



## LESSON PLAN C

# Eat to the Beat

**Time Frame:** Three 40-minute sessions

### Learning Objectives:

- Express opinions and give factual information about health issues.
- Encourage others to make positive health choices.
- Comprehend ideas that promote a healthy lifestyle and enhance health.
- Identify the influence of family, peers, culture, media, technology, and other factors on health behaviors.
- Demonstrate the ability to use communication skills to enhance health.
- Demonstrate the ability to advocate for personal, family, and community health.

### Materials for Lesson Plan:

- Copies of the “Alive With Five” Song Lyrics
- Music player and playlist
- Computer with Internet access (optional)
- Construction or poster paper
- Colored markers, glue sticks, scissors
- Food pictures from supermarket circulars, etc.
- Leftover clip art from MyPlate activities
- Vegetables, olive oil, sea salt (see individual activities)
- Salad spinner or colander
- Paper plates or bowls
- Knives and cutting board
- Serving and eating utensils

### Overview:

This lesson plan reinforces content and key messages learned in previous activities. It also introduces different types of food and music from around the world. The hands-on activities all incorporate music and are designed to be fun and engaging. After learning lots of facts about the five food groups and a variety of different foods and nutrients, students celebrate by preparing and sharing healthy snacks — like make-your-own salad and homemade salsa.

## Part A. Food Songs & Slogans

**Time Frame:** 40 minutes

### **Materials:**

- Construction paper
- Pencils and colored markers
- Copies of Meal Planning clip art worksheet
- Copies of the “Alive With Five” Song Lyrics
- Food pictures from supermarket circulars, etc.
- Leftover clip art from MyPlate activities
- Glue sticks and scissors
- Computer with Internet access (optional)

### **Part 1. Sing the “Alive with Five” song**

Tell the class you’d like to begin by singing the “Alive with Five” song all together. Students were introduced to this song earlier in the Every Bite Counts unit (in Lesson Plan A > Activity C. Healthy Snacks – High Five!) and have practiced it at least twice.

1. Print out the lyrics to the “Alive With Five Groups” song (found at the end of the lesson) and pass out a copy to each student.
2. Download the song and play it for the class once to refresh their memories. Then, ask them to stand together and sing it as a group.
3. Encourage students to “act it out” and use creative movements to match the words and messages.

### **Audio File: “Alive With Five” Food Groups Song**

This song can be downloaded from the [choosemyplate.gov](http://choosemyplate.gov) website as well.

### **Part 2. Spread the Message**

A catchy slogan can really make a message stick! Make a poster or flyer focused on one of these slogans from My Plate:

- Vary your veggies
- Focus on fruit
- Get your calcium-rich foods
- Go lean with protein foods
- Make at least half your grains whole grains

Students in Grade 2 may also choose one from the “MyPlate Champions List” here:

- Eat more fruits and veggies. Make half your plate fruits and vegetables every day!
- Try whole grains. Ask for oatmeal, whole-wheat breads, or brown rice at meals.
- Re-think your drink. Drink milk or water.
- Focus on lean protein foods. Choose protein foods like beans, fish, lean meats, and nuts.
- Slow down on sweets. Eat sweets, like cakes or cookies, once in a while and in small amounts.
- Be active your way. Find ways to exercise and be active for at least 1 hour a day like walking to school, riding your bike, or playing a sport with friends.

Get inspired by listening to some of these songs before or during the poster-making activity:

### **Food Songs & Videos**

[PBS Kids: Fizzy's Lunch Lab](#) | Food Songs & Videos

[Eat a Variety of Colors](#): A PSA from the Produce for Better Health Foundation

[The Whole Grain Train Song](#) | [Whole Grains Council](#)

Add your own illustrations or pictures from newspapers and magazines if you like. Use some leftover clip art from your MyPlate activities as well. Hang up your posters in the classroom, share them at a community event, or combine them all together on a bulletin board.

### **Part B. Garden Party**

**Time Frame:** 40 minutes

#### **Materials for Activity:**

- Lettuce, salad greens and vegetables
- Olive oil
- Sea salt
- Salad spinner or colander
- Bowl and serving spoons
- Paper plates or bowls
- Plastic forks
- Knives and cutting board
- Serving and eating utensils
- Paper plates or bowls
- Music player and playlist

Even if you don't have a school garden of your own, you can still have a "garden party" to celebrate and sample all sorts of produce.

#### **Part 1. Assign Kitchen Tasks**

Assign different tasks, such as: lettuce washing, vegetable scrubbing/cleaning, vegetable peeling, passing out napkins and utensils, clean-up, etc.

- Identify the names of each type of vegetable they'll be preparing and each variety of lettuce or salad greens.
- Model each task before handing it off to an individual or group. Explain why you use a gentle stream of water to wash delicate lettuce leaves, show how dry the lettuce leaves in a colander or salad spinner or simply with a paper towel.
- Set up stations where kids can help wash and chop veggies like bell peppers, cucumbers and carrots. They can then be "add-ons" for the salad during serving time.

If there's enough food, allow students to have some small samples and ask them to describe the particular flavors of each.

### **Part 2. Make-Your-Own Salad**

When tasks are finished, come back together to create one big salad. First mix the salad greens together in a large bowl, and then simply drizzle some olive oil over it and lightly sprinkle with sea salt. That's it! The main teaching point: Salad is simple! You can make it with just these three ingredients (lettuce, olive oil and salt) or use this as a base and add a variety of different colored veggies to make it more interesting (and nutritious).

Before you add any chopped veggies, allow each student to take a forkful of the plain dressed leaves. Many will be pleasantly surprised to find how much they like salad!

Now allow students to serve themselves a spoonful of each type of veggie. Dig in and enjoy!

### **Part 3. Relax and Reflect**

Download and play some garden songs while you're eating or cleaning up. Or listen while preparing different vegetables as a class to make salad from different "veggie stations." Here's an old classic to get you all in a mellow mood:

[The Garden Song](#) performed by John Denver or Peter, Paul and Mary

#### **Extension:**

Watch the following video about city gardens with your class. You may watch it online or download it to your computer in advance.

#### **Video: Community Gardening | PBS Kids in Action**

<http://pbskids.org/arthur/health/nutrition/kids-action.html>

CitySprouts is a community gardening program that promotes healthy eating, hard work, and nature education in urban communities. Hear from the kids in the program as they plant and harvest vegetables and learn to cook new foods.

#### **Community Connection:**

Visit a local garden or farmer's market. Or invite a farmer to come join your garden party and give a talk and demonstration.

#### **Teacher Resources:**

[School Gardens Lesson Plans](#) | American Heart Association

### Part C. World Food Fiesta!

**Time Frame:** 40 minutes

#### Materials for Activity:

- Computer with Internet access and projector
- World map
- (No food required)

This activity can serve as a culminating celebration of the many foods and food groups you've learned about in this unit. Here are some ideas for inspiration. Pick and choose what works best in your classroom.

#### **Choice 1. Virtual Tour of International Foods**

##### Take Your Taste Buds on a World Tour

Listen to this [song about foods from around the world](#) — falafel, gyros and more. You may watch the short video as a class or just listen to the music. Afterward, talk about the different kinds of foods in the song. Repeat the song if students need help remembering the different foods mentioned. Ask:

- Can you name a food from the song?
- Do you remember where this food comes from?

Point to the regions or countries on a world map when students correctly identify them. Or ask students to take turns pointing them out on the map while you help guide them to the correct areas. Then ask:

- Have you ever tried this food? Would you like to try it sometime?
- Does it remind you of another type of food? How are they similar?
- Can you think of another type of food from another part of the world?
- Do you need to travel far to try international foods? (No, you can find many different world foods in local city restaurants or supermarkets. Or, you can go to the library to find cookbooks and then make recipes at home with your family.)

##### Examples of Snacks:

Hummus and pita bread (Middle East)  
Quesadillas (Mexico)

##### Examples of World Fruits:

Pomegranate (Iran)  
Kiwi (national fruit of China)  
Mangoes (national fruit of India, Philippines and Pakistan)  
Lychee (canned) – Japan

#### **Choice 2. “Chicks and Salsa!” Party**

Build a fun food activity around this funny book! Start by reading this book aloud to the class. When you get to the parts that explain salsa recipes and ingredients, pause and tell students to listen carefully because after you finish the book you'll all be making salsa!

### **Materials for Activity:**

- Book: [Chicks and Salsa](#) by Aaron Reynolds
- Salsa ingredients:
  - Plum tomatoes
  - Oil
  - Cilantro
  - Lime
  - Garlic or garlic powder
  - Lime
  - Salt and pepper
- Chopping board, knife for teacher
- Bowl and mixing spoons
- Tortilla chips

[Chicks and Salsa](#) by Aaron Reynolds

What happens at Nuthatcher Farm when the chickens get tired of the same old chicken feed? They whip up a scrumptious snack of chips and salsa, made with vegetables from the farmer’s garden. (Grade Level: K–3)

“The chickens are tired of eating the same thing every day, and the rooster knows only one thing that can stop their grumbling — a FIESTA!”

### **Eat to the Beat:**

Why not combine this book/food activity with salsa music? Play the following song and see more resources at the end of this lesson.

### **Salsa Music (U.S. / Cuba / Puerto Rico)**

All Around This World: Latin America

Listen to songs including: [10. Un Barco Chiquitito \(Cuban salsa\)](#)

### **Choice 3. “Dragons Love Tacos”**

This hilarious book is always a hit! Making tacos at school is a lot of work, but making nachos or simplified tacos is more manageable. Decide in advance what kind of food you’d like to incorporate into this activity. Start by reading this book aloud to the class. Then tell students you’ll all be enjoying a mini taco snack (mild, not spicy!).

### **Materials for Activity:**

- [Dragons Love Tacos](#) by Adam Rubin
- Nacho or mini taco ingredients:
  - Tortilla chips or shells
  - Canned pinto beans
  - Shredded cheese
  - Shredded lettuce
  - Mild salsa
  - Hot sauce (optional!)
- Chopping board, knife for teacher
- Plastic knives for students
- Bowl and mixing spoons
- Tortilla chips

[Dragons Love Tacos](#) by Adam Rubin

If you want to lure a bunch of dragons to your party, you should definitely serve tacos. But beware the hot salsa!  
(Grade Level: Pre-K–2)

“Dragons love tacos. They love chicken tacos, beef tacos, great big tacos, and teeny tiny tacos. So, if you want to lure a bunch of dragons to your party, you should definitely serve tacos. Buckets and buckets of tacos. Unfortunately, where there are tacos, there is also salsa. And if a dragon accidentally eats spicy salsa ... oh, boy. You’re in red-hot trouble.”

### **Eat to the Beat:**

Why not combine this book/food activity with salsa music? Play the following song and see more resources at the end of this lesson.

### **Salsa Music (U.S. / Cuba / Puerto Rico)**

All Around This World: Latin America

Listen to songs including: [10. Un Barco Chiquitito \(Cuban salsa\)](#)

### **Choice 4. Snack Attack**

How many food groups can you include in each snack?

Prepare some snacks using recipes in the [EZ Recipe Basket](#) (see pages 6–9):

Choose from healthy, balanced recipes including Salsas, Snack Mixes, Chips, Sweet Treats, Wellness Beverages and Rainbow Recipes.

### **Playlist: Songs about food**

Teachers, you might choose to create a playlist of food-themed songs, either upbeat or mellow, to play while kids enjoy making and eating snacks.

[Jambalaya \(on the Bayou\)](#) by Hank Williams

[Coconut](#) by Nilsson

### **Teacher Resources:**

#### **All Around This World: Songs for Kids**

[All Around This World](#)’s interactive world music for kids introduces families to almost 300 songs that originate from more than 100 countries. [Listen to world songs for kids here.](#)

### **Family Connection:**

Video: Cooking With Kids

<https://www.eatright.org/for-kids>

Bring kids into the kitchen to learn lifelong cooking and food safety skills. Start with these age-appropriate tasks and enjoy spending time together! Check out other videos and resources as well from Kids Eat Right, part of the Academy of Nutrition and Dietetics.

<https://www.eatright.org/for-parents>

Food Safety Tips:

- Wash hands well with warm, soapy water.
- If anyone has long hair, be sure to tie it back in a pony tail.
- Remember to supervise kids in the kitchen.
- Remind them to not lick their fingers or eat any raw ingredients.

**Age-Appropriate Tasks:**

- Kids age 6–7 year can help peel raw fruits and vegetables, crack eggs into a bowl, measure dry ingredients, and shuck corn on the cob.
- Kids age 8–9 can do a wide range of tasks, such as using a can opener, pounding chicken on a cutting board, beating eggs, and juicing a lemon.
- Kids age 10–12 can be your sous chef – with your supervision. They can slice and chop vegetables for a recipe, boil pasta, use the microwave, and bake food in the oven.

**Healthy Kid Recipes**

<https://www.fruitsandveggiesmorematters.org/kid-friendly-healthy-recipes>

Creative and kid-friendly fruit and vegetable recipes from the “Fruit & Veggies: More Matters” website (Produce for Better Health Foundation).

**Standards Alignment | Students will:****National Health Education Standards**

Standard 1. Comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 4. Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5. Demonstrate the ability to use decision-making skills to enhance health.

Standard 7. Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8. Advocate for personal, family, and community health.

**SHAPE America, National Physical Education Standards**

Standard 1. Demonstrate competency in a variety of motor skills and movement patterns.

Standard 4. Exhibit responsible personal and social behavior that respects self and others.

**Common Core Standards > English Language Arts > Reading: Literature****Key Ideas and Details:**

CCSS.ELA-LITERACY.RL.K.K.1 - With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.K.3 - With prompting and support, identify characters, settings, and major events in a story.

**Common Core Standards > English Language Arts > Speaking & Listening****Comprehension and Collaboration:**

CCSS.ELA-LITERACY.SL.1.1 – Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A – Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.1.B – Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-LITERACY.SL.1.1.C – Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2 – Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3 – Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**Presentation of Knowledge and Ideas:**

CCSS.ELA.LITERACY.SL.1.4 – Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.5 – Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.



Worksheets & Downloads:

## “Alive With Five Groups”

Song Lyrics:

(Talking about the five food groups, what they are  
and what they help do)

Banana is a fruit, broccoli is a veggie

Rice is a grain, chicken is a protein food

Milk is dairy, and now we’ve got five

We’re going to feel our best (uh huh), we’re going to feel alive!

Chorus:

Alive, with five, both you and I

Alive with five, let’s give them a try

Fruits and vegetables, dairy and grains

Add to that a protein food and you’ll be on your way!

So many fruits and vegetables are good for me

Some help me heal my wounds, or give me more energy

Sometimes I like to eat them with some meat, bread, and cheese

These five food groups give me what I need, wouldn’t you agree?

Chorus:

I’ve got a red apple (a fruit, a fruit)

And green spinach leaves (a vegetable, a vegetable)

I toasted up some bread (a grain, a grain)

With some low-fat cheddar cheese (that’s dairy, that’s dairy)

A few slices of turkey (a protein food, a protein food)

That’s a fine-looking plate (my plate, my plate)

If you want to be healthy, if you want to feel your best

These five food groups are the key to your success!