

Healthalicious Cooking

Learning about Food and Physical Activity

Lesson 2 - Make It Healthy: Eat Balanced Meals

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Activities Timeline

Activity 1	Physical Activity: Leap Frog	15 minutes	Page 6
Activity 2	Goal Setting	5 minutes	Page 7
Activity 3	Health Activity: What's in Your Grocery Bag?	20 minutes	Page 8
Activity 4	Cooking and Eating Activity: Stir Fry and Sauce	60 minutes	Page 15
Activity 5	Cleanup	10 minutes	Page 17
Activity 6	Quick Write	5 minutes	Page 19
Activity 7	Goal Setting	5 minutes	Page 20

Total time = 2 hours

LESSON 2 OBJECTIVES

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

- classify foods into the MyPyramid food groups
- identify why it is important to eat a variety of foods
- work as part of the team to prepare a meal and clean up the area afterwards

Health outcome: Eat a balanced diet.

Life skill: Teamwork



BACKGROUND FOR ADULT LEADERS: WHAT YOU NEED TO KNOW

MyPyramid

In this lesson the kids will learn about MyPyramid, developed by the U.S. Department of Agriculture (USDA). MyPyramid helps us make healthy food choices. It also encourages us to be physically active each day. Each color on MyPyramid represents a different food group. Foods listed on MyPyramid are grouped according to three criteria: the way food is used, the nutrient content of the food, and the way food has been grouped in past food guidance tools. During this lesson, the kids will learn about how food is categorized into the MyPyramid food groups and then practice classifying foods into each group. Learning to use MyPyramid will provide the kids with a tool to make healthy food choices.

Meeting the MyPyramid guidelines will provide kids with enough calories (food energy) and all the nutrients needed for normal growth and development, as well as good health. A new USDA guide, MyPlate, uses the same food groups as MyPyramid. MyPlate will be introduced in Lesson 5 to help kids plan and select well-balanced meals.

Orange = Grains Group

Grains are a good source of energy, B vitamins, fiber, and minerals, like iron and magnesium. Food made from wheat, oats, rice, and other cereal grain is a grain product. Breakfast cereals, breads, crackers, and pasta are examples of grain products. Grains can be enriched or whole. Whole grains are especially high in fiber. Fiber helps digestion and is a part of a heart-healthy diet. Make half of your grains whole!

Green = Vegetables Group

Vegetables provide many nutrients, such as vitamin A, vitamin C, folate, vitamin E, magnesium potassium, and fiber. Most are naturally low in fat and sodium. Vegetables can be fresh, frozen, canned, or dried. 100 percent vegetable juice is also in this group. Every day scientists discover new ways that diets rich in vegetables protect against chronic diseases such as cancer, diabetes, and heart disease. To get these benefits, choose a wide variety of different colored vegetables. Vary your veggies!

**Red = Fruit Group**

Fruits provide many of the same nutrients as vegetables, especially vitamin C, potassium, and fiber. Just like vegetables, eating a variety of different-colored fruits is the best way to get health benefits. Fruit may be fresh, frozen, canned, or dried. 100 percent fruit juice is also in this group. Whole fruit has more fiber than fruit juice. Make half your plate fruits and vegetables.

Blue = Milk Group

Milk and foods made from milk are a good source of calcium, vitamin D, potassium, and protein. Milk, yogurt, and cheese are in this group. Diets that include low-fat milk products are important for strong bones and teeth, and they also help maintain healthy blood pressure. Get your calcium-rich foods! Switch to fat-free or low-fat (1%) milk.

Purple = Meat and Beans Group

Meat and beans provide many nutrients, including protein, iron, zinc, magnesium, and vitamins E and B. Beef, pork, poultry, eggs, fish, nuts, seeds, and legumes are in this group. Eating these foods helps build muscle, skin, bones, and blood. It also maintains the nerves and the body's natural defense system. However, eating too many fatty or fried meats is not healthy for the heart. Go lean with protein!

Yellow = Oil

Oils are not a food group, but they are included on MyPyramid because a small amount is needed for health. Some cooking oils such as olive, corn, or canola are a good source of essential fatty acids. Sunflower and safflower oils are also rich in vitamin E. In addition, most cooking oils, avocados, nuts, seeds, and some fish contain heart-healthy fat. Unlike these fats, solid fats found in butter, shortening, stick margarine, and animal fat contain saturated and trans fats. Saturated and trans fats can raise cholesterol in the blood, leading to heart problems. Choose small amounts of liquid heart-healthy oils!

Added Sugars

Added sugars contribute calories but few, if any, nutrients. Drinks and foods with added sugars often replace other healthier options. Choose drinks and foods that do not have sugar or other sweeteners, such as corn syrup, as the first ingredient. Don't sugarcoat it!

Trying New Foods

It is important to encourage kids to eat a variety of foods every day. Introduce the idea of trying new foods in class and at home. Often kids need to try new foods many times before they learn to like them. Remind kids that their tastes will change as they grow older. Sometimes very young children may reject a food that, later on in life, they may learn to like. Emphasize that they do not have to try a food if it is really disliked but encourage them to be adventurous. During this lesson, introduce the activity titled "The New Food Taster's Club." This activity encourages kids to try a variety of new foods, both during the lesson and at home.

Additional Resources

USDA Center for Nutrition Policy and Promotion. 2005. MyPyramid. MyPyramid.gov website, <http://www.mypyramid.gov>.

U.S. Department of Health and Human Services (HHS). 2005. Dietary guidelines for Americans. HHS website, <http://www.health.gov/dietaryguidelines/dga2005/document/default.htm>.

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

MATERIALS FOR LESSON 2

Physical Activity: no materials needed

Health Activity: What's in Your Grocery Bag?

- grocery bags, one for every two kids
- food items, containers, food pictures, or models from a variety of food groups, 10 items per bag (Use MyPyramid as a guide when selecting food items for the grocery bags.)
- “MyPyramid For Kids” handout, one per kid (Available on the USDA Food and Nutrition Service website, http://teamnnutrition.usda.gov/Resources/mpk_poster2.pdf.)
- Food group name cards, one set per grocery bag (Make your own or see reproducible sheets on following pages.)
- New Food Taster’s Club Chart (Can use a large poster board.)
- stickers/labels
- colored markers

Cooking and Eating Activity

(See shopping list on next page.)

Menu: Stir fry and sauce, brown rice, and milk

Serves 10

Equipment and supplies

- stove with burners*
- microwave oven
- 6 cutting boards
- 6 knives
- 1 can opener
- 2 sets measuring cups
- 1 16-ounce measuring container
- 1 set measuring spoons
- 1 skillet, pan, or wok
- 1 spatula
- 1 large bowl to reheat rice in microwave
- 1 spoon or whisk
- 10 plates, cups, napkins
- 10 utensils

- chop sticks, 10 sets (optional)
 - 1 roll paper towels
 - dilute bleach solution in a spray bottle (1 teaspoon of bleach added to 1 quart of water)
- *If regular stove is not available, an electric skillet may be used.

Quick Write and Goal-Setting Activities

(can be used for all six lessons)

- binder with dividers, one divider per kid
- lined binder paper, six 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
- “MyPyramid for Kids” handout



Shopping List For Lesson 2

Serves 10

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

- ¾ pound skinless, boneless chicken breasts
- 1 head broccoli
- 1 head cauliflower
- 1 20-ounce can pineapple slices in 100 percent juice or 2 cups fresh pineapple
- ½ cup cashews or peanuts (optional), food allergies permitting
- cooking oil spray
- 1 16-ounce bag dry brown rice
- low-sodium soy sauce (2 ounces needed)
- rice vinegar or cider vinegar (2 tablespoons needed)
- 1 24-ounce bottle canola or vegetable oil
- cornstarch (4 tablespoons needed)
- 1½ gallons 1 percent milk
- 20 fortune cookies, 2 per person

Menu

- stir fry and sauce
- brown rice
- milk

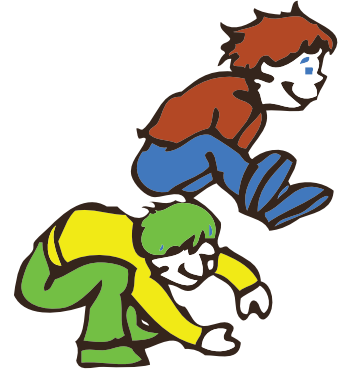
Physical Activity

Leap Frog

Number of players: 2 or more

Equipment: none

Space needed: at least 10 ft x 10 ft



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 “Leap Frog” counts as physical activity.

Procedure

1. Players line up front to back, a few steps apart.
2. The first player to jump is the person at the end of the line.
3. That player can ask for a “high back,” “low back,” or “little back” or “turtle back.”
4. The other players in line make a “back.”
5. The first player jumps over all other players, walks a few steps, and makes a back.
6. The last player in line jumps over all other players, walks a few steps, and makes a back.
7. Play continues for 15 minutes.

Tips for making a “back”:

“high back” = bend over and put hands on knees

“low back” = bend over and hold on to ankles

“little back” = kneel on hands and knees

“turtle back” = tuck body on ground

Always tuck your head.

Tips for jumpers:

Place hands down flat on a player’s back. Only hands should touch the other player as you jump.

Variation: More than one player may jump at a time.



Goal Setting

Discuss how goal setting went since last lesson.

Sample questions

Think about the goal you set last week.

- How easy or difficult was the goal to complete?
- If you found it easy to complete the goal, why?
- If you found it difficult to complete the goal, why?
- What would help you achieve the goal?
- What did you learn about yourself?

Goals from last lesson

- 1) Wash hands every time after going to the bathroom.
- 2) Wash hands every time before eating dinner.
- 3) Wash hands every day when arriving at home.



Health Activity

What's in Your Grocery Bag?

Activity Question

How much variety do you have in the foods you eat?

Key Points

- Eat food from all the food groups every day.
- Eat a variety of food from within each food group.
- Follow MyPyramid to make healthy food choices for normal growth and development and good health.

Materials

- grocery bags, one for every two kids
- food items, empty food containers, or food pictures from a variety of food groups, 10 items per bag
- “MyPyramid For Kids” handout, one per kid
- food group name cards, one set per grocery bag
- participant activity sheet, one per kid
- poster board and markers to make the New Food Taster’s Club chart
- stickers, several per kid

Activity Notes

Grocery bags do not need to have food from all food groups. This serves as a discussion point (for example, “Hey, we don’t have food from the fruit group!”).

Preparation

1. Copy or download the “MyPyramid For Kids” handout.
(http://teamnutrition.usda.gov/Resourcesmpk_poster2.pdf).
2. Make a New Food Taster’s Club chart on a large piece of poster board. See example on page 14.
3. Look over “MyPyramid Background Information” in the beginning of the lesson.
4. Make one set per bag of food group name cards. Reproducible sheets of cards are included.
5. Prepare grocery bags. Each grocery bag should contain
 - food items, empty food cartons, or pictures of foods
 - set of food group name cards
 - “MyPyramid For Kids” handout



Procedure

1. Adult leader **asks**: “How many of you have gone food shopping? What types of foods do you ask your parents to buy?” Wait for responses.
2. Leader shows a copy of the “MyPyramid for Kids” handout and asks who has seen it before.
3. Leader reviews the food groups with the kids and asks for examples of foods in each group.
 - “Did you eat any food from the grain group for breakfast?”
 - “Yesterday, did you eat any food from the vegetable group?”
 - “Today, did you eat any food from the fruits group?”
4. Leader **explains** that oils, should be liquid and heart healthy types, such as olive oil or canola oil. “Some food has healthy oil, for example, nuts, avocados, olives, and some fish. We also use oil in cooking. Olive oil and canola oil are healthy choices.”
5. Leader leads the kids through a grocery bag and compares its contents to MyPyramid.
6. Make and set out food group name cards.
7. One at a time, take food items out of a grocery bag and sort according to food group. For example, a banana belongs in the fruit group. After sorting all food, go through the following questions:
 - “Are there foods from each food group?”
 - “Are there more food items in some groups than in other groups?”
 - “Is there a variety of foods from each food group? Why do you think variety matters?”
8. Kids split into teams, go through a grocery bag, and report their findings to others.
For example:
 - “We don’t have much food from the milk group.”
 - “We don’t have a variety of fruit. We only have bananas.”
 - “We have a lot of grains. That’s good.”
 - “We have a good amount of vegetables.”
9. Kids pair up. Each team is given the following:
 - grocery bag with food items, empty food containers, or food pictures
 - set of food group name cards
 - copies of the “MyPyramid For Kids” handout
 - participant activity sheet, one for each person in group
10. After reviewing grocery bag, each group reports their findings to the others. End with a reminder that eating a variety of foods will help kids get the energy (calories), vitamins, minerals, and other nutrients that their bodies need to grow normally and be healthy.
11. Introduce the New Food Taster’s Club chart. Have kids fill out the chart after eating the meal they prepared during today’s lesson. Kids can either write the new foods on the chart or simply use a sticker for each new food. Encourage kids to try a wide variety of new foods over the next week. Let kids know that this chart will be shared with their families during the last lesson.

Additional Resources

- USDA Center for Nutrition Policy and Promotion. 2005. MyPyramid. MyPyramid.gov website, <http://www.mypyramid.gov>.
- _____. 2011 ChooseMyPlate. ChooseMyPlate.gov website, <http://www.choosemyplate.gov>.
- U.S. Department of Health and Human Services (HHS). 2010. Dietary guidelines for Americans. HHS website, <http://www.cnpp.usda.gov/DGAs2010-PolicyDocument.htm>.



Participant Activity Sheet

Activity Question: How much variety of foods are you really eating?

Directions

1. Look at the "MyPyramid for Kids" handout.
2. Set out food group name cards.
3. Sort food items from grocery bag into each food group.
4. Discuss the questions listed below with your partner or small group.
5. Share your answers to the questions with the large group.

Questions

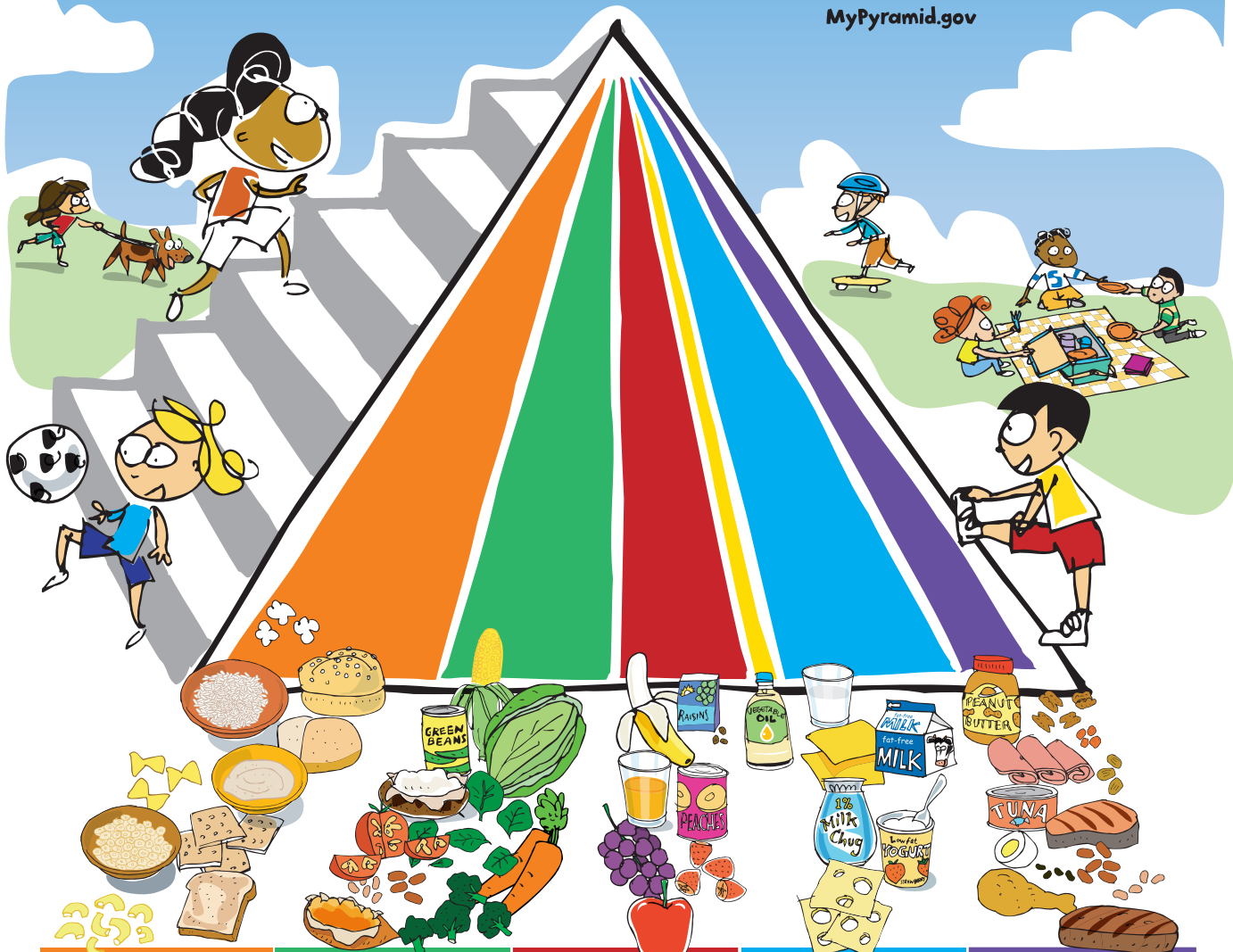
- Are there foods from each food group in the grocery bag? List the foods and the groups they belong to.
- Is there a variety of foods from within each food group in the grocery bag?
- Why do you think a variety of foods matters? Why should we use MyPyramid?
- Is it difficult to eat foods from each of the food groups every day? What makes it difficult?
- How does this grocery bag compare to your grocery bag at home?

MyPyramid

For Kids

Eat Right. Exercise. Have Fun.

MyPyramid.gov



Grains Make half your grains whole	Vegetables Vary your veggies	Fruits Focus on fruits	Milk Get your calcium-rich foods	Meat & Beans Go lean with protein
<p>Start smart with breakfast. Look for whole-grain cereals.</p> <p>Just because bread is brown doesn't mean it's whole-grain. Search the ingredients list to make sure the first word is "whole" (like "whole wheat").</p>	<p>Color your plate with all kinds of great-tasting veggies.</p> <p>What's green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.</p>	<p>Fruits are nature's treats – sweet and delicious.</p> <p>Go easy on juice and make sure it's 100%.</p>	<p>Move to the milk group to get your calcium. Calcium builds strong bones.</p> <p>Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.</p>	<p>Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried.</p> <p>It's nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.</p>

For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to MyPyramid.gov.

Eat 6 oz. every day; at least half should be whole	Eat 2 1/2 cups every day	Eat 1 1/2 cups every day	Get 3 cups every day; for kids ages 2 to 8, it's 2 cups	Eat 5 oz. every day
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Oils Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

<p>Find your balance between food and fun</p> <ul style="list-style-type: none"> Move more. Aim for at least 60 minutes everyday, or most days. Walk, dance, bike, rollerblade – it all counts. How great is that! 	<p>Fats and sugars – know your limits</p> <ul style="list-style-type: none"> Get your fat facts and sugar smarts from the Nutrition Facts label. Limit solid fats as well as foods that contain them. Choose food and beverages low in added sugars and other caloric sweeteners.
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Grains

Fruits

Vegetables

Meat, Fish, & Beans

Milk

Oils



Chart for New Food Taster's Club (sample)

Names	Grain	Vegetable	Fruit	Milk	Meat, Fish, & Beans
Amy	brown rice			1% milk	

Preparation

1. Adult leader will make one copy of the above chart on a large piece of poster board before class.
2. Leader or kids can decorate the poster board. This can be a good prelesson activity for those who arrive early.

Procedure

1. Adult leader will introduce the “Food Taster’s Chart” at the end of the “Grocery Bag” activity.
2. After eating the meal, kids will write the name of the new food they tried in the food group section under their name. Alternatively, they can put a sticker for every new food in the right section of the chart.
3. This activity will be repeated each week at the end of the meal.



Cooking and Eating Activity

Stir Fry and Sauce

Serves 10 people

Serve with 1 percent milk, brown rice, and fortune cookies.

Adult Leader Notes

- Ask parents about nut allergies! Omit nuts as necessary.
- Prepare brown rice ahead of time. 3½ cups dry rice makes enough for 10 people when cooked. Follow cooking instructions on rice package. Rice can be refrigerated or frozen and reheated.
- Have kids wipe down food preparation surfaces with dilute bleach solution before beginning.
- Prepare sauce first; then prepare stir fry.
- Plug-in skillet may be used if a stove or hot plate is not available. Review safe handling of electrical appliances or stove. Remind kids to use pot holders and place pot handles in a safe direction so that they do not extend over the aisle in front of the stove.
- Give copy of recipe to each kid.

Materials for Stir Fry and Sauce

- 1 16-ounce measuring container
- 1 set of measuring spoons
- 1 spoon or whisk
- 6 cutting boards
- 6 knives
- 1 can opener
- 2 sets of measuring cups
- 1 skillet, pan, or wok
- 1 spatula

Sauce Ingredients

- 2 ounces low-sodium soy sauce
- 2 tablespoons rice vinegar or cider vinegar
- 1 tablespoon canola or vegetable oil
- 4 teaspoons cornstarch

Sauce Directions

1. Wipe counters with dilute bleach solution before starting.
2. Pull hair back and wash hands thoroughly.
3. Mix all ingredients in a small bowl.
4. Re-stir the sauce just before adding to the stir fry.

Menu

- stir fry and sauce
- brown rice
- milk
- fortune cookies

Cooking and Eating Activity (continued)

Stir Fry and Sauce

Stir Fry Ingredients

¾ pound skinless, boneless chicken breast
 1 head broccoli
 1 head cauliflower
 1 20-ounce can pineapple slices in 100 percent juice
 or 2 cups fresh pineapple
 ½ cup cashews or peanuts (optional)
 vegetable oil spray
 stir-fry sauce (recipe on previous page.)

Stir Fry Directions

1. Pull hair back and wash hands thoroughly.
2. Make stir-fry sauce and set aside.
3. Wash vegetables.
4. Cut vegetables into small, bite-sized pieces.
5. Open and drain can of pineapple. Save juice.
6. Using a separate cutting board and knife, cut chicken into small, bite-sized pieces and place in bowl.
7. Wash hands again after handling raw chicken.
8. Heat skillet to high.
9. Spray skillet with a small amount of oil.
10. Add chicken to skillet. Cook, stirring continuously, until chicken is no longer pink.
11. Add vegetables to skillet. Cook, stirring continuously, for about 5 minutes or until tender. Add saved pineapple juice if liquid is needed.
12. Add chicken to skillet.
13. Add vegetables.
14. Add nuts and pineapple.
15. Quickly re-stir the sauce just before adding to the stir fry.
16. Add stir-fry sauce to skillet. Stir until it thickens.
17. Add rice and stir until rice is reheated.

Nutrition Facts

Serving Size 1 1/2 cups
Servings Per Container 10

Amount Per Serving

Calories 270 Calories from Fat 70

% Daily Value*

Total Fat 8g **12%**

Saturated Fat 1.5g **8%**

Trans Fat 0g

Cholesterol 25mg **8%**

Sodium 280mg **12%**

Total Carbohydrate 35g **12%**

Dietary Fiber 5g **20%**

Sugars 8g

Protein 17g

Vitamin A 30% • Vitamin C 230%

Calcium 6% • Iron 10%

*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

MEAL DISCUSSION QUESTIONS

- What do you think about the stir fry?
- Is this a meal you would prepare at home with your family?
- What would your family think about this meal?
- To which different MyPyramid groups do foods from this meal belong?

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, one sheet per kid
- pencils or pens, one for each kid

Procedure

1. As a group, kids **recall** or list the general activities of the lesson.
 - “What physical activity did we do?”
 - “What health activity did we do?”
 - “What meal did we prepare?”
2. Adult leader then **distributes** paper and pencils or pens.
3. Leader has kids **write** the following:
 - across top of paper: name, date, and title (“5 Things That I Learned Today”)
 - down side of the paper: numbers 1 to 5
 - thoughts and feelings, etc., about activities or experiences
4. Leader asks if anyone would like to **share** one of the things they learned during the lesson. Wait for responses from kids.
5. Kids **put** sheets in Quick Write binder.



Activity Notes

- See Lesson 1 of *Healthalicious Cooking* for Quick Write instructions and examples.
- Ask open questions. 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.



GOAL SETTING

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 has kids **choose** one of the following goals:
 - try a new food this week.
 - eat a meal with at least three food groups at least 3 days this week.
 - make and eat a snack with three food groups this week
2. Leader has kids **write** their goal on the provided paper.
3. Leader **asks**: “Where are you going to post the goal?”
Have kids share.
4. Leader **asks**: “Who are you going to tell about the goal?” Have kids share. Kids may want to write their goals on the Family Letter for this week.

CLOSING THE LESSON

1. Thank kids for participating in the lesson.
2. If this lesson is presented as part of a series, remind kids of the date and time of the next lesson and of the upcoming lesson topic.
3. Leader reminds kids to keep trying new foods over the next week.

Take-Home Family Letter
Lesson 2

Date: _____

Dear Family,

This week your child learned about MyPyramid and why it is important to eat a variety of foods each day. We prepared and ate stir fry with lots of vegetables and brown rice. Your child also enjoyed

_____.

(physical activity)

During this lesson your child 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

- Whole Grains Council. 2005. What is a whole grain? (poster). The Whole Grains Council website, <http://www.wholegrainscouncil.org/resources/pdfs-from-the-whole-grains-council>.
- USDA Center for Nutrition Policy and Promotion. 2005. MyPyramid. MyPyramid.gov website, <http://www.mypyramid.gov>.
- _____. 2011 ChooseMyPlate. ChooseMyPlate.gov website, <http://www.choosemyplate.gov>.
- U.S. Department of Health and Human Services (HHS). 2005. Dietary guidelines for Americans. HHS website, <http://www.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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