



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.