

Why Should I Eat Well?

About the book:

Why Should I Eat Well?
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Nutrition Objectives

- Recognize the milk, grains, and protein food groups.
- Identify low fat and low sugar foods.

Physical Education Objectives

- Follow verbal instructions to do a variety of locomotor movements.
- Work as a team to complete a timed task.

Activities

- Nutrition Activity #1: Best or Worst
- Nutrition Activity #2: Other Half of MyPlate
- Physical Activity #1: Rachel Says
- Physical Activity #2: Back to Back

Lesson Handouts

- Color a Friend
- Two Bite Club Certificates
- MyPlate diagram

Parent Newsletter

- Go Lean with Protein

Intent of Lesson

Increase awareness of the influence of friends and family on our food and activity choices.

Previewing (5 minutes)

Q: Look at the pictures of the two children and tell me about them. Do you think they will become friends? Why or why not? Would you like to be friends with either of them? Which one? Why or why not?

A: Answers will vary. Downplay suggestions that the size or shape of the child might influence whether he is a good friend. Encourage them not to discriminate based on body composition.

Active Reading: (10 minutes)

Listen as I read *Why Should I Eat Well?* where we will hear about Monica's new friend.

Summarizing (10 minutes)

After reading the story tell the children: "When we meet someone we look at them—their size, their skin color, their clothes. We will have some thoughts about them. We decide if we want to be friends with them. Sometimes when we get to know them we change our mind about whether we like them a lot or just a little. Kids of any size, shape, and skin color can be good friends to us. When Monica met Rachel they liked each other right away. Rachel was a good friend by teaching Monica about eating a variety of good foods."

Q: What did Rachel say could happen if Monica ate too much sugary and fatty food?

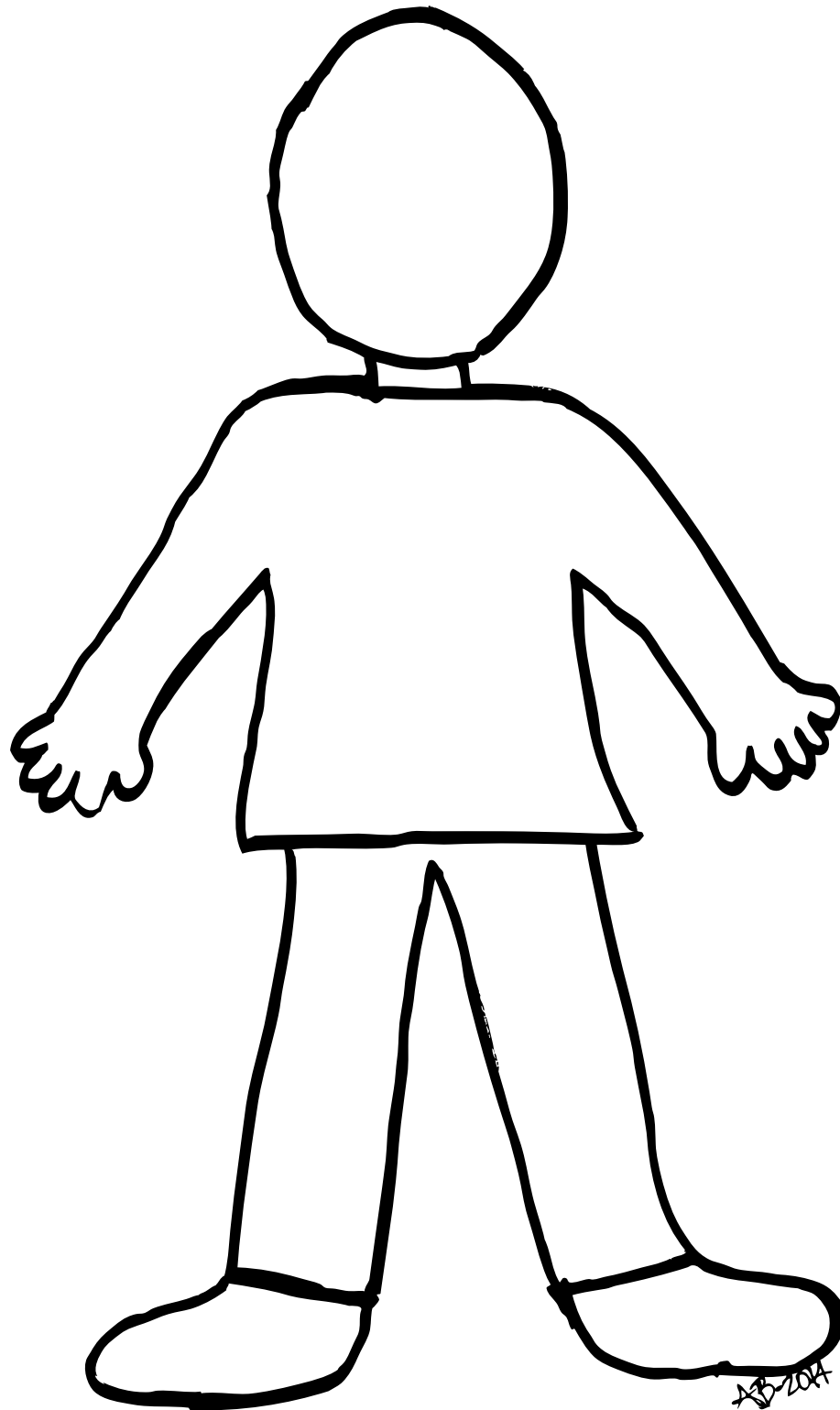
A: Get pimples and tooth decay, catch colds, gain weight and won't be fit, might even get sick. Prompt answers by going back to pages of the book.

Q: What would you tell a friend who was eating a lot of sugary and fatty foods?

A: Eat them only once in a while, eat only a little bit, trade them for something better for you.

Hand out drawing paper, colors, markers, or paints. Instruct them to draw what one of their friends looks like. (Optional: Use the black line drawing to color a friend.) Post the pictures and discuss all of the variety in the children pictured.





AB-204



15 minutes

Equipment:

- Food model cards arranged in pairs of low/high sugar and low/high fat (National Dairy Council, 200 cards, 1-800-429-8271)
- Two Bite Club Certificates

Best and Worst

Directions:

Q: Have you ever had someone try to get you to eat a certain food? Did you do what they asked? Why?

A: Answers will vary.

Q: Have you ever had someone tell you not to eat a certain food? Did you do what they asked? Why?

A: Answers will vary.

Q: Why did they try to get you to eat differently?

A: Answers will vary. Reinforce those that suggest healthier eating and trying a variety of foods.

1. Tell the children: "Sometimes it is hard to try a new food. Have you ever heard of the "two bite club"? It means that you have tasted two bites of a new food to see if you liked it. After you have tasted the two bites, you might eat more because you like it or you might not eat more and wait until another time to taste the food again."

Q: What is something new that you have tasted lately? Did you like it?

A: Answers will vary.

2. Tell the children: "Sometimes we try a new food to have more choices of foods to eat. Sometimes we try new foods to trade a healthy food instead of a not very healthy food. Let's see if you can find the most healthy choices among these foods."

3. Tell the children: "One of these foods is high in sugar and we can tell because it tastes sweet or is sticky. The other is low in sugar which is best for us. Vote by raising your hands for the best choice—one that Rachel would choose, an 'anytime' food. The other food is a 'sometimes' food."



4. Show two food model cards. One that is healthy (underlined) and one that is higher in sugar. Post the healthiest choices at the front of the room. Pairings for sugar might include:
 - Orange and raisins
 - Yogurt and soft drink
 - 1% lowfat milk and milkshake
 - Granola bar and chocolate cake
 - Angel food cake and peanut butter and jelly sandwich
 - Graham crackers and chocolate chip cookies
5. Repeat with high fat/low fat foods saying, “One of these foods is high in fat and we can tell because it is creamy or buttery. The other is low in fat (underlined) which is best for us. Vote by raising your hands for the best choice—one that Rachel would choose, an ‘anytime’ food). The other food is a ‘sometimes’ food.”
6. Show two food model cards. Post the healthiest. Pairings for fat might include:
 - Hard cooked egg and soft serve ice cream
 - Popcorn and potato chips
 - Bran flakes and muffin
 - Submarine sandwich and enchilada
 - Tomato soup and chili
 - Baked potato and French fries

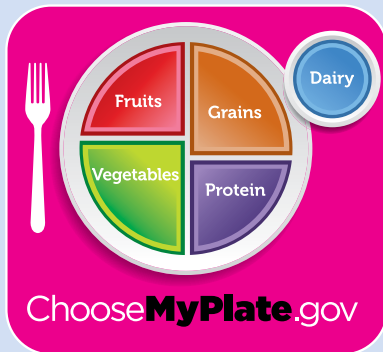
Closure:

Q: Are any of these new healthy foods ones that you have not tasted before?

A: Answers will vary.

Q: Do you think you could try two bites of one of them?

A: Answers will vary.



20 minutes

Equipment:

- “Another Half of MyPlate” visuals (milk, grain, protein posters)
- 3 Sets of food model cards for each team of children to represent complete MyPlate meals (National Dairy Council, 200 cards, 1-800-429-8271)
- MyPlate diagram
- Spinner diagram run on cardstock or pasted to a tag board, spinner cut out of a plastic lid, attach with a brass fastener
- (Optional: place MyPlate labels on an existing spinner or dice cube.)

Another Half of MyPlate

Directions:

1. Divide the children into groups of 2 or 3. Post the MyPlate visual.
2. Tell the children: “Rachel suggested lots of healthy foods and Monica began to eat them every day. Both of these girls were eating MyPlate foods. Fruits and vegetables are two of the groups and we should eat half of our plate from those groups. (Point out the food groups.) The other three groups are important to make a good balance. (Point out grains, protein, and milk.) Look at this chart and tell me why the other groups—milk, grains, and protein—are important.”
3. Show visuals with 3 food groups and images that represent the importance of each. Have children guess what the image means. (Note: The milk group makes strong bones and teeth, the grains group gives energy especially for your brain and gives you fiber for your stomach, and the protein group builds our muscles and helps you to grow.)
4. Give each team of children food model cards selected to make 3 complete meals that represent the five groups of MyPlate (15 cards for each team). Give each team 3 blank MyPlate diagrams.
5. Place the spinner diagram at the front of the room. Call upon a child to spin the spinner to randomly select one of the MyPlate food groups. Teams will search their collection of food model cards to find a food from that group.
6. They should place it on their first MyPlate diagram. Take turns spinning and selecting foods to fill the MyPlate models. When all 3 foods from a food group have been selected then skip over that group if the spinner lands on it and spin again.

7. Review the visual as they look at one of their meals. Tell the children: "The milk group makes strong bones and teeth, the grains group gives energy especially for your brain and gives you fiber for your stomach, and the protein group builds our muscles and helps us to grow."

Closure:

Look at the complete meals that you have made from MyPlate. Would you like to trade some foods from one model to another to make a meal you would like better? (One meal might make an appealing breakfast and another a better lunch.)

Milk





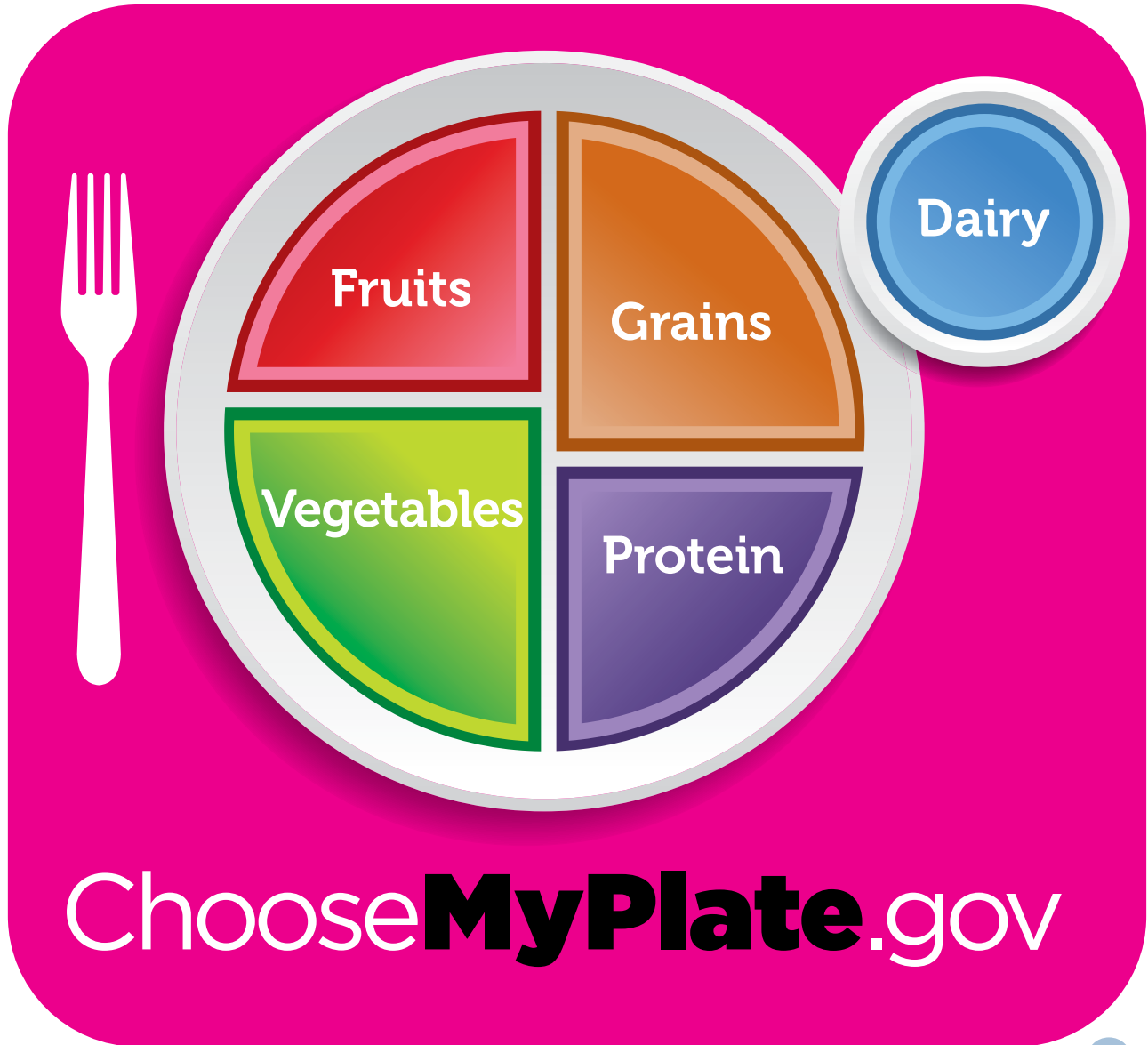
Grain

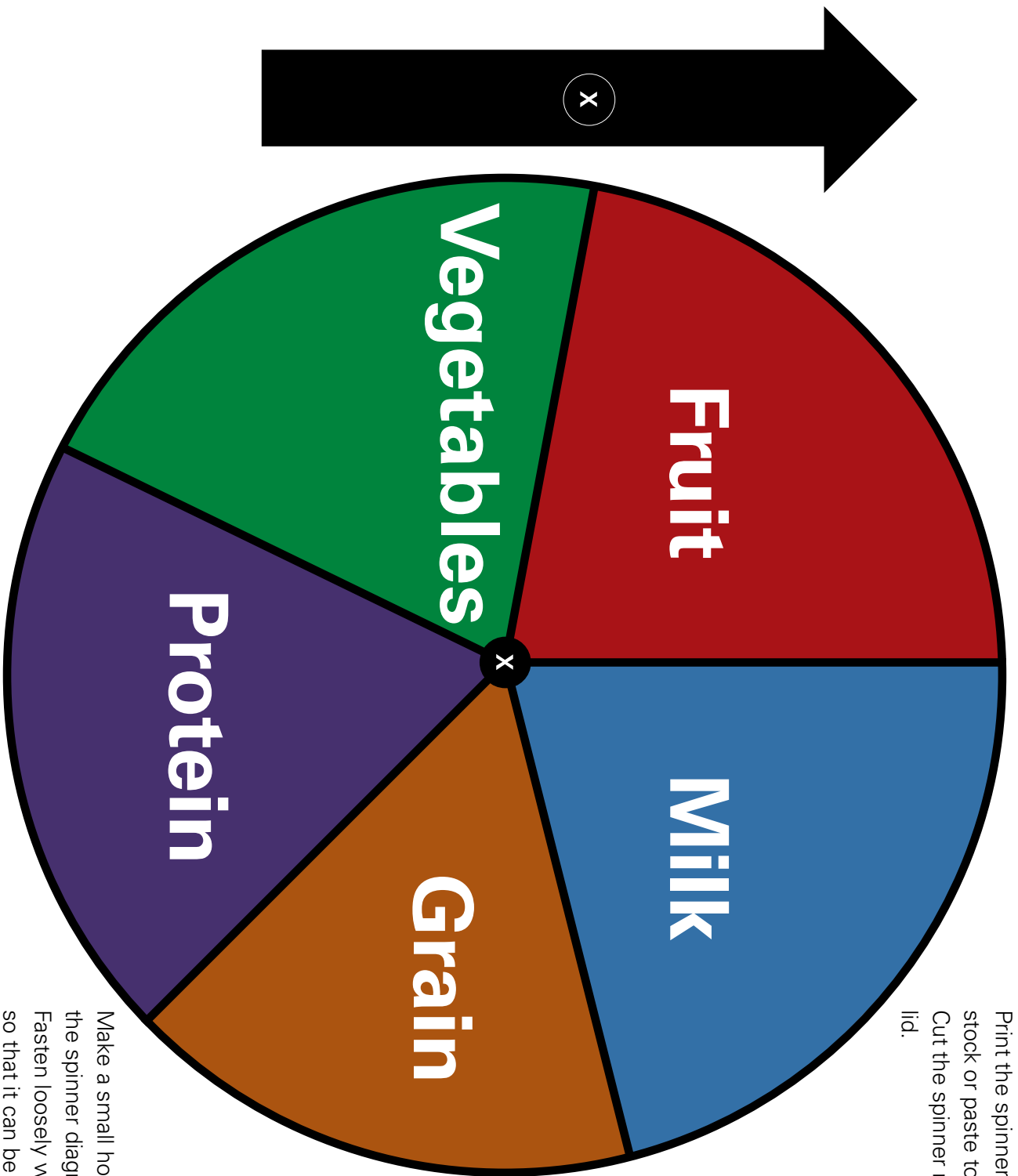




Protein







Print the spinner diagram on card stock or paste to a heavy tag board. Cut the spinner marker from a plastic lid.

Make a small hole in the center of the spinner diagram and the spinner. Fasten loosely with a brass fastener so that it can be spun.



15 minutes

Connection:

You will follow Rachel's instructions to make healthy moves.

Rachel Says

Directions:

(Played like "Simon Says") Instruct children to form a line standing side by side at one end of the room.

Tell them: "Rachel was a smart girl because she knew how to be active every day. We will be like Rachel. Do the actions that I describe but only if I say 'Rachel says' first. If I do not say 'Rachel says', then do **not** move. You will be sent back to the beginning if you move when I do not say 'Rachel says'.

Some actions to describe:

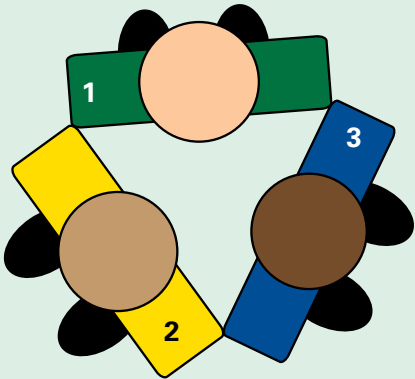
- Hop forward 3 hops
- Jump up and twirl around
- Do 4 frog leaps forward
- Gallop like a horse for 6 steps
- Fly like a bird forward 5 steps
- Step backward 3 steps
- Touch your toes 4 times with a step between each
- March with high knees 5 steps
- Bend to each side and stretch once

Ask children to suggest other movements.

The winner is anyone who gets to the other side of the room first.

Closure:

Which move did you like best? When could you do these moves?



15 minutes

Connection:

Rachel and Monica played together like we will play in this team activity. Everyone will need to do their part.

Back to Back

Discuss:

Is doing activities in a team more fun? Can your friends be a help to you when you have a hard job to do?

1. Group children into teams of 3 who will sit back to back in a tight circle with feet tucked in. See illustration
2. Number the children 1, 2, and 3.
3. Remind them how to circle right or left. Practice.
4. The leader calls out a number 1, 2, or 3 and names a direction.
5. The student with the matching number circles the group in the direction named and sits down quickly.
6. Keep score if desired. The group with the last person to be seated loses the round.
7. To make the game more challenging for older children change the numbers after a few rounds to 4, 5, and 6, etc. and the directions to clockwise and counterclockwise.

Closure:

Think of something that a good friend helps you to do. What is something you help your friend to do?



Family Fun

For a family activity check out the book, *Why Should I Eat Well* from your local library. Read together and then discuss your family's favorite lean protein sources.

Go Lean with Protein

Choose Variety in Protein

Most children get enough protein from the variety of food that is normally consumed. The principle issue with protein is keeping the choices low in fat and providing a variety of sources. Lean red meat and legumes are the best source of iron which is essential to a child's diet. Occasionally children who are very selective in their eating will need to be provided with many high protein choices.

- Choose seafood at least twice a week as the main protein food. Look for seafood rich in omega-3 fatty acids, such as salmon,

trout, and herring. Some ideas are salmon steak or loaf and grilled or baked trout.

- Choose beans, peas, or soy products often. Some choices are chili with beans, stir-fried tofu, lentil or white bean soups, baked beans, bean enchilada, garbanzo beans on a chef's salad, rice and beans, veggie burgers, or hummus spread.
- Choose unsalted nuts as a snack, on salads, or in main dishes. Use nuts to replace meat or poultry, not in addition to these items.

Start with a Lean Choice

- The leanest beef cuts include round steaks and roasts, top loin, top sirloin, and chuck shoulder and arm roasts.
- The leanest pork choices include pork loin, tenderloin, center loin, and ham.
- Choose extra lean ground beef.
- The label should say at least "90%" lean. You may be able to find ground beef that is 93% lean.
- Buy skinless chicken parts, or take off the skin before cooking.
- Boneless skinless chicken breasts and turkey cutlets are the leanest poultry choices.

- Choose lean turkey, roast beef, ham, or low-fat luncheon meats for sandwiches instead of luncheon/deli meats with more fat, such as regular bologna or salami.
- Keep it lean by trimming away all of the visible fat from meats and poultry before cooking.
- Broil, grill, roast, poach, or boil meat, poultry, or fish instead of frying.
- Drain off any fat that appears during cooking.
- Prepare foods without high fat sauces or gravies.

What to Look for on the Food Label

Check the Nutrition Facts label for the saturated fat, trans fat, cholesterol, and sodium content of packaged foods. Processed meats such as hams, sausages, frankfurters, and luncheon or deli meats have added sodium. Fresh chicken, turkey, and pork that have been enhanced with a salt-containing solution also have added sodium. Check the product label for statements such as “self-basting” or “contains up to _____% or _____.”

Check the ingredient and Nutrition Facts label to help limit fat and sodium intake. Low fat versions of many processed meats are available.



Protein Snacks for Kids

1. Cottage Cheese Fruit Delight— Top 1/2 cup cottage cheese with 1/2 cup of a favorite fruit.	2. Lean Low Sodium Meats—Choose low-sodium, natural, and lightly-flavored sliced meat such as turkey, roast beef, ham. Roll up with tomato or lettuce.	3. Seeds and Nuts— Convenient and easy to store. Mix nuts and cereal to make a trail mix. Almonds and pistachios are lower in fat than other nuts.	4. American Pie Oatmeal – Combine 1 2/3 cup water, pinch of salt, and 1 cup oats in a large, microwave-safe bowl. Microwave on high for 2 minutes, or until the oatmeal is hot. Stir in 1/2 cup cinnamon applesauce, 1/2 cup raisins and 2 teaspoons brown sugar. Divide in two.
5. Tuna Salad on Crackers—mix drained canned water-packed tuna with a bit of plain yogurt or low fat mayonnaise and spread on a sturdy whole grain cracker	6. Legumes—Dip vegetable sticks (carrots, celery, and snow peas) into hummus or black bean dip. Try a lentil salad.	7. Fruit and cheese sticks—Dice cheddar cheese into 1/2 inch squares (about 6) and rinse 6 grapes. On 6 toothpicks stack the grapes and cheese.	
8. Edamame Fun— Microwave frozen edamame to defrost (about 2 minutes). Enjoy by the handfuls.	9. Ants on a Log— Fill celery sticks with 1 tablespoon of nut butter. Top with raisins or almonds. Celery and raisins or nuts can also be spread on apple rings.	10. Yogurt Parfait—Top 1/2 cup low sugar yogurt with 1/2 cup fresh berries. Add whole grain cereal or almonds.	11. Blueberry Banana Protein Pancakes – Blend 1/2 cup quick oats, 1/2 cup fat free cottage cheese, 1/2 cup egg beaters or egg whites, 1/2 banana, 1 tsp vanilla. Stir in blueberries. Cook 1/4 cup on a hot griddle. Makes 6.
12. Flavored Milk Chiller— Blend 1 cup of your favorite flavor of milk with 1 cup of frozen fruit such as blueberries or raspberries.	13. Chocolate Milk— Choose a lowfat, low sugar brand of chocolate milk.	14. Hard-Boiled Egg— Fun to eat, low cost, and nutritious.	