



LESSON PLAN A

Fill Your Plates

Time Frame: Three 40-minute sessions

Learning Objectives:

- Identify different types and sources of information pertaining to health.
- Understand concepts that promote health and prevent disease.
- Make and reflect on goals related to personal health.
- Advocate for personal, family and community health.

Overview:

These activities all center around the MyPlate recommendations from the USDA. Use them to introduce or reinforce key concepts in an engaging, hands-on way. Each activity comes with creative snack ideas to serve during class time. These align with key teaching points in the curriculum but are optional.

Part A. Make-Your-Own Plate

Time Frame: 40 minutes

Materials for Activity:

- Compasses
- Rulers
- Pencils (plain and colored)
- Plain Paper
- Colored construction paper
- Paper plates and cups (optional)

Project Options: Depending on time and resources, choose the option that works best for your class. Or let your students choose for themselves, based on age, ability and interest. Teacher can decide which based on supplies (such as compasses) and grade (grades 3–5 are studying geometry at different stages). Here are some options:

Paper Plate Method:

Use a ruler and pencil to measure and draw the MyPlate pattern on a white paper plate. You may choose to cut off the rim of the plate to have a flat circle. Use an upside-down paper cup to trace a small circle on white paper (to represent the dairy), then cut it out with scissors.

Compass Method:

Use a compass and pencil to draw a large circle on one piece of white paper, and a small circle on another (to represent the dairy). Now use a ruler to measure and draw the outlines for each food group section, paying attention to relative size since not all sections are equal.

Freehand/Make-Your-Own Compass Method:

See the methods shown in Lesson 1 of "Wellness: All Parts Count!" and use one to draw your own circles for this project.

Express Method:

Provide a photocopy of the MyPlate template for each student.

Instructions:

1. Show the MyPlate graphic on an overhead projector for all to follow as a guide. Or print out a color copy to show as a display.

Present students with at least two options for making their plate. (See Project Options under Materials list above.)

After finishing their outlines, tell them to label each section with a marker or pen.

Under each label, they should write the daily amounts recommended for ages 9 and older:

- Fruit: 2 cups
- Vegetables: 2.5–3 cups
- Grains: 3–4 ounces
- Protein Foods: 5–6 ounces
- Dairy: 3 cups

Time permitting, they may color in each section, using the same colors to match the MyPlate sections. Or, skip to the next step, as it's more important.

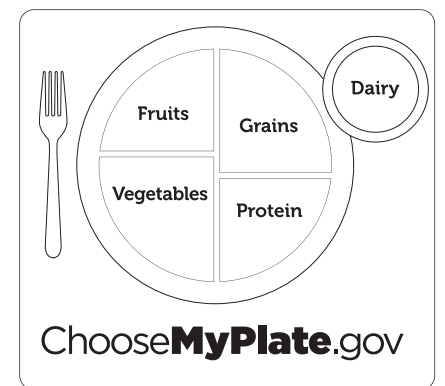
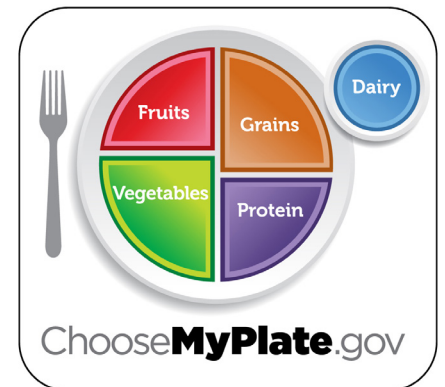
Now students should color some of the items on their Meal Planning worksheet. Ask them to color in at least two items from each food group. Next, they should cut out each item, so they can use them for menu-planning activities on their plate.

Challenge students to plan some meals by placing food items in each category on their MyPlate page. Encourage them to experiment with different combinations and then choose what looks like a perfect meal to them. Suggest they choose things they like to eat — or would like to try to eat — from each group.

Optional: Take a picture of each student's chosen meal. Then, after learning more and doing more lessons, they can compare that meal with a later one.

Extension:

Make a placemat for your cup and plate shapes. Use colored construction paper or scraps of recycled paper taped together to make one big enough to fit your cutouts. You will use this for the next activities. Decorate your mat with doodles, positive messages or graphic elements if you have time to spare.



ChooseMyPlate.gov

Talking Points:

Essential Question: Why is each food group a different size?

- Because we need different amounts of each kind for a balanced diet. These are the amounts recommended by doctors and scientists. This combination of different foods gives our bodies the nutrients and energy we need to grow and be healthy.

As students are coloring and cutting out their plates, talk about the five food groups:

- **Fruit Group:*** Along with being sweet and delicious, fruits contain vitamins, minerals and fiber that keep us healthy and help to prevent disease. Citrus fruits are especially high in vitamin C.
- **Vegetable Group:*** Vegetables are important sources of many nutrients, including potassium, fiber, folate (folic acid), vitamin A and vitamin C. Most vegetables are naturally low in fat and calories.

*Fruits and vegetables are a healthy way to get the nutrients and energy your body needs to feel and look good. Try to eat more of these two food groups every day by making half your plate fruits and vegetables!

- **Protein Foods Group:** Protein-rich foods keep us feeling full. They also build bones, muscles, blood and other body parts. This food group includes more than just meat, poultry and fish. Other foods like eggs, beans, peas, soy products, nuts and seeds all fall into this category as well.
- **Dairy Group:** Products in this group contain calcium, which is very important for children and teens who are still growing. The dairy group includes most foods made from milk, including yogurt and cheese. However, it does not include butter, cream cheese and cream. Calcium-fortified soy milk also counts as a dairy food.
- **Grains Group:** This includes any foods made from a cereal grain such as wheat, rice, barley or cornmeal. At least half of all your grain servings should come from whole-grain foods, as they provide more fiber and nutrients.

In the next lesson you'll research just how big a portion is for each of the five food groups.

Student Worksheet (Optional):

Word Search: Have Fun with Fruits and Vegetables

Family Connection:

Make homemade placemats for each member of your family. Have your siblings help out as well. This is a fun way to get families more committed to eating together at the dinner table. Ideas: 1) Cut one piece of colored construction paper into horizontal strips. Cut another piece of construction paper (a different color) into vertical strips. Weave the two of them together and secure them in place with glue or clear tape on the back. 2) Make a collage on a piece of construction paper, using cutout pictures of colorful fruits and vegetables. 3) Use your compass to make geometric designs on different colors of construction paper. 4) Write compliments and positive messages on construction paper and decorate with cheerful illustrations. Use these placemats at your family dinner table for a meal or two, or laminate them to make them last all year long.

Additional Resources:

[*MyPlate: 10 Practical Tips*](#)

www.choosemyplate.gov/ten-tips-choose-myplate

[*MyPlate Kids Place*](#)

www.choosemyplate.gov/kids

[*Resources for Parents and Educators*](#)

www.choosemyplate.gov/kids-parents-educators

Part B. Serve Yourself!

Time Frame: 40 minutes

Materials for Activity:

- Copies of MyPlate template (black-and-white) – 3 copies per student
- Copies of Student Reference Material – 1 copy per small group of students
- Blank paper, pencils and erasers
- Ask students to bring in any of the following from home:
 - baseball, hockey puck, ping pong ball, golf ball
 - deck of cards, CD cover, bar of soap
 - bottle cap from 16-oz water bottle
 - postage stamp, checkbook cover, 9-volt battery

Teacher Preparation:

Print the MyPlate template (see Worksheets & Downloads at the end of this lesson plan) and make enough photocopies to distribute 3 to each student in your class. Print out copies of the Student Reference Material as well, to be shared among students working in small groups. Bring any items you might have from home in the Materials list to help illustrate the portion sizes described in the Student Reference Material.

Talking Points:

Part 1. Crunch the Numbers

How much should we eat each day?

To review, these are the daily amounts recommended for ages 9 and older:

- Fruit: 2 cups
- Vegetables: 2.5–3 cups
- Grains: 3–4 ounces
- Protein Foods: 5–6 ounces
- Dairy: 3 cups

How much is a portion?

Counting cups and ounces gets confusing! That's why we depend on food scientists to find the exact measurements and recommendations.

Take some time to research the 5 different food groups and familiarize yourself with portion sizes for specific foods. (For example, a serving of lettuce will be larger in volume than a serving of peas.)

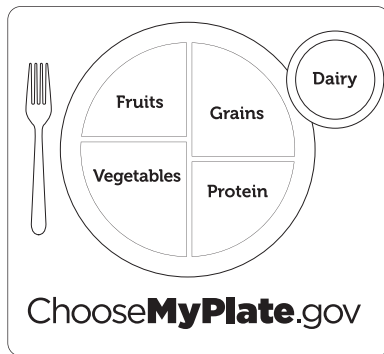
Refer to the Student Reference Materials (one copy per group) for a breakdown of the food groups and examples of serving sizes for each. Or, using computers with Internet access, visit ChooseMyPlate.gov and other reliable sites to view different ways to visualize a portion. (Example: A 3-ounce piece of chicken is the size of a deck of cards.)

Part 2. Pick your favorites

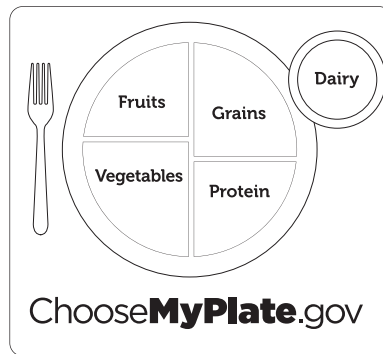
- Turn a piece of paper lengthwise and write the 5 food group names and oils across the top. Under each heading, list the items and amounts you'd like to eat/drink in a day.
- You may choose whatever you like on the lists, but you must follow the recommended guidelines.
- Use the Student Reference Material for guidance on measurements.
- Check your math!

Discuss: Was it hard to find enough things you like to fill each food group? Which was the easiest to fill? Would you want to eat this daily menu every day for a week or do you think you'd get bored of eating the same things every day?

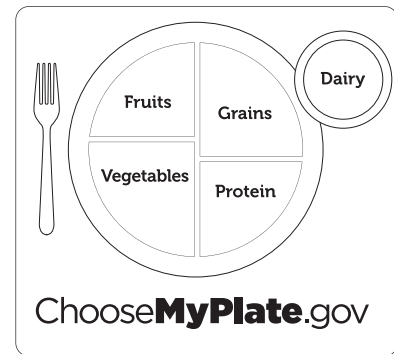
Part 3. Plan the Perfect Meal



Breakfast



Lunch



Dinner

Instructions:

1. Put on your Nutritionist hat and plan a perfectly balanced day of balanced meals. Spread them out over three full meals: Breakfast, Lunch and Dinner.
2. Use the Student Reference Materials or online research to calculate sizes and portions of each food type.
3. Use the MyPlate templates to write down the selected foods and portions in the correct places.
4. Double-check your math to make sure you've written down the right size portions and that all food and drink servings add up to the total recommended quantities. Show your math problem-solving work on a separate sheet of paper.

Discussion Points:

Describe their Breakfast, Lunch or Dinner menu plan.

Then ask for general feedback:

Raise your hand if this looks like a typical day's worth of meals. Does this look like what you ate yesterday? Raise your hand if you think it would be easy to eat a diet like this every day. Raise your hand if you think it would be hard.

Let's write a title at the top of your Daily Meal Plan: "A Perfect Day"

This means you've all created a perfectly balanced meal plan. But here's an important thing to remember: Nobody's perfect!

Some days we might be in more of a rush. Other days we might not have the right foods at home. Some days we might make a poor choice. So, what can we do to fix it? We can look at the big picture and make up for it over the week. Ask for some examples and provide some yourself.

Part 4. Key Points to Remember

Continue the conversation about food choices and meal planning by offering these 4 key points.

- **Look at the big picture.**

It's the eating pattern that matters, not just the choices you make on one particular day. What's an eating pattern? The combination of all the foods and beverages a person eats and drinks over time.

- **Strive for Five.**
Eat a mix of foods across all food groups. Choose foods and beverages from all 5 food groups — vegetables, fruits, grains, dairy, and protein foods — not just 1 or 2 of them.
- **Mix it up!**
Eat a mix of foods within each food group. For example, each week try eating several types of vegetables, including dark green, red and orange, starchy ones, legumes, and others. Switch up the protein foods you eat, too — for example, consider fish, black beans, and peanut butter, not just lean meats and poultry.
- **Aim for balance and moderation.**
Try to eat and drink the right amounts for you. How many calories you need to eat depends on your age, gender, height, weight, and how active you are. Use the MyPlate Plan at www.choosemyplate.gov/GetMyPlan to find a plan that is right for you.

Here's a quiz question:

You've finished your lunch and a friend offers to share a cookie with you. What do you do?

- a) Say, "No, thanks."
- b) Throw away your apple and eat the cookie instead.
- c) Say, "Yes, please," then eat your apple AND share the cookie.

If you answered c, that's perfectly fine! Healthy eating is all about balance. As long as most of your meals include whole grains, vegetables, fruits, and low-fat dairy foods, plus some lean meats, fish, poultry, and beans, there is room for a few occasional treats.

Extra Credit: What's To Eat?

[Online Dining Decision Game | CDC: BAM! Body and Mind](#)

(This can be done as a class, led by the teacher with an overhead projector. Or, students may do it on their own or in small groups.)

Main takeaways from the Dining Decision Game:

- Healthy eating is like a larger puzzle, where there is a spot for everything. As long as most of your puzzle has whole grains, vegetables, fruits, and low-fat dairy foods, plus some lean meats, fish, poultry, and beans, there is room for a few less-healthy choices.
- Fruit and vegetables are a healthy way to get the vitamins, minerals, fiber, and energy your body needs to feel and look good.
- Whole grains deliver fiber, vitamins, and minerals.
- Protein is the building block for bones, muscles, cartilage, skin, and blood. Your body uses it to repair injuries and to make body chemicals like hormones and enzymes.

Optional Extensions:**Discussion:** "Let's Make a Swap!"

Small changes can bring big benefits! Change should be gradual, not extreme! Small shifts in your daily eating habits can improve your health over the long run. Tips: Try swapping out white bread for whole-wheat bread and reach for a handful of nuts when you're craving something salty. For more tips, see:

[Shift to Healthier Choices | U.S. Dietary Guidelines
health.gov/dietaryguidelines/2015/resources/DGA_Shift-to-Healthier-Choices.pdf](http://health.gov/dietaryguidelines/2015/resources/DGA_Shift-to-Healthier-Choices.pdf)

[Make Small Changes | MyPlate](#)

www.choosemyplate.gov/make-small-changes

Classroom Snack (Optional):

Fresh, frozen, canned and dried are all fine! Any fruit or 100% fruit juice counts as part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed. [Note: Students will be quizzed on this in Lesson 2.]

Drive home this point by trying samples of fruit in three or all four forms. For example:

- Orange segments or slices, canned mandarin oranges, dried apricots and cups of orange juice
- Dried banana chips, fresh banana chunks, canned pineapple chunks, orange juice blended with frozen bananas
- Smoothie made with frozen orange juice concentrate with water and frozen strawberries, peaches or mangoes

Part C. Head Chef Challenge**Part 1. Plan a Meal & Menu**

Plan a creative meal (either breakfast, lunch or dinner) with foods from all 5 food groups. Include correct portions of nutrient-dense foods and beverages, and remember to limit fats and oils to the recommended amounts. How can you make it especially colorful or full of flavor?

Add details in your list of ingredients, such as:

- Pinto Beans (canned, low-sodium brand)
- Chicken (baked)
- Spinach (steamed)
- Peaches (fresh, frozen, or canned in juice)

Write a menu-style description of the meal and give your meal a creative name.

Part 2. Save Room for Dessert!

Plan the ultimate dessert, using minimal sugar and as many food groups as possible. Think of creative ways to make it look and taste appealing. Give it a fun name that would make people want to order it in a restaurant.

Present your plan to the class, describing all the ingredients. At the end of the presentations, have students vote on the dessert they'd most like to try.

Optional: Make that dessert during your next class so all classmates can have a serving.

Extensions:**[Cooking Demos](#) | Kids Cooking Network**

Watch some of these online videos as a class to get inspired!

Picky Eater Challenge

Watch this video together as a class. Or skip it and go straight to the challenge below.

[D.W. The Picky Eater](#) | PBS Learning (6:05 mins)

Discussion: Afterward, start a discussion by asking students to raise their hands and name two foods they love and two they've never tried.

The challenge: Over the next two days, try two different foods you've never tried before. You may find these at home, in the school cafeteria or on a trip with your family to a local store or supermarket. It's okay if it's only one bite! Follow up and report your findings to the class. Share the following about the food item: Which Food Group does it belong in? What did it taste like? Would you eat it again?

**Family Connection:
Kids in the Kitchen**

Watch this [“Kids in the Kitchen” video](#) at school or at home with your family. Would you like to make one or both of the dishes? (chicken packet or fruit parfait). Does it inspire you to try cooking something else?

Healthy Eating Patterns – Sample Recipes

A variety of meals and snacks can fit within healthy eating patterns. Many meals have several food groups within one dish. Check out this [Healthy Eating Pattern guide](#) for examples like Taco Salad, Vegetable-Tofu Stir Fry and Tuna Salad Sandwich.

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

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

Standard 3. Demonstrate the ability to access valid information, products, and services to enhance health

Standard 6. Demonstrate the ability to use goal-setting skills to enhance health.

SHAPE America, National Physical Education Standards

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

English Language Arts Standards > Speaking & ListeningComprehension and Collaboration:

CCSS.ELA-LITERACY.SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.C - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

English Language Arts Standards > Reading: Informational TextIntegration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Math > Measurement & Data

Solve problems involving measurement and conversion of measurements:

CCSS.MATH.CONTENT.4.MD.A.1 - Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.

CCSS.MATH.CONTENT.4.MD.A.2 - Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.

Math > Operations & Algebraic Thinking

Use the four operations with whole numbers to solve problems:

CCSS.MATH.CONTENT.4.OA.A.2 - Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

Worksheets & Downloads:**Student Reference Materials:**[Portion Sizes – Cups and Ounces Equivalents](#)

Examples: 1 slice of bread = 1 ounce-equivalent grains,

¼ cup of raisins = ½ cup-equivalent fruit

A 3-ounce piece of chicken is the size of a deck of cards

[Fruit Group](#)

1 medium bunch of grapes (about 50 grapes) = 1½ cup-equivalent

¼ cup of raisins = ½ cup-equivalent fruit

1 small apple counts as 1 cup-equivalent

1 snack container of applesauce (4oz) = ½ cup-equivalent fruit

1 large banana = 1 cup-equivalent

8 large strawberries = 1 cup-equivalent

1 small orange counts as ½ cup-equivalent

½ cup of 100% orange juice (4 fluid ounces) counts as ½ cup-equivalent

[Vegetable Group](#)

6 baby carrots or 1 medium carrot = ½ cup-equivalent (Red and Orange subgroup)

1 large stalk of celery = ½ cup-equivalent (Other Vegetables subgroup)

1 small ear of corn (6" long) = ½ cup-equivalent (Starchy subgroup)

1 large baked sweet potato = 1 cup-equivalent (Red and Orange subgroup)

1 medium baked or boiled potato = 1 cup-equivalent (Starchy subgroup)

1 cup of baby spinach (raw) = ½ cup-equivalent (Dark-Green subgroup)

1 cup of romaine lettuce = ½ cup-equivalent (Dark-Green subgroup)

1 cup of iceberg lettuce = ½ cup-equivalent (Other Vegetables subgroup)

½ cup of pinto beans (cooked) = ½ cup-equivalent (Beans and Peas subgroup*)

[Grains Group](#)

1 slice of 100% whole wheat bread = 1 ounce-equivalent (Whole Grains subgroup)

1 flour tortilla (8" diameter) = 2 ounce-equivalents (Refined Grains subgroup*)

½ large bagel = 2 ounce-equivalents (Refined Grains subgroup*)

1 large muffin = 3 ounce-equivalents (Refined Grains subgroup*)

2 whole-grain waffles = 2 ounce-equivalents (Whole Grains subgroup)

1 cup of cooked macaroni, noodles or pasta = 2 ounce-equivalents (Refined Grains subgroup*)

1 sandwich roll (2½ ounces) = 2½ ounce-equivalents (Refined Grains subgroup*)

1 piece of cornbread (2½" by 2½") = 2 ounce-equivalents (Refined Grains subgroup*)

3 cups of popcorn = 1 ounce-equivalent (Whole Grains subgroup)

5 whole wheat crackers = 1 ounce-equivalent (Whole Grains subgroup)

7 saltine crackers = 1 ounce-equivalent (Refined Grains subgroup*)

½ cup of oatmeal (cooked) = 1 ounce-equivalent (Whole Grains subgroup)

1 cup of whole wheat cereal flakes = 1 ounce-equivalent (Whole Grains subgroup)

1 cup of corn flakes = 1 ounce-equivalent (Refined Grains subgroup*)

½ cup portion of cooked brown rice = 1 ounce-equivalent grains (Whole Grains subgroup)

1 cup of white rice (cooked) = 2 ounce-equivalents (Refined Grains subgroup*)

Dairy Group

- 1 cup of yogurt (made with milk or soymilk) = 1 cup-equivalent dairy
- 1 snack size container of yogurt (4 ounces) = ½ cup-equivalent dairy
- 1½ ounces portion of cheddar cheese = 1 cup-equivalent dairy
- 1 cup frozen yogurt = 1 cup milk
- 1 slice of processed cheese = ¼ cup milk

Protein Foods Group

- 1 large egg = 1 ounce-equivalent protein foods
- 2 tablespoon of peanut butter = 2 ounce-equivalents protein foods
- 1 ounce portion of walnuts = 2 ounce-equivalents protein foods
- ½ cup portion of black beans = 2 ounce-equivalents protein foods
- 4 ounce portion of pork = 4 ounce-equivalents protein foods

Food	Portion Size	About the Size of...
Grains Group		
Bread	1 ounce or 1 regular slice	CD cover
Dry cereal	1 ounce or 1 cup	Baseball
Cooked cereal, rice or pasta	1 ounce or ½ cup	½ baseball
Pancake or waffle	1 ounce or 1 small piece (6 inches)	CD
Bagel, hamburger bun	1 ounce or ½ piece	Hockey puck
Cornbread	1 piece	Bar of soap
Fruits Group		
Orange, apple, pear	1 small fruit (2½ inches in diameter)	Tennis ball
Raisins	¼ cup	Golf ball
Vegetables Group		
Baked potato	1 medium	Computer mouse
Vegetables, chopped or salad	1 cup	Baseball
Dairy Group		
Fat-free or low-fat milk or yogurt	1 cup	Baseball
Cheese	1½ ounces natural cheese or 2 ounces processed cheese	9-volt battery
Frozen yogurt	½ cup	½ baseball

Protein Foods Group		
Lean beef or poultry	3 ounces	Deck of cards
Grilled or baked fish	3 ounces	Checkbook
Peanut butter	2 tablespoons	Ping-pong ball
Oils		
Margarine	1 teaspoon	Standard postage stamp
Oil or salad dressing	1 teaspoon	Standard cap on a 16-ounce water bottle

Source: Academy of Nutrition and Dietetics

<https://www.eatright.org/food/nutrition/dietary-guidelines-and-myplate/kids-and-portion-control>



LESSON PLAN B

Food Scientists

Time Frame: Three 40-minute sessions

Learning Objectives:

- Identify the importance of nutrients and learn about the role they play in physical health.
- Learn about the nutrients found in different foods in the five food groups.
- Understand the importance of a balanced diet.

Materials for Lesson Plan:

- Bite-sized samples of each food group (for Activity A)
- Supermarket circulars from newspapers, pictures of food items from magazines collected from home (for Activity B)
- Copies of activity cards (for Activity C)

Overview:

In this lesson plan you'll use direct instruction to teach students about the nutrients found in different foods in the five food groups: Dairy, Protein Foods, Fruit, Vegetables and Grains. The following notes are based directly on the content older students will be quizzed on in Activity A. All students will benefit from learning key points in this content, whether or not they go on to do the quizzes.

Follow your lessons on the five food groups with Q&A sessions to reinforce learning. Optional: Pass out bite-sized samples of each food group after the Q&As.

Part A. Feed Your Brain

Time Frame: 40 minutes

Materials for Activity:

- Bite-sized samples of each food group
- Paper plates, cups and utensils to go with food/drink samples

Part 1. Discussion

Lead a discussion to cover key content about the nutritional value of foods found in the five food groups.

Fruits: All kinds count!

What kinds count? Any fruit or 100% fruit juice counts as part of the Fruit Group. Fruits may be fresh, canned, frozen or dried, and may be whole, cut-up or pureed. Eating the whole fruit is better than drinking just its juice. This is because fiber is lost during the juicing process. Learn more here: [About the Fruit Group | MyPlate](#)

[Pass out bite-sized samples of food from the Fruit Group. It can be fresh, canned, frozen or 100% juice.]

Vegetables: Who's in your group?

Veggies are divided into different subgroups — each with different types and amounts of vitamins and minerals. That's why it's important to mix things up! Learn more here: [About the Vegetable Group | MyPlate](#)

Vegetable subgroups:

- Dark-green vegetables: Broccoli, kale, bok choy, and romaine lettuce
- Red and orange vegetables: Red peppers, tomatoes, sweet potatoes, pumpkins
- Beans and peas
- Starchy vegetables: Corn, potatoes

Variety is the spice of life! Eat a variety of:

- Vegetable subgroups
- Raw and cooked vegetables
- Colors of vegetables (eat the rainbow!)

[Pass out bite-sized samples of food from the Vegetable Group. Raw, crunchy veggies are the most popular.]

Protein Foods: Don't get stuck in a rut!**[Top Tips on Getting Your Protein](#)**

- Vary your protein routine
- Eat seafood twice a week

Raise your hand if you like peanut butter. That's a good source of protein, but what if you had a peanut butter sandwich every day for an entire year? Do you think you'd get tired of that? What about a hamburger? Would it be a balanced diet to eat 365 hamburgers in a year? Probably not. Chicken is a leaner meat, but you'd probably get tired of that too if you ate it every single day.

What are some other kinds of protein foods? In addition to lean meats, other healthy options include seafood, beans and peas, nuts, nut butters, and soy products such as tofu, tempeh, and veggie burgers. Learn more here: About Protein Foods | MyPlate <https://www.choosemyplate.gov/protein-foods>

[Pass out bite-sized samples of food from the Protein Foods Group. Be sure to check your school or classroom food policy if serving any foods containing nuts.]

Grains: Hit your goal – make sure half are whole!

Do you know the difference between Whole Grains and Refined Grains? Whole includes whole-grain flour, bread and brown rice, while refined includes white flour, white bread and white rice. Grain products with high levels of solid fats and/or added sugars (e.g., donuts, cakes) should be occasional treats and chosen less often.

How's your balance? When it comes to eating whole grains, most Americans are falling short. **Remember: At least half of all the grains eaten should be whole grains.** This is a smart way to ensure you get the fiber and nutrients you need for a healthy, balanced diet.

Learn more here: About the Grains Group | MyPlate <https://www.choosemyplate.gov/grains>

[Pass out bite-sized samples of food from the Grains Group. Choose a whole-grain snack like crackers or pretzels.]

Dairy: Drink (and eat) up!

True or false, raise your hands!

- All dairy foods contain calcium. (F)
- All calcium-rich foods are also dairy foods. (F)
- All foods in the Dairy Group contain calcium. (T)

Maybe we should call this the "Dairy with Calcium" food group. Yes, it's confusing! That's because there are some dairy foods – like cream cheese, butter and ice cream – that do not contain enough calcium to be part of the club!

All foods in the Dairy Group contain calcium – a mineral that is important for building and maintaining strong bones and teeth, regulating blood pressure, and is also important for the nervous system. Milk, yogurt and cheese are all good examples.

Calcium can also be found in non-dairy sources like: tofu made with calcium, in canned salmon and sardines (if bones are eaten), in some leafy greens (collards and spinach), in soybeans and green soybeans (edamame), and in calcium-fortified foods and drinks like soymilk, other plant-based "milks" and cereals.

Low-fat and fat-free (skim) milk has all of the vitamins, minerals and protein found in whole milk or other reduced fat milks, but with less solid fat. Learn more here: About the Dairy Group | MyPlate <https://www.choosemyplate.gov/dairy>

[Pass out bite-sized samples of food from the Dairy Group. Calcium-fortified cereal with choice of milk or soymilk in a paper cup is always a fun choice!]

Heads Up: Moderation is the Key

Sodium (Salt)

Packaged and prepared meat, poultry, canned beans and vegetables and seafood products are common sources of sodium (salt). Sodium is added to packaged foods sometimes during processing such as in curing meat, enhancing flavor, or as a preservative. In canned beans and vegetables, rinsing and draining them can significantly reduce the sodium levels while still retaining important nutrients. While you need sodium to survive, it is important to pay attention to your overall sodium intake. Children and adults should eat less than 2,300 mg of sodium per day. Explain that 1 teaspoon of table salt is equal to 2,300 milligrams of sodium.

Oils (liquid) and fats (solid)

Oils are fats that are liquid at room temperature, like the vegetable oils used in cooking. Oils are not a food group, but they do provide essential nutrients and are therefore included in USDA recommendations for what to eat. For ages 9–13, the daily allowance for oils is 5 teaspoons. A number of foods are naturally high in healthy oils, like nuts, olives, some fish, and avocados. In addition to essential fatty acids, oils are a major source of vitamin E.

Other foods that are mainly oil include mayonnaise, certain salad dressings, and soft (tub or squeeze) margarine. Check the Nutrition Facts label to find margarines with 0 grams of trans fat. Amounts of trans fat are required to be listed on labels.

Saturated and Trans Fats vs. MUFAs and PUFAs

Solid fats are fats that are solid at room temperature, like beef fat, butter, and shortening. Solid fats contain more saturated fats and/or trans fats than oils. Saturated fats and trans fats tend to raise “bad” (LDL) cholesterol levels in the blood, which in turn increases the risk for heart disease. To lower risk for heart disease, cut back on foods containing saturated fats and trans fats.

Most of the fats you eat should be polyunsaturated (PUFA) or monounsaturated (MUFA) fats. Oils are the major source of MUFAs and PUFAs in the diet. PUFAs contain some fatty acids that are necessary for health – called “essential fatty acids.” The MUFAs and PUFAs found in fish, nuts, and vegetable oils do not raise LDL (“bad”) cholesterol levels in the blood.

Part B. Nutri-Pro Quizmasters

Time Frame: 40 minutes

Part 1. Fun Food Facts

Start with some fun facts to get students’ brains in gear. These facts will prepare them for the Charades/10 Questions game (grades 3–5) and/or the MyPlate quiz (grade 5).

Q: Which two food groups should you try to eat more of every day?

A: Fruits and vegetables

Fruits and vegetables are a healthy way to get the **nutrients** and **energy** your body needs to feel and look good.

Q: Which food group is most important for building strong bones and teeth?

A: Dairy

Dairy products contain **calcium**, which is very important for children and teens who are still growing. The Dairy Group includes most foods made from milk, including yogurt and cheese. Calcium-fortified soy milk also counts as a dairy food.

Q: Name a type of nut or a vegetable that’s high in **calcium**.

A: Almonds and broccoli are both good sources.

Q: Name something that’s high in protein and is also a dairy.

A: Yogurt or cheese

Q: Fill in the blank: Make sure half of your grains are _____.

A: Whole grains

Grains include any foods made from a cereal grain such as wheat, rice, barley or cornmeal. At least half of all your grain servings should come from whole-grain foods, as they provide more **fiber** and **nutrients**.

Q: Meat and chicken are part of the Protein Foods Group. Name another kind of protein that swims in the rivers or the sea.

A: Fish

Protein builds bones, muscles, blood and other body parts. Protein-rich foods keep us feeling full. The Protein Foods Group includes more than just meat, poultry and fish. Other foods like eggs, beans, peas, soy products, nuts and seeds all fall into the protein food group.

Q: Name a kind of protein food that grows on trees or in the ground.

A: Beans, peas, soybeans, peanut butter, nuts and seeds.

Q: Name some foods that most people assume are vegetables — but are actually fruit!

A: Peppers, tomatoes, squash, cucumbers and pumpkins

A fruit is something that contains the seeds of a plant. Have you ever scooped the pulp and seeds out of a pumpkin to carve a jack-o-lantern? The seeds are a clue. A pumpkin is a fruit, not a vegetable!

Q: Name something that counts as both a vegetable and a protein food?

A: Peas and beans!

Q: Name something that's high in protein and also a dairy product.

A: Yogurt or cheese

Q: Name something that comes from a cow but is NOT part of the dairy group.

A: Butter, cream cheese and ice cream

Q: Name a type of food that you can cook with, spread on bread, drizzle on salads, or fry potatoes with.

A: Oils and fats. Examples are salad dressing, butter, margarine or liquid oil that comes in a bottle. Try to keep this type of food to 4 teaspoons a day.

Part 2. Nutrient Nerd Study Guide

The following list contains terms that students will find encounter on the MyPlate quiz.

VITAMINS & VOCABULARY

Vitamin A is good for your eye health and immune system. Beta-carotene, a form of vitamin A, is what gives carrots and sweet potatoes their orange color.

Vitamin C is an important nutrient that is needed for the growth and repair of tissues in all parts of your body. **All fruits (and vegetables, too)** contain some amount of vitamin C.

Folate is one of the B vitamins and is needed by all of our cells for growth. **Fruits, vegetables and some whole grains** are a good source of folate.

Fiber is found in plant foods – like fruit, vegetables, whole grains and legumes. It keeps our digestion systems healthy and regular (to avoid constipation) and can help prevent some diseases. And fiber-rich foods make us feel full, so we're not tempted to eat too much.

Fructose is a natural sugar found in **fruit**. Fructose is what makes fruit taste sweet! Sometimes called fruit sugar, fructose is also found in some vegetables, honey, and other plants. Fructose is a carbohydrate, a source of energy for the body.

Lactose is the sugar found naturally in **milk**. It has a low glycemic index, meaning it doesn't raise your blood sugar as much as some other types of sugars. Lactose also helps your body absorb minerals like calcium, magnesium, and zinc.

Lactose-intolerant individuals can get calcium from sources such as lactose-free milk, calcium-fortified soy milk, yogurt and some cheeses, and kale and collard greens.

Potassium is an important nutrient found in a wide variety of foods – from **fruits** like bananas, dried apricots and orange juice to **vegetables** like spinach and potatoes. Some **beans** (white beans, soy beans), **fish** (halibut, tuna), and types of **dairy** (low-fat yogurt and milk) are good sources, too. Potassium supports our blood pressure, heart health, and muscle strength.

Pulp is the part of fruit that contains fiber. When fruit is made into juice, the pulp (and fiber) is usually removed. That's why eating whole fruit is best.

Part 3. Test Your Food Smarts!

Next, have 4th and 5th grade students complete each of the 5 quizzes online. Alternatively, you may do this as a group, using an overhead projector. You'll likely find less pressure, more collaboration, and better discussion questions as a result. Click on the link below:

[MyPlate Plate "Food Group" Quizzes](https://www.choosemyplate.gov/quiz)
<https://www.choosemyplate.gov/quiz>

Extension: Read-Aloud Book / Lesson Alternative

Good Enough to Eat: A Kids Guide to Food and Nutrition by Lizzy Rockwell

This informative book is a good choice for a read-aloud if you are not interested in the quiz portion of this lesson plan.

Teacher Reference:

Fruits vs. Vegetables

Why does the ChooseMyPlate.gov website include tomatoes and avocados in the Vegetable Group instead of the Fruit Group?

A number of foods that are considered fruits by botanists are part of the Vegetable Group. For example, tomatoes, avocados, eggplants, cucumbers, green peppers, zucchini, butternut squash and others are classified as fruits by botanists because they are the fleshy plant part surrounding its seeds. However, for nutritional and culinary purposes, these foods are considered to be vegetables rather than fruits. The nutritional classification of foods considers not just botany, but a food's nutrient content, use in meals, and taste. The Fruit Group includes botanical fruits that are sweet and/or tart in taste — those which are usually thought of as fruits by consumers. The Vegetable Group, on the other hand, includes those botanical fruits that are not sweet or tart and are usually consumed along with other vegetables or as a vegetable.

Part C. 10 Questions Game: What Am I?

Time Frame: 40 minutes

Materials for Activity:

- Copies of "10 Questions Game Cards" page
- Scissors (for cutting pages into squares)

Students play 10 Questions, using the printable activity cards at the end of this lesson plan. Classmates have to guess which nutrient or food they are. In addition to reinforcing content learned thus far, this game helps develop strategic thinking and communication skills.

Teacher Preparation:

Print 3–4 copies of the Activity Cards found at the end of this lesson plan. Keep one page of cards for yourself to use as reference. Cut the other pages into "cards" for playing the game. Fold each card in half, with the text inside. Put them in a box or bowl and have each student take one card out.

Instructions:

- Cut out game cards and hand one to each student, face down on their desk. Or, fold each card in half, put in a bowl or box and have each student reach in and take one. Each card has the name of a type of food, along with some key facts.
- Tell students to look at their cards but to keep the information a secret!
- Offer students the opportunity to come to your desk for help if they have questions.

How to Play:

- Students take turns going to the front of the class to play the role of the food on their card.
- They may do this individually or in pairs.
- Classmates ask simple questions and try to guess the food type based on the answers given.

Give students ideas for possible questions to ask, such as:

Yes or No Questions:

- Are you an animal?
- Are you a plant?
- Do you belong to the Dairy Group? (repeat for other food groups)
- Are you sweet?
- Are you crunchy?
- Do you have seeds?

Simple Questions / One-Word Answers:

- What's your main nutrient?
- What do you taste like?
- Are you usually eaten raw or cooked?
- Are you an animal or a plant?
- Do you have feathers/fur?
- Where do you come from?

Family Connection:

Use the 10 Questions game cards in the activity above to teach and test your family members. Make more game cards yourselves, using reference sources and information learned at school.

Extension:

Play the "Picnic Pick-Up" online game:

<https://www.cdc.gov/bam/body/picnic-game.html>

Test your smarts in the Picnic Pickup Game! Look for foods that will help you maintain your energy level.

Community Connection:

Visit a local farm or farmer's market. Or ask a local farmer or farmer's market representative to visit your classroom to present examples of different types of fruit and vegetables and to explain how they're categorized into different groups (root vegetables, dark-green leafy vegetables, etc.).

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

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

Standard 3. Demonstrate the ability to access valid information, products, and services to enhance health.

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.

SHAPE America, National Physical Education Standards

Standard 1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Common Core State Standards

English Language Arts Standards > Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.4.1.C - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

English Language Arts Standards > Reading: Informational Text

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.4.3 - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Worksheets & Downloads:

10 Questions Game Cards: “What am I?”

<p>I am high in potassium and a good source of fiber. Many athletes like to eat me as a snack to keep their energy levels steady and to prevent muscle cramps. What am I?</p> <p>(Answer: Banana)</p>	<p>I am something many people don't get enough of, especially during the winter. That's why I'm often called the "sunshine vitamin." People can eat cheese, eggs, fortified orange juice or fortified cereal with milk to add me to their diet. What am I?</p> <p>(Answer: Vitamin D)</p>
<p>Milk, yogurt and cheese are full of me. Broccoli, kale and bok choy, too! I'm best known for building strong teeth and bones. What am I?</p> <p>(Answer: Calcium)</p>	<p>We're small and round or oval-shaped. We're kind of like cousins. We're high in fiber and nutrients and belong in two different food groups — Vegetables and Protein Foods. What are we?</p> <p>(Answer: Beans and Peas)</p>
<p>I'm high in protein and calcium. One cup of me equals one serving of dairy. Many people like to mix me with fruit. What am I?</p> <p>(Answer: Yogurt)</p>	<p>I'm a good source of low-fat protein food. One serving of me is about the size of a deck of cards. A silly human named a dance after me. What am I?</p> <p>Answer: (Chicken)</p>
<p>I'm made with cream from a cow, but I'm not part of the Dairy Group. People sometimes spread me on bread and I melt when I get hot. What am I?</p> <p>Answer: (Butter)</p>	<p>People from all over the world cook meals with me every day. Many people combine me with peas and beans for a high-protein meal. I come in white and brown varieties. What am I?</p> <p>(Answer: Rice)</p>
<p>We're from a subgroup of vegetables that includes spinach and romaine lettuce. We're rich in nutrients. What are we?</p> <p>(Answer: Dark-Green Vegetables)</p>	<p>Pumpkins and red peppers are part of our veggie group. We're high in vitamins A and C. What are we?</p> <p>(Answer: Red and Orange Vegetables)</p>
<p>When you eat hummus or falafel, you're eating foods from our vegetable subgroup. What are we?</p> <p>(Answer: Beans and Peas)</p>	<p>Our veggie subgroup includes corn and white potatoes but not sweet potatoes. What are we?</p> <p>(Answer: Starchy Vegetables)</p>



LESSON PLAN C

Eat to the Beat

Time Frame: Three 40-minute sessions

Learning Objectives:

- Understand how to plan a balanced meal with all the food groups included.
- Make connections between physical activity and choosing healthy food options.
- Develop healthy and routine eating habits using simple and accessible ingredients.
- Plan and prepare snacks that include 2-3 of the food groups.

Materials for Lesson Plan:

- Paper
- Pens or pencils
- Computer with Internet access (optional)
- Salad ingredients for Garden Party (Activity B)
- Snack ingredients for Snack Attack (Activity C)
- Serving and eating utensils
- Paper plates or bowls

Part A. Songwriting Contest

Time Frame: 40 minutes

Materials for Activity:

- Paper, pens or pencils
- Computer with Internet access (optional)

A jingle is another word for “catchy tune.” And a catchy tune can really make a message stick! In this activity students compose a jingle focused on one of the MyPlate slogans and then make it their own. As an extension they can spread their message and lyrics on a flyer.

Instructions:

Play some of the food songs listed below to get students inspired. Challenge your students to write an advertising jingle (song) focused on one of the slogans from MyPlate below:

- Vary your veggies
- Focus on fruit

- Get your calcium-rich foods
- Go lean with protein foods
- Make at least half your grains whole grains

They may also choose a longer 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.

Give These Guidelines:

- Your song must include one of the MyPlate slogans from the list above.
- Be sure to add at least 5 science/nutrition-based facts to your song.
- You may set your lyrics to music or just write down the words in the style of a poem.

For the Contest:

- Sing, rap or read your songs in front of the class, or ask a family member to record you at home and then bring it in.

Teacher Awards:

Come up with some awards in advance (ideas: Most Information, Best Beat, Most Creative, Best Spoken Words, etc.) and let students know the criteria and categories. Consider different types of awards for students who may be uncomfortable performing or offer the extension activity as an alternative.

Food Songs:

Spark ideas in advance by listening to some of these songs together as a class.

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

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

[The Whole Grain Train Song](#)

You can also check out the three audio files found at the bottom of this webpage, under “Songs” <https://www.choosemyplate.gov/videos>

Extension: Spread Your Message

Make a flyer with your slogan and key messages. Write some sample lyrics from your song as well. Add your own illustrations or images if you like. Hang them up 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:

- Salad greens
- 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 this video about city gardens with your class. You may watch it online or download it to your computer in advance.

PBS Kids in Action: Community Gardening

<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.

Create a School/Community Garden

Here's a clever idea from KidsGardening.org: Why make your school garden a community garden? Such partnerships enrich academic learning, nurture relationships, and create a positive neighborhood environment that enhances students' lives outside of school.

A community garden is a garden that is planned, planted, maintained and sustained by individuals within a community. The "community" may be defined by physical location, such as a neighborhood or a city, or as individuals linked by a common organization or cause, such as a church or food bank.

Community gardens come in all shapes and sizes. They can be as small as a raised bed in front of a town hall or library or as large as a couple of acres outside of town. They may be located on empty lots, on land owned by nonprofits or government agencies, or acreage owned collectively by the gardeners. In some community gardens, each gardener has his/her own plot to maintain; in others, gardeners work cooperatively on group plots and then share in the harvest; some offer both options. Learn more at this link:

[*Starting a Community Garden on School Grounds*](#)

Teacher Resources:

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

Part C. Snack Attack!

Time Frame: 40 minutes

Materials for Activity:

- Cups, plates, toothpicks, utensils
- Food for your choice of recipes

This optional 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. Theme ideas include:

Nutrient Boosters

Teachers: See information about Vitamin Deficiencies* below and think of ways to encourage children and their families to incorporate more of these nutrients into their diets.

- Potassium — Dried apricots, banana chunks, melon, baked potato chunks (white or sweet) edamame (green soybeans)
- Vitamin D — Mini cups of orange juice, low-fat yogurt, mini bowls of fortified cereal with milk (or soy milk)
- Fiber — Apples with skin, avocado, hummus, whole-grain crackers
- Calcium — Cheese chunks, tiny bathroom-size cups filled with vanilla yogurt, homemade kale chips

Variety is the Spice of Life!

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.

Food Group Frenzy

Make a recipe for a smart snack (one combining 2 or 3 of the food groups). For an extra challenge, make a “perfect snack” – one that includes something from all 5 food groups. Write the recipe down on paper.

Teacher Resources:

***Vitamin Deficiencies**

When the 2010 Dietary Guidelines for Americans were released, it was noted that there were four nutrients of concern based on data that suggested as Americans we don't get enough of them. **Potassium, calcium, vitamin D and fiber** were the four nutrients on the list. Potassium has been a focus because of its health associations and its benefits. The goal for Adequate Intake set by the National Academy of Sciences is 4,700 milligrams per day.

Foods in the Dairy Group provide nutrients that are vital for the health and maintenance of the body regardless of age. These nutrients include **calcium, potassium and vitamin D**, all of which help keep bones strong and reduce the risk for bone fractures and breaks.

Part C. World Food Fiesta!

Time Frame: 40 minutes

Materials for Activity:

- Computer with Internet access and projector
- World map
- Books for reference (see suggestions below)
- Foods for your choice of recipes
- Cups, plates, toothpicks, utensils

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. 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 in Video:

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

Examples of World Fruits in Video:

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

World Fruits: Sips & Samples

Prepare mini size cups of mango lassi and pomegranate juice drinks. Serve with kiwi slices and lychee fruit on toothpicks. Supplement or substitute with some other fruits from other regions if you like.

Mango Lassi (India)

These cold yogurt drinks are a popular staple in India. Makes 12 small servings.

- 2 ripe mangoes (peeled and seeded)
- 2 cups plain yogurt
- Handful of ice cubes

- 1 cup milk
- 2 tablespoons honey or sugar
- ½ teaspoon cardamom (optional)

Additional Resources:**4-H Food, Culture and Reading**

[Food, Culture and Reading](#) is a nutrition education curriculum that uses literature to teach youth about food, healthy living, and different cultures. (Grades 3-5)

Link: 4-h.org/parents/curriculum/food-culture-reading/

Click for recipes from the following 4-H units:

- [Mexico and Grains](#)
- [Russia and Vegetables](#)
- [Kenya and Fruits](#)
- [Greece and Milk](#)
- [Japan and Beans](#)

[The International Cookbook for Kids](#) by Matthew Locricchio

[The Kids' Multicultural Cookbook: Food & Fun Around the World](#) by Deanna F. Cook

[Asia Society | Center for Global Understanding](#)

Follow the Food: Cooking Our Way to Global Understanding

[Global Food Education | National Geographic](#)

Resources for Teaching about Food and Food Issues

[International School Meals Day](#)

A joint program between U.S. and U.K. schools.

[Oxfam Education: Our Food, Our World](#)

This set of lesson plans looks at foods from around the world, and builds understanding of other children's cultures and lives.

Family Connection:

[Video: Cooking With 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.

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

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. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Common Core Standards**Math > Measurement & Data**

Solve problems involving measurement and conversion of measurements:

CCSS.MATH.CONTENT.4.MD.A.1 - Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.

Math > Number & Operations: Fractions

Extend understanding of fraction equivalence and ordering:

CCSS.MATH.CONTENT.4.NF.A.1 - Explain why a fraction a/b is equivalent to a fraction $(n a)/(n b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.