

Healthalicious Cooking

Learning about Food and Physical Activity

Lesson 1 – Make It Clean: Wash Up!

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CONTENTS

Activities Timeline.....	2
Lesson 1 Objectives	2
Background for Adult Leaders: What You Need to Know	3
Handout: “The 6 Steps of Handwashing”	4
Materials for Lesson 1.....	5
Shopping List.....	6
Physical Activity: Measure-Up Relay.....	8
Health Activity: Hand Washing	10
Following a Recipe Activity.....	12
Cooking and Eating: Pizza with Sauce.....	14
Cleanup	16
Healthalicious Kaper Chart	17
Cleanup Chart	17
Quick Write.....	18
Goal Setting	20
Take-Home Family Letter	21
References	22
Measurement Conversion Table.....	22

ACTIVITIES TIMELINE

Activity 1	Physical Activity: Measure-Up Relay	10 minutes	Page 8
Activity 2	Health Activity: Hand Washing	20 minutes	Page 10
Activity 3	Following a Recipe Activity	10 minutes	Page 12
Activity 4	Cooking and Eating Activity: Pizza with Sauce	55 minutes	Page 14
Activity 5	Cleanup	10 minutes	Page 16
Activity 6	Quick Write	5 minutes	Page 18
Activity 7	Goal Setting	10 minutes	Page 20

Total time = 2 hours

LESSON 1 OBJECTIVES

By the end of this lesson, kids will be able to

- list one reason why it is important to wash their hands
- identify one activity after which they should wash their hands
- demonstrate proper hand-washing technique
- cut a vegetable safely
- measure dry and wet ingredients
- put the steps of a recipe into the correct order
- work as part of the team to prepare a meal and clean up the area afterwards

Health outcome: Wash hands properly to prevent spreading diseases.

Life skill: Disease prevention



BACKGROUND FOR ADULT LEADERS: WHAT YOU NEED TO KNOW

Hand Washing

Hand washing is the most important thing to do to keep from getting sick and to prevent others from getting sick. It is easy and inexpensive to do. Unclean hands spread many illnesses. These illnesses include the common cold, which leads to millions of lost days of school and work every year. Some illnesses are even life threatening. Washing hands well can result in fewer days of missed school or work and even save lives.

Hand washing is especially important when handling food. Washing hands can reduce getting sick from contaminated food by almost half. Wash hands before and after preparing any food or eating, and always after touching any raw animal products such as meat and eggs. Also, wash all cooking surfaces, counter tops, cutting boards, dishes, utensils, and eating surfaces with hot, soapy water before and after preparing food

and eating. Proper food handling, including hand washing, promotes health and safety.

Effective hand washing includes rubbing hands for at least 20 seconds with warm, running water and soap. If possible, dry hands with a clean paper towel and then use it to turn off the faucet.



Preparing Food

Teaching kids to prepare meals from scratch gives them a valuable life skill. Reading a recipe and measuring ingredients teaches kids about volume, weight, temperature, time, fractions, and sequencing. During this lesson, kids will participate in activities where they will practice measuring ingredients and putting the steps of a recipe in order. You can make food preparation run smoothly by doing the following:

- Read the recipe with the kids before preparing food.
- Review all the parts of the recipe, including the title, serving size, ingredients list, amounts needed, and instructions.
- Have kids gather all ingredients, supplies, and cooking equipment.
- Follow the sequence of steps listed in the recipe.

Additional Resources

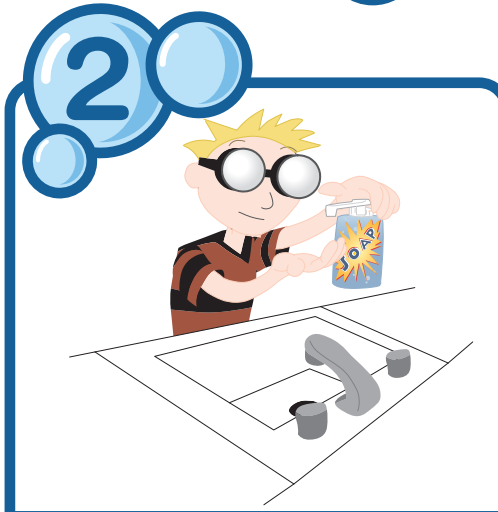
- Center for Disease Control and Prevention (CDC). 2009. Wash your hands. CDC website, <http://www.cdc.gov/Features/Handwashing/>.
- NSF International. 2004. The 6 steps of hand-washing. NSF International Scrub Club website, http://www.scrubclub.org/assets/pdf/6steps_poster.pdf.
- Partnership for Food Safety Education (PFSE). Fight BAC! PFSE website, http://www.fightbac.org/storage/documents/flyers/fightbac_color_brochure.pdf.

LEADERS: CHECK RECIPE INGREDIENTS AND ASK PARENTS IF PARTICIPATING CHILDREN HAVE FOOD ALLERGIES.

The 6 Steps of Handwashing



Step #1:
Wet your hands with warm water.



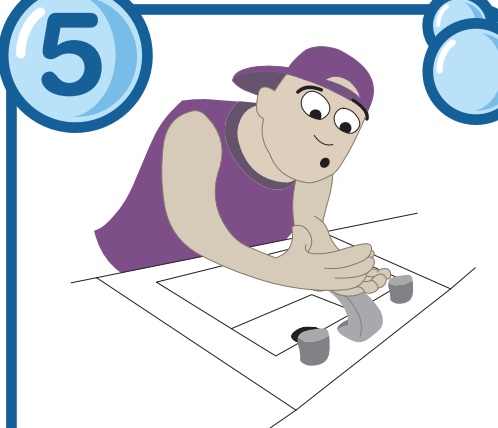
Step #2:
Apply soap.



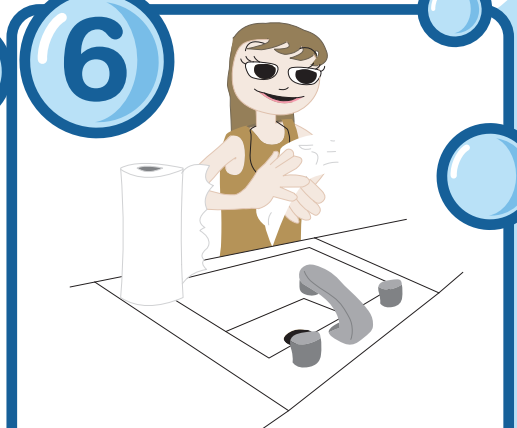
Step #3:
Rub your hands together, and even get between those fingers for 20 seconds.



Step #4:
*Don't forget your fingernails.
Use a nailbrush if you have one.*



Step #5:
Rinse the germs away.



Step #6:
Dry your hands.

MATERIALS FOR LESSON 1

Physical Activity: Measure-Up Relay

- 2 1-cup measuring cups
- 2 ½-cup measuring cups
- 2 ¼-cup measuring cups
- 2 teaspoons
- 2 tablespoons
- 2 ½-teaspoons
- 2 ¼-teaspoons
- 2 containers of dry ingredients for measuring (salt, cornmeal, or sand)
- 2 1-liter bottles of water for measuring
- 2 plastic knives
- 2 paper plates
- 2 empty containers (1-quart yogurt containers)

Health Activity: Hand Washing

fluorescent lotion, 1 teaspoon lotion per person

(check with county Cooperative Extension office)

ultraviolet (UVA) light, handheld

(check with county Cooperative Extension office)

sink with warm water

soap

paper towels

nail brushes

Cooking and Eating Activity

(See shopping list on next page.)

Menu: Pizza, fruit, and milk

Serves 12

Equipment and supplies

- oven*
- 6 cutting boards
- 2 graters
- 4 knives
- 2 can openers
- 2 sets of measuring cups and spoons
- 2 small scissors (used for cooking only)
- 2 large spoons
- 2 to 3 pizza or cookie pans
- 2 medium bowls
- 8 small bowls or containers
- 10 plates, cups, and napkins
- 1 roll of paper towels
- dilute bleach solution in a spray bottle (1 teaspoon of bleach added to 1 quart of water)

(For equivalents between U.S. and metric systems of measurement, a conversion table is provided at the end of this publication.)

*If regular oven is not available, pizza can be prepared with whole wheat English muffins in a toaster oven.

Quick Write and Goal-Setting Activities

(can be used for all six lessons)

- binder with dividers, one divider per kid
- lined binder paper, 8-12 sheets per kid
- pencils or pens, one for each kid
- index cards, sticky notes, or paper, one for each kid

Take-Home Materials

- recipe
- Family Letter



Shopping List For Lesson 1

Serves 12 people

Use this checklist when grocery shopping for recipe ingredients to prepare for the lesson.

- 3 whole wheat pizza crusts
- 2 2-cup packages reduced-fat shredded cheese
- 2 zucchinis
- 1 red bell pepper
- 1 yellow bell pepper
- 1 pound raw mushrooms
- 6 ounces low-fat pepperoni, Canadian bacon, chicken, or other lean meat
- 1 20-ounce can sliced pineapple in 100 percent juice
- 1 29-ounce can tomato puree
- 1 container Italian seasoning
- 1 container garlic powder
- 1 container onion powder
- 1 container iodized salt (optional)
- 1 container black pepper
- 1 bottle olive oil
- 1½ gallons 1 percent milk
- 3 pounds red grapes

Menu

- pizza
- fruit
- milk



LESSON 1 - MAKE IT CLEAN: WASH UP ACTIVITIES





Physical Activity Measure-Up Relay

Key Points

- It is important to be physically active every day to build strong bones and muscles.
- Lots of kids do not get enough physical activity.
- Kids need at least 60 minutes per day of physical activity.
- Physical activity can be fun. Playing games like relays counts as physical activity.

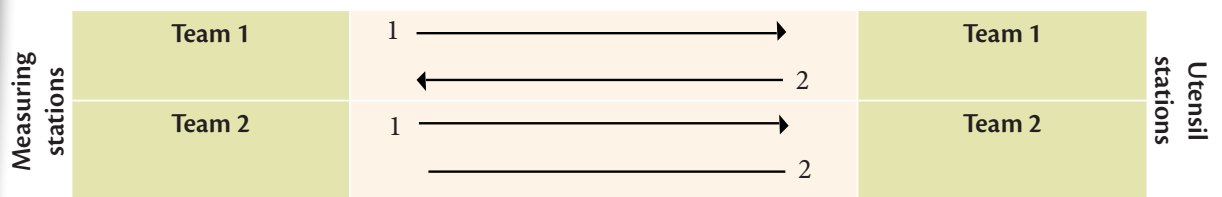
Materials

- 2 1-cup measuring cups
- 2 ½-cup measuring cups
- 2 ¼-cup measuring cups
- 2 teaspoons
- 2 tablespoons
- 2 ½-teaspoons
- 2 ¼-teaspoons
- 2 containers of dry ingredient for measuring (salt, cornmeal, or sand)
- 2 1-liter bottles of water for measuring
- 2 plastic knives
- 2 paper plates
- 2 empty containers (1-quart yogurt containers)

All utensils and cups should be made of plastic, rubber, or metal, not breakable materials like glass. Utensil measurements should be easy to read. Amounts listed above are enough for two teams of four kids. Fewer utensils or just dry ingredients may be used, if time is limited.

Preparation

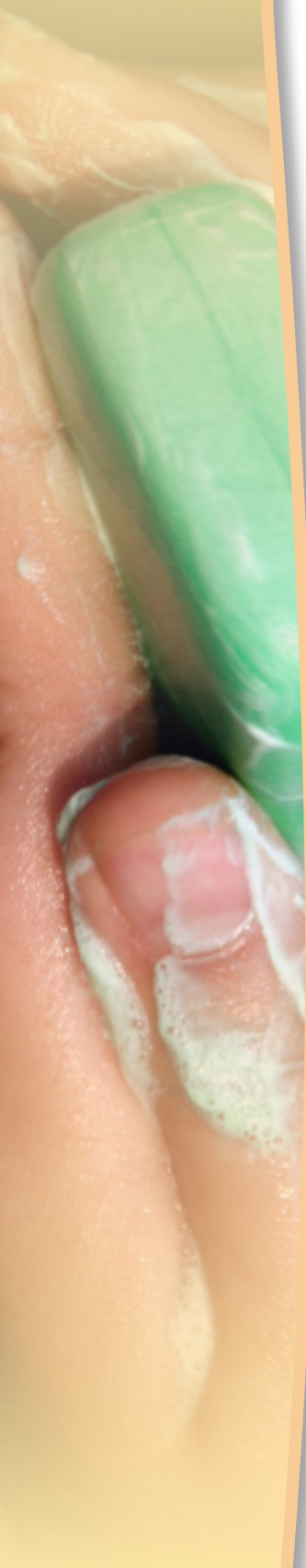
1. Set up room or outside space for a relay as shown in the diagram below. Set up two utensil stations at one end of the room for each team. Each station should have one of each utensil or cup.
2. Set up two measuring stations at the other end of the room. Each station should have one paper plate, one plastic knife, one empty yogurt container, one container of dry product, and one container of water.



Physical Activity (continued) *Measure-Up Relay*

Procedure

1. Adult leader divides kids up into two teams.
2. Each team lines up in front of the measuring station.
Adult leader calls out the name of a utensil (“ $\frac{1}{4}$ teaspoon”) and what product to measure (wet or dry) and then says “go.”
3. The first kid in line walks quickly to his or her team’s utensil station to find the utensil or cup that the leader requested.
4. Kids can skip, leap, hop, grapevine, crawl, or use any other movement they like to travel back to the measuring station.
5. Upon reaching the measuring station, kids must check with the leader to make sure that they have the right utensil and then use it to measure out one helping of dry or wet product into the yogurt container. If the kid does not have the right utensil, then he or she must return to find it.
6. When the first kid is done, the next kid in line moves to the front of the line and the relay continues.



Health Activity

Hand Washing

Activity Question

Why is it important to wash your hands well before eating or handling food?

Key Points

- Bacteria are on our hands even if we do not see them.
- Wash hands well before eating or handling food to avoid getting yourself or others sick.
- Wash hands immediately after handling any raw meat or eggs.
- Wash hands for at least 20 seconds, or as long as it takes to sing “Row, Row, Row Your Boat” twice. Rub hands thoroughly.
- Wash hands well and often.

Materials

- fluorescent lotion, 1 teaspoon per kid
(check with county Cooperative Extension)
- ultraviolet (UVA) black light, a handheld light
(check with county Cooperative Extension)
- sink with warm water
- soap
- paper towels
- nail brushes

Activity Notes

This activity requires a darkened environment (for example, a place where lights can be turned off).

Preparation

- Check to make sure that the light works!
- Set up hand-washing materials.

Activity Option

If fluorescent lotion and black light are not available, the kids may rub salad oil on their hands and then sprinkle them with cinnamon. Have participants follow the same hand-washing procedure. The cinnamon represents the germs and shows how long it takes to thoroughly wash hands to get rid of germs.



Hand Washing (continued)

Procedure

1. Adult leader holds up hands and asks: "Can you tell how clean my hands are by how they look?"
2. Adult leader touches the bottom of her or his shoes.
3. Adult leader holds up hands again and asks: "Can you tell how clean my hands are by how they look?" Leader waits for responses and then states: "Even if we cannot see them, germs or bacteria are on our hands."
4. Adult leader asks: "Why is it important to wash your hands before eating or handling food?" Leader waits for responses. The germs or bacteria on your hands can make you or others sick.
5. Kids put fluorescent lotion on hands and rub it in.
6. Adult leader asks: "Can you see the lotion?" Leader waits for response. "No, but you know it's there. Bacteria are like the lotion; you cannot see them but they are there."
7. Kids look at hands under ultraviolet light. Leader asks: "What do you see? Why?"
8. Kids wash hands (first time) with cold water (no soap).
9. Kids check hands with ultraviolet light to see if lotion remains. Leader asks: "What do you see? Why?"
10. Kids wash hands again (second time) with warm water (no soap).
11. Kids check hands with ultraviolet light to see if lotion remains. Leader asks: "What do you see? Why?"
12. Kids wash hands again (third time) with warm water, soap, and nail brush. Scrub thoroughly for at least 20 seconds. Sing "Row, Row, Row Your Boat" twice.
13. Kids check hands with ultraviolet light to see if lotion remains.
14. Adult leader asks: "Why is it important to wash your hands well before eating or handling food?" Leader waits for responses. The germs or bacteria on your hands can make you or others sick.

Additional Resources

NSF International. 2004. The 6 steps of handwashing poster. NSF International Scrub Club website, http://www.scrubclub.org/assets/pdf/6steps_poster.pdf.
Partnership for Food Safety and Education (PFSE). Fight BAC! PFSE website, http://www.fightbac.org/storage/documents/flyers/fightbac_color_brochure.pdf





Following a Recipe Activity

Adult Leader Notes

- This activity should precede the cooking and eating activity.
- This activity prepares kids to follow a recipe by allowing them to practice ordering a sequence of events.
- Do not number the cards. Kids will put the cards in order of the first to last steps when preparing the recipe.

Adult Leader Preparation

- Cut out the Recipe Step Cards for Pizza Sauce. There are five cards.
- If there are more than five kids participating, have two sets of cards available. There should be at least one card per kid.

Materials

- recipe step cards
- pizza sauce recipe

Procedure

1. Adult leader gives each kid one recipe step card.
2. Kids look at each of the cards as a group and determine the correct order of the steps for making pizza sauce.
3. Each kid holds the recipe step card that he or she was given at the beginning of the lesson and lines up in the order that the steps should follow for making the pizza sauce.
4. Adult leader reads the steps on the pizza sauce recipe card in the order they are listed.
5. Kids check to see if they have put the steps in the correct order. If not, kids move to put the steps in the correct order.

(Recipe cards on following page)

Recipe Step Cards for Pizza Sauce

Pull hair back and wash hands.	Wash can of tomato puree and open it.
Put tomato puree in a bowl.	Measure and add all other ingredients to the bowl.
Mix ingredients.	Wipe counters with dilute bleach before starting.

Cooking and Eating Activity

Pizza Sauce

Adult Leader Notes

- Ask about food allergies. Provide alternatives.
- Have kids wipe down food preparation surfaces with dilute bleach solution before beginning.
- If oven is not available, whole wheat English muffins may be used instead of pizza crust to make mini pizzas. A toaster oven can be used to bake them.
- Recommended cooking order: wash grapes and set aside, prepare sauce, then pizza.
- Provide tips on measuring ingredients, handling knives safely, and using pot holders before starting.
- Show kids how to chop vegetables safely. Use a cutting board. Place flat side down, so that the vegetable does not roll. Cut away from yourself. If necessary, let the kids practice by first cutting a mushroom with a plastic knife.

Materials for Pizza Sauce

- 2 medium bowls
- 2 large spoons
- 2 sets of measuring spoons
- 2 can openers

Ingredients for Pizza Sauce

- 1 29-ounce can of tomato puree
- 1 teaspoon Italian seasoning
- 1 teaspoon garlic powder
- 1 teaspoon onion powder
- ½ teaspoon iodized salt (optional)
- ½ teaspoon black pepper
- 1 teaspoon olive oil

Directions

1. Wipe counters with dilute bleach solution before starting food preparation.
2. Pull hair back and wash hands.
3. Wash can of tomato puree and open it. Put tomato puree into a bowl.
4. Measure each of the dry ingredients and add to the bowl.
5. Mix ingredients.

Menu

- pizza
- fruit
- milk

Nutrition Facts

Serving Size 2 ounce
Servings Per Container 10

Amount Per Serving	
Calories 35	Calories from Fat 5
% Daily Value*	
Total Fat 1g	2%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 60mg	3%
Total Carbohydrate 7g	2%
Dietary Fiber 2g	8%
Sugars 4g	
Protein 1g	
Vitamin A 8%	• Vitamin C 15%
Calcium 2%	• Iron 8%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
Saturated Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300 mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Calories per gram:
Fat 9 • Carbohydrate 4 • Protein 4



Cooking and Eating Activity

Making the Pizza

Pizza

- Serves 12 people (3 pizzas cut into 8 slices each = 24 slices = 2 slices per person).
- Serve with 1 percent milk and fresh fruit.

Materials for Pizza

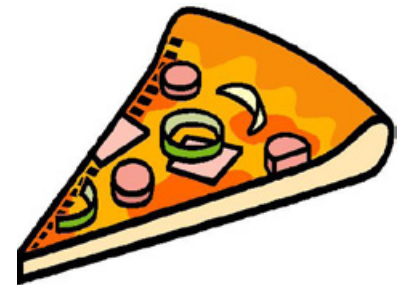
6 cutting boards	4 knives
2 graters	2 can openers
2 pot holders	2 sets of measuring cups
2 large spoons	2 to 3 pizza or cookie pans

Ingredients for Pizza

- 3 12-inch whole wheat pizza crusts (whole wheat English muffins may also be used)
- 3 cups reduced-fat shredded cheese
- 2 zucchinis, grated or sliced
- 1 sliced red bell pepper
- 1 sliced yellow bell pepper
- 1 pound sliced mushrooms
- 6 ounces sliced low-fat Canadian bacon, low-fat pepperoni, chicken, or other lean meat
- 1 20-ounce can pineapple chunks in 100 percent juice or 2 cups fresh pineapple

Directions

1. Pull hair back and wash hands.
2. Preheat oven to 425°F.
3. Make pizza sauce.
4. Wash vegetables.
5. Slice, chop, or prepare vegetables.
6. Slice or prepare meat.
7. Shred cheese if needed.
8. Wash can of pineapple. Open and drain pineapple. Save juice in refrigerator.
9. Spoon a small amount of pizza sauce over crust. A lot of sauce makes crust soggy.
10. Top pizza with vegetables, meat, and fruit of your choice.
11. Sprinkle cheese evenly over crust.
12. Bake for 15 to 18 minutes or until cheese melts.
13. While pizzas bake, review cleanup process on next page and then clean up.
14. Remove pizzas from oven and let cool.
15. Slice each pizza into 8 slices. Serving size is 2 slices of pizza per kid.



MEAL DISCUSSION QUESTIONS

- What do you think about the pizza?
- Is this a meal you would prepare at home with your family?
- What would your family think about this meal?

EAT TOGETHER AS A GROUP, DISCUSS THE MEAL DISCUSSION QUESTIONS, AND ENJOY!

Have kids fill in the New Food Taster's Club chart when they are finished eating.

CLEANUP

Cleaning up is an important part of the cooking process. Kids learn from taking responsibility. Use the kaper chart on the next page with the kids during the cleanup process. A kaper chart shows each kid's or each group's job during cleanup. The cleanup chart describes specific activities that are included under the kaper chart categories. The kaper chart rotates cleanup jobs each week and encourages sharing of responsibility between the kids. Do the following to get the kids organized to clean up:

- Introduce the kaper chart. Explain that it will be used to organize the cleanup process, and assign each kid or group of kids a job each week.
- Divide the kids into six groups for the duration of the project.
- If fewer than six kids are participating in the project, divide the group and combine activities on the kaper chart as needed.
- Allow groups to pick a fun name to use for their group during this project. Write the name on the chart.
- Have the groups get started with cleanup.
- Remember, allow the kids to complete their assigned chores. Don't do the job for them! Kids take pride in cooking something from start to finish, including cleaning up afterwards.

Healthalicious Kaper Chart

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Set up	Group 1	Group 6	Group 5	Group 4	Group 3	Group 2
Wash up	Group 2	Group 1	Group 6	Group 5	Group 4	Group 3
Dry dishes	Group 3	Group 2	Group 1	Group 6	Group 5	Group 4
Wipe up	Group 4	Group 3	Group 2	Group 1	Group 6	Group 5
Put away	Group 5	Group 4	Group 3	Group 2	Group 1	Group 6
Sweep	Group 6	Group 5	Group 4	Group 3	Group 2	Group 1

Cleanup Chart

Cleanup job	Activity descriptions
Set up	<ul style="list-style-type: none"> • Set table with plates, cups, utensils, and napkins. • Put water and milk on the table. • Set up serving area with hot pads and serving utensils.
Wash up	<ul style="list-style-type: none"> • Wash pots, pans, cooking utensils, and dishes used for cooking. (Everyone should wash their own plates, utensils, and cups after eating.)
Dry dishes	<ul style="list-style-type: none"> • Dry and put away all pots, pans, utensils, and dishes used for cooking.
Wipe up	<ul style="list-style-type: none"> • Wipe and clean counters and serving area after cooking. • Wipe and clean tables after eating.
Put away	<ul style="list-style-type: none"> • Put away nonperishable food items.
Sweep	<ul style="list-style-type: none"> • Put away tables and chairs, if necessary. • Sweep and mop floors as needed.



QUICK WRITE

Key Point

Quick Writes help you learn more by thinking about your experiences and then jotting down your thoughts, feelings, or ideas.

Materials

- three-ring binder with binder dividers
- lined binder paper, six sheets per kid
- pencils or pens, one for each kid

Procedure

1. Adult leader says: “We’re going to do a brainstorming activity.”
2. Have kids list the general activities of the lesson.
 - “What physical activity did we do?”
 - “What health activity did we do?”
 - “What food was prepared and eaten?”
3. Adult leader distributes binder paper and pencils or pens to kids. Kids write the following:
 - across top of paper: name, date, and title (“5 Things That I Learned Today”)
 - down the side of the paper: numbers 1 through 5
4. Adult leader directs kids to write their thoughts, feelings, or ideas about the activities, experiences, or recipes under “5 Things That I Learned Today.” Kids may also make suggestions on how to improve the recipes and activities.
5. Adult leader asks: “Why do you think we did this activity?” Leader waits for responses.
 - When you think about an experience and then jot down your thoughts, you learn more.
 - Doing a Quick Write will help you complete a Project Report or Record Book.
6. Adult leader asks if anyone would like to share one of the things they learned during the lesson or suggest ways to improve the activities or recipes. Leader waits for responses from kids.
7. Kids write names on binder dividers and put sheets in binder.

Activity Notes

- Open questions require more than a yes/no answer. See curriculum background for more information about open questions.
- Have kids recall activities from this lesson before they begin to do the Quick Write.
- Kids who have trouble writing can have another person help them write down their thoughts.
- Emphasize that there are no correct answers. Spelling and grammar do not matter.
- Adult leader keeps the Quick Write binder. In the last lesson, return Quick Writes to kids. Alternatively, adult leader may ask the kids to write their names and five things they learned on the back of the Family Letter.

Additional Resource

Kiefer, K. 2009 What is writing to learn? Colorado State University WAC Clearinghouse website <http://wac.colostate.edu/intro/pop2d.cfm>.

QUICK WRITES

Quick Write Example #1

Jocelyn Garcia
September 24, 20xx

5 Things That I Learned Today

1. I learned how to make spaghetti.
 2. I learned that eating different colors matters.
 3. I liked the food we made.
 4. I tried this potato thing that looked liked cheese.
 5. I think that raw hamburger is gross if you touch it.
-

Quick Write Example #2

Amir Kapoor
October 19, 20xx

5 Things That I Learned Today

1. The badmitten was hard at first but I got a whole lot better.
 2. My hands were a lot cleaner than I thought they were until we put on glow in the dark lotion.
 3. I liked making pizzas.
 4. Cutting mushrooms was fun.
 5. The pizza sauce was spicy.
-

Quick Write Example #3

Mikayla Anderson
November 6, 20xx

5 Things That I Learned Today

1. Making spaghetti is fun.
 2. I like raisins.
 3. I like jumping rope.
 4. Opening cans is fun.
 5. I like trying new food.
-

Quick Write Example #4

Sammy Lee
November 20, 20xx

5 Things That I Learned Today

1. I loved working in the kitchen.
2. It was cool and gross learning about germs.
3. I liked washing the dishes.
4. The pizza was delicious!
5. The whole thing was AWESOME!!



GOAL SETTING

Why Set Goals

- Setting goals helps us do the things we want to do! Goal setting provides motivation and focus. It also helps us to track progress.

Materials

- index cards, sticky notes, or paper, one for each kid
- pencils or pens, one for each kid

Activity Notes

Keep it simple! Leaders, adults, or older kids can provide guidance to younger kids.

Procedure

1. Adult leader **asks**: “What are goals and why set them?” Allow time for thought and responses.
 - A goal is something you want to do, learn, or achieve.
 - In setting a goal, we will be more motivated to make a change.
2. Adult leader **explains** that goals can be simple or complex. Write the following examples on the board or flip chart:
Simple - Eat fruit at breakfast.
or
Complex - Become a doctor.
3. Adult leader **explains** that a goal should have the following three parts:
 - 1) Doable. You have the ability to do it or learn it. (Example: I am able to eat fruit.)
 - 2) Specific. It tells what you will do.
(Example: I will eat fruit at lunch.)
 - 3) Time frame. When you will work on or complete the goal. (Example: each day at lunch)
Example of a goal: Eat fruit at lunch each day this week, beginning today.
Discuss whether anything is needed to achieve the goal (calendar, clock, timer, etc.).
4. Adult leader **explains** that kids can choose one of the listed goals or make their own goal.
Goals for Lesson 1:
 - Wash hands every time after going to the bathroom this week.
 - Wash hands every time before eating dinner this week.
 - Wash hands every day when you arrive at home this week.
5. Kids **choose** a goal.
6. Adult leader **distributes** materials to kids to write their goals.
7. Kids **decide** where to post the goal and share it with group.
8. Kids **decide** who to tell about the goal and share with group. Adult leader explains to kids that telling someone about the goal helps. Kids can ask that person to help them accomplish the goal. Alternatively, the kids may wish to write their goals at the bottom of the Family Letter.

CLOSING THE LESSON

1. Adult leader thanks kids for participating in the lesson.
2. If this lesson is part of a series, remind kids of the date and time of the next lesson and of the upcoming lesson topic.

Take-Home Family Letter Lesson 1

Date: _____

Dear Family,

This week your child learned how to properly wash hands and why it is important to wash them after using the bathroom. We prepared and ate pizza with vegetable toppings on whole wheat crust. Your child also enjoyed _____.

During this lesson your child also learned about goal setting and set a goal to work on before our next lesson. Please check the space below to find out what goal your child set. Ask your child about the goal and encourage him or her to achieve it. The time and date for the next lesson is

_____.

Best regards,

Leader's signature

.....

My Goal

I will work on accomplishing the following this week:

I plan to ask _____ to help me work on my goal.

Child's signature

REFERENCES

- USDA Center for Nutrition Policy and Promotion. 2005. MyPyramid for kids. MyPyramid.gov website, http://teammnutrition.usda.gov/resources/mpk_poster2.pdf.
- _____. 2005. Steps to a healthier you. MyPyramid.gov website, <http://www.mypyramid.gov>.
- U.S. Department of Health and Human Services (HHS). 2005. Dietary guidelines for Americans. HHS website, <http://health.gov/dietaryguidelines/dga2005/document/default.htm>.

MEASUREMENT CONVERSION TABLE

U.S. customary	Conversion factor for U.S. customary to metric	Conversion factor for metric to U.S. customary	Metric
teaspoon (tsp)	4.93	0.20	milliliter (ml)
tablespoon (tbsp)	14.79	0.06	milliliter (ml)
ounce (oz)	28.35	0.035	gram (g)
fluid ounce (fl oz)	29.57	0.03	milliliter (ml)
cup (c)	236.59	0.004	milliliter (ml)
quart (qt)	0.95	1.06	liter (l)
gallon (gal)	3.785	0.26	liter (l)
pound (lb)	0.454	2.20	kilogram (kg)
inch (in)	2.54	0.39	centimeter (cm)
foot (ft)	0.305	3.28	meter (m)
yard (yd)	0.91	1.09	meter (m)

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