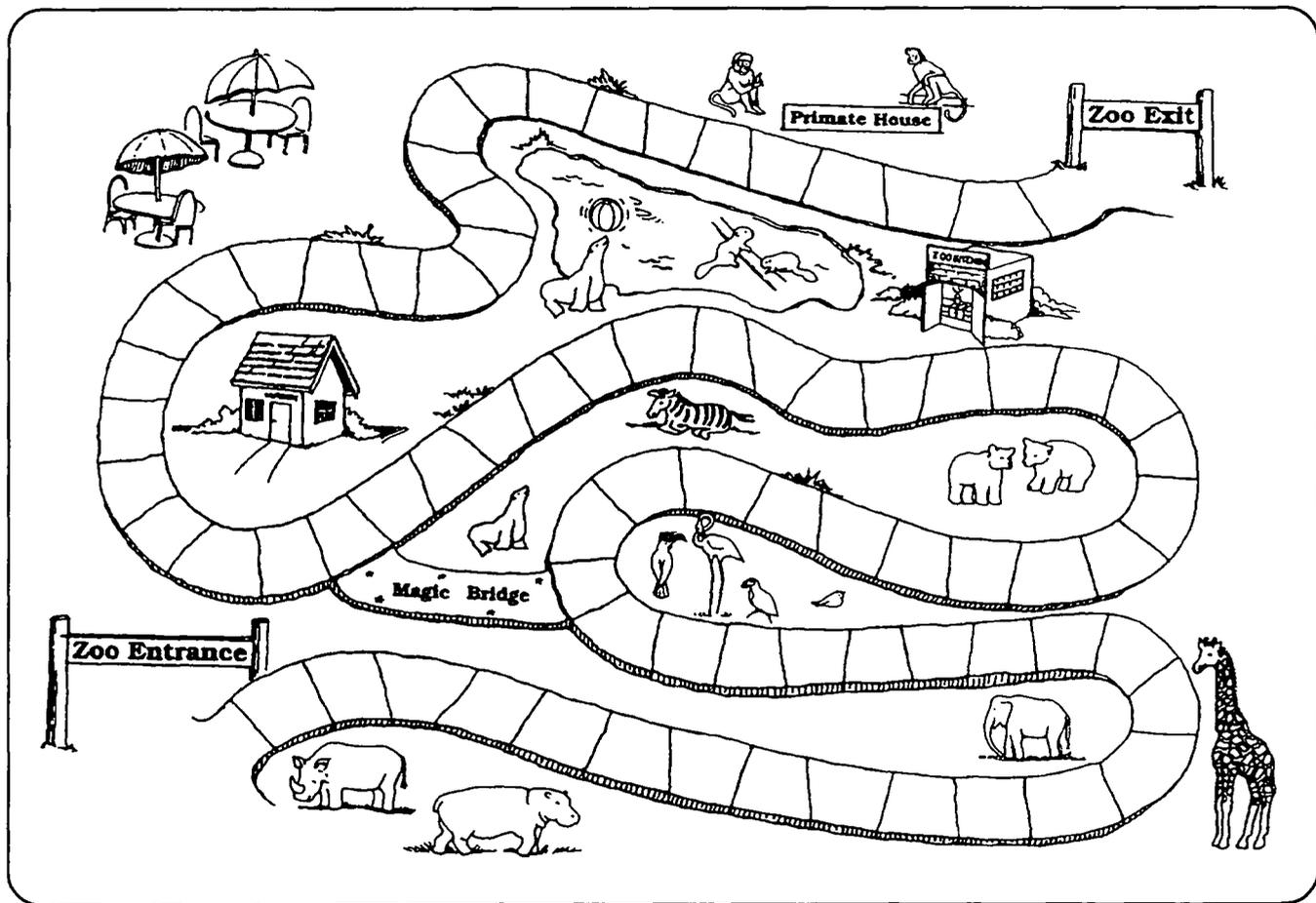


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Nutri-Kids Visit **THE ZOO**



Teacher Guide
Expanded Food and Nutrition Education Program (EFNEP)
PNW 479 • Revised January 1996
Oregon • Washington • Idaho

The Expanded Food and Nutrition Education Program (EFNEP) helps limited-income families in Oregon improve their nutrition practices. These include learning to:

- Stretch family food dollars
- Choose foods for better nutrition for family members
- Purchase food for nutritional needs
- Improve food production, preparation, storage, safety, and sanitation

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This is an Oregon 4-H Expanded Foods and Nutrition Education Program (EFNEP) School Enrichment publication. EFNEP is funded by the U.S. Department of Agriculture in cooperation with Oregon State University.

Nutri-Kids Visit the Zoo was prepared by Bonnie A. Lorenz, former EFNEP program assistant; Michael H. Holroyd, Extension agent, Marion County; and Margaret Lewis, Extension agent, Lane County; Oregon State University. January 1996 revision by Joy Delgado, graduate student in education, and Maria Souza, graduate student in nutrition, Oregon State University.

This first-grade publication, *Nutri-Kids Visit the Zoo*, was developed by the Oregon State University Extension Service Expanded Food and Nutrition Education Program (EFNEP). It is intended for use in the classroom but may be used in after-school settings.

This publication is designed to help first-graders learn about basic nutrition and a variety of foods. We have tested the material for age-appropriate reading level with the Fry Readability Scale and the USDA guidelines *Writing for Adults with Limited Reading Skills*.

The lessons are units of knowledge rather than units of time. It may take more than one session to cover all the materials presented in each lesson. Read each chapter's "Options" section carefully and select the options that you can complete in your meeting time. The options are designed for a class of 20-25 children. Each lesson option should take approximately 45-60 minutes, broken down as follows:

Story: 15 minutes

Worksheet: 5 minutes

Game or activity: 5 minutes

Food preparation 15-20 minutes plus cooking and eating time

We recommend that you recruit parents to help with the nutrition activities.

Nutrition content, worksheets and format have been reviewed by OSU Extension nutrition, child development, and youth specialists. The concepts correspond to the Oregon Department of Education *Health Education Comprehensive Curriculum Goals*, adopted in March 1988. According to these goals, first-grade children will:

- Name healthful foods
- List foods eaten often and look for a variety
- Describe a variety of foods and how they make you feel
- Identify foods that promote growth
- Explain the use of refrigeration, freezing, drying, and canning foods
- Discuss the pros and cons of sack and school lunches
- List people who might give reliable nutrition information
- Tell how to live a healthful life with good nutrition

Objectives

The main objectives are to:

- Encourage children to experience a variety of foods
- Help children learn to identify different foods and their benefits
- Support the Oregon Department of Education Health Education Curriculum (revised 3/88)

Secondary objectives are to:

- Help children understand the health benefits of eating a variety of foods
- Help children learn about the preservation of foods, and why foods are preserved
- Help children learn to make good decisions about their personal food intake

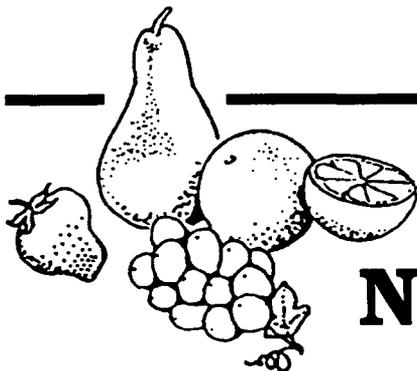
Nutrition information

The Food Guide Pyramid, the latest recommendations on nutrition from the U.S. Department of Agriculture, was released in 1992. You may remember that the number of food groups has varied over the past 50 years. The latest change includes five food groups and is intended to be a guide to provide the nutrients needed and to decrease the amount of fat consumed in the U.S. diet.

The food groups and recommended daily servings are as follows:

	All ages	Ages 5-6
Breads/cereals	6-11 servings	6-9 servings
Vegetables	3-5 servings	3-4 servings
Fruit	2-4 servings	2-3 servings
Milk	3 servings	2-3 servings
Meat/meat alternates	2-3 servings	2-2 1/2 serv.
Fats, oils, sweets	Use sparingly	Use sparingly

As you can see, whole-grain breads and cereals, nutrient-dense foods, and low-fat foods are emphasized. Ongoing research in this field and changing food



INTRODUCTION

Nutri-Kids Visit the Zoo

habits alter health recommendations nearly every decade. If your students leave your classroom impressed with the need to eat a variety of nutrient-rich foods, you have reached them with a powerful message that will aid their health throughout their lives. For more information about the Food Guide Pyramid, contact your local county Extension office.

Nutri-Kids Visit the Zoo emphasizes classification of foods into the correct food groups but does not discuss the number of servings recommended in each group.

How to use this publication

You can use this material as a nutrition lesson or integrate it into other curriculum areas. For example, use it in mathematics to help students practice counting or in science to teach them how food changes when it is cooked. You could use it in social studies to help children learn to work in groups or in reading to teach vocabulary words and how to read and follow directions.

Pre/post tests

Two simple pre/post tests are included in the student materials. Please have your students complete the pretests before you begin the lesson series. Have them complete the posttests as soon as they complete the lessons.

Options

Each lesson includes a story to be read by the teacher. We recommend the story be included in the presentation of materials. However, you can use the options (worksheets, food preparation,

song, poem, or game activity) independently. Each lesson also has four class participation options. Teachers may select any or all options provided for each lesson. The options are:

- Worksheets
- Food preparation (cooking)
- Food preparation (non-cooking)
- Poems, songs, or games

Preparation

First review each lesson and select one or more Options to do in your class/meeting time. You will need handouts for each child. Refer to the student workbook for worksheets and recipes for food preparation.

If you select food preparation, review the list of equipment and food items in the teacher guide. Have all materials on hand when you begin the lesson and make sure any preliminary food preparation is completed before your meeting time.

Selecting the lesson

This publication will help children learn about a variety of foods through stories and activities. Food and nutrition is the common theme. The lessons are designed to involve various senses and accommodate different learning styles. Through the story, worksheets, food preparation, and group learning, the lessons provide an integrated approach to nutrition education.

You will find detailed instructions for each lesson in the teacher guide. We recommend that you follow the lessons in the

Lesson plan guide for *Nutri-Kids Visit the Zoo*

To satisfy the Department of Education's *Health Education Comprehensive Curriculum Goals*, March 1988, children will learn to:

	Lesson						
	1	2	3	4	5	6	7
Name healthful foods	x		x	x			x
List foods eaten often and look for variety	x	x	x	x	x	x	x
Name a variety of foods and how they make one feel		x	x	x		x	x
Identify foods that promote growth		x	x	x		x	x
Explain the use of refrigeration, freezing, drying, and canning foods					x		x
Discuss the pros/ cons of sack lunch versus a school lunch	x						
List people who might give reliable nutrition information							x
Tell how to live a healthful life with good nutrition						x	

order they are presented. This provides consistency in the story. Answer keys for the worksheets are included in the teacher guide.

We suggest the use of food group posters and other large visual aids to reinforce food group concepts.

Evaluation

Please help keep this publication updated by completing the evaluation form on pages 27 and 28 in this guide. Your candid evaluation is critical for the quality control of this series. Please return the completed form after completing the lessons. Mail to: EFNEP Youth, Oregon State University, 161 Milam Hall, Corvallis, OR 97331-5106.

Before you begin the lessons, have the children do the pretests, pages 2–4 in the student workbook. For directions, see page 3 in this guide. For answers, see page 26 in this guide.

General information

This lesson intends to introduce children to a variety of foods with secondary emphasis on the Food Guide Pyramid; to discuss the pros and cons of school lunches and sack lunches; to talk about food safety in sack lunches; and to define nutrition.

After the lesson, children should be able to name the food groups in the Food Guide Pyramid and food components in each group; know how to talk about pros and cons of packing a lunch at home and choosing a school lunch; and be able to define nutrition.

Before the lesson

Read the lesson and select the option(s) you will use to support it. Review the list of materials and supplies. (**Note:** To evaluate this publication accurately, give the pretests before the lessons.)

Options

- Food preparation (non-cooking): *Peanut Butter Balls*
- Activity: *In My Lunch Pail I Packed...*

Materials and supplies

1. See *Pretest A* on pages 2 and 3 in the student workbook. Each child should have a copy.
2. See *Pretest B* on page 4 in the student workbook. Make sure each student has a copy.
3. Food preparation (non-cooking): *Peanut Butter Balls*. See page 5 in the student workbook for the recipe. You will need:
 - a place to wash hands
 - 1½ cups granola or unsweetened cereal
 - 1 tsp. cinnamon
 - ¼ cup dry milk
 - ¼ cup honey
 - ¾ cup peanut butter
 - mixing bowl
 - measuring spoons and cups
 - serving plate
 - napkins
 - wet sponges and paper towels for cleanup
4. *Letter to Parents*. See page 6 in this guide. Send the letter home with the students to recruit their parents' help with classroom activities.

Nutrition Goals

To reinforce the following Oregon Department of Education goals:

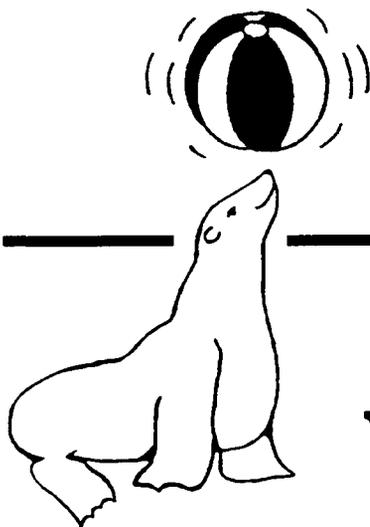
Discuss pros and cons of sack lunches and school lunches

Name healthful foods

List foods eaten often and look for variety

Story

Teacher: Today we will pretend we are traveling to the zoo. Our pretend trip will teach us about foods that we need to eat to grow strong and healthy. Why would we plan a pretend trip to the zoo to learn about foods? Because we will talk about animals who live at the zoo and the foods they eat. We will learn about foods we eat that are just like foods the animals eat. We will learn how foods help our bodies in many ways.



LESSON 1

We Are Going to the Zoo

Before we decide what to take to the zoo, we need to talk about food and nutrition. There are many foods to choose to eat. How do we choose? We need to choose food that helps us grow and be healthy. Most of these foods are:

- Breads and cereals
- Fruits
- Vegetables
- Milk or dairy food
- Meat and meat alternates (to make our story easier we will call these foods "meat")

Let's name some vegetables. (Examples include lettuce, potatoes, carrots.)

Let's name some fruits. (Examples include orange, apple, banana.)

Let's name some bread and cereal foods. (Examples include bread, tortillas, pancakes, crackers.)

What are some foods made from milk? (Examples include milk, cheese, yogurt, cottage cheese.)

What are some meats or meat alternates? (Examples include tofu, hamburger, peanut butter, fish, turkey, eggs.)

What does nutrition mean?

Nutrition is the food we eat and how our body uses it. We need good nutrition so we can grow, be healthy, and do and be the best we can. We need to eat many kinds of foods because each kind helps us in a different way. Our body is like a puzzle with each kind of food a puzzle piece. We need all the pieces to complete the puzzle and we need

all the food groups to be healthy. That's why we learn about many kinds of foods. Through our pretend trip to the zoo, we will learn how foods affect our bodies. Some of the animals we will meet don't need to eat foods from all the groups, but people need to eat lots of kinds of food every day to be healthy.

If we planned a pretend trip to the zoo for the day, we would need to take some things with us. What do we need to take? A coat, maybe a camera, and what else? How about a lunch? Every day we need to eat many kinds of foods. It's best to eat three meals and some healthy snacks. We would need a lunch for our pretend trip. Should we buy a lunch or pack a lunch? (Teacher addresses the class.)

Why should we buy lunch? (Allow children to answer.)

Why should we bring lunch from home? (Allow children to answer.)

I like to choose a school lunch or a lunch from home. If lunch is served to us at the zoo or at school, it might have foods we don't know. It might have foods that we would not choose or it might have some of our favorite foods. If lunch is served to us in school or on a trip, other people pick the food for us. In school, a person called a "dietitian" does the choosing. She or he chooses a variety of foods. It's a big job to make sure that a lunch tastes good and is good for us too.

For any meal, we have two decisions to make. First, do we want to be served or make our lunch? Second, if we make a

lunch, what do we put in it? If we bring lunch from home we choose the foods we eat. Together let's pack a lunch. What should we put in it? What foods do we need to eat? (Answer: fruits, vegetables, breads and cereals, milk, and meat.) What can we put in our lunch that is good for us and easy to eat? Some foods we can put in are:

- sandwich
- leftover chicken or other meat
- apple, orange, or pear juice
- milk
- cheese sticks or pieces of cheese
- yogurt
- carrot sticks, celery sticks
- crackers
- popcorn
- dried fruit or fruit rollup

These are easy foods to pack for lunch. We can eat most of them with our fingers. There are many foods to put in a sandwich. What kind of sandwich do you like, (*name of student*)? Let's name some sandwich foods. (Examples include peanut butter, cream cheese, turkey, meat loaf, ham and cheese, cheese, tomato, tuna, egg salad, bologna.)

Tonight, ask your mom, dad, or those you live with to help you think and talk about what makes a good, healthy lunch. It's important for us to learn about foods that help our bodies grow. This paper is for you to take home to them. Please ask them to read it and bring it back with you tomorrow. It will tell them about the foods we are studying, and ask for their help in writing about the foods you eat.

Activity instructions

Worksheet: Pretest A

Have students find pages 2 and 3 in the student workbook. Ask them to cut out the food pictures and paste them in the correct food group in the pyramid. If time permits, have them color the pictures. The answers are on page 26 in this guide.

Worksheet: Pretest B

Have students find page 4 in the student workbook. Ask them to draw a line from each food to the part(s) of the body this food helps. If time permits, have them color in the pictures. The an-

swers are on page 26 in this guide.

Food preparation (non-cooking): Peanut Butter Balls

See page 5 in the student workbook. Review the recipe. Wash the cooking surfaces, utensils, and your hands. Gather supplies and materials (see list on page 4). Conduct the activity.

Group activity: In My Lunch Pail I Packed...

Have the children sit in a circle. Have one child at a time repeat the phrase below and add

a food to it. The goal is for each child to add a food item at the end of the sentence and repeat the sentence with all the previous additions.

The teacher begins "In my lunch pail, I packed..." (for example, a peanut butter sandwich). The first child repeats "In my lunch pail I packed a peanut butter sandwich and an apple." The second child repeats "In my lunch pail I packed a peanut butter sandwich, an apple, and a carrot." Continue the exercise around the circle until all children have had an opportunity to add an item and repeat the sentence.

Letter to Parents

See page 4 in this guide. Involving parents in nutrition education is important to encourage good nutrition at home. If you choose the food preparation options, we recommend that you make a copy for each child and send it home with them. Sending home a copy of the food guide pyramid may be helpful to adults who may have learned about the four food groups in their schooling and have not used the pyramid.

Dear Parents or Guardians:

We are learning about food and nutrition and are studying foods. We will discuss the animals who live in the zoo, and compare the foods animals and people eat. Children will be sampling healthy foods and talking about foods they eat at school and at home. Your child will be bringing home papers from the foods and nutrition lessons. Please help your child with the papers.

We will prepare food in our class as part of the lessons. Would you like to join us and help cook? We will be cooking on _____ (date) at _____ (time). Please come and help us if you can.

Please sign the bottom of this sheet. Tell us if you can join us and when we can expect you. We look forward to your visiting our class and assisting us with our learning.

Teacher _____ Phone _____

----- **Tear off and return to teacher** -----

I will come help with the cooking activity on _____ (date) at _____ (time).

I am not able to help at this time, but may be able to help in the future.

I am not able to help in the classroom at this time.

Name of child _____

Parent or Guardian signature _____

Questions or comments: _____

The purpose of this lesson is to introduce the Zoo Game and Zippy the Zookeeper and to explain health benefits of eating fruits, vegetables, breads, and cereals. This lesson starts the tour of the zoo with an emphasis on foods eaten by animals and humans.

General information

After this lesson, children should be able to talk about a variety of foods and personal food consumption; review what foods people, hippopotamuses, and rhinoceroses eat; discuss the differences in taste, sound, and feel in the mouth when eating fruits, vegetables, breads, and cereals; and discuss how eating fruits, vegetables, and grains helps us grow and stay healthy.

Before the lesson

Read the lesson and select the option(s) you will use to support this lesson. Review the list of materials and supplies. Take time to review the concepts taught in the previous lesson.

Review from Lesson 1

- Vocabulary: nutrition, dietitian, variety
- Variety of foods
- Pros and cons of school lunches and sack lunches
- Definition of nutrition

Options

- Worksheet: *The Zoo Game*
- Worksheet: *Something is Missing*
- Food preparation (cooking): *Apple Muffins*
- Food preparation (non-cooking): *Carrot, Apple, and Raisin Salad*
- Activity: Team Skipping Relays

Materials and supplies

1. See *Zoo Animals* on page 6 in the student workbook. Make sure each child has a copy.
2. See *Foods Hippos Eat* worksheet on page 7 in the student workbook. Make sure each child has a copy.
3. Food preparation (cooking): *Apple Muffins*. See page 8 in the student workbook for the recipe. The recipe yields 12 large muffins, $\frac{1}{4}$ for each student to taste. For 36 muffins you will need:
 - a place to wash hands
 - 4 cups flour
 - $\frac{3}{4}$ cup sugar
 - 2 Tbsp. baking powder
 - 1 tsp. salt
 - 3 eggs
 - $2\frac{1}{4}$ cups milk
 - 1 cup oil
 - $1\frac{1}{2}$ tsp. cinnamon
 - 3 cups diced apples (6 small apples)
 - $\frac{3}{4}$ cup raisins
 - mixing bowl
 - muffin pan(s)

Nutrition Goals

To reinforce the following Oregon Department of Education goals:

List food eaten often and look for variety

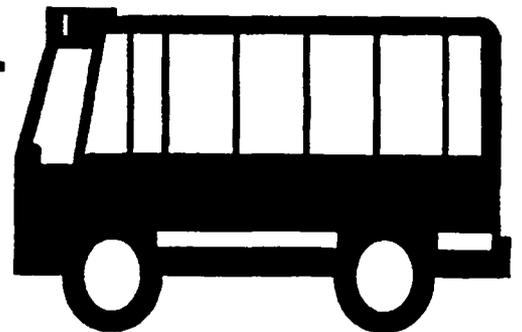
Describe a variety of foods and how they make you feel

muffin pan paper liners
measuring cups and spoons
wooden spoons knife cutting board
oven napkins

4. Food preparation (non-cooking): *Carrot, Apple, and Raisin Salad* See page 9 in the student workbook for the recipe. To serve 30 you will need:
 - 4 carrots
 - $\frac{3}{4}$ cup raisins
 - 1 apple
 - $\frac{1}{2}$ cup plain yogurt
 - 2 Tbsp. mayonnaise
 - 2 bowls
 - grater
 - measuring cups and spoons
 - knife cutting board
 - small cups and spoons
- For larger tastes, increase recipe to 6 carrots, 2 apples, and 1 cup raisins. Use dressing recipe as is.

LESSON 2

The Bus to the Zoo



Story

Teacher: Did everyone bring a lunch? Is it full of tasty foods? Do they make a noise when you eat them? Did you bring everyday foods—full of nutrients—or did you bring sometimes foods—ones that won't keep us healthy if we eat them all the time? I put many kinds of foods in my lunch, including a peanut butter sandwich. Peanut butter is a meat food. Dried beans, nuts, nut butters, and eggs are in the meat group. I have two pieces of bread in my sandwich. I also have a banana and some milk in my thermos in my lunch.

Does anyone know what the hippos and rhinos eat? (Allow time for answers.) They eat fruits, vegetables, breads, and cereals. The hippos love carrots. The big rhino's favorite food is bananas. Every day the hippos and rhinos eat apples, carrots, oats, and hay.

Do you eat any of these foods? I eat apples, carrots, and bananas. I eat oats in oatmeal. I don't eat hay! I eat four of the five things the hippos and rhinos eat. Imagine that. How many do you eat?

How do foods help us grow and be healthy? Food is made up of tiny things we call nutrients. Nutrients help our bodies in many ways. The nutrients in fruits and vegetables help fight off

colds and infections and help us to see. Carrots especially help animals and people to see. They help people see the sun set and use their eyes in the dark. They also help people see the sun rise and the daylight that comes out in the morning. Oranges and melons help heal cuts.

People don't eat hay! But we eat other breads and cereal foods. We eat oats and wheat. Moms and dads cook with them to make bread, pancakes, crackers, and birthday cakes. There are nutrients in hay, so animals who eat it grow and are healthy. The nutrients in cereals and breads help our body use the air we breathe and give us lots of energy.

Now you see that eating many different foods helps animals and people in many ways! We will see more animals and the foods they eat, and we'll learn more about how foods help them grow. We'll talk about how food is important for kids and grown-ups!

Activity instructions

Worksheet: Zoo Animals

Color the animals. If you wish, have them cut out the animals for a bulletin board.

Worksheet: Foods Hippos Eat

Have students find page 7 in the student workbook. Ask them to draw a line to foods hippos eat.

Food preparation (cooking): Apple Muffins

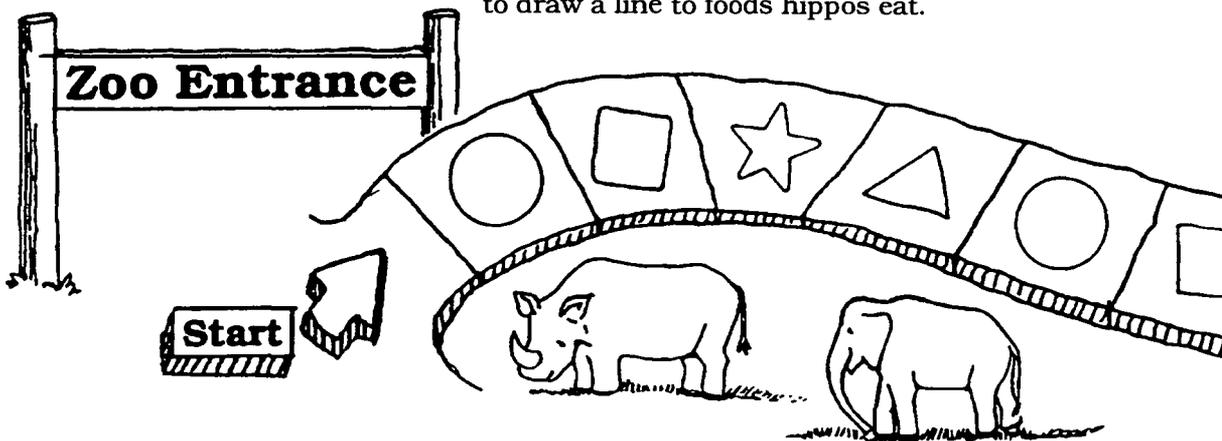
See page 8 in the student workbook for the recipe. Review the recipe. Clean the cooking surfaces, utensils, and your hands. Gather materials and supplies. Conduct the activity.

Food preparation (non-cooking): Carrot, Apple, Raisin Salad

See page 9 in the student workbook for the recipe. Review the recipe. Clean the cooking surfaces, utensils, and your hands. Gather materials and supplies. Conduct the activity.

Group activity: Team Skipping Relays

Separate the class into four or five teams of five children per team (or an equal number of children per team). Have a clear space about 10 feet long for the teams to skip up and back. Have each child name a specific variety of food to his or her skip. The team who has all team members name a food item and skip the course fastest wins. The teacher should designate a food type for the number of the child, for example: first child—fruits; second child—vegetables; third child—breads and cereals; fourth child—milk; fifth child—meat.



Lesson 3 will teach children the benefits of eating fruits, vegetables, breads, cereals, and eggs (meat group), and will reinforce eating a variety of foods. After this lesson, children should be able to discuss health benefits of eating fruits, vegetables, breads, cereals, and eggs (meat group); and talk about what animals eat.

Before the lesson

Read the lesson and select the option(s) you will use to support this lesson. Review the list of materials and supplies. Take time to review the concepts taught in the previous lesson.

Review from Lesson 2

- Vocabulary: nutrients, meat and dried bean foods
- Health benefits from fruits and vegetables, and breads and cereals
- Foods eaten by animals and humans

Options

- Worksheet: *Numbers*
- Food preparation (cooking): *Deviled Eggs*
- Food preparation (non-cooking): *Banana Buses*
- Poem: *Foods are a Treat*

Materials and supplies

1. See page 10 in the student workbook for *Numbers*. Make sure each child has a copy of the paper.
2. Food preparation (cooking): *Deviled Eggs*. (Optional: just boiled eggs.) See page 11 in the student workbook for the recipe. The recipe given yields 20 servings of $\frac{1}{2}$ egg each. For 30 servings you will need:
 - 15 eggs
 - $\frac{3}{4}$ cup mayonnaise
 - 1 Tbsp. mustard
 - saucepan
 - bowl
 - ricer/masher
 - knife
 - cutting board
 - measuring cups and spoons
 - water
 - napkins

Nutrition Goals

To reinforce the following Oregon Department of Education goals:

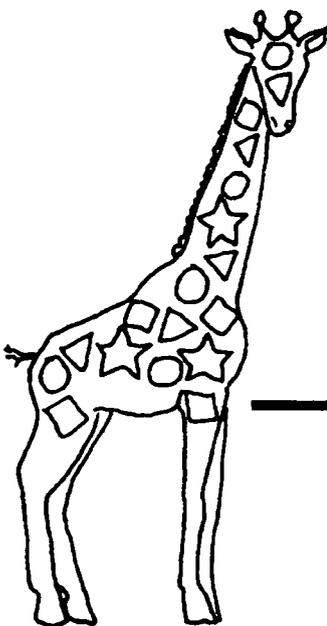
Name healthful foods

List foods eaten often and look for variety

Describe a variety of foods and how they make you feel

Identify foods that promote growth

3. Food preparation (non-cooking): *Banana Buses*. See page 12 in the student workbook for the recipe. The recipe given yields 4 buses. Do 8 times the recipe for 32 buses. You will need:
 - 8 bananas
 - 9 oranges
 - 3 cups raisins (about 10 raisins per bus)
 - several knives and cutting boards
 - 2 boxes toothpicks
 - napkins/paper plates
4. Optional poem: *Foods are a Treat*. See page 12 in this guide. Make a copy for each child or make an overhead transparency.



LESSON 3

Giraffes, Elephants, Birds

Story

What if a giraffe had a sore throat? Do you think that would hurt? That's a LONG throat! Maybe that's why giraffes eat so many fruits and vegetables. Do you remember what fruits and vegetables do for us? They help fight off colds and sore throats.

Here at our zoo the giraffes eat hay, oats, carrots, apples, and pellets. Pellets are made by mixing many kinds of grains with water or molasses. The mixture is pressed together and dried into round shapes. In Africa where giraffes come from, they eat lots of leaves. Their long necks help them reach way up in the trees. The necks also bend to eat grass or hay on the ground.

Let's look at the elephants. What food do you think of when you hear the word "elephants"? Peanuts! They love salted peanuts. Our elephants won't eat peanuts unless they are salted.

Everybody needs a little bit of salt. Too much salt isn't good for us. The big elephants need some salt, too.

Elephants eat lots of hay. Every day we feed them apples, carrots, and bananas. They also eat potatoes and cauliflower. They love cantaloupe and oranges. The 10 elephants here at the zoo eat more than a ton of food every day. A ton is 2,000 pounds.

All the foods except hay are foods people eat. We've talked about carrots and apples. Potatoes and cauliflower are vegetables. Cantaloupe and oranges are fruits. We know they help fight infections. They help heal cuts and bruises. Oranges have a lot of vitamin C. Potatoes have vitamin C too. They can be

mashed, baked, or hash browned. Potatoes taste good. Aren't we learning neat things about food? Isn't it exciting to know that the things we eat really help us?

There are many kinds of pretty birds in the aviary. An aviary is a home where the birds live. These special birds must be kept warm all year because they usually live in warm places.

What do birds eat? They eat seeds and fruit. They really like oranges, tangerines, apples, and bananas. All the animals we have seen on our trip eat bananas and apples. In the zoo the birds eat a lot of hard-cooked eggs. We cook them, peel them, and cut them into tiny pieces. Birds love the taste of eggs.

How do eggs help us? Eggs help build our muscles. One nutrient in eggs is called protein. Protein helps build our skin, hair, nerves, and other parts of the body. The peanuts the elephants eat have protein. Eggs and other meat and dried bean foods are important. I'm happy to know these things, because they help me understand why we must eat many kinds of foods every day.

Activity instructions

Worksheet: Numbers

Have students find page 10 in student workbook. Ask them to cut out the clumps of peanuts and paste the correct one over each number. If time permits, have them color in the picture. Optional: peanuts in shells can be used instead of cutting and pasting. Students can eat the peanuts after the activity.

Foods are a Treat

*I'm a little birdie
sitting in the tree.
Apples and bananas are
very good for me.*

*I'm a great big hippo
happy just to stay
right here in the water
and munch upon my hay.*

*I have a fancy neck
and eat leaves from trees.
I think that you have
guessed it,
a big giraffe—that's me*

*I'm a Nutri-Kid,
and I like to eat
many kinds of foods.
They are such a treat.*

*We are all so lucky
to have good food to eat.
Many, many choices
It just can't be beat.*

Food preparation (cooking): Deviled Eggs

See page 11 in the student workbook. Review the recipe. Clean cooking surfaces, utensils, and hands. Gather materials and supplies. Conduct the activity.

Food preparation (non-cooking): Banana Buses

See page 12 in the student workbook. Review the recipe. Clean cooking surfaces, utensils, and hands. Gather materials and supplies. Conduct the activity.

Poem: Foods are a Treat

Make copies of poem, or make an overhead to project for reading. Read aloud and have the students repeat with you.

In this lesson, the students will further discuss the benefits of eating meat foods and more of the benefits of eating green vegetables.

General information

After this lesson, children should be able to discuss the effects on health of eating a variety of foods, with an emphasis on foods from the meat group.

Before the lesson

Read the lesson and select the option(s) you will use to support this lesson. Review the list of materials and supplies. Take time to review the concepts taught in the previous lesson.

Review from Lesson 3

- Vocabulary: pellets, salt, nutrient in eggs, protein, aviary
- How fruits and vegetables, breads and cereals affect health
- Importance of eating eggs and meat/dried bean foods

Options

- Worksheet: *Crossword Puzzle*
- Food preparation (non-cooking): *Tuna Salad*

- Food preparation (non-cooking): *Lettuce Rolls*
- Game: *Toss the Ball and Name a Food*

Materials and supplies

1. See page 13 in the student workbook for *Crossword Puzzle*. Make sure each child has a copy of the paper.
2. Food preparation (non-cooking): *Tuna Salad*. See page 14 in the student workbook for the recipe. To serve 30 you will need to double the recipe. You will need:
 - a place to wash hands
 - 4 cans of tuna
 - 1 cup pickle relish or chopped pickles
 - 3 stalks celery
 - ½ cup mayonnaise
 - 30 crackers
 - mixing bowl
 - wooden spoon
 - measuring cup
 - knife
 - cutting board
 - 30 paper towels

Nutrition Goals

To reinforce the following Oregon Department of Education goals:

Name healthful foods

List foods eaten often and look for variety

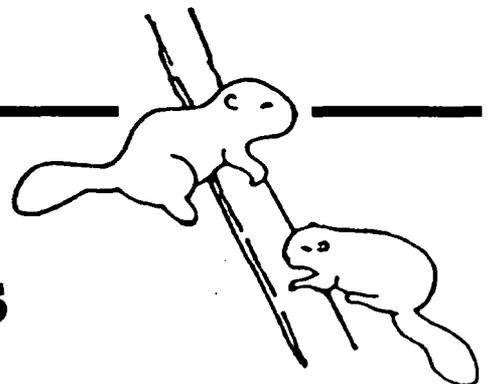
Describe a variety of foods and how they make one feel

Identify foods that promote growth

3. Food preparation (non-cooking): *Lettuce Rolls*. See page 15 in the student workbook for the recipe. To serve 30 you will need:
 - a place to wash hands
 - 2 heads lettuce
 - 1 lb cheese
 - jar of peanut butter (optional)
 - grater
 - 30 plastic knives (if using peanut butter)
 - box of toothpicks
 - 30 paper plates/towels
4. See page 15 in this guide for the explanation of *Toss the Ball and Name a Food*. You will need a ball.

LESSON 4

Bears, Otters, Beavers



Story

Look at those big polar bears (page 6 in the student workbook)! They have thick, white fur that keeps them warm. They live in very cold places where there is a lot of snow and ice. Our weather seems really hot to them so they swim a lot. The pool keeps them cool.

What do you think polar bears eat? (Allow time for answers.) We feed them fish. There are many kinds of fish to eat. People eat fish, too. What kinds of fish do we eat? (Examples include tuna, salmon, trout, sardines, bass, cod, perch.)

What kind of food is fish? (Answer: Meat/dried bean.) We remember eggs, nuts, tofu, and dried beans are counted as meats because they have protein and other nutrients.

Here at the zoo, all the bears are fed a biscuit that looks like a big dog biscuit. It's made with ground meat, ground oats, ground wheat, and vitamins and minerals. These "bear biscuits" have a lot of the protein that bears need to be healthy.

Let's look in the next cage. Here are the sun bears. They are small compared to the polar bears. They are called sun bears because they like to sleep in the warm sun. They eat carrots and apples. Crunch, crunch, crunch!

They also eat the "bear biscuit." They don't eat fish.

Now let's see the brown bears, who are the biggest bears in our zoo. They eat the same food as the sun bears. We give all the bears fresh meat as a treat. Everyone likes treats. I like fruit. All the bears like meat. Rhinos like bananas. All these treats taste good and are good for us too.

How does meat help bears and people grow and stay well? The bears have shiny fur. When our hair is healthy, it is pretty and shiny. The protein in meat helps hair grow and stay shiny. It helps our skin stay healthy, too. Our skin is a very special thing. It protects us from disease and from losing water. Have you ever thought what you would look like without skin? Meat foods also help us have healthy blood and nerve cells. Meats help our bodies heal cuts and bruises. Meats help us grow.

Our bear biscuits have wheat and oats in them. Those are breads and cereals. Breads and cereals are our best sources of energy. Energy is what you need to jump, run, think, and draw. Breads and cereals, especially whole-wheat ones, help us use all the other foods we eat. Breads and cereals help us grow. They help our nerves stay healthy. Do

you know what nerves are? Nerves are like telephones that let the brain and our body parts talk. Nerves let us feel hot and cold, soft and hard, pain and comfort. Our nerves let us see, smell, and hear. Our nerves tell our muscles how and when to work. Our nerves help make our body do what our brain tells it to do. Keeping nerves healthy is very important. That's why breads and cereals are so important. Isn't that interesting?

Look at the otters and the beavers. Otters eat meat and fish. Otters are good swimmers and can catch fish easily. We feed them meat and fresh fish. They don't eat fruits, vegetables, breads, or cereals. The otters are my favorite animals to watch. They look like they're having fun! They dive, swim, and chase each other. They come up for air and do it again. When they're tired they rest on the rocks. I think they're cute.

What about the beavers? What do they eat? They eat fruits and vegetables, especially lettuce, carrots, apples, and green leafy vegetables. What is a green leafy vegetable? Do we eat green leafy vegetables? (Allow time to answer.) What kinds? (Examples include spinach, lettuce, kale, collard greens, mustard greens, chard.)

Green leafy vegetables have special ways to help our eyes and our skin. They help our nose, throat, and stomach fight off germs. Germs are tiny things that can make us sick. The foods the beavers eat help them stay healthy. Food gives beavers the energy to swim and cut down trees to build their homes or dams. Food helps them be the best they can be, and the foods we eat help us, too.

Activity instructions

Worksheet: Crossword Puzzle

Have students find page 13 in the student workbook. Read the question and write the answer in

the correct space in the puzzle. The answer key is on page 26 in this guide. (Make an overhead transparency and guide them through the puzzle process.)

Food preparation (non-cooking): Tuna Salad

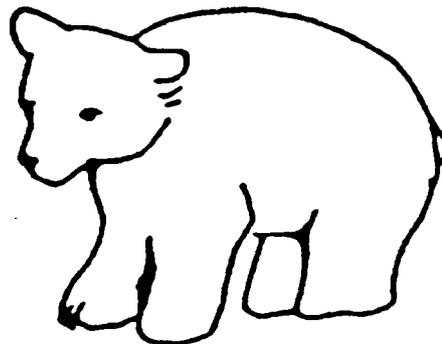
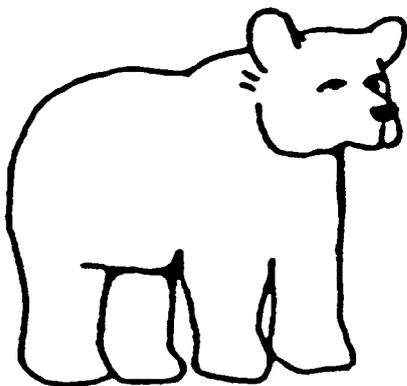
Refer to page 14 in the student workbook. Review the recipe. Clean cooking surfaces, utensils, and hands. Gather materials and supplies. Conduct the activity. Ask students to name the foods and in which food group they belong.

Food preparation (non-cooking): Lettuce Rolls

Refer to page 15 in the student workbook. Review the recipe. Clean cooking surfaces, utensils, and hands. Gather materials and supplies. Conduct the activity.

Group Game: Toss the Ball and Name a Food

Have the children sit in a circle. Each child names a food when the ball is tossed to him or her. He or she catches the ball, says the food name, then tosses the ball to another student in the circle. Give each student a turn.



This lesson will discuss the health benefits of milk and dairy products, and talk about babies and their dietary needs.

General information

After this lesson, the children should be able to discuss the effect of milk and dairy food products on health and well-being, and to talk about the dietary needs of babies.

Before the lesson

Read the lesson and select the option(s) you will use to support this lesson. Review the list of materials and supplies needed. Take time to review the concepts taught in the previous lesson.

Review from Lesson 4

- Vocabulary: protein, brain, nerves, germs, green leafy vegetable, muscle
- How eating meat/dried bean foods affects health
- How eating green leafy vegetables affects health

Options

- Worksheet: *People, Foods, Animals*
- Food preparation (cooking): *Biscuits*

- Food preparation (non-cooking): *Trail Mix*
- Game: *Names and Foods with the Same Letter*

Materials and supplies

1. See *People, Foods, Animals* on page 16 in the student workbook. Make sure each child has a copy of the worksheet.
2. Food preparation (cooking): *Biscuits*. See page 17 in the student workbook for the recipe. To make 36 biscuits, triple the recipe. For the triple recipe you will need:
 - a place to wash hands
 - 6 cups flour (plus $\frac{1}{4}$ cup for rolling) (optional: substitute 2 cups whole wheat flour for 2 cups white flour)
 - $\frac{1}{4}$ cup baking powder
 - $2\frac{1}{4}$ tsp. salt
 - $1\frac{1}{2}$ cup margarine
 - $1\frac{1}{2}$ cup milk
 - mixing bowl
 - surface to roll biscuits
 - table knives or pastry cutter
 - biscuit cutter (or drinking glass)
 - rolling pin
 - measuring cups and spoons
 - wooden spoon
 - cookie sheets
 - hot pads
 - oven
 - napkins

Nutrition Goals

To reinforce the following Oregon Department of Education goals:

Name healthful foods

List foods eaten often and look for variety

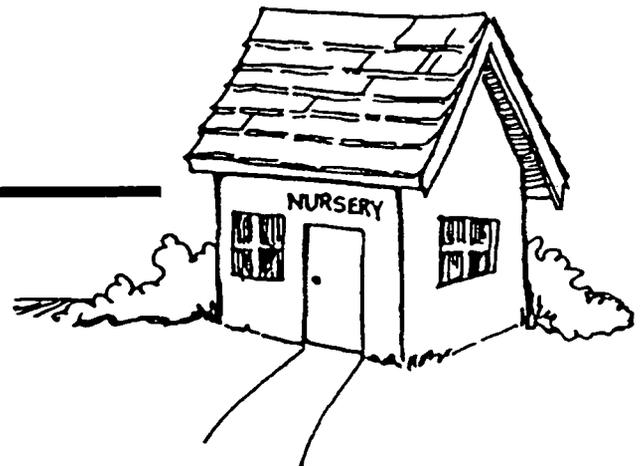
Describe a variety of foods and how they make you feel

Identify foods that promote growth

3. Food preparation (non-cooking): *Trail Mix* See page 18 in the student workbook for the recipe. For 30 samples you will need:
 - a place to wash hands
 - 2 cups peanuts
 - $\frac{1}{2}$ cup raisins
 - other mixed nuts and dried fruits if desired
 - mixing bowl
 - measuring cups
 - napkins

LESSON 5

The Nursery



Story

What is a zoo nursery? (Allow time to answer.) A place to take care of baby animals. We bring mothers and their new babies here if they need help. Most babies and mothers stay in their regular zoo homes, but if there's a problem, they're moved here. We need to make sure the babies and mothers stay healthy. Today there is a baby antelope and a baby red panda. Both were born 3 days ago.

Baby animals in the zoo drink their mother's milk. Baby animals and human babies need a lot of milk to help them grow. Milk foods have calcium, a nutrient that helps us have strong bones and teeth and helps our muscles work. The baby animals in the zoo nurse from their mothers. If babies cannot nurse, we give them milk or formula from a bottle. It's best for all babies, animals and humans, to drink their mothers' milk.

When babies grow big enough they start to eat the same foods their mothers eat. Most animal babies stop drinking milk, but people always need to eat some milk foods or other calcium foods. Remember our puzzle? The pieces are food and our body is the whole puzzle. We need all the

pieces or a variety of foods to complete the puzzle. We need milk or other calcium foods every day.

I work in the nursery when there are babies here. I get to hold some of the babies. Mother animals like to take care of their babies. They lick them to keep them clean and hide them to keep them safe.

Two other animals in our zoo eat milk foods. The mother red panda eats a special cereal no other animal in the zoo eats. We make it with baby formula, raw eggs, and baby oatmeal. The red pandas really like this mush. Do you think you would like it? One day I tasted it, and it wasn't so bad.

What do we eat or drink that is made from milk? (Examples include cheese, milk, milkshakes, yogurt, cottage cheese, sour cream.)

The monkeys love yogurt. They eat it for a treat. Oh, my, it's lunch time. Let's take a rest and eat our lunches. All this talk about food has made me hungry.

Activity instructions

Worksheet: *People, Foods, Animals*

Have students find page 16 in the student workbook. Ask them

to draw a line from each food item to the person or animal who eats it. If time permits, have them color the picture. Refer to page 26 in this guide for the answers.

Food preparation (cooking): *Biscuits*

Refer to page 17 in the student workbook. Review the recipe. Clean cooking surfaces, utensils, and hands. Gather materials and supplies. Conduct the activity.

Food preparation (non-cooking): *Trail Mix*

Refer to page 18 in the student workbook. Review the recipe. Clean cooking surfaces, utensils, and hands. Gather materials and supplies. Conduct the activity.

Group Game: *Names and Foods with the Same Letter*

Have the children sit in a circle. Each child thinks of a food that starts with the same letter as his/her first name. Example: Bonnie Banana, Fran French toast, Mike Macaroni, Margaret Mashed Potatoes, Cindee Cantaloupe, Jay Jerky, Sue Strawberry. Go around the circle and allow each child to have a turn.

This lesson introduces children to ways of preserving food, including canning, freezing, drying, and refrigeration. It also lists a variety of foods.

General information

After the lesson, children should be able to discuss the purpose of refrigeration, freezing, canning, and drying; and talk about cleanliness and hygiene.

Before the lesson

Read the lesson and select the option(s) you will use to support this lesson. Review the list of materials and supplies. Take time to review the concepts taught in the previous lesson.

Review from Lesson 5

- Vocabulary: nursery, milk foods
- How eating meat/meat alternate foods affect health
- What foods are in the meat group
- How eating milk products affects health
- Personal consumption of milk and dairy foods

Options

- Worksheet: *Where am I Stored?*
- Food preparation (non-cooking): *Vegetable Snacks*
- Food preparation (non-cooking): *Yogurt Milkshakes*
- Game: *Fill in the Sentence*

Materials and supplies

1. See *Where Am I Stored?* on pages 19 and 20 in the student workbook. Make sure each child has a copy of the paper. .
2. Food preparation (non-cooking): *Vegetable Snacks*. See page 21 in the student workbook for directions. For enough vegetables for all to taste, you will need:
 - a place to wash hands
 - 4 carrots
 - 3 parsnips
 - 3 turnips
 - 2 jicama
 - a paring knife
 - a vegetable peeler
 - 30 paper cups
3. Food preparation (non-cooking): *Yogurt Milkshakes*. See page 22 in the student workbook for the recipe. For 30 samples in small cups, you will need:
 - a place to wash hands
 - 1 6-8 oz carton plain yogurt
 - 1 12-oz can frozen orange juice concentrate
 - 2 bananas
 - 2-3 cups ice cubes
 - 30 small cups

Nutrition Goals

To reinforce the following Oregon Department of Education goals:

Explain the reasons for refrigeration, freezing, drying, and canning

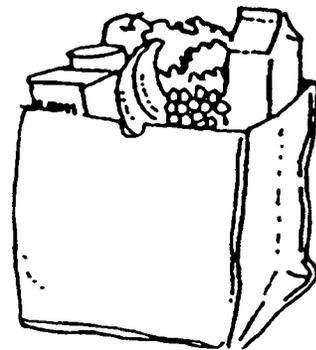
List foods eaten often and look for variety

The pros and cons of sack lunches versus school lunches

Story

Zippy: We have seen many of our zoo friends eat. Now it's our turn to eat. It's lunch time and I'm hungry. Let's rest and eat our lunch. There's a big grassy area where we can relax and eat. We can sit at the tables. A big statue of a bird is on the edge of the grass. The statue is a drinking fountain. We'll use it to wash our hands. Let's skip down there.

Is everyone here? Before we eat, we need to wash our hands. We have touched many things. There are tiny germs we cannot see on our hands. These germs can make us sick. **Always wash your hands before eating or cooking.** That will wash away some germs. Line up and scrub those hands!



LESSON 6

Lunch Time

The tiny germs that we washed off our hands can be on food, too. The germs grow when the food is warm. That is why we store some foods in refrigerators and freezers. The food is kept cold. The cold keeps the germs from growing. Or, we keep foods very hot in the oven or on the stove. The heat also keeps germs from growing. Germs don't like it too hot or too cold.

Germs can grow on moist foods with lots of protein (such as cooked meat and chicken, tuna, hard-cooked eggs, and potato or pasta salad). Insulated containers help to keep these foods at the right temperature so the germs can't grow.

Insulated containers keep food hot or cold. They let us bring foods in our lunch that need to stay hot or cold. In the winter, I like to have hot soup for lunch. I'm glad I have a thermos in my lunch pail.

When you can't keep your lunch in a refrigerator or insulated container, it's important to have foods that won't spoil. Peanut butter and cheddar cheese are good choices for sandwiches.

Now that we all have washed our hands, we can sit down and

eat lunch. I brought a good lunch. While we eat we can play a food game. (Refer to page 20 in this guide for instructions.)

We'll all take a turn filling in this sentence. Think of a food. Fill in the sentence with the name of the food, its color and its shape. Some examples are:

I am a zucchini and I am long and green.

I am an orange and I am round and orange.

I am an apple and I am round and red.

I am a lettuce leaf and I am flat and green.

I am a noodle and I am Long and white.

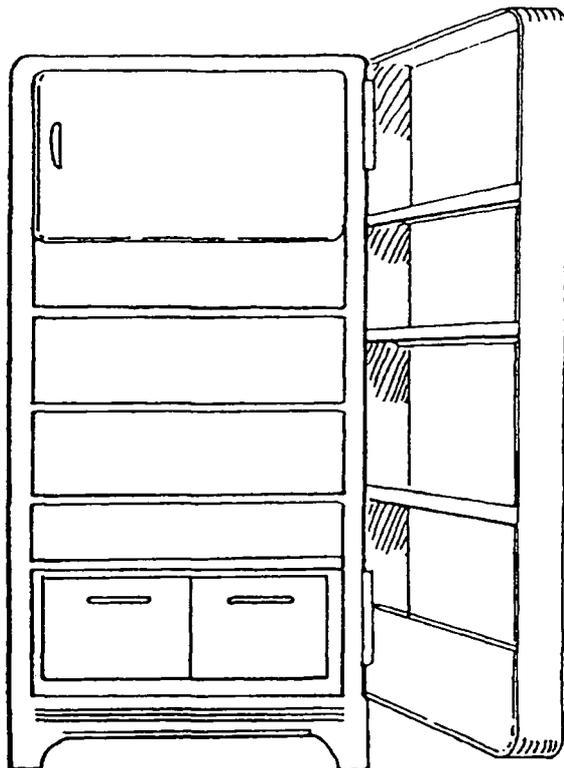
(Note: When each child has had a turn, return to the story.)

We've finished our game. Let's talk more about how we keep food. We store food so we won't get sick from tiny germs. We

know about keeping things cold in the refrigerator and freezer. There are two other ways to keep food. How do you buy tuna? (Answer: In a can.) Canning food is a good way to store it for eating later. The food is put in a jar and heated to kill the germs and make the food safe for eating. Canning lets us eat foods even when they aren't growing outdoors. It helps us eat many kinds of foods all year.

Another way to store food is to dry it. Do you eat fruit rollups or raisins? They are dried fruit. The food is put in big machines that blow hot, dry air on it. Fruit also can be dried in the sun. Drying helps store food for eating later, just like canning.

Freezing is a way to save food. To freeze food we put it in a very cold place that makes it like ice. Freezing makes germs stop growing.



Activity instructions

Worksheet: *Where Am I Stored?*

Have the students find pages 19 and 20 in the student workbook. Ask the students to cut out each food item and paste each item in the area of the kitchen where it is stored. If time permits, have the students color in the pictures. Refer to page 26 in this guide for answers.

Note: This is a good time to discuss food storage. For example, what about bread?

- In your cupboard, bread will be okay for a while, but eventually it'll get moldy.

- In your refrigerator, bread won't get moldy as fast but it might get stale faster.
- In your freezer, bread won't get stale or moldy, but you have to thaw it out before you can eat it.

Food preparation (non-cooking): *Vegetable Snacks*

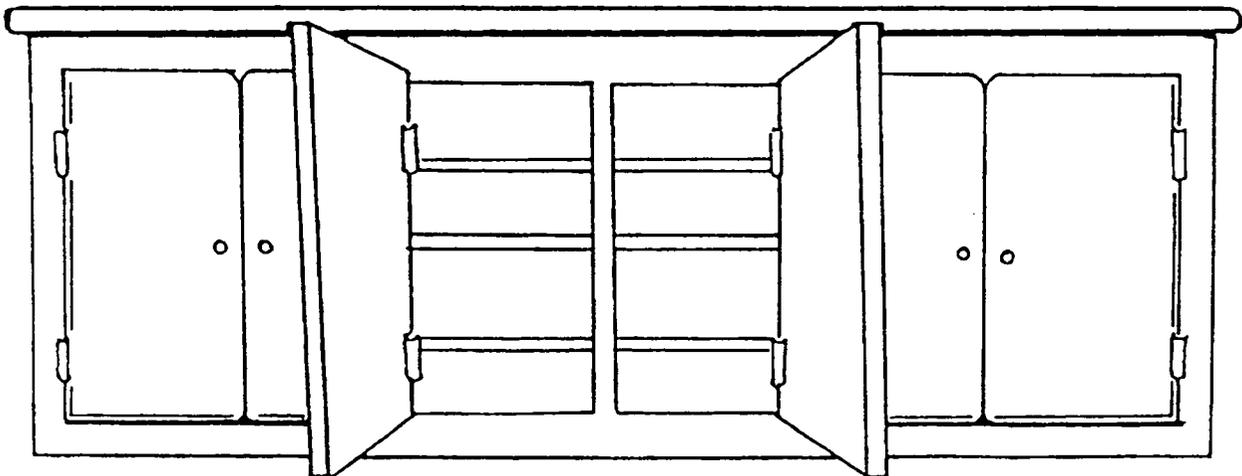
See page 21 in the student workbook for the recipe. Clean utensils, and hands. Gather materials and supplies. Make a copy of the recipe. Conduct the activity.

Food preparation (non-cooking): *Yogurt Milkshake*

See page 22 in the student workbook for the recipe. Clean working surfaces, utensils, and hands. Gather materials and supplies. Make a copy of the recipe. Conduct the activity.

Activity: *Fill in the Sentence*

Children should sit in a circle. Ask the students to go around the circle and have each one repeat the sentence, one at a time. Have them fill in the sentence with the name of a food, its color, and its shape. The activity is complete when each student has completed a sentence.



Lesson 7 teaches children other aspects of living a healthy life. They will discuss healthy behavior in monkeys.

General information

After the lesson, children should be able to talk about people's need for exercise, good food, interaction with others, playing, and having fun; and discuss how eating a variety of foods affects their ability to live a healthy life.

Before the lesson

Read the lesson and select the option(s) you will use to support this lesson. Review the list of materials and supplies. Take time to review the concepts taught in the previous lesson.

Review from Lesson 6

- Vocabulary: refrigeration, preserving, canning, drying, germs
- Refrigeration, freezing, canning, and drying

Options

- Worksheet: *Sizes*
- Worksheet: *Colors*
- Cooking: *Four Flavors Taste Test*
- Food preparation (non-cooking): *Fruit Kabob*
- Game: "Monkey Says"

Materials and supplies

1. See *Colors* on page 23 in the student workbook. Make sure each child has a copy of the paper.
2. See *Taste Test Four Flavors* on page 22 of this guide. You will need a place to wash hands; a dill pickle (for salty), a pear (for sweet), orange rind (for bitter), and a grapefruit (for sour).
3. Food preparation (non-cooking): *Fruit Kabob*. See page 24 in the student workbook for the recipe. For Fruit Kabobs for a class, double the fruit in #1 and leave #2 as is. To do this, you will need:
 - a place to wash hands
 - 2 apples
 - 2 bananas
 - 2 pears
 - 2 pineapple rings
 - 2 peaches
 - 1 bunch grapes
 - 1 pint strawberries
 - 1 pint blueberries or blackberries (optional: may substitute dried fruits)
 - knives
 - cutting boards
 - 2 boxes toothpicks
 - roll of paper towels

Story

Zippy: Monkeys are primates. Let's go watch the monkeys. Don't flip as you skip with Zip on our trip. Meet you at the first monkey cage.

The monkeys are fun to watch. They are always busy doing

Nutrition Goals

To reinforce the following Oregon Department of Education goals:

How to live a healthy life

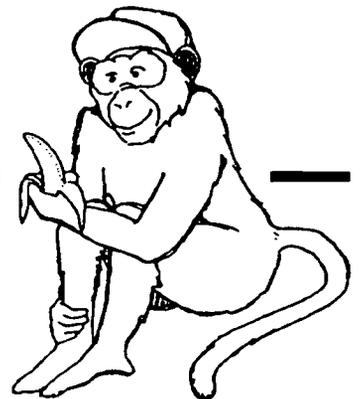
Identify foods that promote growth

Describe a variety of foods and how they make you feel

List foods eaten often, looking for optimum variety

something. They play, they chase, they run. They swing and play on the toys. They eat and sleep. They love and are tender with one another. The monkeys do many of the same things people do. People play, chase, run, eat, and sleep. People love and hug one another.

What do monkeys eat to help them live healthful lives? All the foods they eat we eat! They eat fruits and vegetables. The fruits they eat are: cantaloupe, oranges, tangerines, grapefruit, apples, pineapple, grapes, and bananas. We eat all those fruits. They're good when they're fresh or when they're canned, frozen, or dried. Canning, freezing, and drying



LESSON 7

Monkeying Around

food lets us eat it when it's not ripe on the trees.

Monkeys eat many kinds of vegetables too. They eat green leafy vegetables like spinach, lettuce, kale, chard, and romaine. They eat broccoli and onions. They eat cauliflower, brussels sprouts, and green beans. They also eat bean sprouts and tomatoes. The monkeys here at the zoo think yogurt is a great treat. You see, monkeys really do eat people food. The foods help the monkeys live a healthy life. We have talked about how fruits and vegetables help us stay healthy. Let's watch them play and see what else helps us live a healthy life.

The monkeys are the animal most like people. Watching them gives us hints on activities we need to be healthy. Food helps us grow and gives us the energy to do these things. We need to have fun, to play and run. We need to exercise and to sleep. We need to have friends and talk and laugh with people. Monkeys do all these

things. We can see and hear them "talking" to one another. Monkeys take care of their babies. They hug and cuddle. People do that, too.

Activity instructions

Worksheet: Colors

Have the students find page 23 in the student workbook. Ask them to color the monkeys as follows:

Color all bananas yellow, and three hats red and three hats blue.

Color all the monkeys brown.

Food preparation (non-cooking): Taste Test Four Flavors

Clean surfaces, utensils, and hands. Cut small pieces of the four foods chosen to show the four taste categories and put each food on a plate. Line the plates up on a clean surface.

Have each child smell and taste each of the four foods, then discuss. Use toothpicks to spear the food (this reduces the chance of contamination).

Food preparation (non-cooking): Fruit Kabobs

Refer to page 24 in the student workbook. Review the recipe. Clean cooking surfaces, utensils and hands. Gather materials and supplies. Make a copy of the recipe. Conduct the activity.

Activity: "Monkey Says" Game

When the teacher says a sentence that begins with "Monkey says" then the children should do as monkey says. If the sentence doesn't begin with "Monkey says" then the children should not do the activity. If a child does the activity without "Monkey says" then he or she is out of the game. The object of the game is to be the last one to get out.

Lesson 8 shows children the kitchen and how we process food before we feed it to the animals. It includes a review of the nutrition concepts presented throughout the lesson series.

General information

After the lesson, children should be able to name a variety of foods and discuss health benefits of eating these foods; know who can answer nutrition questions; and discuss how and why we store food.

Before the lesson

Read the lesson and select the option(s) you will use to support this lesson. Review the list of materials and supplies. Take time to review the concepts taught in the previous lesson.

Review from Lesson 7

- Vocabulary: monkeys, primates, exercise
- What monkeys do that is similar to humans
- How play, exercise, and food help you have a healthy life

Options

- Worksheet: *Posttests A and B* (3 pages)
- Food preparation (cooking): *Tacos*
- Food preparation (non-cooking): *Lemonade or Orangeade*
- Game: *I Would Most Like to Be*

Materials and supplies

1. See *Posttest A and B* on pages 25–27 in the student workbook. Make sure each child has a copy of the papers.
2. Food preparation (cooking): *Tacos*. See page 28 in the student workbook for the recipe. For 30 servings, double the recipe. You will need:
 - a place to wash hands
 - 2 lb ground beef
 - 2 number 2 cans refried beans
 - 2 tomatoes
 - 1 head lettuce
 - 16 oz cheese
 - 30 taco shells
 - skillet
 - saucepan
 - 3 bowls
 - 3 serving spoons
 - 2 serving forks
 - grater
 - 2 serving plates
 - hot pads
 - 30 paper plates
 - 30 napkins/paper towels
3. Food preparation (non-cooking): *Lemonade*. See page 29 in the student workbook for the recipe. For 30 small glasses of lemonade, you will need:
 - a place to wash hands
 - 15 lemons or oranges
 - 1¼ cup sugar (less if using oranges)
 - 10 cups water
 - ice for 30 glasses
 - juicer
 - 30 small glasses
 - measuring spoons and cups
 - wet sponges
 - pitcher
 - cooler for ice cubes

Nutrition Goals

To reinforce the following Oregon Department of Education goals:

Name healthful foods

List foods eaten often and look for variety

Describe a variety of foods and how they make you feel

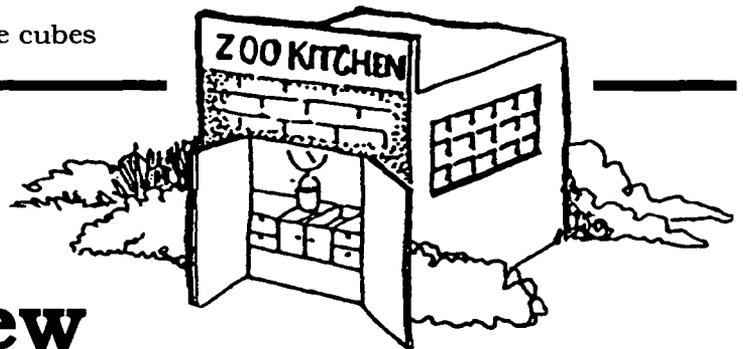
Identify foods that promote growth

List people who could give reliable information on nutrition

Story

Zippy: We have kitchens with many things in them at home. There are pots and pans, dishes, knives, forks, and spoons. Kitchens also have appliances like refrigerators to store food. Some appliances, like ovens, cook the food. Some, like dishwashers, make it easier and faster to wash dishes. Hot water and soap help get rid of the germs.

What do we do in this kitchen? First, we wash the fruits and vegetables to remove dirt and germs. Food for the animals needs to be clean like food for people. Germs make animals get



LESSON 8

What's in the Kitchen & Review

sick just like they make people get sick. Next, we cut the fruit into big and little pieces. Elephants and hippos can have bigger pieces than monkeys and birds. We wash the knives and dishes in the dishwasher. Then we take the food to the animals. They eat it all up.

We store foods in the kitchen. We keep the oats and grains in big barrels. Some foods need to be kept cool, so we put them in the refrigerator or freezer. Storing food correctly keeps germs from growing. That's all in the kitchen. Let's review foods and nutrition.

Every day the animals need food to help them stay healthy. They eat different foods daily. For example, one day the monkeys eat spinach and carrots. The next day they eat cabbage and apples. Just like people, they eat a variety of foods.

Does anyone remember what kind of foods we need to eat every day? (Answer: Fruits, vegetables, breads, cereals, milk, and meat.)

People need all kinds of food every day. Why? Because all foods help our health and well-being. Remember the puzzle? Foods are the pieces. Our body is the puzzle. We need all the pieces, or a variety of foods, to have a healthy body.

How does each food help? Let's look at this food guide pyramid poster. (Note: You may want to

do Posttest A now.) First there are breads and cereals. What foods are here? (Examples include bread, crackers, pancakes, tortillas, cereals, granola, biscuits.) How do breads and cereals help with our health? They help our body use the air we breathe. They give us lots of energy. Our nerves stay healthy from bread and cereals. They help us have healthy skin. Breads and cereals are important to eat.

Next on the poster are vegetables, and then fruits. What foods are here? (Examples include lettuce, broccoli, carrots, peas, corn, squash; pineapples, apples, oranges, grapes, tomatoes, pears, strawberries.) What do they do for us? (Allow time for answers.) They help fight off colds and infections. They help cuts heal. They help us see. They help our skin stay healthy. They do many good things for us.

What is next on the poster? Milk foods! What are milk foods? (Examples include milk, yogurt, sour cream, cottage cheese, cheese.) How do milk foods help us? (Allow time for answers.) Milk has calcium. The calcium builds bones and teeth. It helps to keep them strong. Milk gives us protein. Protein builds and helps keep our muscles strong. It helps fight infections. See why it is important for us to have milk foods?

The last box on the poster is meats. What are meat/dried bean foods? (Examples include meat, fish, chicken, turkey, tofu, hot dogs, peanut butter, nuts, dried beans and seeds, eggs.) Why do we eat meat foods? (Allow time for answers.) Meat gives us lots of protein. The protein builds and keeps our muscles strong. It helps fight infections. Meat helps with our blood. Meat does many good things for us.

All of these foods help us grow. All of them help us run, play, and do well in school.

The best part about all these foods is that they taste good. We have many foods to eat. There are crunchy foods and smooth foods. There are cold and hot foods. We are lucky to have many choices. Does anyone have a question? (Allow time for questions and answers from the children.)

You or your mom or dad may want to ask questions about foods and nutrition. Who can you ask? There are many people: for example, a dietitian, a home economist, a 4-H leader, a doctor, a nurse, or the school nurse. You can read books or magazines. If there is a health clinic near your home, people there will have some answers. Sometimes people in the grocery store can help too. Don't be afraid to ask questions. That is how you learn.

Activity instructions

Posttest A: Pyramid Food Groups

Have the students find page 25 in the student workbook. Ask them to cut out the food pictures and paste them in the correct food group box on the blank pyramid on page 26. If time permits, have them color the pictures. Refer to page 26 in this guide for answers.

Posttest B: What Do I Help?

Have the students find page 27 in the student workbook. Ask them to draw a line from each food item to the part(s) of the body this food helps. If time permits, have them color in the pictures. Refer to page 26 in this guide for answers.

Food preparation (cooking): Tacos

Refer to page 28 in the student workbook. Read the recipe. Clean cooking surfaces, utensils, and hands. Gather materials and supplies and make a copy of the recipe. Conduct the activity.

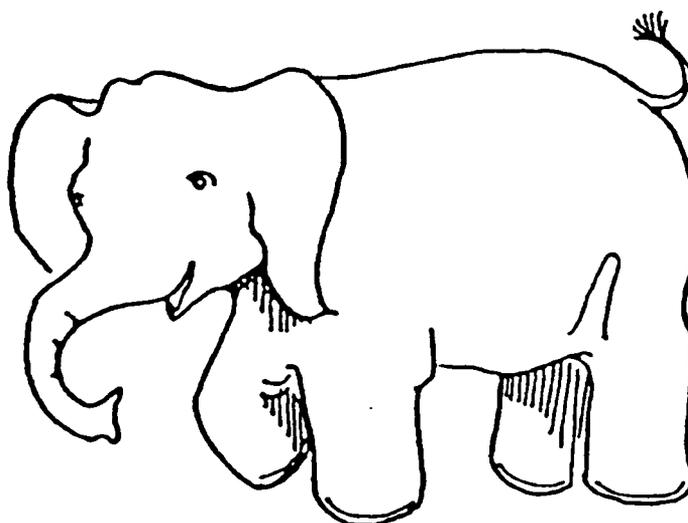
(Note: If you are cooking ground meat, be sure to wash your hands and cooking surfaces before and after touching the meat to prevent contamination. Also, make sure the meat is cooked thoroughly.)

Food preparation (non-cooking): Lemonade

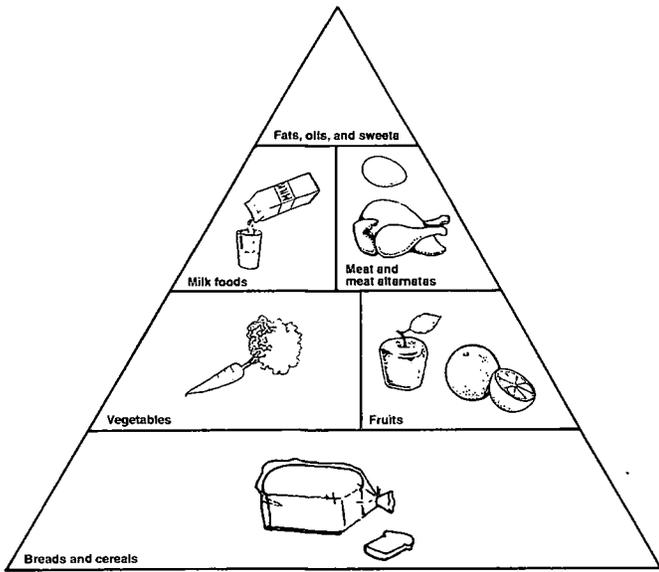
Refer to page 29 in the student workbook. Read the recipe. Clean cooking surfaces, utensils, and your hands. Gather materials and supplies. Make a copy of the recipe. Conduct the activity.

Game: I Would Most Like to Be...

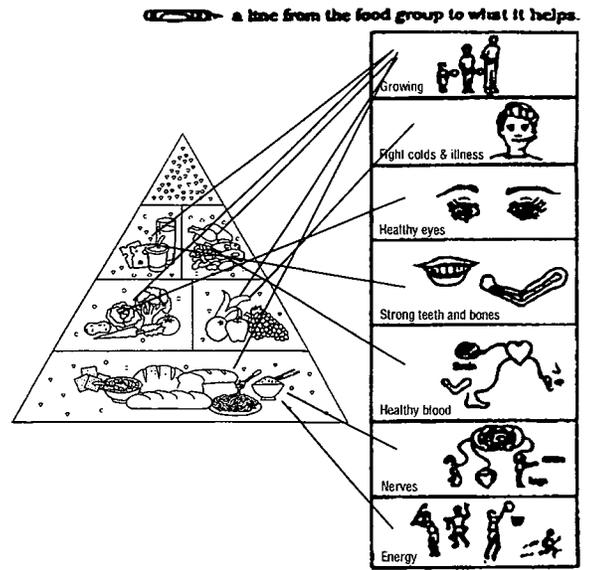
Have children sit in a circle and close their eyes. Ask them to picture one of the animals seen at the zoo. Next, have them stand up and, with eyes still closed, walk like the animal they are thinking of and make that animal's noise. Have them do this for one minute. Ask them to sit down again in a circle. Each student tells the class what animal he/she would most like to be, and what that animal eats.



Answer Key

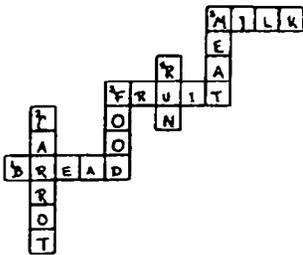


Page 3



Page 4

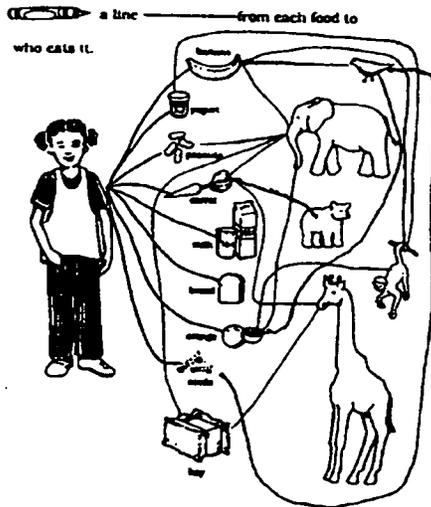
Crossword Puzzle



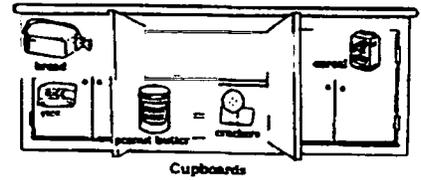
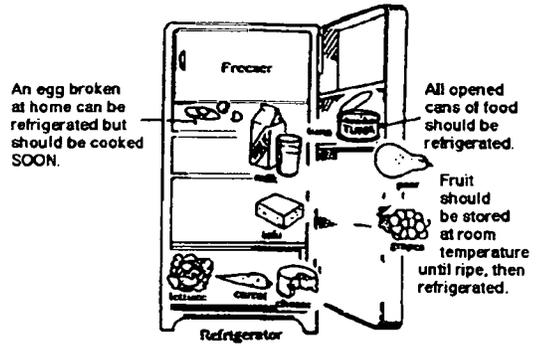
- Across
1. One made of wheat and gives you energy.
 2. Milk, oranges, and apples are _____.
 3. White drink for bones and teeth.
- Down
1. I help you see at night.
 2. What we eat.
 3. A way to exercise.
 4. The _____ group has proteins to help blood, skin, and hair.

Page 13

People, Foods, Animals



Page 16



Page 20

Teacher/Leader Evaluation

Nutri-Kids Visit the Zoo

Name _____

Address _____

School _____

Please complete this evaluation form and return it as soon as you finish the Nutri-Kids lessons to: EFNEP Youth Program, 161 Milam Hall, Oregon State University, Corvallis, OR 97331-5106 Telephone: [541] 737-3211). Your cooperation is appreciated.

Background

This program was conducted: _____ in school (grade: _____)
 _____ after school _____ in home _____ other

How many children participated?

Nutrition concepts

How effective was this publication in helping students learn the following nutrition-related concepts? (Circle one number)

Concept	Very effective	Fairly effective	Slightly effective	Not effective	Not sure
1. Variety of foods	4	3	2	1	5
2. Foods belonging in each food group	4	3	2	1	5
3. How a variety of foods affect health	4	3	2	1	5
4. Basic cleanliness and hygiene	4	3	2	1	5
5. Use of refrigeration, freezing, canning, and drying foods	4	3	2	1	5
6. Pros and cons of sack and school lunches	4	3	2	1	5
7. Involving parents in nutrition education	4	3	2	1	5
8. Exposing children to new foods	4	3	2	1	5
9. Need for eating many kinds of foods	4	3	2	1	5
10. Good decisions about personal food intake	4	3	2	1	5

Teacher/Leader Guide

Did the teacher/leader guide provide you with too much information, too little information, or the right amount of information to be an effective teacher of this nutrition lesson series? (Circle one)

- 3 About right
- 2 Too much
- 1 Too little

What would you do to improve the teacher/leader guide?

Food Preparation

Did you include food preparation? Yes No

If yes, to what extent, if any, did preparing foods reinforce lesson concepts? (Circle one)

- 1 Not at all
- 2 To a slight extent
- 3 To a fair extent
- 4 To a great extent

Please explain:

If no, please tell us why you decided not to include food preparation options.

Other

Have you enjoyed teaching the program? Yes No

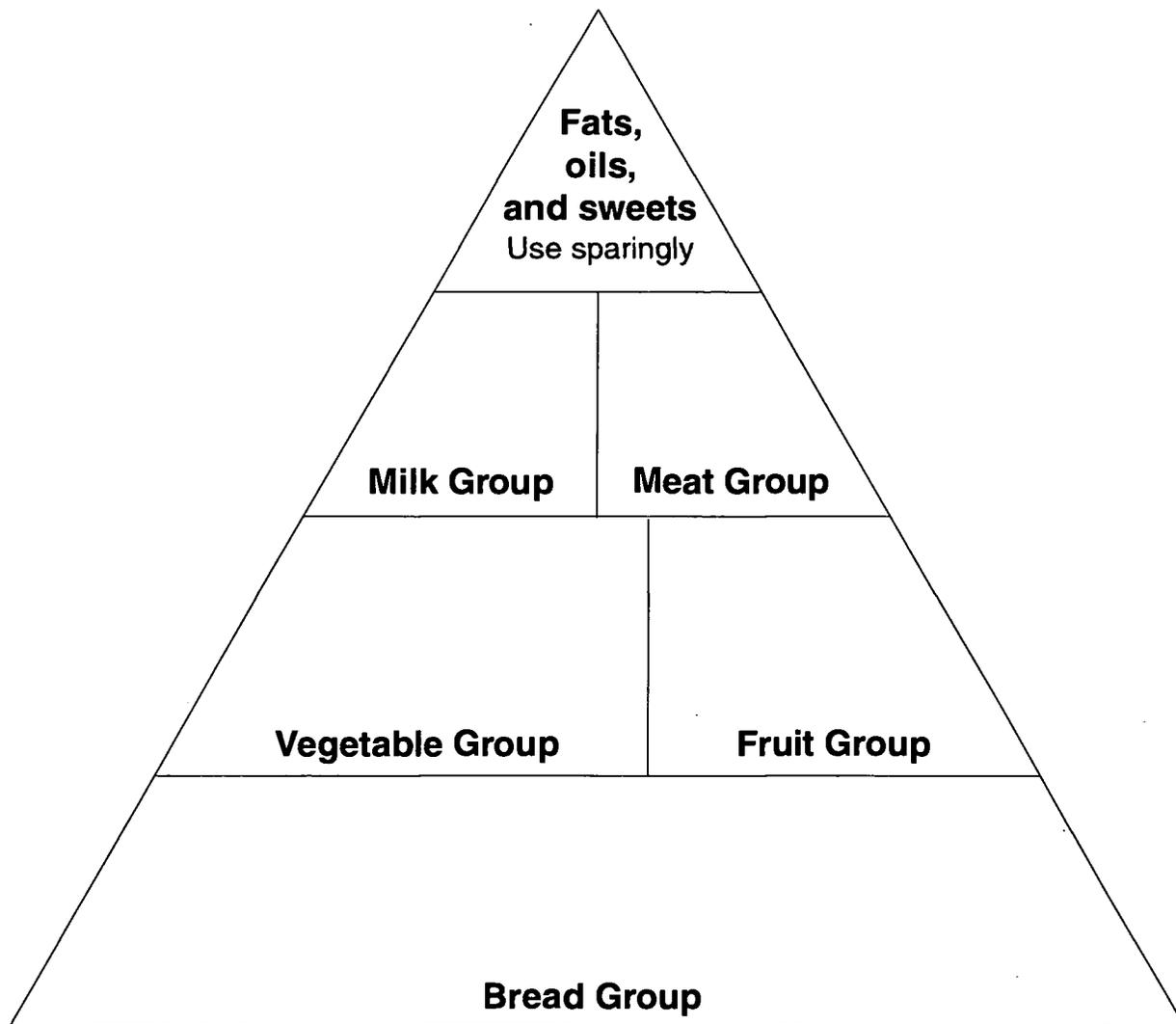
Have the children enjoyed the program? Yes No

What are the strengths of the program?

What needs improvement? Is there anything else you would like to say?

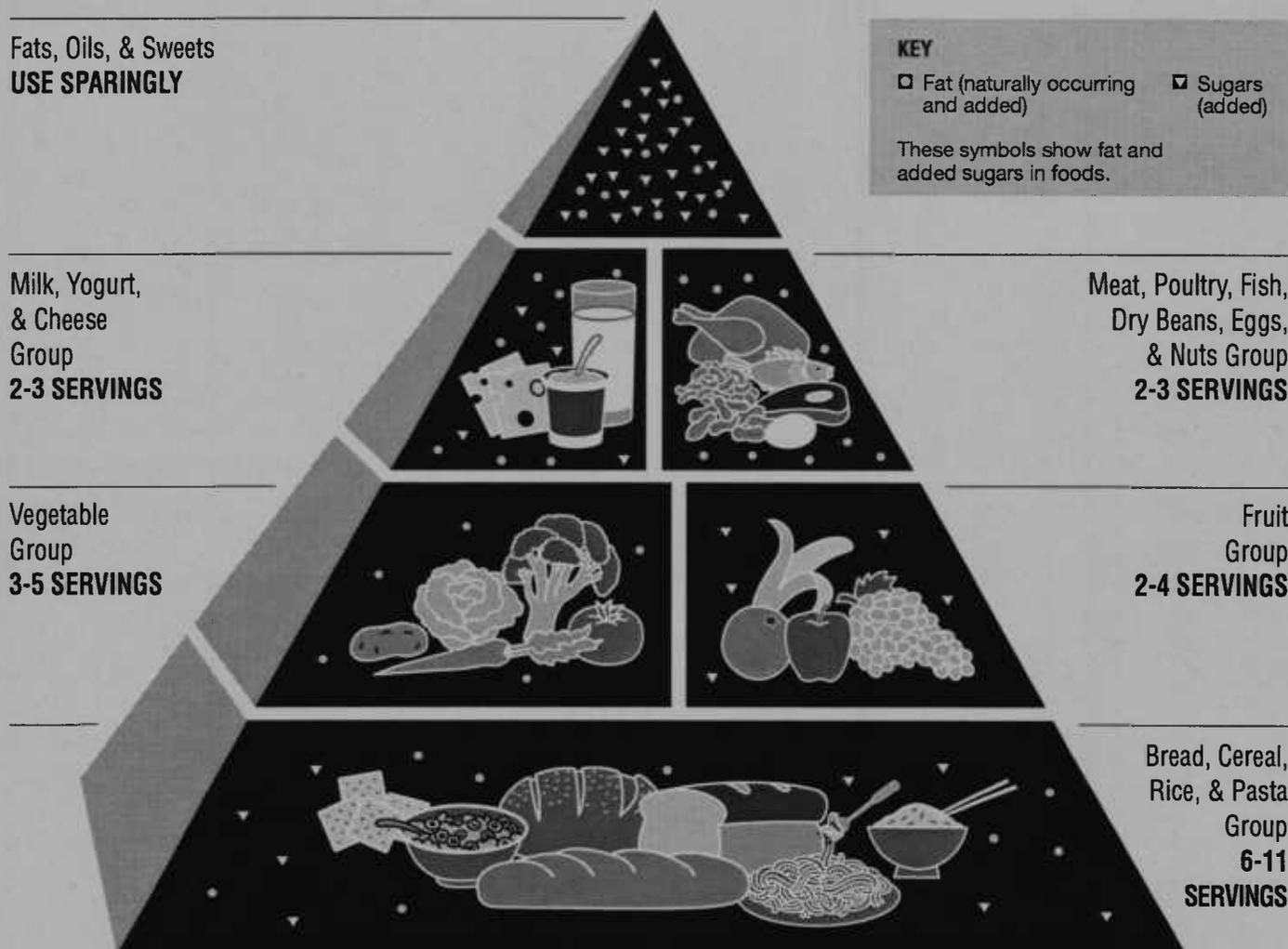
Thank you for your help in evaluating this material.

Name _____



Food Guide Pyramid

A Guide to Daily Food Choices



Source: U.S. Department of Agriculture/U.S. Department of Health and Human Services

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