

Outline of Lesson MyPyramid in Action! Unit 2, Lesson 10 Grade 1-3

Lesson Time: 55 – 60 Minutes

Lesson Outline:

- 1. Trivia Review and Hand Washing**
 - Trivia game reviews past lesson concepts
- 2. Taste-test**
 - Taste test and final Classroom Tasting Challenge
- 3. Distribute CHANGE Certificates**
- 4. Review Food Groups and MyPyramid**
- 5. My Pyramid Relay Race**
 - Categorize foods into food groups while participating in physical activity

Student Learning Objectives:

By the end of this lesson students will:


- Apply knowledge from previous lessons to participate in a Trivia Review game.
- Categorize foods into food groups using MyPyramid.
- Participate in physical activity and recall that children need to get at least 1 hour of physical activity each day to stay healthy.

References:

- Teachers College, Columbia University. LiFE: Linking Food and the Environment. (Module 3, Lesson 16). 2002.
- Duyff, Roberta Larson. American Dietetic Association Complete Food and Nutrition Guide; John Wiley & Sons, Inc., 2002.
- www.mypyramid.gov

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Overview (for Teacher)

Pre-Class Preparation	<ul style="list-style-type: none">• Complete and collect thank you notes from students.• Fill out CHANGE Certificates with students' names.• Assemble students into teams of 4-5.
Teacher Involvement During Class 	<ul style="list-style-type: none">• Lead the trivia game while students wash hands.• Assist during taste-test.• Assist in behavior management of students.
Post-Class Teacher Responsibilities	None
Vocabulary	<p><u>Lessons 8-9 Review:</u></p> <p>Culture – the culture of a group of people is their way of life, ideas, customs, and traditions</p> <p>Local – near your house, or to do with the area in which you live.</p> <p>Transplant – to take something and plant it in a new place.</p> <p>Country – an area where people live, where people have the same laws and leaders.</p> <p>Pollinator – anything that moves pollen from one flower to another.</p> <p>Pollen – fine powder-like grains used to fertilize flowers.</p>
Critical Thinking Activity	<p>Grade 3 only: At the end of the taste-test students will write what they learned in CHANGE classes and what they would like to learn more about.</p>
Supplementary Activities	None
Web Resources	<ul style="list-style-type: none">• MyPyramid Food Guidance system: www.mypyramid.gov• Kids MyPyramid Summary: www.kidshealth.org/kid/stay_healthy/food/pyramid.html
Suggested Books for Reading in the Classroom	None

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EALR & GLE Alignment

EALR	GLE	Lesson Applications
Communication 1.1 Focus 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	1.1.1 and 1.2.1 Demonstrates active listening behaviors by maintaining eye contact, using facial expressions to convey interest and/or disagreement 3.1.1 and 3.2.1 Identifies purpose of social interaction and selects an appropriate response	<ul style="list-style-type: none">• Trivia Review• Review Food Groups and MyPyramid • MyPyramid Relay Race
Reading 2.1 Demonstrate evidence of reading comprehension	2.1.3 Understand and identify main ideas and important details in text	<ul style="list-style-type: none">• Read all overheads with teacher• Taste-test

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Preparation Outline

Activity Supplies

Trivia and Hand washing

- 1 set of trivia cards reviewing lessons 1-9

Post-test

Cut the following foods into small pieces (1 piece of each food per student) (approx. 24 students):

- Lettuce, carrot, chard, green cabbage, broccoli
- Classroom Tasting Challenge checklist
- 6 cooking trays
- 12-18 small paper plates (2-3 per learning team)

Certificates

- CHANGE cookbooks as a prize (all the recipes prepared in class) (1 per student)

MyPyramid Review

- Different colored food group labels
 - Orange-Grains
 - Green-Vegetables
 - Red-Fruits
 - Blue-Milk
 - Purple-Meat and Beans
- Yellow-Oils category label

MyPyramid Relay Race

- 6 brown paper grocery bags labeled with the 5 food groups and 1 oils category (use the labels from MyPyramid review)
- 2 even numbered sets of food model pictures with at least 3 pictures from each of the 5 food groups, plus at least one oils picture
- Stickers as a reward (1-2 per student)

Overheads

- Taste-test
- MyPyramid graphic

Student Handouts

- 1 taste-test per student
- CHANGE Cookbooks (1 per student) – cookbooks can be made by copying all recipes from the unit and stapling together with a cover page.

Teacher Handouts

None

Changes for K and ELL Classes

None

Rainy Day Activity Supplies

None

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Outline

Content

Introduction and Lesson Overview (2 Min)

Today is our last CHANGE class and we have many fun things to do. We will:

- Play a trivia game to review everything we have talked about in the last 9 lessons.
- Take a taste-test
- Get your CHANGE Certificate
- Review MyPyramid
- Run in a MyPyramid Relay Race (If weather is good, do this activity outside in garden area)

Trivia Review and Hand Washing (10 Min)

- **CHANGE educator prepares tasting trays**
- **Teacher plays Trivia game with class**



- Review hand washing by demonstrating in front of the class and asking the class what to do next.
- Begin preparing food-tasting trays while students are washing hands and playing the Trivia Game with the classroom teacher.
- **Explain the rules, object and reward of the Trivia game (if necessary):** The CHANGE Trivia Game uses trivia cards to review information presented in the lesson. On one side of the card is the category i.e. Food Groups, Food Labels, Protein. On the other side is a trivia question based on material covered in class. (See lesson materials section for trivia cards)
- **Directions:** Teacher asks a trivia question to the whole class and then pulls a group name from a container; that group needs will answer the first trivia question. The chosen group will have 10 or 15 seconds to discuss and answer the question. If they get the answer correct they get a point for their team; if they answer incorrectly or not at all the instructor then picks another team name and asks the same question. Continue until all teams have had a chance.

Taste-test (15 Min)



- **Pass out the taste test, and put it on the overhead.**
- Read each food, have student take the vegetable and taste it and circle their response. There are no correct answers - just preferences. **The first food touched is the one they must taste.**
- If students finish early, or if there is time when everyone has finished, ask them to write at the end of the test, what they learned in CHANGE, and what they liked best about CHANGE.
- Collect taste-test and return to educator.
- Conduct the final Classroom Tasting Challenge: We

have been using our Classroom Tasting Challenge Checklist (show checklist) to record how many students tasted and liked all the different fruits, vegetables and recipes in our classes. All classrooms in the school who are doing CHANGE classes have a checklist like this. You have been competing with those classes. The class that has tasted the most, will win the Classroom Tasting Challenge. We will record our final tasting results today, and I will let you know in the next week or two, which class in your school has won the "Tasting Challenge"

- Educator uses finished taste tests to fill in the final rows of the Classroom Tasting Challenge Checklist.

Distribute CHANGE Certificates (5 Min)

- Have the teacher walk around the classroom, handing out certificates and a recipe book to each student, calling out each student's name.
- Have all students clap once when each person's name is called.
- Explain to the students that this certificate shows they have graduated from CHANGE classes. They can show it to their parents. This certificate shows that you are an expert in gardening and nutrition.

Review Food Groups and MyPyramid (5-10 Min)

- **MyPyramid overhead**

- Ask students to name food groups they remember.
- For each food group, put a colored piece of paper with the name of that food group on the board.
- Put up the MyPyramid overhead and review with students.
- Point out all the groups that are on the board on MyPyramid.
- Have students name some foods that go in each group.

For educator reference:

Grains – Whole wheat bread, cereal, pasta, brown or white rice. At ages 6-8, children should get about 5 ounces each day.

Fruits – Anything with seeds on or inside, usually sweet because they are high in fruit sugar. At ages 6-8, children should get 1.5 Cups each day.

Vegetables – Roots, stems, leaves, or flowers that we eat. At ages 6-8, children should get 1.5 – 2 Cups each day.

Meat and Beans – Meat, fish, eggs, dried beans, nuts and seeds. At ages 6-8, children should get about 5 ounces each day.

Milk – Milk, yogurt and cheese. At ages 6-8, children should get 3 Cups each day.

Oils – Oil in the foods we eat such as vegetable oil, nuts, fish and salad dressing. At ages 6-8, children should get about 5 teaspoons of these beneficial oils (plant or fish based) each day.

MyPyramid Relay Race (15 Min)

- Do this activity near the garden if the weather is good

- Place 6 brown paper bags with pictures of the 5 food groups, and the 1 oils category taped to them in front of the kids about 15 feet away. If you have a large space, have the students run farther to the bags. If you have a small space, have students hop on one leg to get to the bags.
- If it is a windy day, place a rock in each bag to keep them from blowing away.
- Before starting the race, mention to students that this relay race is physical activity, and that it counts for 15 minutes towards the total physical activity they should

get each day. Ask students to remind you how much physical activity they need each day (1 hour).

- Place one set of food model pictures in front of each group.
- The goal of the game is to have one student at a time from each team pick up a food model picture, run to the bags, put the picture in the correct bag, run back to their team, and tag the next person. The students will do this until all of the pictures have been put into a bag.
- Once the race is finished the teacher will go through the bags and discuss with the students whether or not the foods are in the correct bag. All of the students will be winners and they will each get a sticker.

Review and Reflection

None

Lesson Materials

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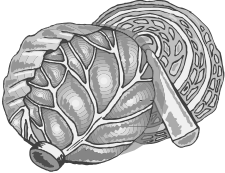







- **Taste-test**
- **Taste-test Tally Sheet**
- **MyPyramid graphic for overhead**
- **CHANGE certificate**

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
1.	Carrot 				???
2.	Broccoli 				???
3.	Chard 				???
4.	Cabbage 				???
5.	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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Trivia Cards

<p>Food Groups</p> <p>Q: Name a food that is in the fruit group.</p>	<p>Food Groups</p> <p>Q: Name a food that is in the milk group.</p>	<p>Food Groups</p> <p>Q: Name a food that is in the grain group.</p>
<p>Food Groups</p> <p>Q: Name a food that is in the vegetable group.</p>	<p>Food Groups</p> <p>Q: Name a food that is in the meat and bean group.</p>	<p>Nutrients and Recommendations</p> <p>Q: Vitamin C helps our skin to heal. Name a food with Vitamin C.</p> <p>(Oranges, tomatoes, broccoli, strawberries, grapefruit, jicama, broccoli, cabbage)</p>

<p>Nutrients and Recommendations</p> <p>Q: What are the two members of the clean team?</p> <p>(Fiber and water)</p>	<p>Nutrients and Recommendations</p> <p>Q: Vitamin A keeps night vision strong, name a food with Vitamin A.</p> <p>(Carrots, dark leafy greens, squash, pumpkin)</p>	<p>Nutrients and Recommendations</p> <p>Q: Calcium helps our bones grow strong, name a food with Calcium.</p> <p>(Milk, yogurt, cheese, almonds, bok choy, Chinese cabbage, white beans, tofu)</p>
<p>Nutrients and Recommendations</p> <p>Q: How many cups of fruits and vegetables should you eat in one day?</p> <p>(At least 3 Cups)</p>	<p>Protein</p> <p>Q: Name two plant based foods that are high in protein.</p> <p>(Beans, seeds, nuts)</p>	<p>Protein</p> <p>Q: Seeds and beans have a lot of this muscle building nutrient.</p> <p>(Protein)</p>

<p>Protein</p> <p>Q: How big is a serving of protein?</p> <p>(The size of one of your palms)</p>	<p>Protein</p> <p>Q: Name one part of the body that benefits from protein in your diet.</p> <p>(Muscles, blood, skin, fingernails, all body parts)</p>	<p>Protein</p> <p>Q: Name two animal based foods that are high in protein.</p> <p>(Fish, eggs, beef, poultry)</p>
<p>Garden</p> <p>Q: Name two important things a seed needs to grow.</p> <p>(Water, light, soil, and air)</p>	<p>Garden</p> <p>Q: What is the belly button rule?</p> <p>(No gardening tools above the belly button)</p>	<p>Soil and Minerals</p> <p>Q: What do we call the top layer of earth where plants grow their roots?</p> <p>(Soil)</p>

<p>Soil and Minerals</p> <p>Q: Name three ingredients in healthy soil?</p> <p>(non-living things: clay, silt, sand, compost; living things: moles, insects/bugs, bacteria worms)</p>	<p>Soil and Minerals</p> <p>Q: What is the source of all food?</p> <p>(Soil)</p>	<p>Cooking</p> <p>Q: Name two tools that we use in the kitchen to measure ingredients.</p> <p>(Measuring cups, measuring spoons, measuring bowls)</p>
<p>Cooking</p> <p>Q: What should you do before you touch food <u>every time</u>?</p> <p>(Wash your hands)</p>	<p>Cooking</p> <p>Q: True or False: We only use safety knives in class that can't hurt you.</p> <p>(FALSE: we use real, sharp knives that can hurt you if you are not careful)</p>	<p>Water</p> <p>Q: Name a food that contains a lot of water.</p> <p>(Any juicy fruit or vegetable)</p>

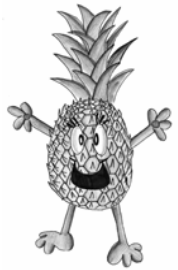
<p>Water</p> <p>Q: How many cups of fluids, especially water, should kids your age drink every day?</p> <p>(6-8 cups)</p>	<p>Water</p> <p>Q: Explain what the word “dehydration” means.</p> <p>(When something/someone does not have enough water in it/them)</p>	<p>Water</p> <p>Q: Name one reason to drink all the water you need in a day?</p> <p>(keeps you hydrated, keeps digestive system clean)</p>
<p>Fiber</p> <p>Q: Name a food that is high in fiber.</p> <p>(Beans, seeds, any leaf or stem vegetable, and fruits with the skin and pulp)</p>	<p>Fiber</p> <p>Q: Name one benefit of getting enough fiber in your diet.</p> <p>(Keeps digestive system clean, helps you poop)</p>	<p>Fiber</p> <p>Q: Name two parts of the digestive tract.</p> <p>(Mouth, tongue, esophagus, stomach, small intestine, large intestine, anus)</p>

<p>Tomatoes</p> <p>Q: Name one health benefit of getting plenty of Vitamin C in your diet.</p> <p>(Helps heal cuts, keeps gums healthy)</p>	<p>Tomatoes</p> <p>Q: Tomatoes have a lot of what vitamin?</p> <p>(Vitamin C)</p>	<p>Flowers</p> <p>Q: Name one way a flower can attract pollinators.</p> <p>(Bright petals, shape of petals looks like pollinator, scent, light/fluffy flowers)</p>
<p>Flowers</p> <p>Q: Name one flower you can eat.</p> <p>(Broccoli, cauliflower, artichoke)</p>	<p>Flowers</p> <p>Q: Name one way that an advertisement can attract customers to buy a product.</p> <p>(Bright colors, celebrities, etc.)</p>	<p>Flowers</p> <p>Q: Broccoli is very high in what vitamin?</p> <p>(Vitamin A, but it also has lots of Vitamin C)</p>

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