a person only ate foods from three food groups or two food groups? (His or her body wouldn't be getting everything needed to stay healthy.)*
3. Play MyPlate Bingo. Pass out worksheet and sticker strip. Students need a sharp pencil.
 - *We are going to write the listed foods in the correct Food Groups.*
 - *Circle your favorite food in EACH Food Group.*
 - *I'm going to call out the names of the listed foods. When you hear your favorite food, place that Food Group Sticker on the triangle.*
 - *The first student to have all 5 Food Group Stickers in place yells "MyPlate Power".*
4. Continue playing until all students win.

MyPlate BINGO

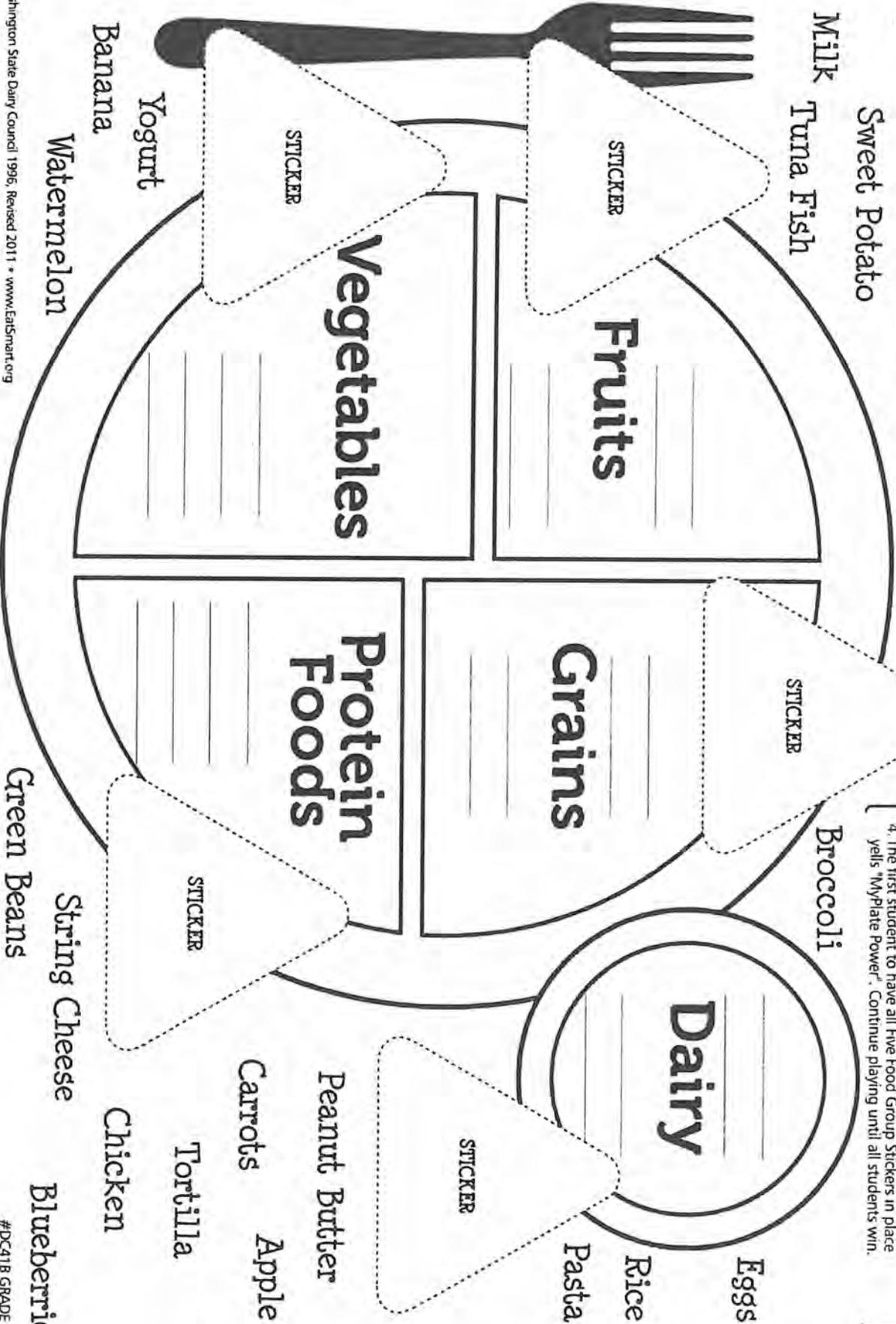
Crackers
Cheddar Cheese

Sweet Potato
Milk
Tuna Fish

NAME: _____

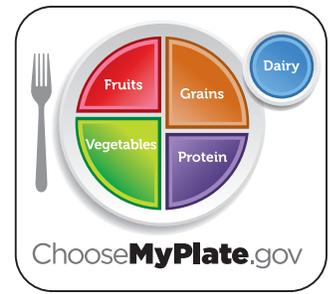
INSTRUCTIONS:

1. Ask students to write the listed foods in the correct Food Groups.
2. Ask them to circle a favorite food from EACH Food Group.
3. Call out the names of the listed foods. When students hear their favorite food, they place that Food Group Sticker on the triangle.
4. The first student to have all Five Food Group Stickers in place yells "MyPlate Power". Continue playing until all students win.



MyPlate in Practice

3rd Grade Family Nutrition and Education



Learn more about growing healthy kids at www.growhappykids.org

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The Protein Group



Dear Family,

This week we learned about the Protein Group.

Different kinds of foods give us good protein for building strong muscles. Some of the animal protein foods are beef, pork, chicken, fish, eggs, and milk products. There are also plant proteins like beans, lentils, split peas, nuts, and seeds that belong in the Protein Group.

MyPlate says a child 9 years and older needs 5 ounces (2-3 servings) or a quarter of your plate from the Protein Group every day.

Many animal protein foods are high in fat. Limit fat by eating more fish and beans and by not eating the skin from chicken. When cooking meats, bake, broil or grill them rather than frying in butter or oil.

Make most of your fat choices from fish, nuts, and vegetable oils, such as canola, olive, and corn. Limit solid fats like butter, margarine, shortening, and lard, as well as foods that contain these ingredients.



Parent-Child Homework Activity: Parent Newsletter Feedback (see inside)



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Eat Together, Eat Better

Sometimes, because of work, school and sports, it is hard for your family to eat together. That is why it is important to plan family mealtimes on a regular basis. If everyone can't make it to dinner, try a family breakfast, dessert, or snack instead. If a family member has practice, such as for soccer or baseball, how about eating at the park when practice is done?

It's In The Bag

Remember to watch the fat in the meats you buy. When buying ground meats, check the label for the percentage of fat. Lunchmeat and hot dogs also vary a lot in the amount of fat they contain. The type of meat (beef, pork, turkey, or chicken) does not determine how much fat is in hot dogs or lunchmeat. Be sure to read the label.



When you buy meat, put it into a plastic bag so the juices don't get onto your fresh produce. When you get it home, put meat into the refrigerator or freezer. Then, wash your hands with soap and water before handling the rest of your groceries.



Parent-Child Homework Activity

We have included an evaluation form with this newsletter that we would like you to fill out and return to school with your student. Please let us know what you think of the six parent newsletters that we have sent home with your student. Share some changes that your family or your student has made because of our nutrition program. Your comments are very much appreciated!

Exercise – Have fun, get fit indoors

Outdoor activities are great for children and adults. But sometimes kids need to stay indoors, either because of bad weather or they are waiting for a parent to get home. Being indoors doesn't mean kids can't be active!

Here are a few indoor activities that get kids moving:

- Hacky sack. A small fabric ball with soft filling, hacky sack can be played anywhere. The idea is to keep the hacky sack off the ground, using only the feet.

- Jump rope. One of the best all-around exercises is jumping rope. It is great for muscles, bones, and the heart.

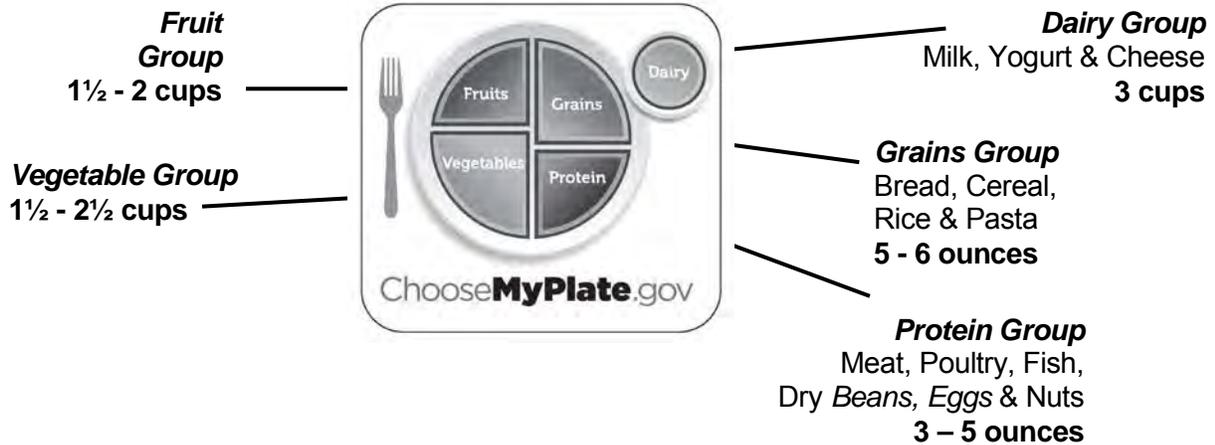


- Indoor basketball. A small plastic hoop attaches to a door or cupboard, and a soft foam ball prevents broken lamps or windows.
- Oldies but goodies, such as jumping jacks, squats, push-ups and sit-ups use energy.
- Turn on the music and dance!

Nutrients We Need: Protein

- Protein builds, repairs, and replaces cells all over the body. Blood cells wear out in 120 days. Hair grows. Skin peels.
- Protein is needed for making body fluids, hormones, and enzymes that make the body work.
- Protein from meat, fish, poultry, eggs, milk, and cheese is called "complete." The body easily uses it.
- Protein from dry beans, peas, lentils, and tofu is called "incomplete." To make a complete protein, eat it with a whole grain food.

MyPlate Pizza



MyPlate portions are for children between 8 and 13 years old.

Ingredients: Build your pizza by making choices from each food group using MyPlate. Do you have any other ideas for toppings?

Grains Group	Vegetable Group	Fruit Group	Protein Group	Dairy Group
English muffin	Pizza sauce	Pineapple	Canadian bacon	Mozzarella cheese
Corn tortilla	Spinach		Pepperoni	Cheddar cheese
Biscuit	Zucchini		Sausage	
Bread	Onion		Hamburger	
Pizza crust	Green pepper		Black beans	
	Mushroom		Kidney beans	
	Tomato		Tofu	

Instructions:

Place pizza on a baking sheet. Bake in a 450°F oven about 5 minutes or until hot. Or, place on paper plate and bake in microwave oven about 2 minutes or until hot.

MyPlate Parfait

- 2 graham crackers
- ½ container of yogurt (4 oz. or ½ cup)
- 1 piece of fruit (or combination of apple, banana, pear, peach, berries)
- 1 tablespoon each of nuts and jicama (optional)

Instructions:

Put the graham crackers in a plastic bag and crush them into crumbs with a rolling pin. Put half of them into a glass or bowl. Spoon half of the yogurt into the glass, then some fruit, then more graham crackers. Make the same layers again until all ingredients are used. Sprinkle nuts and optional jicama pieces on top, and enjoy!

MiPlato en Práctica

Programa Familiar de Nutrición y Educación para 3er Grado

Learn more about growing healthy kids at www.growhappykids.org



Find us on 

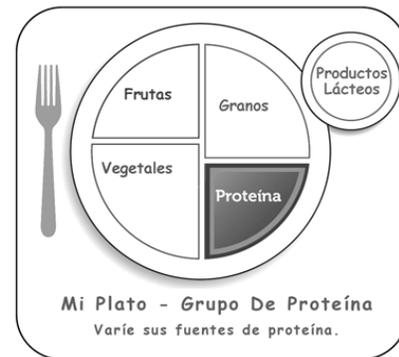
El Grupo de Proteínas

Estimada Familia,

Esta semana aprendimos acerca del grupo de las proteínas.

Diferentes clases de alimentos nos dan buena proteína para desarrollar músculos fuertes. Algunas de las proteínas de origen animal son carne de res, cerdo, pollo, pescado, huevos y productos lácteos. Hay también proteínas vegetales como los frijoles, lentejas, chícharos, nueces y semillas que pertenecen al grupo de las proteínas.

MiPlato establece que un niño de 9 años y más necesita entre 3 y 5 onzas (2-3 porciones) o un cuarto de su plato del grupo de las proteínas cada día.



Muchas de las proteínas de origen animal son altas en grasas. Limite las grasas comiendo más pescado y frijoles, y no comiendo la piel del pollo. Hornee o ase las carnes en vez de freírlas en aceite o mantequilla.

Hacer la mayor parte de sus opciones, grasas de pescado, nueces y aceites vegetales, tales como canola, oliva y maíz. Limite las grasas sólidas como mantequilla, margarina, manteca vegetal y manteca de cerdo, así como los alimentos que contengan estos ingredientes.



Actividad en el hogar para padres y niños - Comentarios sobre el Boletín para los Padres (ver en el interior)



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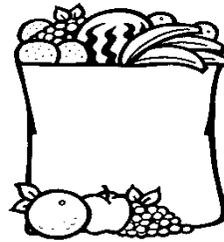


Comer Juntos, Comer Mejor

A causa del trabajo, la escuela o los deportes, algunas veces es difícil que la familia se reúna para comer. De allí la importancia de planear comidas en familia en forma regular. Si todos no pueden estar a la hora de la cena, traten de hacerlo en el desayuno, o tal vez a la hora del postre o alguna merienda. Si un miembro de la familia tiene práctica de soccer o béisbol, ¿qué les parece comer en el parque cuando termine?

Está en la bolsa

Recuerde fijarse en la grasa al comprar las carnes. Cuando compre carne molida, vea cuánto porcentaje de grasa contiene. Las carnes frías y las salchichas varían mucho en el contenido de grasa. El tipo de carne con que están preparados (carne de res, cerdo, pavo o pollo) no determina el contenido de grasa. Asegúrese de leer la etiqueta.



Cuando compre carne, póngala dentro de una bolsa de plástico para que los jugos no contaminen los vegetales y las frutas. Al

llegar a casa ponga las carnes en el refrigerador o congelador. Luego lávese las manos con agua y jabón antes de guardar el resto de los comestibles.

Actividad en el hogar para padres y niños

Hemos incluido una hoja de evaluación con este boletín para que la llene y la regrese con su estudiante a la escuela. Por favor díganos lo que usted piensa acerca de los seis boletines para los padres que hemos enviado con su estudiante. Comparta los cambios que su familia o su estudiante han hecho a causa de nuestro programa de nutrición.

¡Sus comentarios son inmensamente apreciados!

Ejercítense- Diviértase, manténgase en forma dentro de la casa

Las actividades al aire libre son magnificas para los niños y los adultos. Pero algunas veces los niños deben estar adentro ya sea a causa del tiempo o por estar esperando que lleguen los padres del trabajo. ¡Estar encerrados no significa que los niños no puedan estar activos!

Aquí hay algunas actividades para mantenerse en movimiento dentro de la casa:

- Saco "Hacky". Una pelota de género chica y liviana con relleno suave, con la que se puede jugar en cualquier lado. La idea es pegarle con los pies sin que toque el suelo.

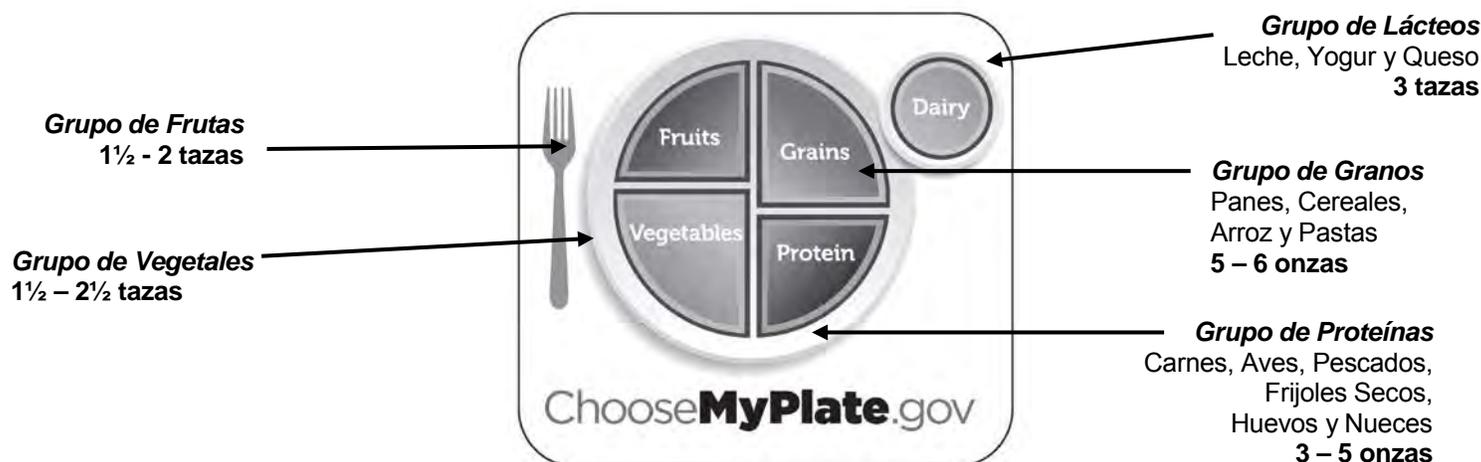
- Brincar a la cuerda. Uno de los mejores ejercicios en general es brincar la cuerda. Es formidable para los músculos, huesos y el corazón.
- Básquetbol, una canastilla colgada de una puerta o de un armario. Una pelota pequeña de hule suave para prevenir romper ventanas o lámparas.
- Viejos pero buenos, brincar en el lugar, cuclillas y lagartijas.
- ¡Ponga música y baile!



Nutrientes que necesitamos: Proteína

- La proteína construye, repara y reemplaza células en todo el cuerpo. Las células de la sangre se acaban en 120 días. El cabello crece. La piel se pela.
- La proteína es necesaria para hacer fluidos, hormonas y encimas que hacen trabajar al organismo.
- Las proteínas de la carne, el pescado, aves, huevos, leche y queso se le llama "completa." El cuerpo la usa con mucha facilidad.
- Las proteínas de frijoles, chícharos secos, lentejas y tofú se les llama "incompletas". Para hacer una proteína completa consúmala con un producto de grano integral.

MiPlato Pizza



Las porciones de MiPlato son para niños de 8 a 13 años de edad.

Ingredientes: Arme su pizza con elecciones de cada grupo de comida usando MiPlato. ¿Tiene alguna otra idea para agregar encima?

Grupo de Granos	Grupo de Vegetales	Grupo de Frutas	Grupo de Proteínas	Grupo de Lácteos
Panecillo inglés	Salsa para Pizza	Piña	Tocineta canadiense	Queso mozzarella
Tortilla de maíz	Espinacas		Pepperoni	Queso Cheddar
Panecillos	Calabacita		Salchicha	
Pan	Cebolla		Carne molida	
Corteza para Pizza	Pimientos verdes		Frijoles negros	
	Champiñones		Frijoles rojos	
	Tomate		Tofú	

Instrucciones:

Coloque la pizza en una bandeja para hornear. Hornee a 450°F por 5 minutos o hasta que esté caliente. O, póngala en un plato de papel en el microondas por 2 minutos o hasta que esté caliente.

Parfait MiPlato

2 galletas Graham

½ envase de yogur (4 onzas o ½ taza)

1 fruta (o combinación de manzana, banana, pera, duraznos y moras)

1 cucharada de nueces y de jícama (opcional)

Instrucciones:

Ponga las galletas en una bolsa plástica y muélaslas con un rodillo. Ponga la mitad dentro de un tazón o vaso. Ponga la mitad del yogur en el vaso, luego fruta, luego más galletas. Siga con las capas hasta que todos los ingredientes se usen. Rocíe con las nueces y pedazos de jícama. ¡Disfrute!



Lesson 7: MyPlate Revisited & Graduation

PREPARATION OUTLINE

Objectives

1. Understand that fat hides in snack foods so reading package labels is important to making low-fat choices.
2. Celebrate nutrition education learning through a fast-paced game to recall facts and work in teams.

Equipment

- Plastic gloves
- Hand sanitizer
- Anti-Bacterial wipes
- Napkins
- Large bowl (for fruit)
- Dish soap
- Dish sponges
- Food storage cooler
- Butcher paper (table cover)
- Plastic spoons (1 for each student)
- Cutting boards
- Sharp knife
- Plastic knives
- 4 ounce cups (1 for each student)
- Tablespoons
- Teaspoons
- 1-8 slice apple wedger
- 5 medium serving spoons (for yogurt)
- Food storage cooler & ice pack

Food Supplies

Almost-A-MyPlate Parfait:

- 1 box whole grain nugget like cereal
- 1-2 quarts low-fat vanilla yogurt (dairy)
- 2 Apples (fruit)
- 2 Bananas (fruit)
- Chopped peanuts or sunflower seeds (protein)

Handouts and Teaching Supplies

- Lesson Plan
- MyPlate poster
- Educator Classroom Folder
- MyPlate Jeopardy
- Check chip bag from last week

Last day packet:

- Post-assessments (*as directed by your supervisor*)
- Document camera (optional)
- Student Certificates (resource section)
- NERI: Pencils and stickers for returned parent surveys (optional)
- NERI 4 or 5 items for drawing (optional)

Collect from teachers (if directed to do these by your supervisor):

- Parent newsletter surveys (if directed by supervisor)
- Teacher Observation Sheet with envelope (if directed by supervisor)

Educator's Notes:

- **Certificate Signing:** Each student receives a certificate with their name on it, as well as the educators. Doing this prior to class is a good idea. All names will be in your Classroom folder.
- **Drawing for NERI:** If funds for NERI are limited, having a drawing (of chance) is a fun way to make a game out of it, and have a couple students win the prizes, specifically for Jeopardy, which is a culmination of what they learned.

Lesson 7: MyPlate Revisited & Graduation



MyPlate
in Practice

TEACHING OUTLINE

Time/Hints	If possible, set up food prep table prior to lesson
<p>10 minutes</p> <p>CHIP BAG RESULTS/ FINDINGS</p> <p>REVIEW MYPLATE</p>	<ul style="list-style-type: none"> • Give classroom teacher the Teacher Observation Form and envelope. Explain that you will be able to take it with you at the end of class or they can send it in the mail. • Greet students, explaining this is their last nutrition lesson. • Check on chip bag results-ask students: <ul style="list-style-type: none"> ○ What do you see? ('Grease spots' soaked through bag and layers of paper.) ○ Count how many pieces of paper the oil soaked through. ○ What can we learn from this experiment? (1) Fat can be in foods, especially snack foods, but we can't see it. (2) Reading the Nutrition Label can tell us if it has fat or not. ○ How will you use your findings? (Possible responses: (1) Make healthier snack choices, like fruits and vegetables; (2) Read the label and choose snack grain foods that have a lower total fat number; (3) Read the serving size and only have one serving.) • Collect parent surveys from the teacher. (if directed by supervisor) • Review MyPlate. Go through all the food groups and their messages. • Ask the students to share with the class their favorite adventure bite and one way they will incorporate MyPlate into their daily eating habits. (NOTE: be sure to take down poster after review.)
<p>15 minutes</p> <p>POST-EVALUATION</p> <p>Use document camera</p>	<ul style="list-style-type: none"> • Administer post-evaluation (as directed by your supervisor). • Going over it together is a good way for all students to understand all the questions and to speed up the process.
<p>10 minutes</p> <p>GRADUATION</p>	<ul style="list-style-type: none"> • Hand out certificates, pencils and stickers. • Draw for enhancements. • Ask students what they enjoyed most about the class. • Ask students what new things they learned.
<p>15 minutes</p> <p>FOOD ACTIVITY</p>	<p>Build Almost-A-MyPlate Parfait.</p> <ul style="list-style-type: none"> • While assembling parfait, ask <i>what food groups are present; what food group is missing; what veggie might be added that would be good to eat in the parfait?</i> • Give teacher the last parent newsletter.
<p>10 minutes</p> <p>CLOSING</p>	<ul style="list-style-type: none"> • Play MyPlate Jeopardy • Wrap Up

GRAINS GROUP



MyPlate
in Practice

VEGETABLES & FRUITS



MyPlate
in Practice

DAIRY GROUP



MyPlate
in Practice

PROTEIN GROUP



MyPlate
in Practice

10

20

30

40

10



Our body gets this when we eat foods from Grains Group.

30



Name a grain and a cereal made from it.

20



When we eat whole grain breads and cereals, we get lots of this.

40



The person climbing the stairs on MyPlate reminds us to do this.

10



Name a vegetable or a fruit that will help you get your 5-A-Day.

20



Vitamin A is found in veggies & fruits of this color flesh.

30



If you peel an apple or a potato, you lose this.

40



Eating V & F with this vitamin helps heal cuts and bruises.

10



This mineral builds strong bones and teeth.

20



Name two good sources of calcium.

30



This dairy food comes plain or with fruit in it.

40



The disease you are at risk for if you substitute soda pop for milk.

10



People who do not eat meat, chicken, or fish are called this.

20



Protein foods build and repair this part of your body.

30



Name a protein food that comes from a plant.

40



You also need this to make muscles to be strong and healthy.



MyPlate Jeopardy Questions

GRAINS GROUP

- 10**– Our body gets this when we eat foods from the Grains Group.
(Carbohydrates, Energy)
- 20**– When we eat whole grain breads and cereals, we get lots of this. *(Fiber)*
- 30**– Name a grain and a cereal made from it. *(Oats/oatmeal, Wheat/Shredded Wheat, Rice/Rice Krispies, Corn/Corn Flakes)*
- 40**– The person climbing the stairs on MyPlate reminds us to do this. *(Be active)*

VEGETABLES & FRUITS GROUPS

- 10**– Name a vegetable or a fruit that will help you get your 5-a-Day. *(Any F, V)*
- 20**– Vitamin A is found in vegetables and fruits of this color flesh. *(Orange)*
- 30**– If you peel an apple or a potato you lose this. *(Fiber)*
- 40**– Eating vegetables and fruits with this vitamin helps heal cuts and bruises.
(Vitamin C)

Dairy GROUP

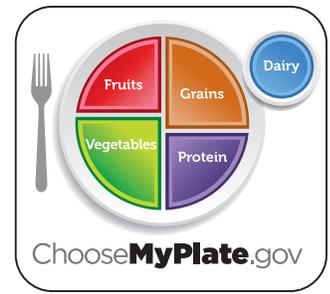
- 10**– This mineral builds strong bones and teeth. *(Calcium)*
- 20**– Name two good sources of calcium. *(Milk, yogurt, cheese)*
- 30**– This dairy food comes plain or with fruit in it. *(Yogurt)*
- 40**– The disease you are at risk of getting if you substitute soda pop for milk.
(Osteoporosis)

Protein GROUP

- 10**– People who do not eat meat, chicken, or fish are called this. *(Vegetarian)*
- 20**– Protein foods build and repair this part of your body. *(Muscle)*
- 30**– Name a protein food that comes from a plant. *(Beans, nuts, seeds)*
- 40**– You also need this to make muscles and to be strong and healthy.
(To be physically active)

MyPlate in Practice

3rd Grade Family Nutrition and Education



Learn more about growing healthy kids at www.growhappykids.org

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MyPlate Revisited

Dear Family,

This is our **last** week of **MyPlate In Practice**. During these 7 weeks we have had the pleasure of getting to know your child and discuss the importance of staying active and developing healthy eating habits that will last a life time.

We hope you took the time to read the newsletters and talk with your child about some of information we discussed in class. We also hope you enjoyed our recipes and continue to cook with your child in the kitchen.

Let them pick what is for dinner, and help shop.



Here are some of the **highlights** of what we learned this year:

- * Develop proper hand washing techniques
- * Whole grains are a healthier choice
- * Fill half your plate with fruits and vegetables.
- * Go lean with Protein
- * Choose low-fat, no-fat dairy
- * Exercise Daily for best health



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Eat Together, Eat Better

Eating together as a family doesn't always have to be at the kitchen table. There are times when the picnic table at the park is even nicer. How about meeting someone at work and having a dinner at their workplace? As long as you're eating together, the places are endless!

Almost-A-MyPlate Parfait

2 graham crackers

½ container of yogurt (4 oz. or ½ cup)

1 piece of fruit (or combination of apple, banana, pear, peach, berries, etc.)

1 tablespoon each of nuts or seeds and jicama (optional)

Put the graham crackers in a plastic bag and crush them into crumbs with a rolling pin. Put half of them into a glass or bowl. Spoon half of the yogurt into the glass, then some fruit, then more graham crackers. Make the same layers again until all ingredients are used. Sprinkle nuts and optional jicama pieces on top, and enjoy!

If you would like more nutrition information please contact the nutrition educator at the Extension office nearest you, or visit our web site at: <http://growhappykids.org>



USDA is an equal opportunity provider and employer. This material was funded by USDA's Supplemental Nutrition Assistance Program. SNAP. The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: <http://foodhelp.wa.gov> or the Basic Food Program at: 1 877 501 2233.

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MiPlato en Práctica

Programa Familiar de Nutrición y Educación para 3er Grado

Learn more about growing healthy kids at www.growhappykids.org



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MiPlato Revisado

Estimada Familia,

Esta es nuestra última semana de Mi Plato en Práctica. Durante estas siete semanas hemos tenido el gusto de conocer a su niño/a y hablar de la importancia de mantenerse activos y de desarrollar hábitos sanos de alimentación que durarán para toda la vida.

Esperamos que hayan tomado el tiempo de leer los boletines y hablar con sus hijos sobre la información que hemos visto en clase. También esperamos que hayan disfrutado de nuestras recetas y que sigan cocinando con sus hijos.

Dejen que ellos escojan lo que van a cenar ustedes y que ayuden a hacer la compra también.



Aquí hay algunos **puntos memorables** de lo que hemos visto este año:

- * Desarrollen técnicas apropiadas para lavarse los manos
- * Cereales integrales son la opción más sana.
- * Llenen la mitad de su plato con frutas y verduras.
- * Coman proteína con menos grasa.
- * Escojan productos lácteos sin grasa y con una cantidad reducida de grasa.
- * Hagan ejercicio diario para mejor estado de salud



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Comer Juntos, Comer Mejor

Comer juntos en familia no siempre tiene que ser en la mesa. Hay momentos en los que es más agradable comer en una mesa de pícnic. ¿Y qué tal reunirse con alguien en su trabajo y cenar con ellos donde trabajan? A menos que estén comiendo juntos se puede comer en una cantidad sin fin de lugares.

Casi un My-Plate Parfait

2 Galletas de Trigo Integral y Miel

Mitad de un envase de yogur (4 onzas o media taza)

1 fruta (o combinación de manzana, plátano, pera, durazno, frutas del bosque, etc.)

1 cucharadita de nueces, semillas y jícama (opcional)

Pongan las galletas en una bolsita de plástico y macháquenlas con palo de amasar hasta que son migas. Pongan la mitad en un vaso o un bol. Con una cuchara pongan la mitad del yogur en el vaso, luego la fruta, luego las galletas. Hagan las mismas capas de ingredientes hasta que se acaben. ¡Pongan las nueces y jícama opcional encima y, provecho!

Si gustan más información por favor pónganse en contacto con el educador de nutrición en la oficina de extensión que les queda más cerca, o visiten nuestro sitio internet: <http://growhappykids.org>.



USDA es un proveedor y empleador que ofrece oportunidad igual para todos. Este material se desarrolló con fondos proporcionados por el Supplemental Nutrition Assistance Program (SNAP en inglés) del Departamento de Agricultura de los EE.UU (USDA siglas en inglés). El Supplemental Nutrition Assistance Program (SNAP en inglés) ofrece asistencia relacionada con la nutrición para gente con recursos limitados. Estos beneficios le pueden ayudar a comprar comida nutritiva para una mejor dieta. Para obtener más información, contacte: <http://foodhelp.wa.gov> o al programa Basic Food al número 1 877 501 2233. Universidad del estado de Washington es un proveedor de igualdad de oportunidades de educación y empleo.



MyPlate in Practice

A Nutrition Education Curriculum for Grade 3

RESOURCE SECTION



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EXTENSION

USDA is an equal opportunity provider and employer. This material was funded by USDA's Supplemental Nutrition Assistance Program. SNAP. The Supplemental Nutrition Assistance Program (SNAP) provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact: <http://foodhelp.wa.gov> or the Basic Food Program at: 1 877 501 2233.



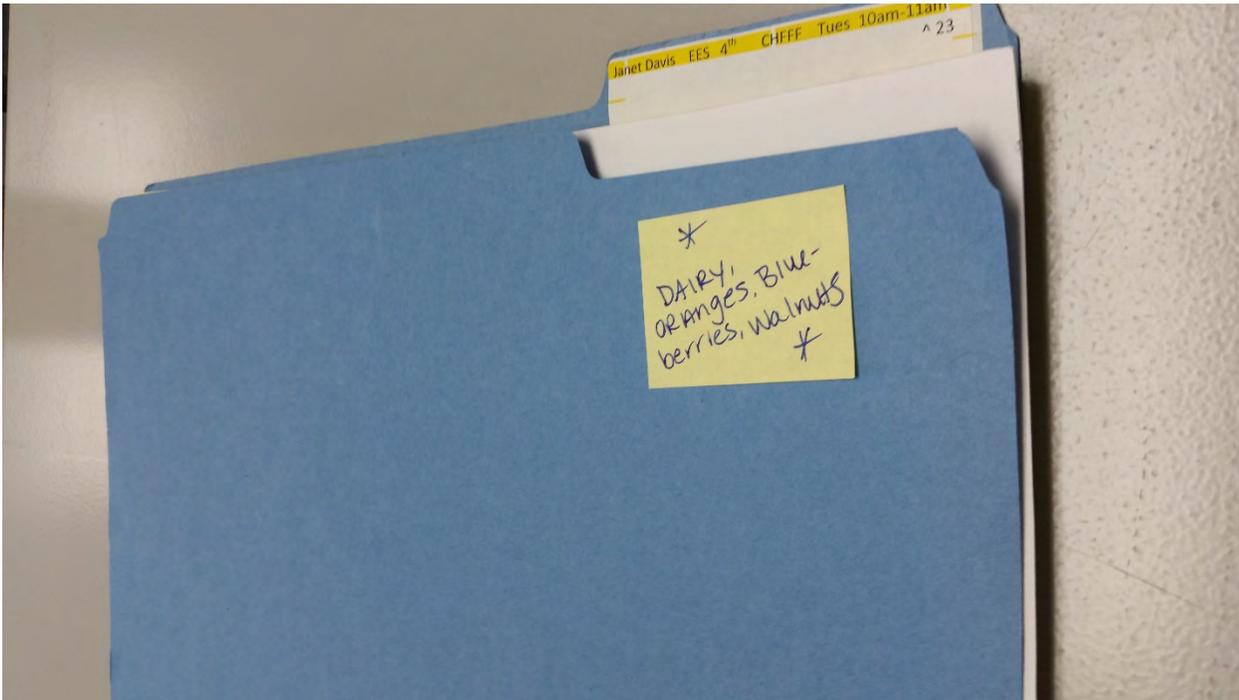
MyPlate
in Practice

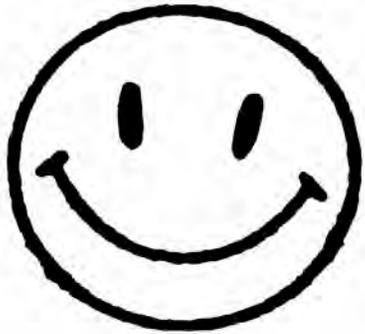
Educator Folder Contents

The Educator's Curriculum Folder is offered as an organizational strategy which may be helpful to those educators teaching multiple classes at any one time.

The following items represent class management items are kept with

1. Folder label with: teacher name, grade, curriculum, day, time, number of students, note if allergy listed
2. Collaborative Agreement
3. Signed permission slips if recommended or required by partnering agency or educators sub-contracting agency.
4. Class roster with highlighted notes for restrictions: food and pictures. Roster also lists which adventure bites for each week and which students helped prepare tastes.
5. Weekly handouts
6. Weekly curriculum outline



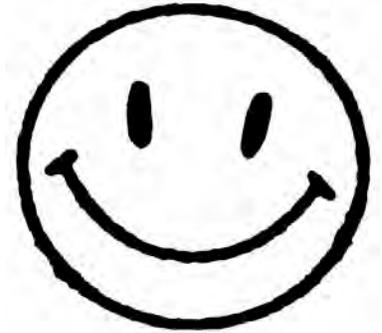


ADDED VALUE CONTRACT

Development Steps

Ms. Smith's 3rd Grade Class

Nutrition Class Contract



List the nutrition class's expectations.

Have students come up with their own 'rules' for the class.

Make sure to add any of your own that the students did not mention.

Put your signature on the form, have classroom teacher sign.

Post the contract in the classroom.

During the following week, have each student sign the contract.

This is a valuable tool for classroom behavior management.



MyPlate
in Practice

Name of Your Agency

2-Part Permission Slip-Requires 2 signatures

MyPlate In Practice is a 7-week nutrition program that will be offered to your child. Each lesson consists of hands-on food preparation, food safety, hygiene and food tasting. Your child may taste some new foods that he or she will help prepare. I hope that you will try some of the recipes that will be sent home each week in the newsletter.

Please complete and return this Permission Slip/Photo Release to the teacher.

(Child's Name)

Is your child restricted from eating any foods due to allergies, cultural, religious or other reasons?

NO RESTRICTIONS

YES RESTRICTIONS (Please list the foods and reasons)

*

(Parent/Guardian Signature)

Date

Part 2

Name of your Agency
Photo Services Release

I hereby grant permission for my child to be photographed, without compensation, by (Your Agency), understanding that the same is intended for publication by print media, newspaper, television, video or motion picture.

I additionally consent to the use of my child's name in connection with the publication by print media, newspaper, television, video or motion pictures of photographs taken.

*

(Parent/Guardian Signature)

Date

(YOUR AGENCY will not sell or share your email address with anyone. YOUR AGENCY will only use your email address to provide you with additional nutrition program information you may find useful.)

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MyPlate
in Practice

VENDOR RESOURCE LIST

Sources for Teaching Tools

The sourced tools below can be ordered at URLs included. These may not be the only sources available for these items.

- **Glo-Germ Black light, powder or lotion**
 - <http://www.hometrainingtools.com/glo-germ-powder-kit?fee=2&fep=1447&gclid=CMeW-Y-ovdACFYdlfgodVtcDgg>
 - http://www.coleparmer.com/Product/Glo_Germ_portable_sanitation_training_kit/UX-14103-03?referred_id=778&gclid=CM-Zz9GnvdACFYGAfgodyeEHRA
 - <https://www.teachersource.com/product/1462/biology-life-science?gclid=CInU3v-nvdACFQ-dfgod0ggDQQ>
- **Washington State Dairy Council Paper Photo Food Models.** (ITEM #: 0012N)
 - Photographic Food Models and Nutrient information. These are photographic images of serving sizes of common foods in all food groups. A set can be purchased at no charge if using the current educators' free allotment per annum.
 - URL: <http://nutrition.eatsmart.org/>
- **NASCO 3D food Models.**
 - Offer plastic, 3 dimensional food models by serving size. They can be very effective and visualizing the amount of 'space' a serving of any food item would take up on a meal plate. These can be more costly to integrate into lessons.
 - URL: https://www.google.com/?gws_rd=ssl#q=NASCO+food+models
- **Catch a Rainbow Poster**
 - E-NASCO <https://www.enasco.com/product/WA23554HR>
 - www.learningzonexpress.com/catch-a-rainbow-poster.html

Worksheets and Stickers

- **MyPlate Coloring Page** <https://www.choosemyplate.gov/kids-activity-sheets>
- Washington State Dairy Council <http://nutrition.eatsmart.org/>
 - **Five food group stickers**- Item # DC15
 - **Five Food Group Sticker Activity Masters**- Item # FR-DC15M
 - **Moostache Stickers**- Item # DC138

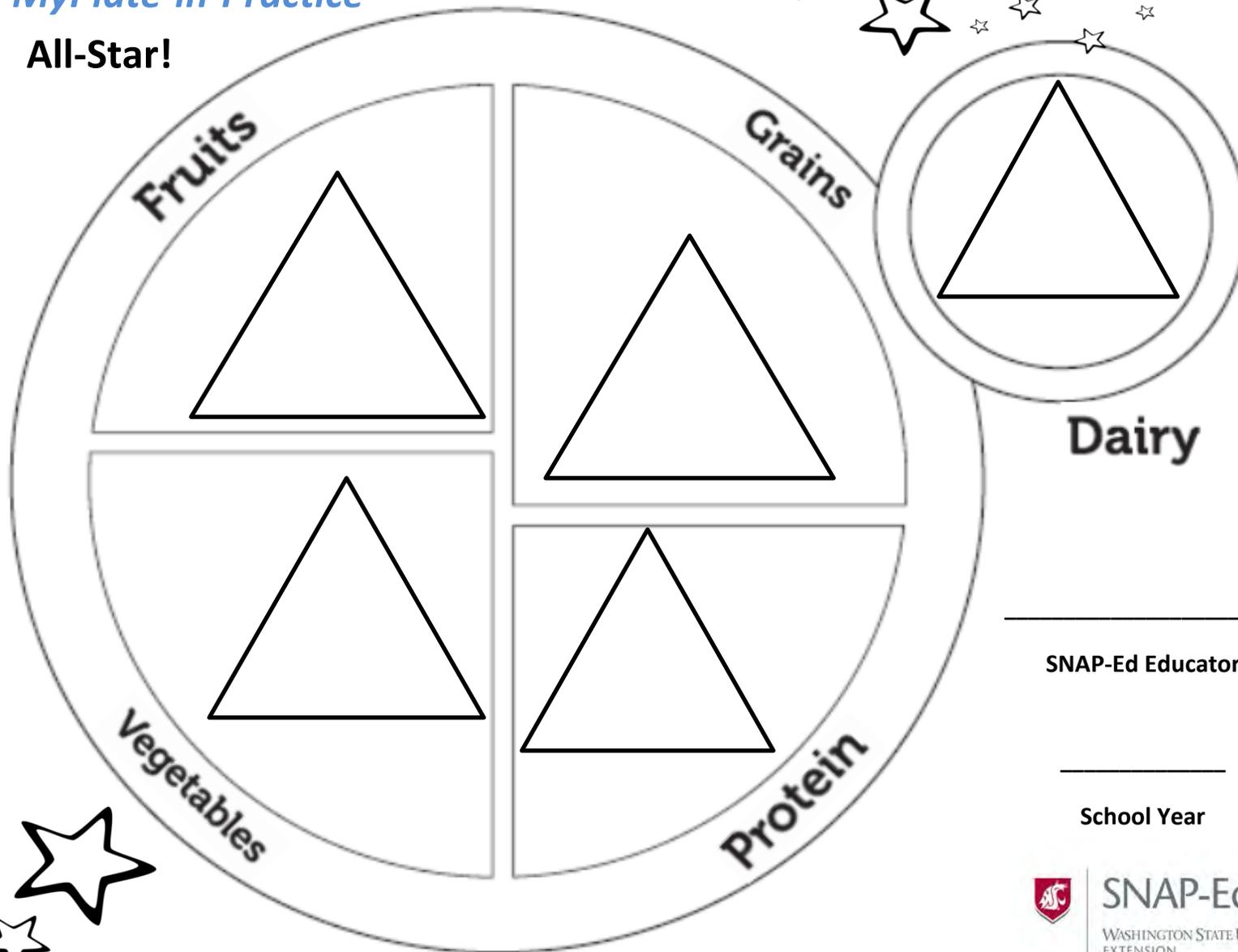
Demonstration Tools

- **Butcher paper and paper supplies**
 - Cash and Carry <https://www.smartfoodservice.com/search/>
 - <http://www.kcda.org/>
 - Costco stores
 - <http://www.officedepot.com/>
 - <http://www.staples.com/>

Congratulations _____

You are a *MyPlate-in-Practice*

All-Star!



SNAP-Ed Educator

School Year



SNAP-Ed

WASHINGTON STATE UNIVERSITY
EXTENSION



Parent Questionnaire

Today was the last MyPlate in Practice lesson. Each week your child brought home a newsletter. Please tell us how you used the information in the newsletters. **Please send the completed questionnaire to school with your child.**

As a result of reading this newsletter, did you or your family do any of the following:	Check Your Answer:	If you marked YES, write what you are doing or what information was most valuable to you:
We did some of the suggested activities in the newsletter.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
We changed some of the ways we prepare food so they are lower in fat, sugar or salt.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
We buy healthy snacks more often for my child to eat.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
We read nutrition labels more often when choosing food.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
We prepared new foods or recipes from the newsletter at home.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
We increased the amount of physical activity we did this week.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
We eat more fruits and vegetables.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
We are more aware of serving sizes.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
We eat more meals together as a family.	<input type="checkbox"/> Yes <input type="checkbox"/> No	_____
I would attend classes about healthy eating if they are offered.	<input type="checkbox"/> Yes <input type="checkbox"/> No	Name _____ Phone _____ Address _____ Email _____

(If you marked 'yes', please fill in your name and contact information.)

Our funding agency requires that we ask for this information.

Age: <input type="checkbox"/> 18-59 years <input type="checkbox"/> 60+ years	Are you Hispanic/Latino? <input type="checkbox"/> Yes <input type="checkbox"/> No	Have you received food assistance from any of these community resources in the last three months? <i>(Check all that apply.)</i> <input type="checkbox"/> Basic Food (SNAP or EBT card) <input type="checkbox"/> Child Nutrition (free/reduced school meals, snacks; summer feeding program) <input type="checkbox"/> Food Banks <input type="checkbox"/> ECEAP/Head Start <input type="checkbox"/> TANF/Job Readiness <input type="checkbox"/> Tribal Commodities (FDPIR) <input type="checkbox"/> WIC (Women, Infant & Children) <input type="checkbox"/> No, I do not receive food assistance.
Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male	Race: <i>(Check all that apply.)</i> <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black/African-American <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> White/Caucasian	

Teacher Observation Report



MyPlate in Practice

Thank you for the opportunity to work with your students. We appreciate your support of nutrition education in your classroom. Your feedback is important to us – it will help us provide programming that best meets your needs.

Date:	Grade:	Curriculum:
F\$ Educator:		School/ Teacher Name:

Changes in Student Behaviors

Please check “yes”, “no” or “unsure” next to changes that students may have made since receiving our program.	Have you <u>observed</u> this change in your students?			Have your students <u>talked about</u> this Change?		
	Yes	No	Unsure	Yes	No	Unsure
Make healthier meal and/or snack choices						
Eat breakfast more often						
More willing to try new foods						
Increased fruit and vegetable consumption						
Increased low or no-fat milk products						
Increased physical activity						
More consistent hand washing before eating						
Improved food safety (other than hand washing)						
Uses behavior skills (label reading, portion size) to assess the relationship between nutrition and health.						
<i>Please share any comments or stories about changes your students have made.</i>						

Optional:

Do you talk about or model any of these behaviors in front of students? Yes No

Have you personally adopted any of the nutrition practices listed above? Yes No

Feedback on SNAP-Ed Programming

Programming Item	Excellent	Acceptable	Needs Improvement	Comments
Content and approach for grade level				
Learning activities				
Visual Teaching Aids				
Parent Outreach (newsletters, recipes, etc)				
Supplemental Activities				
WSU Educator’s ability to engage students				
WSU Educator’s organizational skills				
WSU Educator’s time management skills				

Thank you for completing this report!