

**Outline of Lesson
Introduction to CHANGE
Unit 1, Lesson 1
Grade 1-3**

Lesson Time: 50-60 Minutes

Lesson Outline:

- 1. Introduction to CHANGE**
- 2. Healthy Meal Model**
 - Learn the food groups and components of a healthy meal
- 3. Hand Washing**
 - Learn proper hand washing technique
 - Make name tags for use during CHANGE classes
- 4. Taste-test**
 - Students will taste foods that may be new to them

Student Learning Objectives:

By the end of this lesson students will:

- Have a basic understanding of the 5 food groups and components of a healthy meal.
- Understand how and why to wash hands properly before preparing or eating food.
- Taste new foods that will help them to choose a variety of fruits and vegetables each day.

References:

- Washington State University Thurston County Extension. Jr. Chef Program.

Introduction to CHANGE

Overview (for Teacher)

Pre-Class Preparation	<ul style="list-style-type: none">• Divide class into learning teams of 4 to 5 students each and decide on vegetable team names.• Write vegetable team names on large sticks (provided).• Write students names on popsicle sticks (provided).• Have students make a folder for CHANGE materials.
Teacher Involvement During Class	<ul style="list-style-type: none">• Get students in groups of 4 to 5.• Assist in behavior management of students.
Post-Class Teacher Responsibilities	Grade pre-test and return to CHANGE educator by next CHANGE class.
Vocabulary	<p>Health- the state or condition of your body.</p> <p>Nutrition- the food and drink needed to live and stay healthy.</p> <p>Eating Habit- a way of choosing food that you do regularly, often without thinking about it.</p>
Critical Thinking Activity	None
Supplementary Activities	Complete the Hand Washing Worksheet with class.
Web Resources	<ul style="list-style-type: none">• MyPyramid Food Guidance system: www.mypyramid.gov/• Hand Washing: www.foodsafety.gov/~fsg/f02cword.html• Hand Washing: www.kidshealth.org/kid/talk/qa/wash_hands.html
Suggested Books for Reading in the Classroom	<ul style="list-style-type: none">• Berenstein, Jan and Stan/ <u>The Berenstein Bears and Too Much Junkfood</u>. Random House, 1985.• Child, Lauren. <u>I Will Never Not Ever Eat a Tomato</u>. Candlewick, Reprint 2003.• Ehlert, Lois. <u>Eating the Alphabet: Fruits and Vegetables from A – Z</u>. Voyager Books , 1993.• Flemming, Denise. <u>Lunch</u>. Henry Holt and Co., 1996.• Gordon, Sharon. <u>You Are What You Eat</u>. Children’s Press (CT), 2003.• Landau, Elaine. <u>A Healthy Diet</u>, Franklin Watts, 2003.• Pallotta, Jerry & Thomson, Bob. <u>Victory Garden Vegetable Alphabet</u>. Charlesbridge, Publishing Inc., 1992.• Sharman, Mitchell. <u>Gregory the Terrible Eater</u>. Scholastic, 1989.

- Trumbauer, Lisa. Eating Well. Yellow Umbrella Books, 2003.
- Wells, Rosemary. Yoko. Hyperion, 1998.

Introduction to CHANGE

EALR & GLE Alignment

EALR	GLE	Lesson Applications
Health and Fitness 1.4 Understand the relationship of nutrition and food nutrients to physical performance and body composition 2.2 Understand the concept of control and prevention of disease	1.4.1 Identify the nutrients provided by a variety of foods and describe how bodily functions and physical performance are affected by food consumption 2.2.1 Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases	The following apply to all Health and Fitness GLEs: <ul style="list-style-type: none">• Hand Washing
Communication 1.1 Focus Attention (Listens for a variety of purposes and sustains attention) 1.2 Listen and observe to gain and interpret information 3.1 Use language to interact responsibly and effectively with others 3.2 Work cooperatively as a member of a group	*GLE not available at this time	The following apply to all Communication EALRs: <ul style="list-style-type: none">• Healthy Meal Model• Classroom Tasting Challenge

Introduction to CHANGE

Preparation Outline

Activity Supplies	<p><u>Introduction</u></p> <ul style="list-style-type: none">• Celeriac plant (or any other unusual plant with as many of the 6 plant parts as possible) for demo <p><u>Food Tasting</u></p> <ul style="list-style-type: none">• Cut the following foods into small pieces (1 piece of each food per student) (approx. 24 students):<ul style="list-style-type: none">○ Lettuce, carrot, chard, green cabbage, broccoli• 6 plastic cooking trays• 12-18 small paper plates (2-3 per learning team) <p><u>Healthy Meal model</u></p> <ul style="list-style-type: none">• Plastic lunchroom tray• 1 plastic food model from each food group to make a sample healthy school lunch• Different colored food group labels<ul style="list-style-type: none">○ Orange-Grains○ Green-Vegetables○ Red-Fruit○ Blue-Milk○ Purple-Meat and Beans• Yellow-Oils label• Food model pictures (3-4 from each group and 1 from oils; 1 per student) <p><u>Review</u></p> <ul style="list-style-type: none">• Classroom Tasting Challenge (see Lesson Materials)• Healthy Meal (plastic tray with food models)
Overheads	<ul style="list-style-type: none">• Taste-test• Hand washing song lyrics
Student Handouts	<ul style="list-style-type: none">• Taste-test• Hand washing songs• 8 ½" x 11" cardstock paper for making name tags (1/2 piece per student)
Teacher Handouts	<ul style="list-style-type: none">• Classroom Tasting Challenge Chart (see Lesson Materials)• Hand washing worksheet
Changes for K and ELL Classes	None
Rainy Day Activity Supplies	None

Introduction to CHANGE

Outline

Content

Introduction and Lesson Overview (10 Min)

- Write CHANGE on Board
- Show Plant Prop
- Explain Curriculum Objectives

- Write Cultivating Health And Nutrition through Gardening Education (CHANGE) on the board. Underline each initial.
- Ask students what Cultivating, Health, Nutrition and Gardening means to them.
- Use a celeriac plant as a prop, to show the plant parts.
For example:
Hold up the celeriac plant and quickly ask the kids what they know about this plant. “We will introduce you to healthy foods that are new and maybe different from things you have tried before. We will talk about nutrition and how to make healthy food choices. In the next few months you will get to grow food in your classroom and out in the garden, and then you will prepare and eat foods that you grow yourselves. Your teacher invited me to your classroom because s/he knows that the food you eat can help you grow and stay healthy. S/he thinks that gardening and cooking are fun ways to learn about healthy food.”

Today in class, you will:

- Learn about what a Healthy Meal looks like.
- Taste some foods that may be new to you, so I know what kinds of fruits and vegetables you like and do not like.

Healthy Meal Model (15 Min)

- Healthy meal food models
- Place food group labels on board

- Show the Healthy Meal Tray. Explain that this is an example of what a healthy meal looks like. “Each of the food models on the tray represents a different food group. During the next 9 lessons we will be learning all about each food group and why it is healthy for us. Today we will talk about all the groups so that you know what they are.”
- Put the colored labels for each food group on the board.
 - Grains = Orange
 - Vegetables = Green
 - Fruits = Red
 - Milk = Blue
 - Meat and Beans = Purple
 - Oils = Yellow (not a food group, but something that everyone needs to eat to stay healthy)

<ul style="list-style-type: none"> • Pass out food pictures 	<ul style="list-style-type: none"> • Pass out 2-3 pictures of food from each food group and 1 from the oils category. Go through each food group and read out loud to the class. Ask who has a food picture from the grain group. Have those kids tape the food picture underneath the food group label. Go through all food groups until all the pictures have been presented.
<p>Hand Washing (15 Min)</p> <ul style="list-style-type: none"> • Teach/Review Effective Handwashing • Hand washing songs • Students wash hands • Make name tags 	<ul style="list-style-type: none"> • Demonstrate effective hand washing, describing technique as you model the behavior. (See “Hand Washing” attachment in Lesson Materials section for details). • Wash hands for 20-25 seconds with warm soapy water, then rinse and dry completely with a paper towel. • Hands have the most germs around fingernails and knuckles. • Use the paper towel to turn off the water, and to open the bathroom door (if washing in the bathroom). It's important to keep your hands clean after you have washed them! • Put up overhead of hand washing songs. Hand out a copy to each student to keep in his or her CHANGE folder. Sing both songs with the class. • Have the teacher dismiss the class in learning teams to wash their hands while the educator prepares the eating trays for the tasting part of the pre-test. • While learning teams are washing their hands, have students make nametags to keep on their desks during CHANGE classes. Each name tag should include: <ul style="list-style-type: none"> • Student's name • A drawing of the student's favorite fruit or vegetable
<p>Food Tasting (10 Min)</p> <ul style="list-style-type: none"> • Classroom Tasting Challenge 	<ul style="list-style-type: none"> • Hand out the Taste-test, and put a copy on the overhead. • Put a tasting tray on each learning team's table. • Read each food, have students take the fruit or vegetable, taste it and circle their response. There are no correct answers -- just preferences. The first food touched is the one they must taste. • Conduct the Classroom Tasting Challenge. All classrooms in the school doing CHANGE lessons will have a Classroom Tasting Challenge Checklist (show checklist). You will be competing with those classes. Each time we taste a new fruit or vegetable, or make a recipe in class, we will record how many students tasted and whether or not they liked it on the checklist.

	<p>At the end of our lessons, the class that tastes the most will win the Classroom Tasting Challenge.</p> <ul style="list-style-type: none">• Educator looks at completed taste-tests and records the number of students who tasted, liked and didn't like each item, out of the total number of students, in appropriate columns (Example: 14/20 students tasted lettuce).
Review and Reflection	<ul style="list-style-type: none">• Show 'Healthy Meal' in front of class and have students review food groups.• Ask about what students have eaten in the past week, and where those foods fit on the Healthy Meal Plate.

Lesson Materials

Introduction to CHANGE

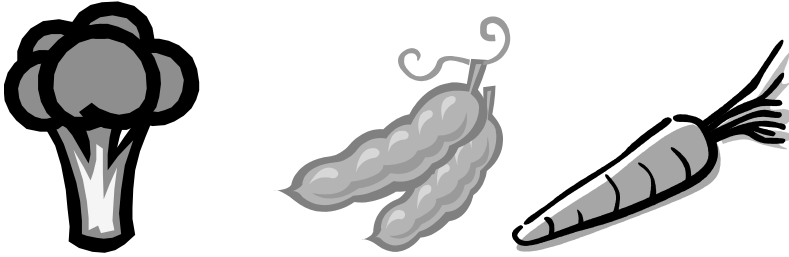
- **Healthy Meal food group pictures**
- **Hand Washing Activities and Information**
- **Hand Washing Songs**
- **Taste-test**
- **Taste-test Tally Sheet**
- **Sample Classroom Tasting Challenge Checklist**

Supplementary Activities

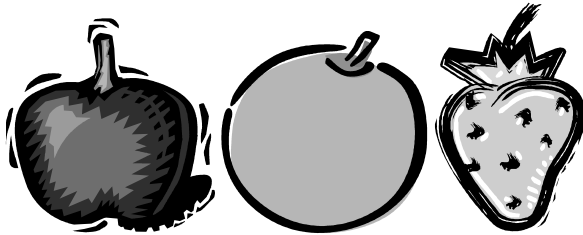
- **Hand Washing Worksheet**

Healthy Meal Food Group Pictures

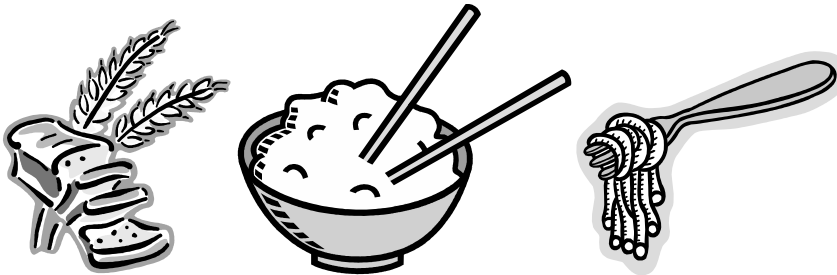
Vegetable Group



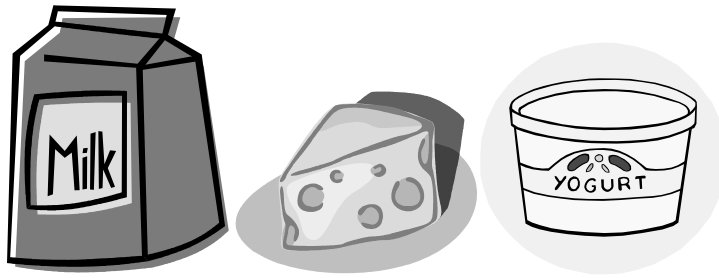
Fruit Group



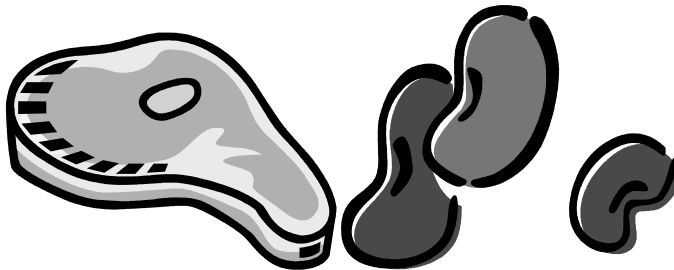
Grain Group



Milk Group



Meat and Beans Group



HAND WASHING ACTIVITIES

Adapted from Washington State University Thurston County Extension, Jr. Chef Program.

The objective of CHANGE is to show students how to grow vegetables and prepare them in nutritious dishes and snacks. On most lesson days we will be making some kind of food for everyone to sample. Effective hand washing is important in preventing food borne illnesses.

- Hand washing takes time, so set up an efficient plan with your students for hand washing before CHANGE educators arrive. For example, in addition to using a sink in the classroom, children could also use the school bathrooms to speed up the activity.
- Do the following activity with your students to ensure that effective hand washing techniques are practiced.

ACTIVITY ONE – Hand Washing

Key Talking Points

Explain to students that we are going to do a hand washing activity. Ask students to close their eyes and pretend to wash their hands just like they normally do. Ask them to act out everything, such as turning on the water, washing, and drying, taking as much time as they usually do.

Have everyone stand up next to their seats and close their eyes. Tell students to get ready to begin their own hand washing routine. Prompt them to start with the cue, “Ready, set and go!” Time students as they begin the hand washing pantomime. They may sit down after they are done. How many students are still standing at end of 20-25 seconds? Research indicates effective hand washing takes 20-25 seconds.

Explain the importance of washing hands.

- Gets rid of germs
- Helps prevent spread of germs
- Keeps you healthy and safe

Ask students why it is important to wash hands.

- Accept all answers
- Look for and reinforce answers that indicate the need to rid hands of bacteria/germs
- Ask what is another name for germs? – Bacteria

Explain that all bacteria/germs are not bad. Some are good for us. Ask students, “When should we wash our hands?” Look for the following answers:

- Before we eat
- Before and during cooking
- After using the restrooms
- After playing with pets or cleaning pet cages
- After coughing and sneezing
- After working in the garden

If students are having a hard time identifying all the appropriate times to wash their hands, ask leading questions such as, “How many of you have pets? Has anyone here had a cold recently?”

Explain how to wash hands.

- Scrub each entire hand, front and back.
- Use soap and warm water.
- Clean under and around nails, rub nails against opposite palm.
- It should take about 20-25 seconds - enough time to sing “Twinkle, Twinkle Little Star” or “Carrots, Peas and Broccoli.”
- Rinse well and dry with a paper towel.
- Use a paper towel to turn off the water and open the bathroom door.

Re-emphasize the importance of washing hands and when to do it.

ACTIVITY TWO – Ask Hand-Washing Questions

Give out the Hand Washing Worksheet.

Write questions on the board or discuss them orally. Have students fill in the blanks about hand washing.

1. Wash your hands before making or eating food.
2. Use soap and warm water to wash your hands.
3. Wash your hands for 20-25 seconds.
4. Wash your hands before harvesting and after working in the garden.
5. Cover you mouth when you sneeze or cough, then make sure to wash your hands.

ACTIVITY THREE – Learn Hand Washing Pledge

I will:

Always wash my hands before cooking and after gardening

Follow the safety rules

Take a small taste of everything we prepare

Make healthy food choices, and

Exercise to keep fit

Hand Washing Information

Washing hands before touching, preparing, and eating food and after gardening activities is a major step in preventing food borne illnesses; therefore this topic will be revisited in each lesson. For this lesson, emphasize the importance of washing hands to prevent contaminating food with bacteria that may be on hands. Hands need to be washed with warm water and soap before handling food and after handling raw foods such as meat, poultry, fish and eggs.

The recommended method for washing hands is to lather up both sides of each hand for at least 20 seconds. Students can sing either the “Happy Birthday ” song twice or “Carrots, Peas and Broccoli” both of which take about 20-25 seconds to sing. Scrub vigorously by rubbing hands and pay special attention to scrubbing around and under fingernails. Use plenty of water to rinse off soap and bacteria. The water needs to run with enough force to help loosen bacteria from skin and wash it down the drain.

It’s important to cover the mouth when coughing or sneezing, but then it’s necessary to re-wash hands before continuing to handle food.

Waterless hand washing solutions are becoming popular. They contain alcohol, which kills bacteria. However, research shows that the alcohol typically kills only the top layer or two of bacteria, leaving some on the hands. If using these, it is best to wash with briskly running water to loosen bacteria from skin. If no water is available, at least use paper towels to help rub off bacteria. Soap and warm water remain the preferred method of hand washing.

Many people wonder whether or not to use “antibacterial” soaps. These products are usually more costly than regular soap and are not necessarily more effective. Regular soap breaks apart bacterial cells and is effective especially when coupled with scrubbing and brisk rinsing. Antibacterial compounds are unnecessary and may contribute to the development of bacterial resistance to antibiotics - a growing medical concern.

HAND WASHING SONGS

Carrots, Peas and Broccoli

To the tune of: Twinkle, Twinkle, Little Star

Carrots, peas and broccoli,
Vegetables are good for me.
For my snacks and in my lunch,
Veggie sticks are great to munch.
Carrots, peas and broccoli,
Vegetables are good for me.

Oh, Before I Eat My Meals

To the tune of: If You're Happy and You Know It, Clap Your Hands

(Pantomime the Actions)













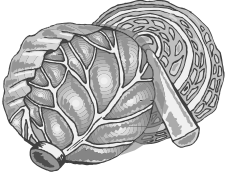







Oh, before I touch my food, I wash my hands,
(scrub, scrub)
Oh, before I touch my food, I wash my hands,
(scrub, scrub)
Oh, it's very smart, I think,
Sends those germs right down the sink.
Oh, before I touch my food, I wash my hands,
(scrub, scrub)

CHANGE Taste-test

Teacher: Please read the directions aloud and have students circle their answers.

Student: Please circle the best answer.

DIRECTIONS: First taste each food, and then circle the face that shows how much you like each food. Circle the question marks if you did not taste the food.

	I like it a lot	I like it a little	I do not like it	I did not taste
Carrot 				???
Broccoli 				???
Chard 				???
Cabbage 				???
Lettuce 				???

Educator: _____

Teacher: _____

Taste-test Tally Sheet

School: _____

Directions: Please make copies of the test for your class and an overhead. Read each question aloud and have students circle the best answer. Use tick marks under columns to indicate student responses.

#	I like it a lot	I like it a little	I do not like it	I did not taste	Ideal Answer
1					I like it a lot
2					I like it a lot
3					I like it a lot
4					I like it a lot
5					I like it a lot

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Sample Classroom Tasting Challenge Checklist

Mrs. Jicama's Class: Grade 4

	Tasted	Liked	Didn't Like	Tried Recipe at Home
Lettuce	20/20	18/20	2/20	
Carrot				
Broccoli				
Chard				
Green Cabbage				
Carrot Jicama Salad	20/20	14/20	6/20	5/20
Sesame Chard Salad				

Directions: Use this sample to create your own checklist for each classroom on a large piece of poster board. Write the name of each fruit, vegetable, or recipe in the left-hand column as your class tastes it. After tasting, have students raise their hands to show whether or not they tasted each item, and whether or not they liked it. Record the number of students who raise their hands out of the total number of students in class that day. After trying a recipe in class, hand out the recipe for students to make at home. One week later, have students raise their hands to show whether or not they made the recipe at home with their families, and record the number of students who raise their hands out of the total number of students in class that day.

Hand Washing Worksheet

Name _____ Date _____

Fill in the blank with a word from the word box.

1. Wash your _____ before making or eating food.
2. Use _____ and _____ to wash your hands.
3. Wash your hands for _____ seconds.
4. Wash your hands after working in the _____.
5. Cover your mouth when you sneeze or _____, then make sure to wash your hands.

warm water

soap

20-25

hands

cough

garden