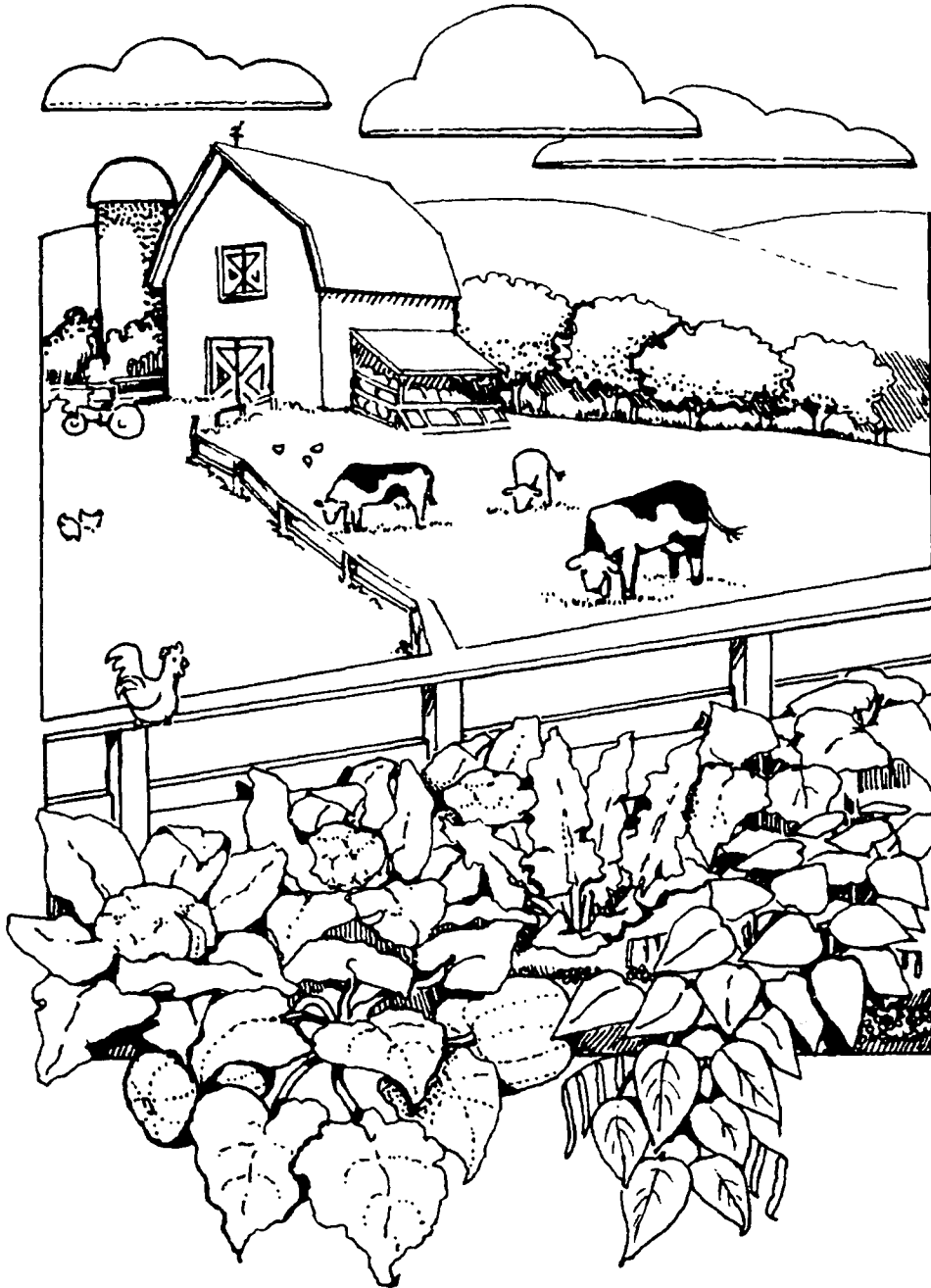


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NUTRI-KIDS VISIT

Goodeater Farm



Teacher Guide
Expanded Food and Nutrition Education Program (EFNEP)
4-H 9391T • Revised July 1996

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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

Nutri-Kids Visit Goodeater Farm 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. The 1996 revision was prepared by Joy Delgado, graduate student in education; and Maria Souza, graduate student in nutrition and food management; Oregon State University.

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

Before you begin, read this...

Nutri-Kids Visit Goodeater Farm 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 other settings.

The purpose of this publication is to help 5- and 6-year-olds learn about food and nutrition. It has been tested for age-appropriate reading level.

The lessons are units of knowledge, not units of time. It may take more than one class meeting to cover the materials presented in each lesson. The lessons and activities are for a class of 20 to 30 children.

Approximate times for each option are:

- *Reading story, 15 minutes*
- *Worksheets, 5 minutes*
- *Game, song, or activity, 5 minutes*
- *Food preparation (cooking or non-cooking), 15 minutes plus eating time*

The content, worksheets, and format have been reviewed by OSU Extension specialists in Nutrition, Child Development, and 4-H and Youth Development. The concepts correspond with the Oregon Department of Education Health Education Comprehensive Curriculum Goals adopted in March 1988. As stated, kindergarten children will learn to:

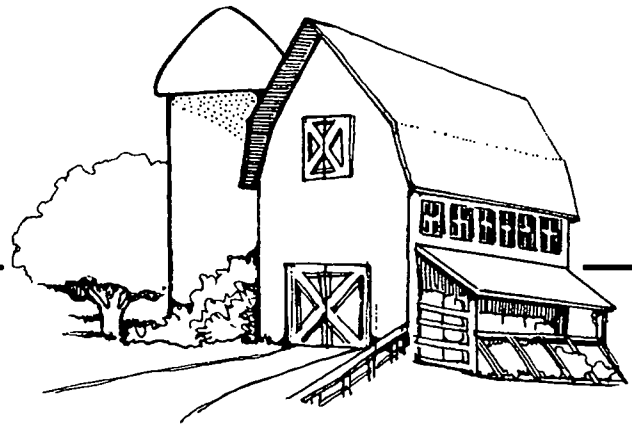
- *Explore healthful foods; name healthful foods*
- *Name fruits, vegetables, meats, dairy products, and grains*
- *List foods eaten often and look for variety*

- *Name favorite foods and how they affect well-being*
- *Describe what facilitates physical growth*
- *Discuss cleanliness and hygiene before handling foods (e.g., hands and utensils)*
- *Describe how families decide what to eat for meals*
- *Name sources of information on nutrition and foods*
- *Tell how to live a healthful life with good nutrition*

Objectives

The main objectives of this publication are to:

- *Help children develop a positive attitude about different foods*
- *Encourage children to try a variety of foods*
- *Teach children to identify foods and their benefits*
- *Help children learn where foods come from*



Nutri-Kids Visit Goodeater Farm

INTRODUCTION

- *Support the Oregon Department of Education Health Education Curriculum (revised 3/88).*

The secondary objective is to help children understand the health benefits of eating a variety of foods.

About this publication

You may use this material as a nutrition lesson or integrate it into other curriculum areas. For example, in mathematics students could practice counting in recipes, or in science they could learn how things change when they are cooked. Or in reading they could read a lesson and make a recipe.

Pre/post test. Two simple pre/post tests are included in the student workbook. Please have the students complete the pre-tests before beginning the lesson series. Have them complete the posttests at the completion of the lessons. The pre/post tests are identical.

Each lesson includes a chapter of a story for you to read to the children. You may want to use puppets to help teach the lesson, so we have included patterns for finger- and stick-puppets and paper bag puppets in the student workbook. We recommend that you present the story chapters in the order they are written.

Options. To support each lesson, you may select any or all of the class participation options—Activities, Food preparation (cooking and non-cooking) or Worksheets. You do not have to use each option with each lesson. If you prefer not to read the stories, use the nutrition information in them to create your own lessons and use the options independently.

Preparation

First review each lesson and select one or more options to complete in your class/meeting time. Each child needs a copy of the student workbook. Recipes for food preparation (cooking and non-cooking options) are included in the student workbook.

If you select food preparation as an option, review the list of equipment and food items. Have all supplies on hand when you begin.

Selecting the lesson

Nutri-Kids Visit Goodeater Farm encourages children to try a variety of foods through stories and activities. Food is the common element throughout.

The lessons are designed to accommodate different learning styles. The lessons provide an integrated approach to learning

by offering different activities: hearing a story, preparing food in a group, and learning songs and games.

You need to use both the teacher guide and the student workbook. Detailed instructions are included for each lesson in the teacher guide. We recommend the lessons be taught in the order they are presented to provide consistency in the story.

Evaluation

Please complete and return the teacher evaluation form at the end of the teacher guide as soon as you finish teaching the lessons. Mail to: 4-H/EFNEP Youth, Oregon State University, 161 Milam Hall, Corvallis, OR 97331-5106. Your candid evaluation is critical for maintaining a quality publication.

Support

Oregon State University Expanded Food and Nutrition Education Program (EFNEP) publications are available to schools that are officially enrolled through their county office of the OSU Extension Service. School enrollment information and evaluation data is required for continued EFNEP funding through the USDA and Oregon State University.

Before you begin the lessons, have the children do the pretests. See pages 1 and 2 in student workbook. See page 7 in this guide for detailed instructions.

Purpose

This lesson will introduce children to a variety of foods and explain why eating good food is necessary for health and well-being.

After the lesson

Afterwards children should be able to name a variety of foods and discuss well-being.

Before the lesson

Administer pretest B before beginning the lessons. You may want to decorate your classroom with the pyramid poster (activity 2), with large question marks within each block. Encourage the children to guess what they are about.

Materials and supplies

1. See *Pretests A and B* on pages 1 and 2 in the student workbook. Make sure each student has a copy.

2. Activity: *Class poster project*. Create a food pyramid poster from colored paper. You will need enough colored paper for a triangle roughly 4 feet tall and 4 feet wide and wall space to post where the children can reach it. Dimensions and details are on page 8.

3. Food preparation (noncooking): *Ants on a Log*. See page 4 in the student workbook for the recipe. You will need: a place to wash equipment and hands; peanut butter, raisins, celery; a spreading knife and a sharp knife to cut the celery; and a copy of the recipe.

4. *Letter to Parents*. See page 3 in the student workbook. Send the letter home with the students to recruit their parents' help for classroom activities.

Nutrition Goals

To support the following Oregon Department of Education nutrition goals:

Explore healthful foods; name healthful foods

Name fruits, vegetables, meats, dairy products, and grains

List foods eaten often and look for variety

Name their favorite foods and how they affect well-being

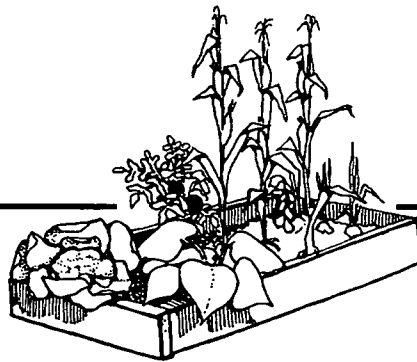
Describe what facilitates physical growth

Tell how to live a healthful life with good nutrition

Options

Pyramid poster

Food preparation (non-cooking):
Ants On a Log



Variety

Counts!

LESSON 1. INFORMATION SHEET

Teacher: Today we are going to begin learning about many kinds of foods. We will learn what we need to eat to live a healthy, happy life. Eating good food is important. It gives us good nutrition. Nutrition is the food we eat and how our body uses it. Good nutrition helps with our well-being. Well-being is having the energy to feel and act the best we possibly can.

Part of well-being comes from eating food that's good for us. Food that helps us grow big and strong. Food that helps us run, jump, and play. Food that helps us see well, fight off sickness, and feel better if we get sick. Good food helps us be happy. We will learn about this food at the Goodeater Farm.

We'll learn to "eat smart." To eat smart we need to eat many kinds of foods every day. We won't be healthy if we eat only one kind of food. We won't be healthy if we

eat too much sugar and fat. Foods with lots of sugar and fat don't help us grow and be healthy. What foods are made of sugar and fat? (Examples include candy, cookies, soft drinks, doughnuts, french fries, potato chips, cake.)

Foods with too much sugar and fat are treat foods. They shouldn't be eaten all the time. They don't give us good nutrition, and they can make us fat. They don't give us strength, health, and well-being.

Eating many kinds of food helps us stay healthy. There are many foods we can choose to eat. What are they? (Answer: fruits and vegetables, breads and cereals, milk or dairy foods, meats and dried beans.)

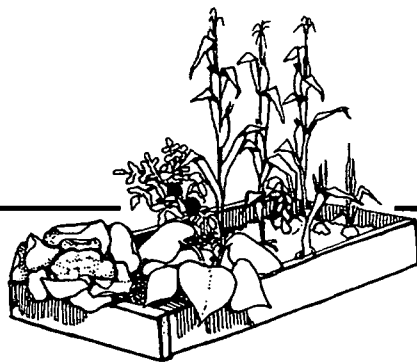
Some are fruits and vegetables. Can you name a fruit or vegetable? (Examples include banana, apple, orange, carrot, corn, lettuce, spinach.)

Some are breads and cereals. Can you name a bread or cereal? (Examples include breakfast cereals, bread, muffins, biscuits, doughnuts, pancakes, crackers, tortillas, popcorn, rice, pasta, oatmeal.)

Some are milk or dairy foods. Can you name some milk foods? (Examples include milk, cheese, yogurt, ice cream, cottage cheese.)

Some are meats and dried beans. Meat foods are tricky because there are foods in this group that are not meat. Can you name a meat or meat alternate food? (Examples include hamburger, chicken, turkey, fish, tofu, eggs, nuts, dried beans, peanut butter.)

Every day we need to eat many kinds of foods. We need to eat different kinds of foods at every meal, too. What different kinds of foods do you like to eat together?



Variety

Counts!

LESSON 1. STORY

Worksheet: Pretest A

Have students find page 1 in the student workbook. Ask them to draw a line from each food to the correct food group box. Have them color in the pictures if time permits. You may replace this worksheet with group discussion: Name the food groups and show them pictures of food examples from each group. Ask them what they eat from each group. What is a vegetable? What is meat? (If the children name foods you are unfamiliar with, try to find out what that food is. Sometimes ethnic foods are excellent nutritional sources, but are refused by the children so they can be "like everyone else".) Break the class into five teams. Give each team a food group name. Have them draw or paint different foods in that group and post the results. Or provide magazine pictures they can sort through. Let each team create a mural by pasting magazine pictures of the food groups onto poster paper. Team members can write their name by every food they have tasted.

Worksheet: Pretest B

Have students find page 2 in the student workbook. Ask them to circle the foods that are best for them. Have them color in the pictures if time permits.

Food preparation (non-cooking): Ants on a Log

Find page 4 in the student workbook. Review the recipe and gather the materials and supplies. Clean the food preparation surfaces, utensils, and hands. Conduct the activity. Discuss healthy snacks like ants on a log versus candy.

Pyramid poster

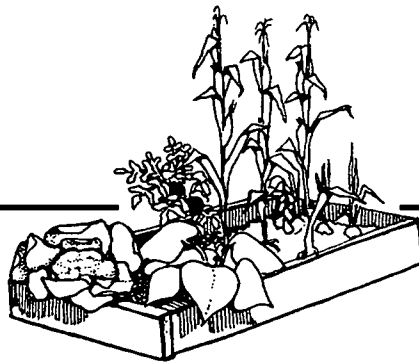
Create a poster based on the dimensions on the next page. Make the food group sections different colors. Write the name of each group on its section. Hang it where the children can reach it. As a class, name the food groups. Use the proportional shapes to talk about

healthy diets. *"This pyramid represents the healthiest way to eat. The bread group is the biggest block. If you put everything you eat in a pile and then sorted it by food group, what would you see? If you are eating right, you would have more breads than anything else. The pile of vegetables would be smaller than breads, but bigger than the pile of milk foods. Fats and sweets have the tiny tip on top of the pyramid. That means you should eat less fats and sweets than anything else."* Every day have the children add a food they ate to each food group block. At the end of the lessons, use the poster to stress variety within each food group.

Letter to parents

Find page 3 in the student workbook. Involving parents in nutrition education is important for good nutrition in the home. If you want to use the food preparation (cooking and noncooking) options in your class, we recommend having the children take this letter home to encourage parents to help. **Note:** The Food Guide Pyramid is on the back of the parent letter.

Variety



Counts!

LESSON 1. ACTIVITY INSTRUCTIONS

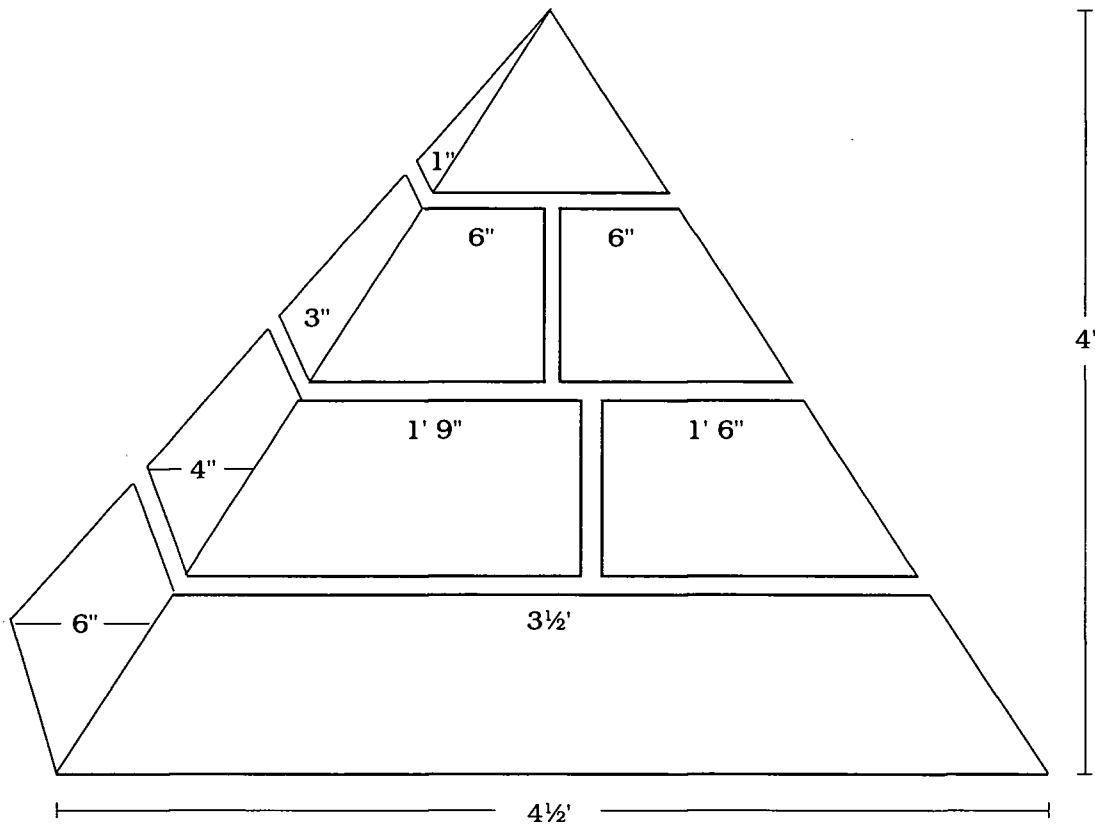
Bulletin board

Make a bulletin board display to complement the story of Goodeater Farm. Have the students add pictures onto the display as the class progresses

through the lesson series. After a lesson about a specific area of the farm, the students may add a farm scene to the bulletin board. This will reinforce the concepts and make lessons easier. At the end of the nine

lessons, the entire farm will be on the board. Ask the children to include pictures of foods in the artwork. Examples include trees with fruit, a garden with a variety of vegetables, dairy cows, beef cattle, chickens, fish in a pond.

Pyramid Poster



The purposes of this lesson are to introduce Freddy and Emily Goodeater and their farm; to explain where food is grown on this multi-purpose farm; and to reinforce the need to eat a variety of foods and the suggested number of daily servings.

After the lesson

Afterwards children should be able to name a variety of foods and tell where they saw foods on the Goodeater Farm.

Review from Lesson 1

- *Variety counts!*
- *Meaning of well-being*

Options

Worksheet: *Finger Puppets*

Worksheet: *What Food is There?*

Activity: *How to Plant Seeds and Label Making*

Food preparation (non-cooking):
Sensory Awareness in a Bag:
Five Food Groups

Song: *Working on My Farm*

Materials and supplies

1. See the *Finger Puppets* worksheet on page 5 in student workbook.
2. See the *What Food is There?* worksheet on page 6 in student workbook.
3. Activity: *Seed Planting*. You will need clean milk cartons, water, dirt, seeds, copy of a label (below) for each child.

Name _____
Seed _____
Date planted _____

Nutrition Goals

To support the following Oregon Department of Education nutrition goals:

Explore healthful foods; name healthful foods

Name fruits, vegetables, meats, dairy products, and grains

List foods eaten often and look for variety

Name favorite foods and how they affect well-being

Tell how to live a healthful life with good nutrition



Meet Freddy and Emily Goodeater

LESSON 2. INFORMATION SHEET



4. Song: *Working on My Farm*, page 13. Give each child a copy of the song or post it for all children to see.

5. Food preparation (non-cooking): *Sensory Awareness in a Bag*. See page 13 in this guide for instructions. You will need a place to wash hands; one food from each of the pyramid food groups (for example, celery, pineapple, swiss cheese, bread, nuts). Have enough so every child can taste each food; five paper bags, napkins and paper plates.

6. Optional: *Large Paper Bag Puppets*. See pages 7 and 8 in the student workbook for pictures to use on puppets, or use magazine or newspaper pictures. You will need: paper bags, crayons or paints to decorate, scissors.

Teacher: Today, we're going to visit Freddy and Emily Goodeater on their farm. They will take us around the farm. They will show us where some of our food is grown. Freddy and Emily work on the farm.

Say "Hi" to Freddy and Emily. (See page 5 in student workbook for finger puppets.) Freddy and Emily will tell us about what they grow on the farm. We'll learn about where foods grow. We'll learn how foods are found in a store, and we'll talk about a variety of foods. Let's listen to Freddy.

Freddy: Welcome to our farm. We're glad you've come to see us. Emily and I will show you where we get some of our food. We get it here on the farm. While we talk we'll learn where our foods come from. We have fruit trees. There are apple, pear, and peach trees. The trees are big. They have lots of fruit.

Can you name other fruits? (Examples include bananas, strawberries, oranges, pineapple, kiwi, mango, raspberries.)

What do you think is in the garden? We have carrots, peas, potatoes, squash, tomatoes, and other vegetables here.

What other vegetables can you name? (Examples include lettuce, eggplant, chard, corn, peppers.)

What is in the barn? Here we have dairy cows, beef cattle, chickens, and sheep. What foods do we get here? (Answer: Meat and milk.)

We eat beef. It comes from cattle. It is meat. We drink milk. We make cheese, ice cream, and other foods from milk. Milk

comes from dairy cows. We eat chickens and the eggs they lay. We also eat lamb. It is meat from sheep. See, we have lots to learn. We'll see everything we're talking about.

In the big field we have wheat and oats. It looks like tall grass. What foods are made with wheat and oats? (Answer: Breads and cereals.)

What foods do we eat that are a bread or a cereal? (Examples include tortillas, pancakes, pasta, rice, oatmeal, breakfast cereals.)

Let's all get up and stretch. We can sing a new song. Emily and I sing it while we work (song option, see page 13 in this guide).



Meet Freddy and Emily Goodeater

LESSON 2. STORY

Worksheet: Finger Puppets

Have the students find page 5 in the student workbook. Ask them to cut out the puppets along the dotted lines. Fold them and tape them to fit their finger or a popsicle stick, whichever you use. Have them color in Emily and Freddy. The dotted path likely will be too difficult for your students to follow. Have them cut the puppets out with straight lines.

Worksheet: What Food is There?

Have the students find page 6 in the student workbook. Ask them to connect the numbers in sequence, beginning with number 1. Color in pictures if time permits. Or have the children draw or cut out pictures of foods to add to the food pyramid poster. Talk about what they like about the foods they are adding. Tell them why those foods are healthy.

Activity: How to Plant Seeds

If you choose this option, have the children save their milk cartons from lunch. Wash each carton thoroughly and cut off the top. Fill it with clean soil. Each child may plant two or three seeds in the soil depending upon what variety of plant they choose. Select plants that grow in small amounts of soil (for example, parsley, radishes, lettuce, spinach, baby carrots). The children can watch the plants grow during the Nutri-Kids program and eventually eat them.

Suggestions

- *Have a designated time for watering plants.*
- *Have children sign up and take turns watering the plants. Expose them to the nurturing necessary for plants to grow.*

- *Another option is not to have a signup sheet, but let each child water and care for his or her own plant. Children can monitor growth either way.*

If you or the children want to grow a larger plant, such as a tomato, pepper, cucumber, or zucchini, plant it in a trash can or a 5-gallon bucket (available at doughnut shops and delis).

You will need rocks or another water ventilation system in the bottom of the container so the roots don't rot. If a big plant is watered well on Friday afternoon, it should be fine through the weekend. If a break from school is longer than 2 days, make arrangements for the plants to be watered during the break.



Meet Freddy and Emily Goodeater

LESSON 2. ACTIVITY INSTRUCTIONS

Food preparation (non-cooking): Sensory Awareness in a Bag

Clean all surfaces, utensils, and hands. Select a variety of foods and put each food in a brown paper bag. Have the children sit in a circle and pass around the bags. Let the children smell, touch, and talk about each food. Have them smell the bag first, and guess what is in it. When the children have seen all the bags, take additional, untouched foods and cut them into 1-inch cubes. Give each child a toothpick to use to pick up foods, and let him or her taste all the foods. Talk about texture and taste.

(Examples include celery, pineapple, swiss cheese, bread, nuts.)

Note: We recommend that you put a small portion of the cheese, bread, and nuts in the bag for touching and smelling. Use only untouched, clean food for eating.

Optional worksheet: Large Puppets

See pages 7 and 8 in the student workbook for Large Puppets.

Color, paint, or decorate and cut out. Attach to paper bags. The illustrations also may be shown on a display board or hung in a mobile.

Activity: Working on My Farm (puppet song)

Make copies of the song or post it for reading. Sing it aloud and have the students repeat with you.

Working On My Farm

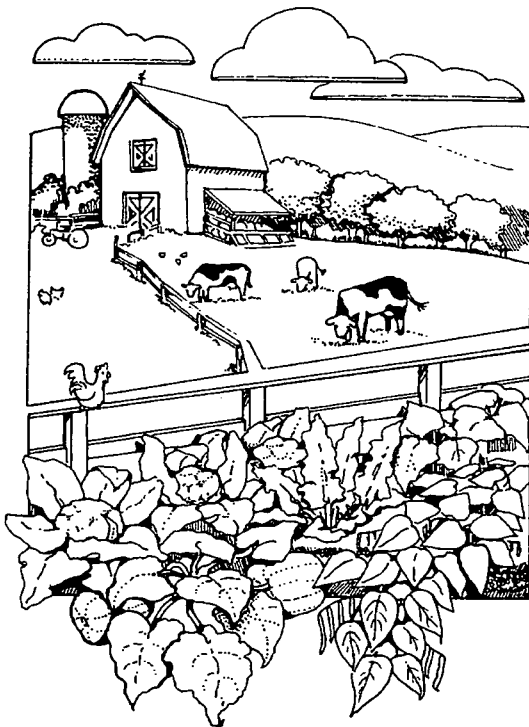
(to the tune of Mary Had a Little Lamb)

*How I like to work and play,
work and play, work and
play. How I like to work and
play down upon my farm.*

*It is fun to milk the cow, milk
the cow, milk the cow. It is
fun to milk the cow and see
the warm, fresh milk.*

*How I like to dig and hoe,
dig and hoe, dig and hoe.
How I like to dig and hoe to
help my garden grow.*

*It is fun to eat good food, eat
good food, eat good food. It
is fun to eat good food with
all my family.*



This lesson will expose children to the difference between fruits and vegetables with an emphasis on a variety of fruits and discuss how fruits affect health and well-being.

After the lesson

Afterwards children should be able to tell where fruit is grown; to talk about how fruits help us stay healthy; to name a variety of fruits; to discuss how and why we wash fruits, vegetables, and our hands before eating.

Review from Lesson 2

- *Variety of foods*
- *Where food is grown, and what the children saw at Goodeater Farm*

Options

Worksheet: *Fruits and Vegetables of Many Colors*

Worksheet: *What Fruit Do You See?*

Food preparation (cooking):
Applesauce

Food preparation (uncooked):
Shapes and Sizes

Poem: *Up, Up, Up in a Tree*

Materials and supplies

1. See *Fruits and Vegetables of Many Colors* worksheet on page 9 in student workbook.

2. See *What Fruit Do You See?* worksheet on page 10 in student workbook.

3. Food preparation (cooking): *Applesauce*. See page 11 in student workbook for the recipe. You will need a place to wash hands. For a classroom of 25 to 30 students, you will need 10–12 apples and 1 cup of water. An electric skillet or slow cooker set on high could be used instead of a stove and saucepan. You also will need a ricer/potato masher, knives, corer (if desired) hot pads, cutting board, and 30 serving cups and spoons.

4. Food preparation (non-cooking): *Shapes and Sizes*. See page 16 in this guide for instructions. You will need a place to wash

Nutrition Goals

To reinforce the following Oregon Department of Education goals:

Explore healthful foods; name healthful foods

Name fruits and vegetables

List foods eaten often and look for variety

Name favorite foods and how they affect well-being

Describe what facilitates physical growth

Discuss cleanliness and hygiene before handling foods

hands; four or five types of fruit, enough fruit for all children to taste all varieties, napkins. Examples of fruit include grapes, bananas, oranges, and one fruit that may be unfamiliar to the children.

5. Optional: *Picture of Orchard*. See page 12 in student workbook. Color, paint, or decorate and use to complement the story.

Fun Fruits

LESSON 3. INFORMATION SHEET

Emily: There are many types of fruits and vegetables. They grow all over the world. They grow in cold places. They grow in hot places, too. In places that are usually cold, when the snow melts and the sun shines, the fruits ripen. Apples and berries grow there. Where it is always hot, many things grow all year. Bananas and coconuts may grow there. On our farm we grow many kinds of fruits and vegetables.

Fruits are fun foods. All fruits grow on a tree, bush, or vine. They come in many shapes and sizes. There are many colors and tastes too. Can you name some fruits? (Examples include oranges, apples, grapes, bananas, grapefruits, blueberries.)

On our farm we have fruit trees. Let's walk and see the fruit. I see apples, pears, and peaches. I like to pick fruit to eat. I must wash my hands and the fruit. The hose is by the gate. All fruits must be washed before eaten. Dirt, bugs, bug sprays, and other things get on them. These things are not good for us. We rinse them off. We always scrub our hands with soap and water so everything is clean.

Washing hands helps. Germs don't spread on clean hands. Germs can make us sick. Next to our orchard of fruit trees are the berries. Berries grow on vines. Vines are a type of bush. We have raspberries and blueberries to eat. Freddy and I pick the fruit and we use it in many recipes.

Many kinds of fruits grow in other places. Oranges, bananas,

grapefruit, and lemons grow where it stays hot longer than here. What fruits do you like to eat? (Examples include grapes, blueberries, apples, pears, peaches, nectarines, melons, tangerines.)

You can eat fruit many ways. The stores have fresh fruit, canned fruit, dried fruit, and frozen fruit. Fruit can be eaten raw or cooked into a sauce. We can eat fruit all year.

You need to eat different kinds of fruits to stay healthy. For your fruit you may drink a glass of juice, have a handful of grapes, or enjoy an orange for a snack. Eating fruits helps us stay healthy by fighting off colds and infections. Fruits help cuts get better by giving us vitamin C. We all like to be healthy, don't we? Now let's walk to the garden. We will see the vegetables.

Fun Fruits

LESSON 3. STORY

Up, Up, Up in a Tree

*Up, up, up in a tree, many
fruits for us to see.*

*On a bush, in the ground,
many vegetables can be
found.*

*Raw, steamed, mashed, or
fried, some are even in a pie.*

*Red, yellow, green, or blue,
many colors are good for you.*

Worksheet: Fruits and Vegetables of Many Colors

Have the students find page 9 in the student workbook. Ask them to draw and color fruits and vegetables in the colors of the rainbow.

Worksheet: What Fruit Do You See?

Have the students find page 10 in the student workbook. Ask them to connect the numbers in sequence beginning with number 1. Have them color in the picture if time permits. Or seat the children in a circle. Begin by having everyone in the room volunteer the name of a fruit. Then involve them in a progressive tale. Have each person make up a sentence containing the name of a fruit. Give them a few sentences as examples. "The sun looked like an orange on Monday. I carried an apple to school." Let the children volunteer the following sentences. This is an advanced skill for this age, so if they can't come up with a sentence, ask for fruit names and help them come up with sentences as a group. If children start to get stuck you can switch to another food group.

Enrichment activity

Discuss words that describe apples (colors, taste, sounds, smells, and seasons) when apples are ripe.

Food preparation (cooking): Apple- sauce

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

Food preparation (non-cooking): Shapes and Sizes

You will need four to six kinds of fruit that have distinct shapes, smells, or colors. Select some familiar ones but include at least one fruit that most children will not recognize.

Fun Fruits

LESSON 3. STORY

Have children sit in a circle. Pass around the fruits one at a time. Allow each child to touch, smell, and talk about the fruit. Go around the circle and ask each student to talk about one of the fruits. After everyone has touched and smelled all of the fruits, wash them, cut them into pieces, and eat. Have enough fruit so every child can taste all the items.

Note: Pass around a small amount of cut fruits. Pass whole fruits that have a peel. Have extra fruits that have not been handled available to cut, serve, and eat.

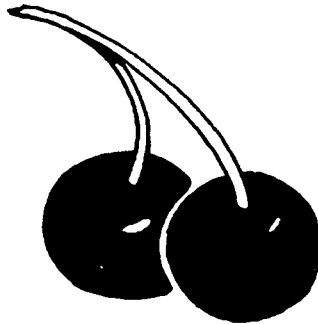
Poem

Post or pass a copy to each student. Read aloud and have students repeat with you.

Worksheet: Orchard Scene

Find page 12 in the student workbook. Color, paint, or decorate the picture.

Use as a visual aid in the story and add to bulletin board when lesson is complete. Or have the children make their own murals or drawings to add. Emphasize sources of fruit.



Lesson 4 introduces children to a variety of vegetables and where they are grown; and talks about how fruits and vegetables affect health and well-being.

After the lesson

Afterwards children should be able to tell what is a fruit and what is a vegetable; to talk about the parts of a vegetable and what we eat; and to discuss how vegetables help with our well-being and health.

Review from Lesson 3

- *Where fruits are grown*
- *Name a variety of fruits*
- *How fruit helps our health and well-being*
- *Cleanliness*

Options

Worksheet: *Where Can These Foods Be Found?*

Activity: *Block Paint with Fruits and Vegetables*

Food preparation (cooking): *Veggie Smiles*

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

Activity: *Smackin' Sounds*

Materials and supplies

1. See *Where Can These Foods Be Found?* worksheet on page 13 in student workbook.

2. Activity: *Block Paint with Fruits and Vegetables*. See page 20 in this guide for instructions. You will need food coloring, a variety of fruits and vegetables, paper, bowls for food coloring.

3. Food preparation (cooking): *Veggie Smiles*. See page 14 in the student workbook for recipe. For a classroom of 25 to 30, you will need 5 carrots, 5 to 6 zucchini (figure 12 slices from each), 5 cups peas and 3¾ cups water. You also will need a place to wash hands, a knife, cutting board, saucepan, measuring cup, and 30 plates.

4. Food preparation (non-cooking): *Vegetable Snacks*. See page 15 in the student workbook for directions. For a classroom of 25 to 30, you will need 2 carrots, 2 green peppers, 1 head broccoli or cauliflower, 4 stalks celery, and 2 tomatoes or a container of cherry tomatoes. If you wish to have dip for the vegetables, you also will need 2 8-oz packages of cream cheese (or 1 cup dry curd cottage cheese), 2 Tablespoons milk, 2 Tablespoons yogurt, and 2 1-oz packages ranch dressing mix. You also will need a place to wash hands, a large bowl,

Nutrition Goals

To reinforce the following Oregon Department of Education goals:

Explore healthful foods; name healthful foods

Name fruits and vegetables

List foods eaten often and look for variety

Name favorite foods and how they affect well-being

Describe what facilitates physical growth

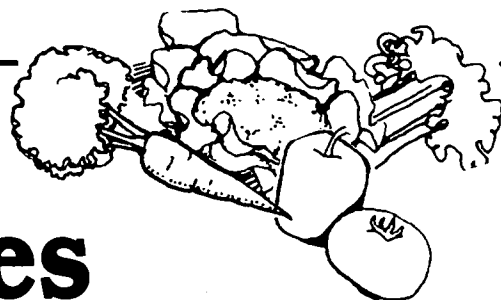
Discuss cleanliness and hygiene before handling foods

wooden spoons, tablespoon, knife, cutting board, serving plate, and 30 napkins.

5. Optional: *Picture of Garden*. See page 16 in the student workbook. You will need paper and crayons or paint to decorate.

6. Enrichment: Students may use food group puppets from pages 7-8 in the student workbook.

Vegetables, Vegetables



LESSON 4. INFORMATION SHEET

Emily: The plants we eat are in two groups. What are they? (Answer: Fruits and vegetables. Allow time for answers.)

Why are some foods called fruits and some called vegetables? Fruits are almost always the seeds of a plant—what it uses to grow baby plants. Vegetables are any other part of a plant we eat. They are both good for us. Fruits help our bodies heal cuts and scrapes. Vegetables help fight off colds and infections. Both help with well-being. We learned that fruits grow on trees, bushes, and vines. Where do vegetables grow? (Answer: In the ground or on the ground.)

Fruit is something we pick off the plant. We eat many parts of the plant as a vegetable. What parts

do we eat? (Answer: We eat leaves.) Can you name a leaf we eat? (Examples include spinach, lettuce, cabbage, chard, mustard greens.)

We eat roots. Can you name a root we eat? (Examples include beets, radish, carrot, onion.)

We eat stems. Can you name a stem we eat? (Examples include celery, asparagus.)

We eat flowers. Can you name a flower we eat? (Examples include broccoli and cauliflower.)

We eat seeds. Can you name a seed we eat? (Examples include peas, corn, lima beans.)

We eat the part of the plant that houses the seeds. Can you name a seed house? (Examples include tomato, zucchini, squash, egg-plant.)

Let's go to the garden. We'll see the things we're talking about. Do you see anything you eat? Freddy and I grow corn, tomatoes, peppers, cucumbers, and lots of squash. We grow pumpkins for pies and bread, and to carve for our jack-o'-lantern at Halloween. We grow carrots and peas and other things too. My favorite part of gardening is picking the fresh food.

In grocery stores you'll find vegetables fresh, in cans, dried, and frozen. They can be eaten raw or cooked. They can be cooked in many ways. I think it is exciting to have so many choices to eat and so many ways to eat them. This is really neat since we need to eat different kinds of vegetables each day. That helps us stay healthy and gives us well-being.

Vegetables, Vegetables



LESSON 4. STORY

Worksheet: Where Can These Foods Be Found?

Have students find page 13 in the student workbook. Ask them to draw a line from each food item to where it is grown. Color in the pictures if time permits. Talk about the vegetables they have at home and their different forms: canned, fresh, frozen. Do they know where those foods came from and how they got to the store?

If they think food comes from the store, read them the following, altering it to fit your class's vocabulary and your teaching style. Afterwards, talk about different vegetable plants and how they look in gardens and fields. You may want to bring in gardening catalogs or magazines.

Have them close their eyes and imagine: A seed being planted, absorbing water and making leaves, absorbing sun and growing into a big vine, the vine making flowers, flowers being visited by bees, flowers swelling into pea pods, the pods filling

with peas, a machine cutting the vines, pulling the pods from the vines, the pods falling into a big truck, the truck going to a cannery, the pods being popped open and the peas spilling out, the peas being poured into cans, the cans being sealed and heated and put in boxes, and the boxes being sent to stores.

Worksheet: Block Paint with Fruits and Vegetables

Cut up the fruits and vegetables into halves or quarters. Put food coloring diluted with water in bowls. Each child dips the fruits and vegetables in the food coloring and blocks them on a piece of paper. When they are done with this activity, have them wash their hands. (Examples include the star in the center of an apple, an orange slice, an artichoke, a shell from a pea, corn on the cob).

Note: Do not eat the fruits and vegetables used in this exercise.

Food preparation (cooking): Veggie Smiles

See page 14 in the student workbook. Review the recipe. Gather the materials and supplies. Clean the cooking surfaces, utensils, and hands. Conduct the activity.

Food preparation (non-cooking): Vegetable Snacks

See page 18 in the student workbook. Review the recipe. Gather materials and supplies listed on page 18 in this guide. (You may wish to substitute dry curd cottage cheese for some or all of the cream cheese to lower the fat content.) Clean cooking surfaces, utensils, and hands. Conduct the activity.

Vegetables, Vegetables



LESSON 4. ACTIVITY INSTRUCTIONS

Activity: Smackin' Sounds

Have the children fill in the vegetable or fruit that comes to mind when they hear the type of noise made when the food is eaten. Encourage them to use as many kinds of foods as possible, with an emphasis on fruits and vegetables. Use other sounds if you like.

For my smackin' sound I **crunch** when I eat... (Examples include cabbage, celery, carrots, green pepper.)

For my smackin' sound I **slurp** when I eat... (Examples include tomato, watermelon, juice drink.)

For my smackin' sound I'm **quiet** as can be when I eat... (Examples include potato, avocado, banana.)

Worksheet: Picture of Garden

Find page 16 in the student workbook. Use this picture as a visual aid to the story. Or have the children make their own drawings to add. Emphasize vegetable sources. What vegetables would they grow if they had gardens?



Lesson 5 introduces children to the breads and cereals group with an emphasis on cereals; teaches them how grains help with our health and well-being; and discusses cereals as more than a breakfast food.

After the lesson

Afterwards children should be able to identify a cereal and tell what cereals they eat, and talk about how cereals help with health and well-being.

Review from Lesson 4

- *Where vegetables are grown*
- *Name a variety of vegetables*
- *What do we eat as a vegetable?*
- *How vegetables help with our health and well-being*
- *Cleanliness*

Options

Activity: *Super Cereals*

Worksheet: *What Was in My Dinner?*

Take-Home Sheet: *Getting Ready to Eat*

Food preparation (cooking):
Granola

Food preparation (cooking): *Hot Cereal*

Food preparation (non-cooking):
Taste-test Cereal Products

Activity: *Fill in the Blank for Breads and Cereals I Like*

Materials and supplies

1. Discuss with students the *Take-Home Sheets* on pages 17 and 18 in the student workbook, and remind them to return them the next day.

Nutrition Goals

To reinforce the following Oregon Department of Education goals:

Explore healthful foods; name healthful foods

Name fruits, vegetables, and grains

List foods eaten often and look for variety

Name favorite foods and how they affect well-being

Describe what facilitates physical growth

Discuss cleanliness and hygiene before handling foods

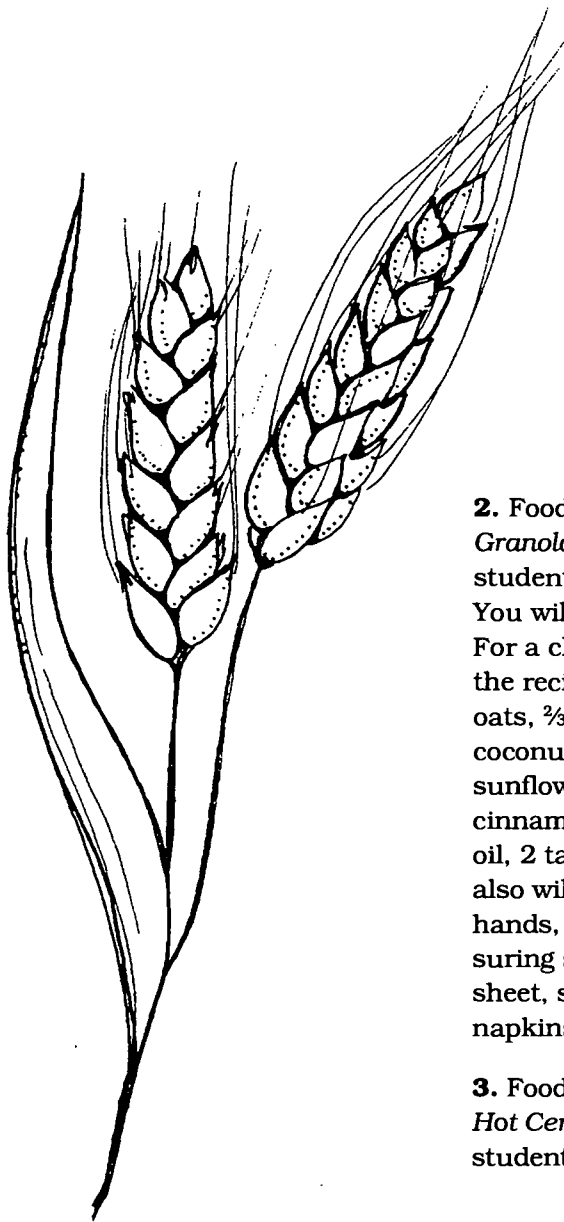
Describe how families decide what to eat for meals



Super

Cereals

LESSON 5. INFORMATION SHEET



2. Food preparation (cooking): *Granola*. See page 19 in the student workbook for the recipe. You will need access to an oven. For a class of 25 to 30, double the recipe. You will need 2 cups oats, $\frac{2}{3}$ cup wheat germ, $\frac{1}{2}$ cup coconut, $\frac{1}{2}$ cup dry milk, $\frac{1}{2}$ cup sunflower seeds, 2 tablespoons cinnamon, $\frac{1}{4}$ cup honey, $\frac{1}{4}$ cup oil, 2 tablespoons vanilla. You also will need a place to wash hands, 2 mixing bowls, a measuring spoon and cup set, cookie sheet, spatula, hotpads, and 30 napkins or small cups.

3. Food preparation (cooking): *Hot Cereal*. See page 20 in the student workbook for the recipe.

You will need a place to wash hands and access to a stove or electric countertop appliance; box of oatmeal or other hot cereal (or instant hot cereal); bowls or cups, milk, spoons, napkins, saucepan, copy of recipe. The recipe in the student workbook makes enough cereal for a class of 25 or 30.

4. Food preparation (non-cooking): *Taste Test Cereal Products*. See page 25 in this guide for instructions. You will need three or four cereal group items. Examples include dry cereal such as cornflakes; cooked noodles; barley or bulgar; brown rice and white rice.

Freddy: Who eats cereal for breakfast? (Allow time to answer.) What are your favorite kinds of cereals? (Examples include Rice Krispies, Grape Nuts, granola, Kix, Sugar Smacks, oatmeal, farina, Cream of Wheat, Shredded Wheat.)

Have you had hot cereal? Cooked oatmeal, Cream of Wheat, or a mixed grain cereal? Have you had cold cereal? There are many kinds to choose from. Emily and I eat cereal for breakfast. We don't eat the ones with lots of sugar. Most presweetened cereals already have about 3 teaspoons of sugar in every bowl. A lot of sugar doesn't help us stay healthy. Next time you choose a cereal, choose one without a lot of sugar. Try it dry as a snack. Try it with milk in the morning. We like it both ways.

Cereals are much more than what we eat for breakfast. Cereals are many kinds of foods made from grains. These foods can be eaten raw, boiled, fried, or baked. What foods do you think I'm talking about? (Examples include noodles, spaghetti, rice, millet, barley, oats.)

Have you eaten spaghetti or noodles? Have you had rice for dinner? Emily and I eat these foods. I like spaghetti because of the long round noodles. I like to turn my fork round and round until the noodle is wrapped on my fork. I like to open my mouth really wide and eat the long silly noodle. I like to eat it because it is fun and it tastes good. I like to eat it because it gives me energy. We get energy from breads and cereals, energy to work and play. I like to have fun foods to eat. To eat and have fun while you eat is a special treat.

When you and your family eat a meal, do you eat together? At breakfast, do you talk about your plans for the day? At dinner, do you talk about what you did all day? Do you watch TV? What do you talk about? Do you talk about what to eat at your next meal? Do you plan meals together? Do you ask for your favorite dinner ("Please, may we have fried rice tomorrow?")? Meal time can be a happy time, a time for fun foods and talks.

Every day when you think of breads and cereals, remember your breakfast cereal is equal to one serving of them. Noodles for dinner can be another. Crackers for a snack is a great way to eat too. There are many ways to eat breads and cereals. It is easy and important to eat different breads and cereals every day.



Super

Cereals

LESSON 5. STORY

Worksheet: Super Cereals

Name some different grains and cereals for them: wheat, rye, dried corn, oats, barley, rice. Bring several unground grains to show them what they look like. (Many health food stores carry uncooked whole grains. Some might be willing to give you small samples.) Bring a variety of grain products (or their packages) to class. As a class or in small groups, match the grain products with the unground grains. Which of the foods do they eat?

Worksheet: What Was in My Dinner?

Have the students find page 17 in the student workbook. Ask them to take the worksheet home with them and ask their parents to help fill it out. Have them draw one food item from dinner in the pyramid at the bottom.

Note: One of the purposes of this worksheet is to secure parent involvement in the nutrition lessons. We recommend sending home one more paper at this time (see page 18). It is about hygiene in and around food.

Food preparation (cooking): Granola

Find page 19 in the student workbook. Review the recipe. Gather supplies and materials. Clean cooking surfaces, utensils, and hands. Conduct the activity.

Enrichment: Discuss options for ingredients in granola—raisins, dried fruit, fresh fruit, nuts, etc.).

Food preparation (cooking): Hot Cereal

Find page 20 in the student workbook. Review the recipe. Gather supplies and materials. Clean cooking surfaces, utensils, and hands. Conduct the activity. Optional ingredients: apples, cinnamon.

Food preparation (non-cooking): Taste Test Cereal Products

Choose three or four cereal items. If any of these is a food that needs to be cooked, such as rice, it is probably easier to cook it before the lesson. All cooked foods should be refrigerated or kept cold before eating. (It may be best to use only dry cereals if you can't refrigerate the food. If hot cereals like rice can't be served hot, don't use them.)

Bring enough food so each child can taste all foods. Examples of foods include cooked brown and white rice, cornflakes, wheat flakes, oats, rice cereal.

Have bite-sized servings of all items for every child. Allow each child to taste all items. After the children have tasted each item, talk about the smell, taste, and texture of the foods.

Activity: Fill in the Blanks for Breads and Cereals I Like

Have the children sit in a circle. Each child tells what he or she would like to have from the breads and cereals group for a



Super

Cereals

LESSON 5. INFORMATION SHEET

meal. Begin the game by saying "For breakfast I would like to have..." and filling in one of your favorite foods. Then toss a softball to a student in the circle and ask him or her to follow your example. He or she repeats the sentence and fills in his or her favorite bread and cereal food. Repeat the ball toss and completion of the sentence until everyone has had a chance to talk.

Examples are:

For breakfast I like French toast.

For lunch I like a cheese sandwich.

For dinner I like macaroni and cheese.

For a snack I like granola bars.

Encourage the children to name many varieties of food items.



In Lesson 6 children will further discuss the breads and cereals group with an emphasis on breads. They will learn what a bread is, where grains come from, and how eating grain products affects well-being and health.

After the lesson

Afterwards children should be able to tell how wheat is grown and processed into flour, talk about different bread products, and discuss how breads and cereals affect well-being and health.

Review from Lesson 5

- Identify a cereal and name cereals in the students' own diets
- How cereals help health and well-being
- Cleanliness

Options

Worksheet: *From Wheat to Food You Eat!*

Worksheet: *Cut and Paste the Bread and Cereal Foods*

Food preparation (cooking):
Oatmeal Muffins

Food preparation (non-cooking):
Taste Test Bread Items

Song: *The Muffin Man*

Materials and supplies

1. See the worksheet *From Wheat to Food You Eat!* on page 21 in the student workbook. Teachers may integrate wheat discussion with reading and social studies programs: Little Red Hen story, poetry, field trips to a bakery or farm.
2. See the worksheet *Cut Out Breads and Cereals* on page 22 in the student workbook. You will need a copy of the worksheet and paper plates or sheets of colored paper.

Enrichment: Students may cut out magazine or newspaper pictures for pasting on a paper plate, plain paper, or a pyramid shape.

3. Food preparation (cooking): *Oatmeal Muffins*. See page 23 in the student workbook for the recipe. You will need a place to wash hands, and access to an oven. This recipe makes a dozen

Nutrition Goals

To reinforce the following Oregon Department of Education goals:

Explore healthful foods; name healthful foods

Name fruits, vegetables, meats, dairy products, and grains

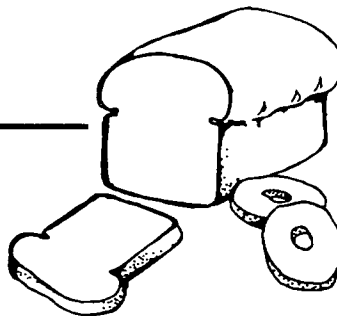
List foods eaten often and look for variety

Name favorite foods and how they affect well-being

Describe what facilitates physical growth

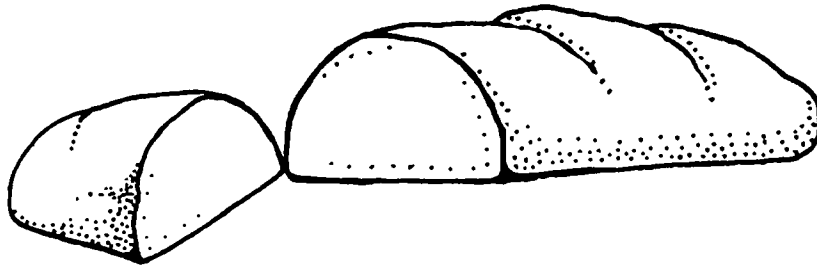
muffins, which you can quarter for each student to taste, or you can triple the recipe. For a triple recipe you will need 4½ cups flour, 2 tablespoons baking powder, 1 teaspoon salt, 2¼ cups oats, 3 cups milk, 3 eggs, ½ cup plus 1 tablespoon oil, ¼ cup plus 2 tablespoons molasses, and 1½ cups raisins. Equipment needed includes 1 large and 1 medium bowl, measuring cups and spoons, wooden spoons, 36 muffin liners, 3 muffin pans, and hotpads.

Beautiful



Breads

LESSON 6. INFORMATION SHEET



4. Food preparation (non-cooking): *Taste Test Bread Items*. See page 25 in this guide for instructions. You will need three or four bread items. Examples include crackers, rye bread, whole wheat bread, corn bread, tortillas. Have enough for each child to taste all the items.

5. Song: Provide a copy of the song *The Muffin Man* (page 31) for all the children or post a copy for them to read.

6. Optional: *How Wheat Becomes Bread*. See page 24 in the student workbook. You will need paper and crayons or paints to decorate. Use to supplement the story. Discuss steps of wheat production (student workbook, page 24).

Freddy: Do you eat bread? Do you eat biscuits for breakfast or noodles for dinner? (Allow time to answer.) Where are these foods grown? Have you seen a noodle bush? Or a bread tree? No: that's silly. We know they don't grow on trees or bushes. Well then, where do they come from? (Allow time for answers. Examples include a factory, the store, wheat, corn, rice.)

Breads are made mostly from wheat. Ground, dried corn called cornmeal, oats, and rye can also be used. First you mix these grains with milk, oil, and other ingredients. Next you bake the dough in the oven or fry it in a pan. Now you have a bread. Can you name some types of breads? (Examples include corn bread, muffins, pancakes, biscuits, pocket bread, bagels, tortillas, wontons, dumplings, crackers.)

Crackers are like flat slices of bread. They're good to spread things on. They're also good to eat alone. Don't forget crackers are in the bread group too.

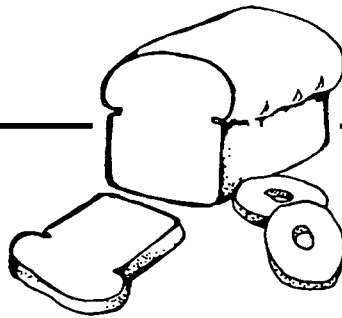
Well, if most breads have wheat in them, where do we get wheat? Let's walk to the wheat field. The tall grass is really wheat. How does the wheat become the smooth white flour or brown whole wheat flour used to bake breads, cookies and other good foods?

Emily and I plant seeds in the fall. The plants sprout in the fall. In the cold winter they go to sleep. The plants stop growing when they're asleep. As spring comes, the plants wake up and start to grow. They grow and grow. During the summer the plants turn pretty and golden. The gold field tells us the grain is hard and dry. Hard and dry means ready to cut.

I drive a big machine. It is called a combine. The machine combines two jobs. That is how it got its name. It cuts the wheat. It also separates the wheat kernels from the straw. When the kernels come off the straw, they fall in a bin. The bin is in the bottom of the combine. When the bin is full of wheat kernels, the kernels are moved into a truck. The truck takes them to be stored. They are stored in a silo. From the silo the kernels are put back in a truck. The truck takes them to a flour mill. At the mill, big machines clean the wheat. It is crushed by other big machines. It is crushed and sifted many times and that makes flour.

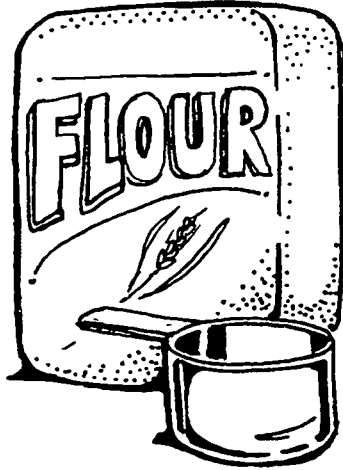
The flour is put in a box or a sack. It is sent to the store. We can buy it at the store. It is also sent to bakeries and to other factories to be made into foods.

Beautiful



Breads

LESSON 6. STORY



The other grains we talked about are grown in the same way. When they turn gold in the field, they are harvested. They go to different mills. It is a long trip from our field to the packages in the store.

Next time you go to the store, how many types of breads will you see? Count them. Show your mom or dad all the grain products you can find. Maybe you can try something new at home. What a treat!

Every day we need to eat a variety of breads and cereals.

There are many different grains to eat. Eating breads and cereals helps us have lots of energy for work and play. It helps our well-being by giving us energy. Repeat after me:

*Energy, energy, what would I be,
if I didn't have plenty of thee!*

We made a snack to eat. Come inside and we'll wash our hands. That's always the first thing to do before we cook or eat foods. There are tiny germs in the dirt on our hands. The germs can make us sick. Enjoy the snack (or whatever the class will make as a cooking option).

(Read this paragraph if you choose a cooking activity.) Now we will learn to make muffins. They're fun to make and fun to eat.

Worksheet: From Wheat to Food You Eat!

Have the students find page 21 in the student workbook. Ask them to draw a food item from the bread and cereal group in the blank. Have them color in the bread and cereal foods.

Worksheet: Bread and Cereal Foods

Have the students find page 22 in the student workbook. Ask them to cut out the food items from the breads and cereals food group. Have them paste the pictures to a paper plate or a new piece of paper. Ask them to color the pictures if time permits. Or they could make a short play from Freddy's explanation of how grains become bread. Several students could "plant" about half the class. Other students could be the sun and rain. The "plants" could sprout and grow. Several students could take the part of the combine. (The class would have to decide how to depict the cutting of the wheat and the separation of the kernels and straw in a gentle manner. Per-

haps another student, the kernel, joins hands with each wheat plant when the kernels form. Then the combine gently pulls them apart.) This can be a class movement activity, without lines except the narrator, Freddy.

Food preparation (cooking): Oatmeal Muffins

See page 23 in the student workbook for the recipe. Review the recipe. Gather materials and supplies. Clean cooking surfaces, utensils, and hands. Conduct the activity.

Food preparation (non-cooking): Taste Test Bread Items

Select three or four food items from the bread section of the breads and cereals group. (Examples include rye bread, crackers, corn bread, muffins, biscuits, tortillas, sourdough pancakes.) Clean cooking surfaces, utensils, and hands. Cut breads into bite-sized pieces. Let each child taste all of the items. Have a discussion as they taste each item about texture, smell, and

The Muffin Man

Have you seen the muffin man, the muffin man, the muffin man?

Have you seen the muffin man who lives on Mulberry Lane?

Yes, I've seen the muffin man, the muffin man, the muffin man.

Yes, I've seen the muffin man who lives on Mulberry Lane.

taste. Make comparisons and discuss them as a group.

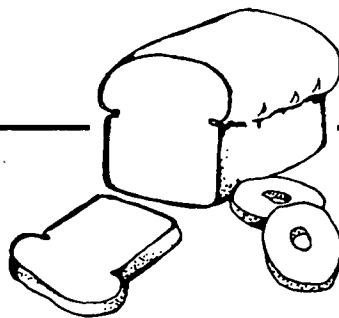
Activity: Song

Have the children sit in a circle and sing *The Muffin Man* together.

Optional: How Wheat Becomes Bread

See page 24 in the student workbook. Color and decorate the picture. Use it to supplement the story.

Beautiful



Breads

LESSON 6. ACTIVITY INSTRUCTIONS

This lesson discusses various food items in the milk and dairy food group. It is intended to help children understand where milk comes from and how it is processed before we drink it. Children will talk about how milk products affect health and well-being.

After the lesson

Afterwards children should be able to discuss where milk comes from and how it is processed; to name a variety of foods from the milk group; to tell the suggested number of daily servings needed for good health; and to talk about how milk affects health and well-being.

Review from Lesson 6

- Identify a bread in the students' diet
- Where does wheat grow and how is it processed to become flour
- How bread affects health and well-being
- Cleanliness

Options

Worksheet: *Maze*

Worksheet: *Which Animal's Milk Do We Drink?*

Food preparation (non-cooking):

Vanilla Pudding

Food preparation (non-cooking):

Taste Test Milk Products

Activity: Song and hand motions: *Milk the Cow*

Optional: *Where Does Milk Come From?*

Nutrition Goals

To reinforce the following Oregon Department of Education goals:

Explore healthful foods; name healthful foods

Name dairy products

List foods eaten often and look for variety

Name favorite foods and how they affect well-being

Discuss cleanliness and hygiene before handling foods

Magnificent



Milk

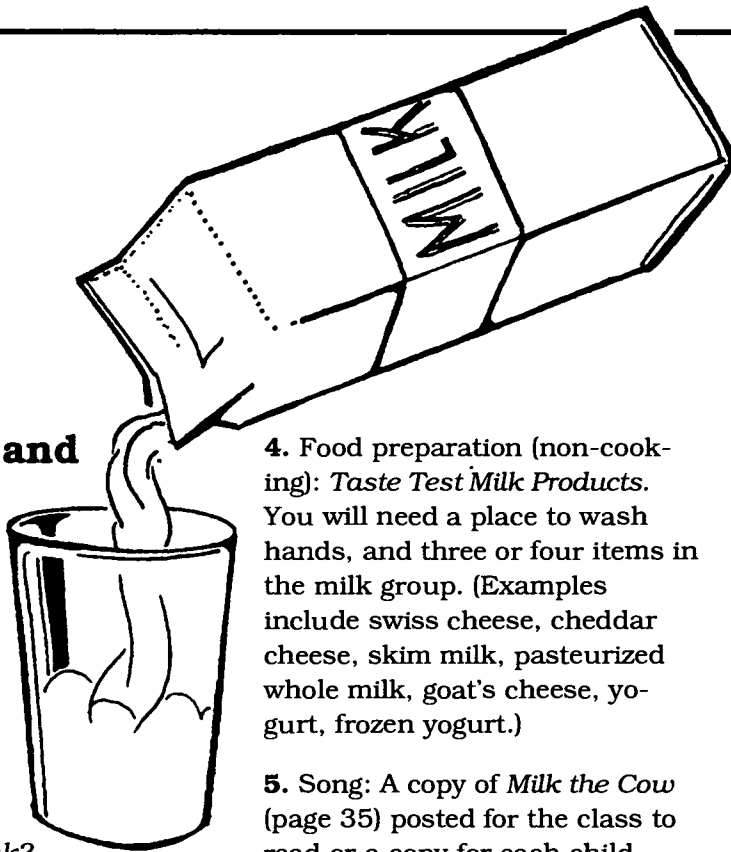
LESSON 7. INFORMATION SHEET

Materials and supplies

1. Optional. See *Maze* worksheet on page 25 in the student workbook.

2. See the *Which Animal's Milk Do We Drink?* worksheet on page 26 in the student workbook.

3. Food preparation (non-cooking): *Vanilla Pudding*. You will need 2 boxes of instant vanilla pudding mix, 4 cups milk, 2 1-quart shakers, and 30 small cups and spoons. Instructions on page 27 in the student workbook.



4. Food preparation (non-cooking): *Taste Test Milk Products*. You will need a place to wash hands, and three or four items in the milk group. (Examples include swiss cheese, cheddar cheese, skim milk, pasteurized whole milk, goat's cheese, yogurt, frozen yogurt.)

5. Song: A copy of *Milk the Cow* (page 35) posted for the class to read or a copy for each child.

6. Worksheet: *Where Does Milk Come From?* See page 34 in the student workbook. You will need paper and crayons or paint to decorate. Use the picture to supplement the story. Add it to the farm scene bulletin board at the end of this lesson.

Teacher: Let's go with Emily to the dairy barn. Emily milks the cows twice a day. Some farmers milk goats and other animals too. You can drink milk. It can also be used to make other good things to eat. Emily is showing us the milking machine. We need to listen to her.

Emily: I put this machine on the cow. When it's turned on it takes the milk out of the cow. In the tank the milk is cooled. A truck picks up the milk. The truck takes it to the factory. A factory has a lot of big machines. Some machines pasteurize or kill the

germs in the milk. Other machines put the milk into the bottles and containers we buy at the store. Milk is also made into cheese, yogurt, and cottage cheese. Can you name other things made with milk? (Examples include ice cream, frozen yogurt, buttermilk, sour cream.)

Every day we need foods made with milk. Did you have some yesterday? What milk products will you have today? What are your favorites? (Allow time for children to answer questions.)

Freddy and I love milk products. I put milk in my coffee. Freddy likes milk on his cereal. Yesterday was my birthday. We made ice cream. Yes, even old farmers like ice cream. Do you like ice cream? What is your favorite kind? (Examples include chocolate, vanilla, bubble gum, rocky road, strawberry, chocolate chip.)

Milk is good food. Milk helps us have good teeth. It makes strong bones and helps muscles work. It is important for well-being and health. What other foods are important? (Breads and cereals, fruits, and vegetables.)

Thanks for being good listeners. And don't forget to wash your hands before you eat.

Magnificent



Milk

LESSON 7. STORY

Worksheet: Milk Maze

Have the students find page 25 in the student workbook. Ask them to draw a line from the cow to the glass of milk without crossing a line. Have them color in the picture if time permits. Or have them add milk foods to the pyramid poster.

Worksheet: Which Animal's Milk Do We Drink?

Have the students find page 26 in the student workbook. Ask them to circle the animal whose milk we drink. Have them color in the picture if time permits. They also could draw dairy cows for the bulletin board. Or have them name as many mother animals as they can think of. Which animals produce milk for their babies? Which animals do not produce milk? Which ani-

mals' milk do we drink? People drink milk and eat cheese made from the milk of camels, goats, and yaks, for example.

Food preparation (non-cooking): Vanilla Pudding

Follow directions on instant pudding box. Use a blender or shake in a jar or container.

Food preparation (non-cooking): Taste-Test Milk Products

Select three or four food items from the milk group. (Examples include swiss cheese, cheddar cheese, skim milk, pasteurized whole milk, goat's cheese, yogurt, frozen yogurt.) Have the children taste each food item. Talk about texture, smell, and taste of each item. Encourage children to taste all of the items.

Milk the Cow

*(sung to the tune of Row,
Row, Row Your Boat)*

*Milk, milk, milk the cow,
hold on very tight.*

*That's the way we get our
milk, we do it every night.*

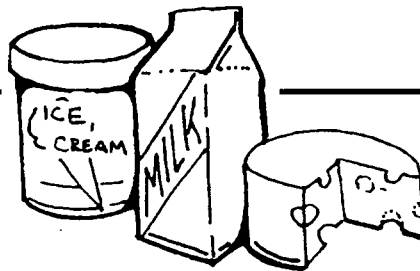
*Milk, milk milk the cow,
standing in the stall.*

*Pulling hard and pulling
hard, until you say that's
all!*

Activity: Song Milk the Cow

Emily: Hi! I'm going to show you how to milk a cow by hand. It's simple and fun. Each of you will use one of your thumbs and pretend it's the cow. Grab the thumb at the top, squeeze and pull down towards your

Magnificent



Milk

LESSON 7. ACTIVITY INSTRUCTIONS

finger nail. Everyone practice. Put your thumb and pointer finger at the top and your pinky at the end of your thumb. Pull and squeeze at the same time. Isn't this fun? Can you imagine milking 10 cows like this? You would get very tired. How much time do you think it would take? (Allow time for answers. *Answer:* It takes an average of 20 minutes to milk one cow.)

At our farm you saw the milking machine. I'm glad Freddy and I have that machine. Let's pretend we're busy milking and sing this song together as we milk.

Optional: Where Does Milk Come From?

Find page 28 in the student workbook. Color or decorate the picture. Use it to supplement the story. Add it to the farm scene bulletin board at the end of this lesson.



Lesson 8 discusses the meat group and introduces meat and non-meat foods. It will help children understand where meat products come from.

Note: The meat group is actually the meat/meat alternate group. It contains dried beans, nuts, seeds, nut butters, tofu, and eggs. For simplicity it is referred to as the "meat" group.

After the lesson

Afterwards children should be able to discuss meat items, and to describe how meat group foods affect health and well-being.

Review from Lesson 7

- Identify milk products in student's own diet
- How milk products affect health and well-being
- Cleanliness

Options

Worksheet: *Circle the Foods from the Meat Group*

Activity Worksheet: *Cut and Paste Pictures and Dry Foods*

Food preparation (cooking): *Hard-Cooked Eggs*

Food preparation (non-cooking): *Peanut Butter*

Poem: *Touch Your Hair*

Materials and supplies

1. See the worksheet *Match the Meat Group Foods* on page 29 in the student workbook.
2. See page 39 in this guide, *Cut and Paste Pictures and Dried Foods*. You will need dried beans, split peas, nuts, seeds, food pictures from magazines and newspapers, construction paper, paste or glue.
3. Food preparation (cooking): *Hard-Cooked Eggs*. See page 30 in the student workbook for recipe. You will need a place to wash hands and access to a stove. For a classroom, use 15 eggs, enough water to cover them in a pan, and salt and pepper. You also will need a large pan, something to put the shells in, a colander and sink, knife, cutting board, and 30 napkins.
4. Food preparation (non-cooking): *Peanut Butter*. See page 31 in the student workbook for recipe. You will need a place to wash hands. Triple the recipe for a classroom of 25 to 30. You will need 6 cups peanuts, 3 tablespoons oil, and 30 crackers, as well as a blender or meat grinder, bowl, several spatulas or plastic knives, and 30 napkins. Op-

Nutrition Goals

To reinforce the following Oregon Department of Education goals:

Explore healthful foods; name healthful foods

Name meats

List foods eaten often and look for variety

Name favorite foods and how they affect well-being

Describe what facilitates physical growth

tional: Use peanuts in the shell for counting activities, then shell and eat. Students may want to make the shells into little finger puppets with faces using felt-tipped pens. Enrichment: George Washington Carver grew peanuts and discovered many ways to use peanuts.

5. Poem: *Touch Your Hair*. A copy for each child or a copy posted for everyone to read.

6. Optional: *Picture of Chicken House* (see page 32 in the student workbook). You will need paper and crayons or paint to decorate. Use the picture to supplement the story. Add it to bulletin board at completion of this lesson.

Mighty



Meat

LESSON 8. INFORMATION SHEET

Emily: Meat comes from many places. Some "meat" foods don't come from animals. Dried beans, eggs, nuts, and peanut butter are part of the meat group.

On our farm there are four places where we get meat. The barn has the beef cows. We have two boy calves. They're called bulls. The chicken house has chickens and eggs. The fish pond has fish. The back fields have sheep.

I saved some fun chores for us. Let's walk to the chicken house and collect eggs. I collect the eggs every day. Open the door carefully. Don't step on an egg. When you find an egg, please put it in the basket. I let the chickens outside every morning. They like to run and scratch for seeds. In the evening they come home. You can buy chickens in the store all packaged and ready to be cooked at home. Eggs can be bought in the store too.

Now, it's time to feed the cows. Every day they get a bucket of grain. They love oats and barley. Do you eat oats and barley?

(Answer: Yes, in oatmeal cereal, breads, oatmeal cookies, and barley soup.)

The bulls also eat grass in the fields. In the summer we cut the grass and make hay. The hay helps feed the cows and sheep all winter. When the bulls grow big it's time to be made into beef. Beef is sold in many ways in the store. Can you name some kinds of meat? Include beef and other meats. (Examples include hamburger, steak, roasts, pork chops, chicken, lamb, turkey, fish.)

The sheep live in the field out back. They eat grass like the cows. I give them grain in the early morning. They have eaten it today. When the lambs or baby sheep get big, they are made into meat.

Well, all my chores are done. Thank you for helping. Now it's time to relax. I like to go fishing. It helps me relax. I throw out my line. I wait for a fish to bite. It's fun to catch fish. I like to eat them too. Do you eat fish? There are many kinds of fish and seafood. Can you name some of them? (Examples include tuna,

salmon, trout, bass, cod, halibut, sardines, catfish, crab, shrimp.)

We have only a few kinds in our pond. Fish can be bought in stores fresh, canned, or frozen.

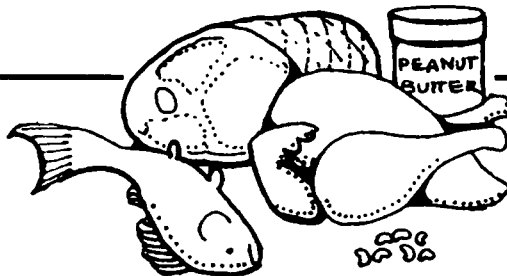
There are other meats we don't have on our farm. Meat from pigs or hogs is called pork and that's where we get pork chops and ham. Turkeys, ducks, and geese are meat too. Some people hunt for elk, deer, antelope, and moose. We can eat that meat, too.

Remember, nuts, dried beans, tofu, and eggs are some other foods in the meat group. Peanuts grow where it's hot. Peanuts and other nuts are used for many things. Have you eaten ground peanuts? I have and I like them! Ground peanuts make peanut butter. You see, there are many foods in the meat group. Not all of them are meat. They're all good for you.

Meat helps us stay healthy. Meat gives us lots of protein. It helps us grow. It helps build strong muscles. Meat also helps us have energy. Remember our saying:

Meat, meat, what a treat, Good for you and fun to eat!

Mighty



Meat

LESSON 8. STORY

Worksheet: Match the Meat Group Foods

Have students match the meat group food with the animal or plant it comes from.

Activity Worksheet: Cut and Paste Pictures and Dried Foods

Give each child a sheet of construction paper. Let the children cut pictures of meat group foods from magazines and newspapers. Ask them to paste the pictures on the paper. Ask them to make a design with dried beans, nuts and seeds over the pictures. You may choose to make collages either with pictures or designs with the nuts, seeds and legumes, if both are not available.

Food preparation (cooking): Hard-Cooked Eggs

Find page 30 in the student workbook for the recipe. Review the recipe. Gather materials and

supplies. Clean surfaces, utensils, and hands. Conduct the activity.

Food preparation (non-cooking): Peanut Butter

Find page 31 in the student workbook for the recipe. Review the recipe. Gather materials and supplies. Clean surfaces, utensils, and hands. Conduct the activity.

Activity: Poem

Make a copy and post for class reading, or make a copy for each student. Have children stand in a big circle, arms length apart. Say the poem and move together.

Picture of Chicken House

Find page 32 in the student workbook. You will need paper, colors, or paint to decorate. Use to enhance storyline. Add to the

Touch Your Hair

Touch your hair, touch your nose, this is where the protein goes.

Flap like a chicken, swim like a fish, we need protein in every dish.

Wiggle your bones, shake them all, protein makes us strong and tall.

Run in place as quick as can be, food gives us energy.

bulletin board at the end of the lesson to complete the farm scene. Or have the children draw or cut and paste animals for the bulletin board; or meat/meat alternate foods for the pyramid poster. Or ask them about the meat they eat at home. Help them name the animals the different kinds of meat come from.

Mighty



Meat

LESSON 8. ACTIVITY INSTRUCTIONS

Lesson 9 reviews materials from the entire lesson series; helps children recognize the need to eat a variety of foods, and identifies healthy snacks that taste good.

After the lesson

Afterwards children should be able to talk about a variety of foods; to tell where some of the foods come from and what foods they like and dislike; to talk about why we eat certain foods and how eating affects health and well-being; to define well-being; to talk about hygiene and why they must wash hands and some foods before eating; and to talk about what Freddy and Emily have on their farm.

Review from Lesson 8

- *What is a meat or meat alternate?*
- *Identify a meat or meat alternate in the student's diet*
- *How meats affect health and well-being*
- *Cleanliness*

Options

Worksheet: *Neat Treats to Eat*

Food preparation (cooking):
Popcorn

Food preparation (non-cooking):
Sandwich Smiles

Poem: *Many, Many Kinds of Foods*

Nutrition Goals

To reinforce the following Oregon Department of Education goals:

Explore healthful foods; name healthful foods

Name fruits, vegetables, meats, dairy products, and grains

List foods eaten often and look for variety

Name favorite foods and how they affect well-being

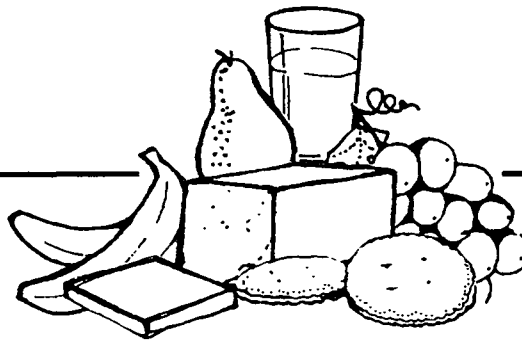
Discuss cleanliness and hygiene before handling foods

Describe how families decide what to eat for meals

Name sources of information on nutrition and foods

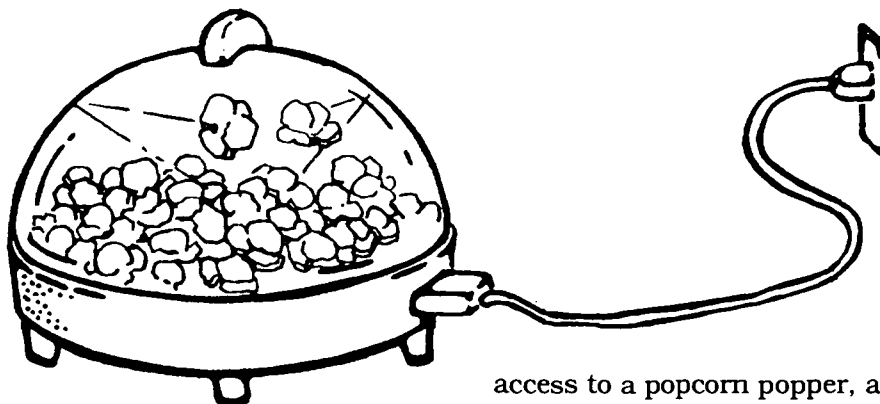
Tell how to live a healthful life with good nutrition

Snack



Attack

LESSON 9. INFORMATION SHEET



Materials and supplies

1. See worksheet *Posttest A* on page 33 in the student workbook.

2. See worksheet *Posttest B* on page 34 in the student workbook.

3. See *Neat Treats to Eat* instructions on page 36 in this guide and page 35 in student book. Provide sheets of paper and magazines, newspapers with pictures of snack food items for children to cut and paste, drawing materials, and paste or glue.

4. Food preparation (cooking): *Popcorn*. See page 36 in the student workbook. You will need a place to wash hands and

access to a popcorn popper, as well as 1 cup popcorn, up to $\frac{1}{2}$ cup oil, salt, 1 large bowl, and 30 paper towels. An air popper makes a lower-fat snack with less mess; or make a bag of "light" microwave popcorn if you have a microwave available.

5. Food preparation (non-cooking): *Sandwich Smiles*. See page 37 in the student workbook for recipe. You will need a place to wash hands. The recipe is for one smile; you'll need 30. You will need 30 slices of bread, 3 cups raisins or nuts, and one of the following (or a combination): 1 jar peanut butter, 16 ounces cream cheese, and/or 16 ounces cottage cheese. You also will need 30 plastic knives and paper plates.

6. Poem: *I Like Food*. A copy to post or a copy of the poem for each student.

Freddy: I've had a happy time with you. I like to be outside. I like to walk around the farm. It's been

fun talking about foods. Why have we spent time talking about them? (Answer: Because food is important to our health and well-being.)

Don't you think it's neat to know where foods come from? (Answer: Yes.)

Tell me where food grows. (Examples include fields, gardens, trees, cows, chicken houses, bushes.)

That's great work for you to know all that! Let's talk about the many kinds of foods. Why is it important to eat many different kinds of foods?

That's right, to help our bodies grow and be healthy. To have well-being. I like the word "well-being." It makes me smile every time I say it. I know you remember what well-being means. What is it? (Answer: To have the energy to do and be the best we possibly can be.)

What do we need to take care of our well-being? (Answer: Good food!) That's right! It helps! What's your favorite part of

Goodeater Farm? Did you like the milking machine? Did you like the garden? Or did you like to relax at the pond? (Allow time for answers.)

I'm tired. I want to rest. When I get tired and need a rest I like a snack. Do you eat snacks? What do you eat for a snack? Fruit, crackers, cheese, popcorn, peanut butter, and yogurt are all good snacks. How about carrot sticks or a big glass of milk? They're easy to get. You may think it's easier to get a cookie, candy, or french fries. It isn't! And those foods don't help us stay healthy.

We need to be careful that we don't eat too much sugar or fat. Fats are fried foods. Fats are also foods made with lots of butter, oil, or margarine. Too much sugar and fat aren't good for us. They give us quick energy but don't help with our health and well-being. Treats are treats. We need to eat them at special times. Emily and I don't eat them daily. You shouldn't either.

We need to eat many kinds of food. It's fun to learn that many

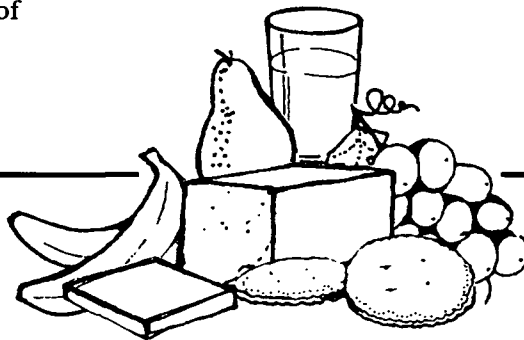
foods taste good. Foods we thought were yucky are really yummy. We need to eat different foods each day. What else do we need to do before we eat foods every time? Wash our hands, that's right! Tiny germs hide on food and on our hands. They can make us sick. No one likes to be sick. Remember this when you are ready to eat:

Wash your hands, Get them clean, Good soap and water, scrub germs unseen.

If you think of questions about foods, or what's good and not good for you, who can you ask? There are lots of people. At our farm, ask Emily or me. You can always ask your teacher. You can ask the nurse at school, or the doctor who you see when sick. Sometimes the people at the food store can give us answers. If there are things you don't know, don't be afraid to ask. It's the best way to learn new things.

Emily and I made a snack for us to eat. We can eat it. Do you have any questions? Wash your hands and take a bag of popcorn. Thank you for visiting Goodeater Farm. We hope you've had as much fun as we have. Eat well and be happy!

Snack



Attack

LESSON 9. STORY

Worksheet: Posttest A

Have the students find page 33 in the student workbook. Ask them to draw a line from each food item to the correct food group in pyramid. Have them color in the pictures if time permits.

Or use the pyramid poster as a tool to discuss the variety of foods within each food group. Have the children tried any new foods since the lessons began? Review proportionality. *“Let’s say that Barry is eating the healthiest way possible. Imagine we put everything Barry eats in one day in a pile. Breads and cereals would be the biggest part of the pile—like this big block here on the bottom. Vegetables and fruits together would be only a little smaller than the breads. The pile of milk foods and meat foods would be smaller yet. Fats and sweets would be the tiniest part.”*

Worksheet: Posttest B

Have the students find page 34 in the student workbook. Ask them to circle the foods that are best for them. Have them color in the pictures if time permits.

Worksheet: Neat Treats to Eat

Have food pictures from magazines, newspapers, and other printed publications available. Ask the students to cut out snack pictures and paste them on the poster on page 35 in their books. Have them cut out pictures of foods from the food groups that are easy to get and eat as a snack. If magazines and newspapers are not available, ask students to draw in pictures of snack foods. They can use this sheet as a poster on their refrigerators at home.

Food preparation (cooking): Popcorn

Find page 36 in the student workbook. Review the recipe. Gather materials and supplies. Clean cooking surfaces, utensils, and hands. Conduct the activity.

I Like Food

*I like food, lots of food,
many, many, kinds of food!*

*I like spices, I like bread, I
like cabbage in a head.*

I like fish in a dish.

*I like cheese, I like milk, I
like more ice cream, please.*

*I like food, lots of food,
many, many kinds of food.*

*Food makes me smile, when
I look at the pile of the
many, many kinds of food.*

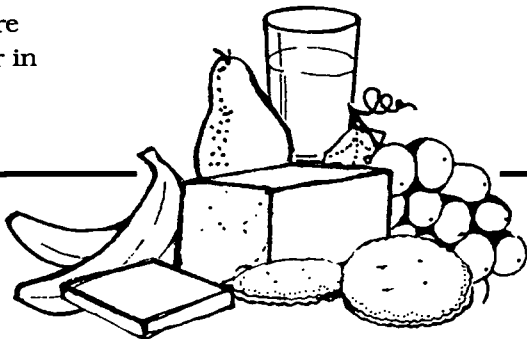
Food preparation (non-cooking): Sandwich Smiles

Find page 37 in the student workbook. Review the recipe. Gather materials and supplies. Clean cooking surfaces, utensils, and hands. Conduct the activity.

Poem

Make a copy and post or make a copy of poem for all children. Read the poem aloud, and have students repeat with you.

Snack



Attack

LESSON 9. ACTIVITY INSTRUCTIONS

Teacher Guide

Did the teacher guide provide you with too much information, too little information, or about the right amount of information to make you an effective teacher of this nutrition lesson series? (Circle answer.)

3 about right

2 too much

1 too little

What would you do to improve the Teacher Guide?

Food Preparation

Did you include food preparation? Yes No

If yes, to what extent, if any, did preparing foods reinforce lesson concepts?

1 not at all

2 to a slight extent

3 to a fair extent

4 to a great extent

Please explain

If yes, was the food preparation activity appropriate for your class?

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 cooking options.

Other:

Have you enjoyed teaching the program? Yes No Not sure

Have the children enjoyed the program? Yes No Not sure

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.



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