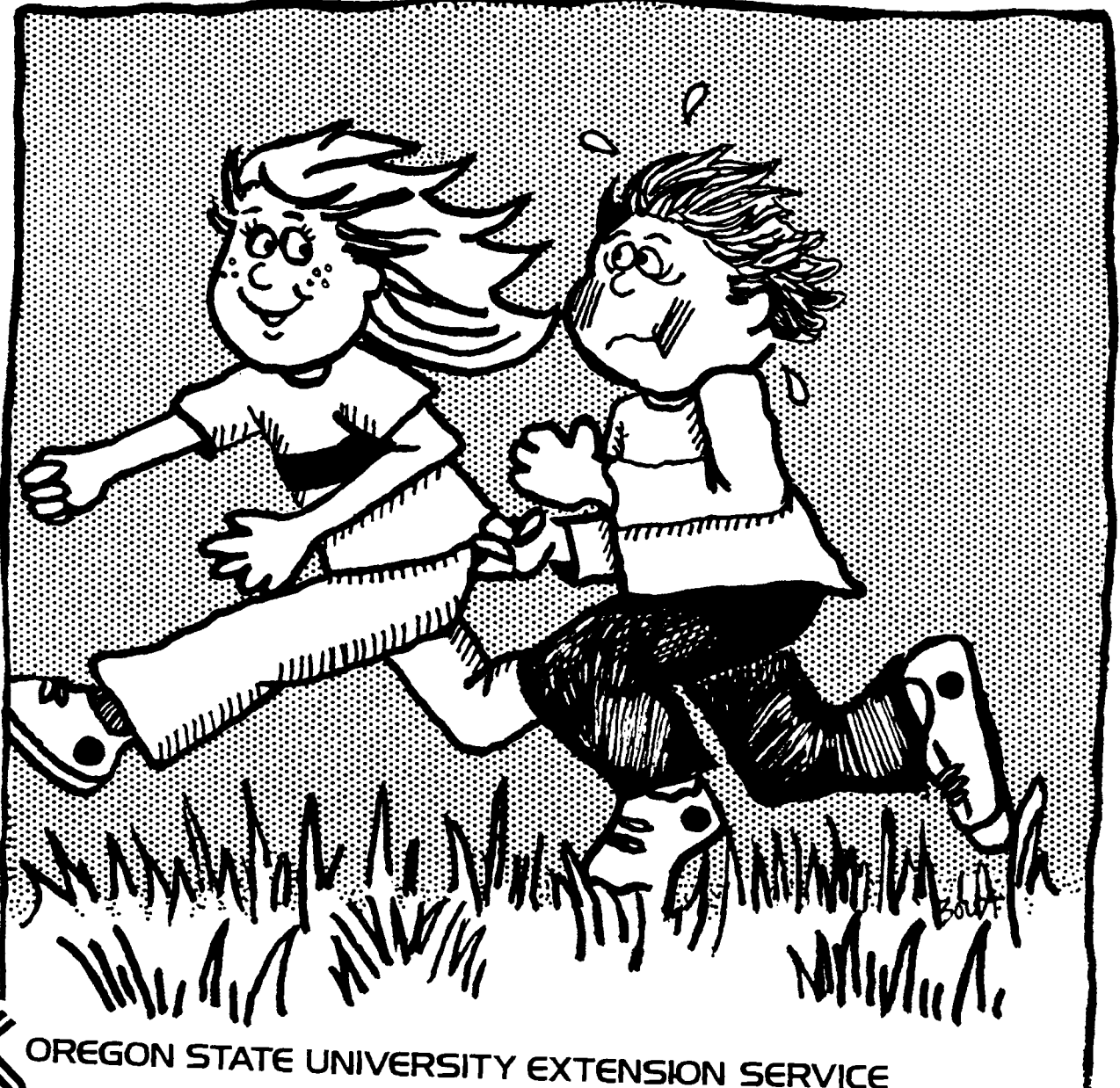


Evil Eater and the ENERGY RACE



OREGON STATE UNIVERSITY EXTENSION SERVICE

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EVIL EATER AND THE ENERGY RACE

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EVIL EATER AND THE ENERGY RACE

The goal of this project is to give 9 and 10 year olds an opportunity to learn about the food they eat and how it affects them.

OBJECTIVES

The children should learn to:

- Recognize the importance of eating a wide variety of foods.
- Identify the Five Food Groups and the number of servings needed from each food group.
- Identify the serving size of foods from the Fruit and Vegetable, Bread and Cereal, Milk and Meat Food groups.
- Recognize that many foods we eat contain more than one food group.
- Recognize that foods in the Sweet and Fat group should be consumed in moderation.
- Identify foods in the Sweet and Fat group that are medium and high sources of sugar and fat.
- Identify foods that are medium and high sources of Vitamin A, Vitamin C, Calcium and Iron.
- Identify how Vitamin A, Vitamin C, Calcium and Iron help the body.

NUTRITION

We have always taught nutrition from the background of preventing deficiencies. Today, the number one nutrition problem in this country is OVERWEIGHT. In order to be able to deal with over-consumption, a fifth group has been added to the food groups. This group includes those foods that are high in sugars, fats and alcohol.

Each of the basic food groups--unchanged from the BASIC FOUR--has a minimum number of servings recommended. The fifth group has a CAUTION sign instead of a number. This is to tell individuals that these foods are high in calories and low in nutrients. The selection of these foods should be made AFTER all the other groups have been included in the diet. Include only enough of these foods to meet the energy (calorie) needs of the individual.

Variety is a key word in nutrition. These lessons encourage children to eat and enjoy a variety of foods that will meet the nutrient requirements of the body. The kind and amount of food a person eats affects health, growth and the way you feel. Nutrition is one of the factors

that influences the lifelong health of individuals. If children choose the foods that will supply the needed nutrients, nutrition will not limit their ability to reach their health potential.

TEACHING TIPS

Steps to follow before each lesson.

- Read through the lesson until you are familiar with it.
- Collect the materials listed at the beginning of each lesson.
 - Choose either Option I (Snack Preparation) or Option II (Nutrition Activities) to supplement the basic lesson. Collect the materials listed under the appropriate option.
 - Note: If you choose Option I, Snack Preparation, the lesson will take longer to complete. Each lesson is designed to involve children in nutrition activities for 30 minutes to 1 hour.

Steps to follow during the lesson.

- Each lesson has these headings:
 - What the Children Should Learn: A list of learning objectives that should be met by a majority of the children.
 - Materials: A list of materials needed to teach the basic lesson.
 - Nutrition Ideas: The nutrition information to be covered in the lesson.
 - Basic Lesson Plan: A step by step outline of activities in the lesson. This plan is not rigid but will provide a general guide to follow.
 - Optional Activities: A choice of two options to supplement the basic lesson plan. The teacher should choose either Option I or Option II. Option I (Snack Preparation) involves the children in food preparation and tasting. Option II (Nutrition Activities) involves the children in action-oriented activities relating to the nutrition points covered in the lesson.

Steps to follow in performing the Reader's Theater

The first five lessons include the Evil Eater story. This story should be read by the children. Each story involves five characters and a narrator. The story line contains easy-to-read words. The following steps should be included when reading the story:

- Choose children who are appropriate for the characters to be portrayed. The teacher may wish to read the narrator's part. Make sure all the actors know the gender of the characters.
- Encourage the students to practice their reading roles until they are familiar with the words.
- The characters in the story play humorous roles. Each child should role play their character's personality. In order to do this before beginning each story the characters should be introduced. As the characters are introduced, and before each of their reading roles, the following actions should be performed:
 - Athletic Al (Ann) flexes muscles.
 - Popular Paul (Paula) smiles and shakes hands.
 - Pretty Penny (Handsome Harry) pats hair or flutters eye-lashes.
 - Evil Eater snarls or frowns.
 - Studious Sam (Sarah) lifts up a book to read.

When the children read the story to the class instruct them to stand when reading their lines and project their voice.

You may wish to perform the stories as a play. If so, follow the guidelines above with addition of costumes and props.

Steps to follow when using Option I (Snack Preparation)

Snack preparation in the classroom is a good way to review or re-inforce nutrition concepts. Involve the children as much as possible in snack preparation (ie: cutting vegetables, sectioning fruit, pouring milk, passing the cups, spoons and waxed paper squares. After the preparation is completed and the children are enjoying the snack, ask questions that relate to the snack foods. Some examples are:

- Name the food group(s) that the snack is found in?

- Describe how much of this food is needed for a serving.
- How many servings are needed daily from this food group(s)?
- What nutrient is found in the snack? (Ask after Lesson 4)
- Is the snack a low, medium or high source of this nutrient? (Ask after Lesson 4)
- How does this nutrient help our bodies? (Ask after Lesson 4)
- Have you ever tried these foods at home?
- Can you eat this food for breakfast, lunch, dinner, a snack?

Steps to follow when using Option II (Nutrition Activities)
--

Activities are an excellent way to reinforce nutrition concepts presented in the lessons. The concepts and foods discussed in each lesson should be incorporated in the activities. All activities presented in the lessons have been tested and are successful with children.

Steps to follow after each lesson

Use worksheets to reinforce concepts taught in the lesson. Be sure to give instructions on how and when to complete the worksheets.

THE EVIL EATER GAME

This activity can be used with all six lessons.

Materials

One piece of poster board (approximately 40" by 30"), 36 circles of poster board 8" in diameter with a hole punched 1/2" from the top.

6 brass fasteners

Strapping tape



Directions for Constructing the Game

Involve the entire class in constructing the game.

- Cut 36 eight-inch circles of poster board and punch a hole near the top of each circle.
- Separate the instruction sheet (pages 6, 7 and 8) from this lesson plan. Cut out the individual instructions numbered 1-30 and give one to each child.
- Hand one 8-inch circle to each child.
- Draw the numbers 1--6 on the remaining six circles.
- Instruct the children to draw a picture of the food listed on their instructions on one side of the circle. Make sure they position the punched hole on the top of the circle so that the picture and instructions are right side up.
- Have them write the name of the food under the picture.
- On the other side of the circle have them print the nutrition facts listed on the instructions. (The amount of this food that is needed for a serving and the amount of vitamins or minerals contained in the food.)
- Draw six round circles on the board (see illustration above) leaving room in the center of the board for a picture of Evil Eater.

- Punch six holes near the top of each circle.
- Push brad prongs through punched holes so prongs are extended out through the circles in the front of the board. Secure the heads of the fasteners with strapping tape on the back of the board.
- Have the children draw a picture of Evil Eater on the board.

Directions for playing the game

- Choose six food circles from the thirty food circles. Make sure that you have at least one food circle from each of the Five Food Groups
- Fasten each circle to the board (with pictures showing). Cover with numbered circles. Do not allow the children to see the food pictures under the numbered food circles.
- Divide the class into two teams.
- Select a team to start.
- Have that team choose a food circle.
- The object of the game is to uncover the nutritious foods behind the numbered circles without uncovering the food from the Sweet and Fat Group.
- One point is scored when a nutritious food is uncovered and the nutrition facts are correctly identified. The nutrition facts to be identified are as follows:
 - Lessons 1-3. Describe the food group that the uncovered food circle is in and the numbers of servings needed daily from that food group.
 - Lessons 4-5. Describe the nutrition facts listed on the back of the food circle.
- The game is over when the food circle representing the Fat and Sweet group is uncovered.
- The team with the most points wins.

EVIL EATER GAME INSTRUCTION SHEET

1.	Orange	1 medium	Vitamin C	High
2.	Corn	1/2 cup	Vitamin A	Medium
3.	Broccoli	1/2 cup	Vitamin A & C	High
4.	Banana	1 medium	Vitamin C	Medium
5.	Carrot	1/2 cup	Vitamin A	High
6.	Watermelon	1 med. slice	Vitamin A & C	High
7.	Whole wheat bread	1 slice	Iron	Low
8.	Oatmeal	1/2 cup	Iron	Low
9.	Cornbread	1 muffin	Iron	Low
10.	Macaroni	1/2 cup	Iron	Low
11.	Ready-to-eat cereal	1 cup	Check label for nutrient content	
12.	Pancakes	1 medium	Iron	Low
13.	Liquid milk	1 cup	Calcium	High
14.	Yogurt	1 cup	Calcium	High
15.	Cheese	2 ounces	Calcium	High
16.	Cottage cheese	1/2 cup = 1/4 serving	Calcium	Low
17.	Milk shake	1 cup	Calcium	High
18.	Pudding	1/2 cup = 1/2 serving	Calcium	Medium
19.	Peanut butter	4 tablespoons	Iron	Low
20.	White fish	3 ounces	Iron	Low
21.	Red meat	3 ounces	Iron	High
22.	Chicken	3 ounces	Iron	Medium
23.	Dry beans	1 cup	Iron	High
24.	Eggs	2 medium	Iron Calcium Vitamin A	Medium Medium Low

(Evil Eater Game Instruction Sheet continued)

25.	Butter/margarine	1 pat	Vitamin A	Low
26.	Doughnut	1 medium	None	None
27.	Hard candy	2 ounces	None	None
28.	Chocolate candy (with- out nuts)	2 ounces	None	None
29.	Apple pie	1 piece	None	None
30.	Soda Pop	1 bottle	None	None

LESSON 1 - Fun with the Five Food Groups

What the Children Should Learn

By the end of Lesson I the children should be able to:

- Identify the Five Food Groups.
- Identify five foods that belong in each of the Five Food Groups.
- Identify the numbers of servings needed daily from each of the Five Food Groups.

Materials

Basic Plan: Pre-tests, Evil Eater Scripts for readers (photocopy story), worksheets.

Option I - Snack Preparation (See page 14).

Option II - Nutrition Activities (See page 15).

Nutrition Ideas

- The kind of food a person eats affects his health, growth, and the way he feels.
- To feel good, people should eat foods from the Basic Food groups each day. Choose at least:
 - FOUR servings from the Fruit and Vegetable Group.
 - FOUR servings from the Bread and Cereal Group.
 - THREE servings from the Milk Group.
 - TWO servings from the Meat Group.
- To help prevent overweight, foods from the Sweet and Fat Group should be eaten in moderation.
- The following foods belong in each of the Five Food Groups:

Fruits and Vegetables

cauliflower
cabbage
turnips
potatoes
mushrooms

carrots
sweet potatoes
squash
pumpkins

red pepper
tomatoes
cabbage
beets

leafy greens
broccoli
peas
green beans
green pepper
brussels sprouts
cucumbers

Fruits and Vegetables (continued)

oranges	apples	banana
peaches	orange juice	grapes
watermelon	grapefruit	prunes, raisins
cantaloupe	apricots	berries
strawberries	plums	melons

Breads and Cereals

biscuits	bread	crackers	oatmeal
cornbread	waffles	corn grits	cereal
muffins	rye bread	hominy	rice
pancakes	white bread	macaroni	rolled oats
raisin bread	whole wheat	noodles	rolled wheat
rolls	bread	spaghetti	granola
tortilla	French toast	masa	
	fry bread		

Milk

Milk	yogurt
cheddar cheese	cottage cheese
ice cream	cream cheese

Meat

red meat (beef, lamb, pork, venison)	eggs
poultry (chicken, turkey, duck)	dried peas, beans, lentils
fish (salmon, tuna, trout)	peanut butter
	nuts

Sweets and Fats

soda pop	cookies	potato chips	pies
fruit turnovers	corn curls, puffs,	doughnuts	butter
sugar	chips	candy	margarine
honey	punch	gum	
oil	jam, jelly	fried foods	

Basic Lesson Plan

- Before giving the children any information about the lesson do the pre-test game. Pass the pre-tests to the children.
- Pre-Test Game Instructions

Have each child work alone. Only answer questions about game format and reading difficulties.

(Scoring)

PART I

Correct Answers

- | | |
|---------------------|------------------|
| Fruit and Vegetable | - Four Servings |
| Bread and Cereal | - Four Servings |
| Milk | - Three Servings |
| Meat | - Two Servings |
| Sweet and Fat | - 0 Servings |

(Ten points possible, score one point for each correct answer)

PART II

Correct Answers

One food from the food groups listed below

(Four points possible, score one point for each food in the Fruit and Vegetable, Bread and Cereal, Milk and Meat food groups.)

PART III

Correct Answers

- | | |
|-----------|----------------------|
| Calcium | - milk, cheese |
| Iron | - red meat, egg |
| Vitamin A | - broccoli, carrot |
| Vitamin C | - orange, watermelon |
| Sugar | - soda pop, doughnut |
| Fat | - pie and butter |

(12 points possible, score one point for each correct answer)

PART IV

Correct Answers

- | | |
|-----------|--------------------------------------|
| Calcium | - Helps build strong bones and teeth |
| Iron | - Helps body use energy from foods |
| Vitamin A | - Helps you see in the dark |
| Vitamin C | - Helps heal cuts and scrapes |

(8 points possible, score two points for each correct answer)

- Introduce the Evil Eater Project
 - Tell the class that for the next six weeks they will be learning about food. They will learn that eating a wide variety of foods and exercising will help them grow and have lots of energy. The project is sponsored by 4-H, a part of Oregon State University Extension Service.
 - Everyone in the class will be involved as an actor or actress by reading a part in a play. There will be games, learning sheets and food to taste (if you choose Option I).
- Cover the points listed under Nutrition Ideas.
- Play the Food Recall Game.

Purpose: To acquaint the children with the variety of foods in each food group.

How to play:

- Divide class into two teams.
- Choose one of the Five Food Groups.
- Have each team name one food that is in that food group within 10 seconds. Have children take turns in naming the foods.
- One point is scored for each correct food answer. Write the correct food answer on a blackboard.
- Stop when a team reaches five points.
- When a team identifies five foods, discuss other foods that are in the group. Discuss the number of servings needed daily from that group.
- Repeat with each food group including the Sweet and Fat Group.

Option: Reward winning team with peanuts.

- Have the class present the Evil Eater Story, Scene I. See page 3 for instructions on how to present the story through the reader's theater format.

EVIL EATER STORY

(Scene I)

Assign children to the five roles. Make sure all readers know the gender of the characters.

Introduce the characters. As the characters are introduced and before each of their reading roles, the following actions should be performed:

Athletic Al or Ann	- Flexes muscles
Popular Paul or Paula	- Smiles and shakes hands
Studios Sam or Sarah	- Lifts book to read
Pretty Penny or Handsome Harry	- Pats hair or flutters eyelashes
Evil Eater	- Frowns or snarls

Remind children to perform their actions.

Narrator: The scene takes place after school. Evil Eater has convinced Pretty Penny/Handsome Harry, Popular Paul/Paula, and Studios Sam/Sara to skip breakfast and save their lunch money to buy candy, doughnuts, soda pop and cookies for after-school snacks.

Pretty Penny/
Handsome Harry: I'm so hungry I could eat that whole bag of cookies.

EVIL EATER: Go ahead we have one bag apiece.

Studios Sam/
Sarah: Give me some candy bars and that quart of pop.

Popular Paul/
Paula: Pass the maple bars.

Pretty Penny/
Handsome Harry: Look there is Athletic Al/Ann---come join our group!

Athletic Al/
Ann: Why are you eating all those sweet foods?

EVIL EATER: Because they taste good and are good for you.

Athletic Al/
Ann: Those foods may taste good but they don't help you feel good and do your best.

EVIL EATER: How do you know so much?

Athletic Al/
Ann:

I'm a member of 4-H. At our meetings we learn about 4-4-3-2.

Popular Paul/
Paula:

What's that?

Athletic Al/
Ann:

That stands for the number of servings you need daily from the Basic Food Groups. Four servings of Fruits and Vegetables, four servings of Breads and Cereals, three servings of Milk and two servings of Meat.

EVIL EATER:

Oh, yeah! Well we are members of S.U.G.A.R.(say each letter separately)

Studious Sam/
Sarah:

We are? What's that?

EVIL EATER:

The Secret Underground Goodies And Rich food society.

Athletic Al/
Ann:

Eating like that won't help you and soon you'll see what I mean.

- Involve the children in Option I or II activities

OPTION I - SNACK PREPARATION

TRAIL MIX*

Food Supplies

2 cups toasted soybeans
2 cups raisins
1 cup sunflower seeds
1 cup coconut

Paper Supplies

**150 napkins or paper towels
**1 box waxed paper
30 five-oz. cups
1 large bowl

Procedure: Assist the children in mixing the soybeans, raisins, sunflower seeds and coconut together in a large bowl. Have the children fill their cups half-full with trail mix. See page 3 and 4 for examples of nutrition questions to discuss while the class is eating.

* Based on 30 children

** Supplies for entire series

OPTION II - NUTRITION ACTIVITY

Game: Toss a Food Fact

Supplies: Two pieces of paper squeezed into a ball.

Purpose: To recall foods in the Five Food Groups

How to play:

- Divide the class into two groups. Have each group form a circle with their chairs.
- The teacher starts the game by throwing the ball to a person in the circle and naming a food group. The person who has the ball tries to name two foods that belong in that food group within 10 seconds.
- If the person can't think of the two foods the group helps identify the foods.
- That person then tosses the ball to another person and names another food group and the game starts again.

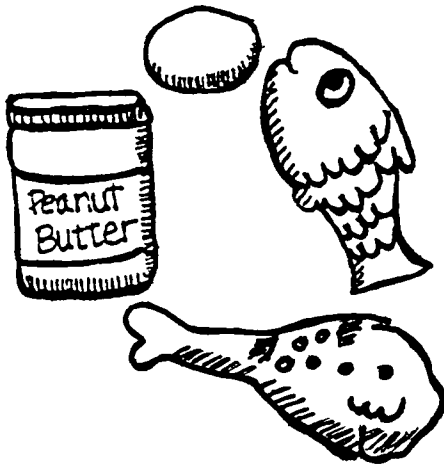
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- End the lesson by handing out the worksheets.

Pretest _____ Name _____ Score _____

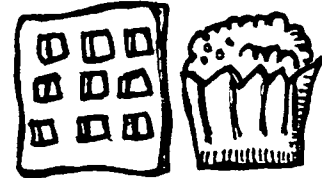
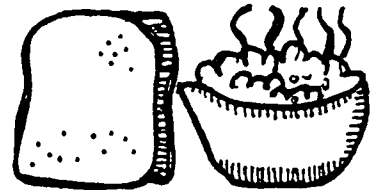
Posttest _____ School _____

1. For each food group identify the name and the number of servings needed daily.

_____ ☐



_____ ☐



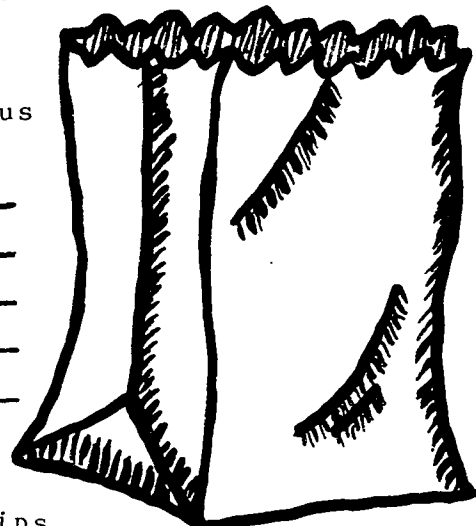
_____ ☐



2. Choose five foods from the group of foods given below and make a nutritious lunch.

- Soda pop
- Orange
- Chicken sandwich
- Apple
- Tuna sandwich
- Milk
- Peanut butter sandwich
- Cheese
- Peach
- Carrots
- Meat loaf sandwich
- Tomato
- Orange juice

Graham crackers
Potato chips



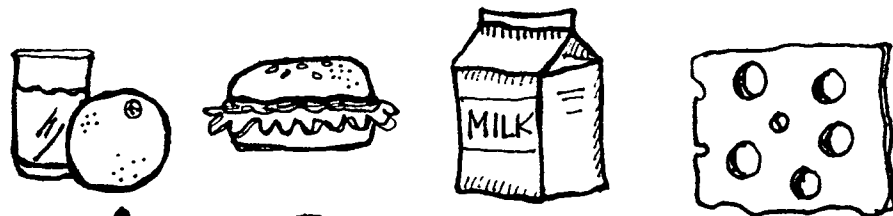
Sugar cookies

Twinkie
Celery
Banana

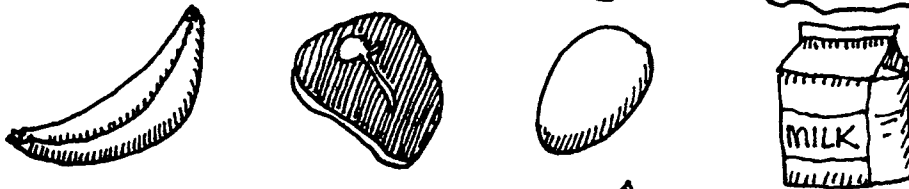
Cake

3. Circle two foods that are high sources of...

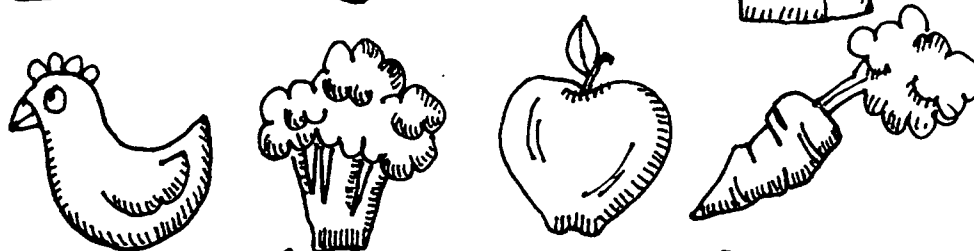
Calcium:



IRON:



Vitamin A:



Vitamin C:



Sugar:



Fat:



4. Draw a line from each nutrient to the picture that shows how it helps your body.



- calcium



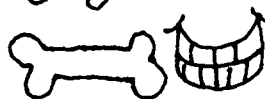
- Vitamin A



- Vitamin C



- Helps body use energy from foods.



- Helps build strong bones and teeth.



- Helps heal cuts and scrapes.

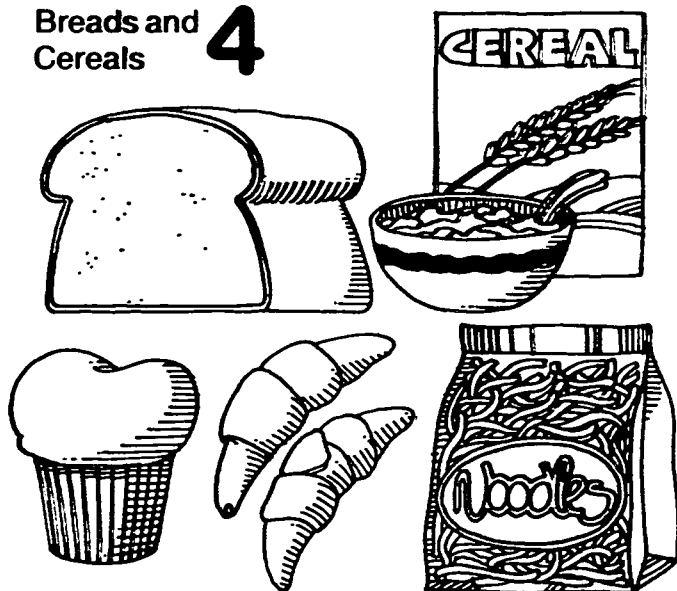


- Helps you see in the dark.

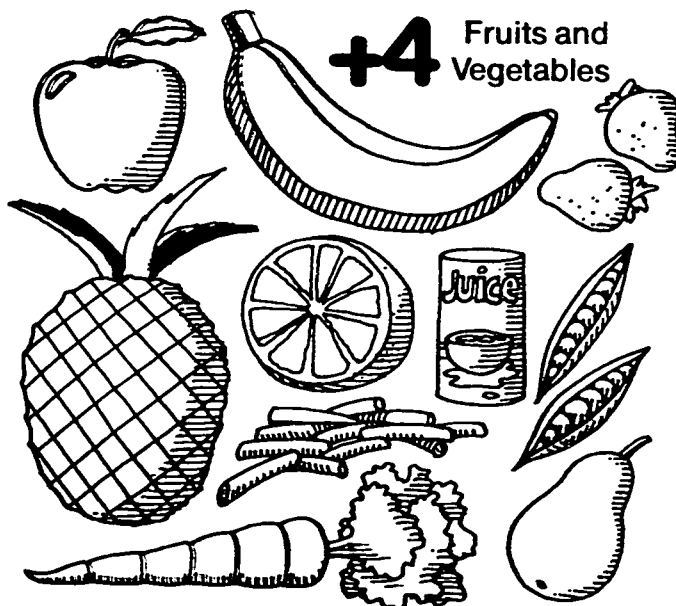
THE BIG FOUR

Breads and
Cereals

4

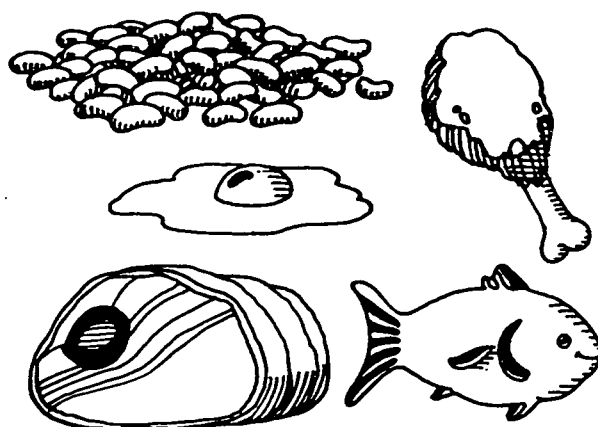
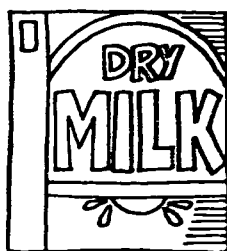


+4 Fruits and
Vegetables



+3

Milk
and
Dairy
Products



+2

Meat
and
Other
Protein
Foods



**4+4+3+2 WILL =
THE VERY BEST POSSIBLE
YOU EACH DAY**

A BALANCED DIET (Energy Intake)

EXERCISE
(energy output)

The diagram illustrates a progression of physical activities. From left to right, the stick figures are shown: 1) using a lawnmower, 2) skiing, 3) playing tennis, and 4) walking. A large cross is positioned to the left of the exercise sequence.

[illegible]

LESSON 2 - Combination Foods

What the Children Should Learn

By the end of Lesson 2 the children should be able to:

- Describe the serving size of three foods from each of the following food groups: Fruit and Vegetable, Bread and Cereal, Milk and Meat.
- Identify five foods that contain more than one food group.
- Identify the food groups contained in these five combination foods.
- Recognize that many of the foods we eat contain more than one food group.

Materials

Basic Plan: Evil Eater scripts for readers (photocopy story), 30 food circles from the Evil Eater game (see page 5) or 30 pictures of foods from the Five Food Groups, two sets of five boxes or bags each labeled with the name of a food group, worksheets.

Option I - Snack Preparation (see page 20)

Option II - Nutrition Activities (see page 20)

Nutrition Ideas

- Knowing serving sizes helps you get enough vitamins and minerals.
 - One serving from the FRUIT and VEGETABLE GROUP is:
1/2 cup of a fruit or vegetable, OR
one average size fruit or vegetable,
such as an apple or a potato.
 - One serving from the BREAD and CEREAL GROUP is:
1 slice of bread, OR
1/2 cup cooked cereal, OR
1 cup dry cereal
 - One serving from the MILK GROUP is:
1 eight oz. glass of milk, OR
1-1/2 oz. or slices of cheese (1 slice = 3" x 3" x 1/8") OR
1 cup yogurt, OR
2 cups cottage cheese

- One serving from the MEAT GROUP is:
 - 2 to 3 oz. lean, boneless, cooked meat, poultry or fish, OR
 - 4 tablespoons of peanut butter, OR
 - 3/4 to 1 cup cooked dried peas, beans, or lentils, OR
 - 2 eggs
- Many foods we eat are combination foods--they contain foods from two or more food groups.

sandwiches	macaroni and cheese
chicken chow mein	spaghetti
hamburger	chef salad
granola	tacos
pizza	casserole
trail mix	

Basic Lesson Plan

- Review the Five Food Groups and the numbers of servings needed from each food group (see page 9) for review information.
- Cover the points listed under Nutrition Ideas.
- Play the Five Food Groups Relay Game.
 - Divide the children into two equal teams.
 - Spread the 30 circles (from the Evil Eater Game) or 30 pictures of food from the Five Food Groups, on a large table with the food pictures face up.
 - Place the five boxes or bags labeled with the food groups they represent on each side of the table (one set of five for each team). Each team should be lined up facing the table. Each child runs to the pile of foods, selects one food, places it in the correct food group container and runs back to his team.
 - Scoring: Award one point to the team which finishes first and one point for each correct selection.
 - Review all selections with the class asking the following questions:
 - * Is it placed in the correct group?
 - * If not which one should it be in.
 - * How much of this food is needed to make a serving?

Once you are finished with the game ask the students how many servings they need from each food group.

- Have the class present the Evil Eater Story, Scene II. See page 3 for instructions on how to present the story through the Reader's Theater format.

EVIL EATER STORY

(Scene II)

Assign children to the five roles. Make sure all readers know the gender of the characters.

Introduce the characters. As the characters are introduced and before each of their reading roles, the following actions should be performed:

Athletic Al or Ann	- Flexes muscles
Popular Paul or Paula	- Smiles and shakes hands
Studios Sam or Sarah	- Lifts book to read
Pretty Penny or Handsome Harry	- Pats hair or flutters eye-lashes
EVIL EATER	- Frowns or snarls

Remind children to perform their actions.

Narrator: The scene takes place at lunch time.

Athletic Al/Ann: Hi, Studios Sam/Sarah and Pretty Penny/Handsome Harry!

Studios Sam/Sarah: Hi, Al/Ann (said in a weak voice).

Pretty Penny/Handsome Harry: Hi, Al/Ann.

Athletic Al/Ann: What's wrong? Both of you look tired and sad.

Studios Sam/Sarah: I just flunked my spelling test. I don't know why. I have never flunked a test before.

Pretty Penny/
Handsome Harry:

I'm so tired I can't even smile.

Athletic Al/
Ann:

Come to the cafeteria and have lunch with me.

Pretty Penny/
Handsome Harry:

Okay, that sounds good!

Studious Sam/
Sarah:

This lunch tastes good.....I haven't had lunch in over a month.

Pretty Penny/
Handsome Harry:

The peanut butter sandwiches tasted great. Pass the orange juice please.

Athletic Al/
Ann:

I think both of your problems are because you haven't been eating right. Why don't you come to my 4-H nutrition meeting after school?

Studious Sam/
Sarah:

If you think learning to eat the 4-4-3-2 way will help us feel better we'll be there--right Pretty Penny/Handsome Harry?

Pretty Penny/
Handsome Harry:

Right!

Narrator:

Meanwhile on the playground EVIL EATER and Popular Paul/Paula are having an early sugar snack.

EVIL EATER:

Athletic Al/Anna makes me sick. He has convinced Pretty Penny/Handsome Harry and Studious Sam/Sara to drop out of our S.U.G.A.R. Club. They think they know everything about food. Let's show them that sweet foods are good for you.

Popular Paul/
Paula:

Yeah, let's challenge them to a race next week after school. Let's go tell them.

- Involve the children in Option I or II activities.

OPTION I - SNACK PREPARATION

PROTEIN SANDWICHES

Food Supplies

30 slices of whole wheat
bread
4 cups of peanut butter
2 cups raisins
15 small bananas
2 46-ounce cans of juice

Paper Supplies

30 five-ounce cups
30 plastic knives

Procedure: Assist the children in slicing the bananas. Have the children make their own protein sandwiches by spreading the peanut butter on a slice of bread and topping with bananas and raisins. Encourage the children to make creative faces and designs. Serve with juice. See pages 3 and 4 for examples of nutrition questions to discuss while the class is eating.

OPTION II - NUTRITION ACTIVITY● Evil Eater Game

- See page 5 for instructions.

● Food Words

Supplies: One small ball of crumpled paper.

Purpose: To recall foods in the Five Food Groups.

How to Play:

- Divide the children into two groups. Arrange the groups into two circles with everyone sitting down.
- Throw the ball to a child. That child is "it."
- Tell "it" to name two foods in a specific food group.
- "It" must pass the ball around the circle.
- "It" attempts to name two foods that are in the specified food groups.

- The person left holding the ball when "it" says the second food, is the new "it" and another food group is assigned.
- If "it" can't think of two foods have the group help. Remind the group to keep passing the ball quickly.

- Food Skits

Supplies: None

Purpose: To learn to identify foods in the Five Food Groups.

How to Play:

- Divide the children into five groups.
- Separate the groups and assign them a location in the room.
- Secretly assign each group a food group name.
- Have each child pick a food from his group. Make sure all foods are different.
- Allow everyone 4-5 minutes to prepare for a mime act of their food (no one can talk).
- Call all groups together, have them act out their food parts. Have the other groups try to guess first what each player is, then what group he is in.
- Example: Meat Group--Bill, bacon; Susan, lamb chop; Paul, hot dog.

-
- End the lesson by handing out the worksheets.



name _____

date _____

4-4-3-2

Food Chart

List all the foods that you have eaten in the last 24 hours (example)--if it is 11:00 am start yesterday at 11:00 am

	FRUIT & VEGETABLE GROUP	BREAD & CEREAL GROUP	MILK GROUP	MEAT GROUP	SWEET & FAT GROUP
BREAKFAST					
LUNCH					
DINNER					
SNACKS					
TOTAL	4	4	3	2	

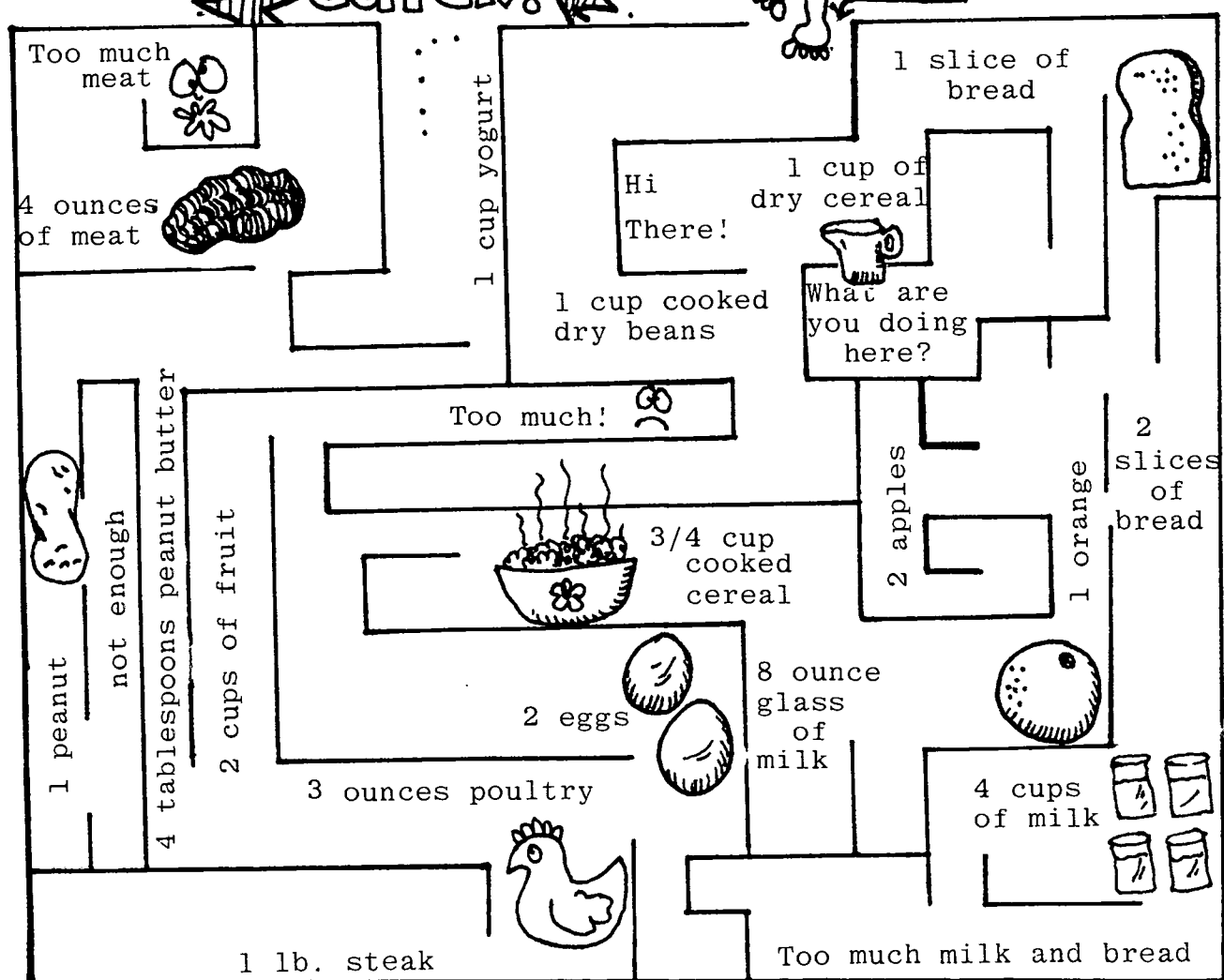
FOOD Maze



Find the correct serving sizes and follow them through the maze.



START



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LESSON 3 - Snacks, It's Your choice

What the Children Should Learn

By the end of Lesson 3 the children should be able to:

- Identify the foods that belong in the Sweet and Fat Food Group.
- Identify foods that contain medium and high amounts of sugar and fat.
- Recognize that exercise is important to good health.
- Recognize that foods in the Sweet and Fat group should be consumed in moderation.

Materials

Basic Plan: Evil Eater scripts for readers (photocopy story) work sheets.

Option I - Snack Preparation (see page 26)

Option II - Nutrition Activities (see page 26)

Nutrition Ideas

- Review the foods that belong in the SWEET AND FAT GROUP:

soda pop	pie	potato chips
doughnuts	gelatin dessert	punch
oil	gum	jam, jelly
honey	fried foods	butter, margarine
candy bars	fruit turnovers	
cookies	cakes	
- Calories are a measure, like inches or pounds. Calories measure the energy in food. They also measure the amount of energy you use to live, grow and act. The idea is to get a balance--to eat about the same number of calories as you use up. And everyone needs exercise. Exercise is important to get the most from your food.
- Sugar helps cause cavities and tooth decay. On the average each one of us eats more than 130 pounds of sugars and sweeteners (syrup, honey, jams, jellies). Sugar has only calories--no vitamins, no minerals, no protein. You don't have to stop eating sugar, but it won't hurt you to cut down.

- High and medium sources of sugar

<u>High</u>	<u>Medium</u>
soda pop	cake--no frosting
honey	brownies
sugar	doughnuts
jam and jelly	barbeque sauce
gelatin dessert	granola
punch	
hard candy	
cookies	
pie	
sugar-coated	
cereals	
chocolate syrup	
chocolate mix for	
cocoa	
frosted cake	

- Fat has about twice as many calories as sugar and protein. About half our calories come from fat. Some fat in the diet is necessary and we get that from eating foods from the milk group and the meat group. Too much fat is added to prepared foods such as fried foods, cakes, candies, cookies, gravies and salad dressings. It won't hurt you to cut down on the amount of fat you eat.

- High and medium sources of fat:

<u>High</u>	<u>Medium</u>
salad dressing	pie
cream cheese	cake
sausage	french fries
sour cream	granola
candy bars	cookies
potato chips	
butter, margarine	
pastries	
brownies	
barbeque sauce	

- Foods in the sweet and fat group should be eaten in moderation. Choose them only after foods from the basic food groups.

Many snack foods have a lot of fat and sugar and few important vitamins and minerals. When you fill up on these snacks you don't have room in your stomach for the other foods you need. If you do eat the other foods you need and these snacks too, you will end up with too many calories.

If you choose your snacks from the first four food groups, you won't hear anyone complaining about your snacking.

Basic Lesson Plan

- Review serving sizes and combinations of foods (see page 16)
- Cover the points listed under Nutrition Ideas.
- Play Snack Recall
 - Ask the students to think of their favorite snack food and the last food they ate for a snack. List all snack foods on the board.
 - Discuss the following:
 - * What food group does the snack belong in?
 - * Is it high in sweets and fats.
- Have the class present the Evil Eater Story, Scene III. See page 3 for instructions on how to present the story through the Reader's Theater Format.

EVIL EATER STORY

(Scene III)

Assign children to the five roles. Make sure all readers know the gender of the characters.

Introduce the characters. As the characters are introduced and before each of their reading roles, the following actions should be performed:

Athletic Al or Ann	- Flexes muscles
Popular Paul or Paula	- Smiles and shakes hands
Studios Sam or Sarah	- Lifts book to read
Pretty Penny or Handsome Harry	- Pats hair or flutters eyelashes
EVIL EATER	- Frowns or snarls

Remind children to perform their actions.

Narrator:

Pretty Penny/Handsome Harry, Athletic Al/Ann and Studios Sam/Sarah are at the school track training for the big race.

Pretty Penny/
Handsome Harry:

I'm feeling much better than I was last week. My smile is back.

Studious Sam/
Sarah:

I'm feeling good too. I just got an "A" on my math test!

Athletic Al/Ann:

Good food and exercise makes you feel better.

Studious Sam/
Sarah:

I'm hungry, pass the granola!

Athletic Al/Ann:

This sure does taste good.

Pretty Penny/
Handsome Harry:

It sure does--come on let's run!

Narrator:

Evil Eater and Popular Paul/Paula are on their way to Evil Eater's house to watch TV and eat some sugar snacks when they see the other children training at the track.

Popular Paul/
Paula:

Do you really think that training for the race will help them?

EVIL EATER:

Are you kidding? They think exercise and eating the 4-4-3-2 way will help them win. We'll show them!

Popular Paul/
Paula:

Are you sure?

EVIL EATER:

Yes, I'm sure, let's go to my house and eat some foods that will give us lots of energy.

Popular Paul/
Paula:

I'm tired, I hope I have enough energy to get to your house.

EVIL EATER:

Eat this candy bar, it will make you feel better.

Popular Paul/
Paula:

Thanks, I think.

- Involve the children in Option I or II activities.

OPTION I - SNACK PREPARATIONGRANOLA SNACKSFood Supplies

1 lb. granola
15 small bananas
2 cups peanuts or peanut
granules
15, 1/2 pint cartons of
milk (1 carton for
two children)

Paper Supplies

30 plastic spoons
30 plastic knives
30 five-oz. cups

Procedure: Assist the children in slicing the bananas. Have each child fill their cup 1/3 full with granola. Have the children top their granola with peanuts and bananas. Pour milk in the cup and serve. See pages 3 and 4 for examples of nutrition questions to discuss while the class is eating

OPTION II - NUTRITION ACTIVITY

- Escape from Evil Eater Game

Purpose: To identify foods that are high sources of sweets and fats from foods that are not.

How to play:

- Divide the children into two circles.
- Have them sit down and fold their arms.
- Choose a person to be Evil Eater (one for each circle).
- Evil Eater moves around the circle placing his arm between two people and naming a snack food. If the snack food is low in sugar and fat nothing happens. However, if the food is a high source of sugar or fat those children jump up and race around the circle in opposite directions to the spot they vacated and touch Evil Eater on the shoulder.
- The first child to touch Evil Eater is safe and the other child becomes Evil Eater and the game is repeated.

Refer to Nutrition Ideas on page 22 and 23 to make decisions concerning whether foods are high sources of sweets and fats.

- Snack Questions Activity

Purpose: To identify snack foods by asking yes and no questions.

How to play:

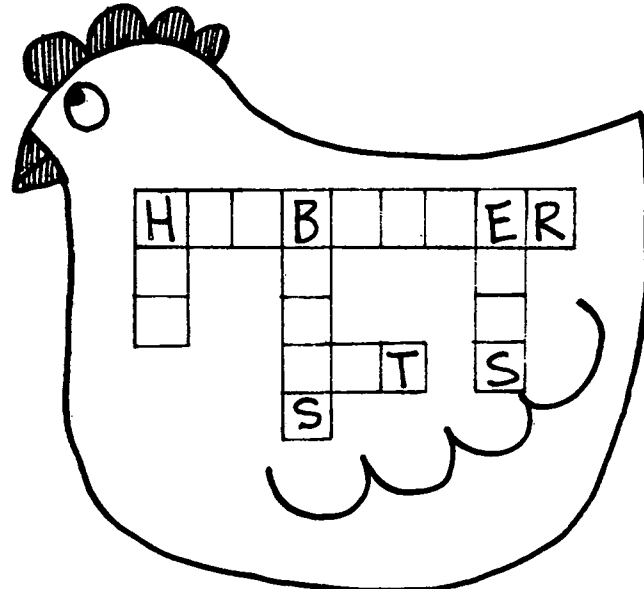
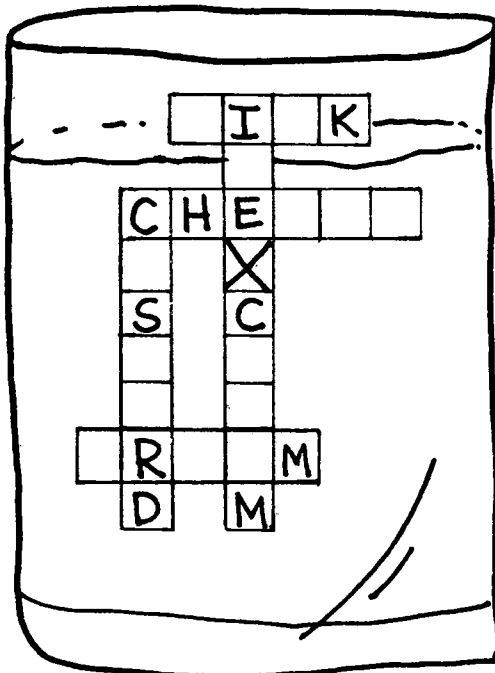
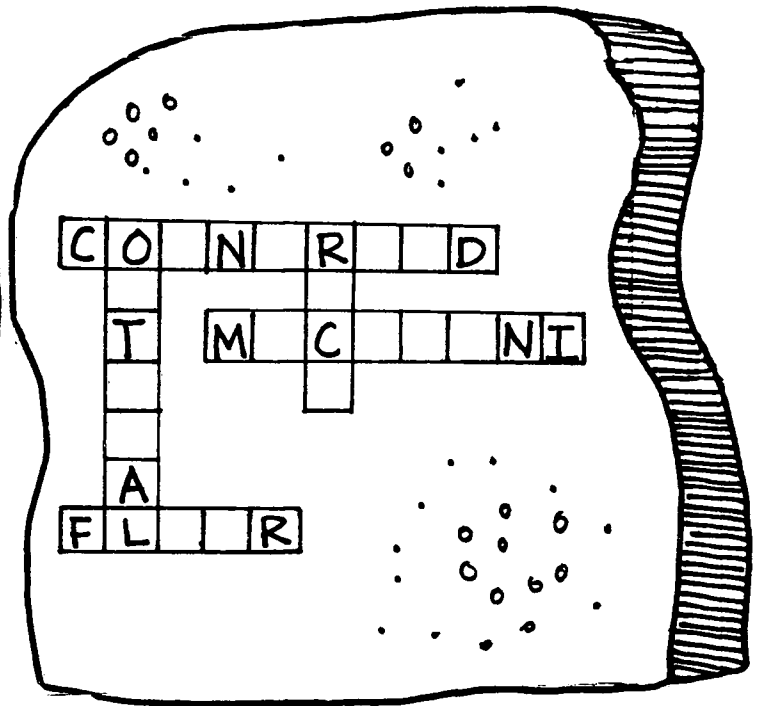
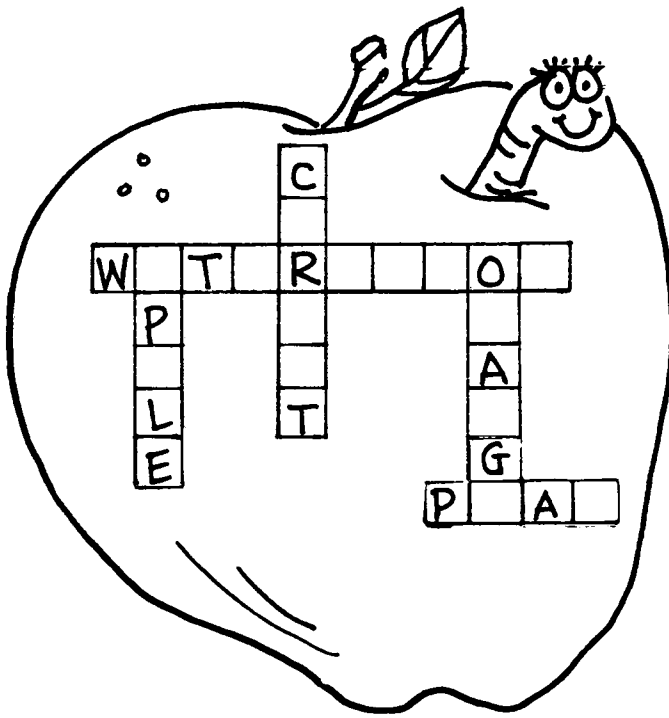
- One child is chosen to be "it." That child selects a snack.
- The other children take turns asking questions about the snack.
- "It" can answer only by yes or no (are you high in fat?; are you high in sugar?)
- When a child identifies the snack, he is "it" and the game is repeated.

- Evil Eater Game

- See page 6 for instructions
-

- End the lesson by handing out the worksheets.

SOLVE THE PUZZLE BY FINDING THE FOLLOWING WORDS...



Find the Snacks



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What the Children Should Learn

By the end of Lesson 4 the children should be able to:

- Identify two ways in which Calcium helps their bodies.
- Identify two ways in which Iron helps their bodies.
- Identify five foods that contain medium or high amounts of Calcium.
- Identify five foods that contain medium or high amounts of Iron.

Materials

Basic Plan: Evil Eater scripts for readers, photocopy story), worksheets.

Option I - Snack Preparation (see page 31)

Option II - Nutrition Activities (see page 32)

Nutrition Ideas

- IRON is a mineral that helps your body use the energy from your foods. Without iron you feel tired and look pale.
- IRON is not found in large amounts in very many foods. We depend on many foods for iron instead of just a few foods.
- High and medium sources of Iron

<u>Very High</u>	<u>High</u>	<u>Medium</u>
liver	cooked dried beans	chicken, turkey
oysters	clams	berries
seeds	shrimp	eggs
nuts	dried Fruit	4 slices of bread
	fortified cereal	bagel
	spinach	potato

- CALCIUM is a mineral that helps the body build strong bones and teeth.

It is difficult to get enough calcium without eating or drinking milk group foods.

- High and medium sources of calcium:

High

milk
cheese
yogurt
milkshakes
chocolate milk
custard
pudding
canned fish
oysters
collard greens
kale
mustard greens
cream soups

Medium

ice cream
cottage cheese
broccoli
rhubarb

Basic Lesson Plan

- Review snack foods and foods that contain high amounts of sweets and fats (see page 23).
- Cover the points listed under Nutrition Ideas.
- Play food recall (see page 12). Substitute foods that are medium or high sources of Calcium and Iron for the Five Food Groups.
- Have the class present the Evil Eater Story, Scene IV. See page 3 for instructions on how to present the story through the Reader's Theater format.

EVIL EATER STORY

(Scene IV)

Assign children to the five roles. Make sure all readers know the gender of the characters.

Introduce the characters. As the characters are introduced and before each of their reading roles, the following actions should be performed:

Athletic Al or Ann	- Flexes muscles
Popular Paul or Paula	- Smiles and shakes hands
Studious Sam or Sarah	- Lifts book to read
Pretty Penny or Handsome Harry	- Pats hair or flutters eyelashes
EVIL EATER	- Frowns or snarls

Remind the children to perform their actions.

Narrator: The day for the big race was sunny and warm. A large crowd had gathered at the school track to watch. Pretty Penny/Handsome Harry and Studious Sam/Sarah were racing against EVIL EATER and Popular Paul/Paula.

Athletic Al/Ann: I think both of you are ready. You have exercised every day and are eating foods from the Fruit and Vegetable, Bread and Cereal, Milk and Meat groups.

Pretty Penny/
Handsome Harry: We have also had some foods from the Sweet and Fat Group for energy.

Studious Sam/
Sarah: Yes, but we didn't eat too many of them.

Pretty Penny
Handsome Harry: We have also been eating foods that have Iron.

Studious Sam/
Sarah: Yeah, like raisins, red meat, dry beans and eggs.

Athletic Al/
Ann: Iron helps your body use energy from the foods you eat. Are you ready?

Studious Sam/
Sarah: I'm ready!

Pretty Penny/
Handsome Harry: I can't wait!

Narrator: Meanwhile EVIL EATER and Popular Paul/Paula were drinking their last soda pop and planning how to win the race.

EVIL EATER: I think we're ready. We've had four candy bars, three doughnuts and two bottles of pop.

Popular Paul/
Paula: We are? I have a stomach ache!

EVIL EATER: You're just nervous---come on let's get started.

Narrator: The race was about to begin. The runners were ready to start. Athletic Al/Anna fired the starting gun, Popular Paul/Paula and EVIL EATER got a quick start

but half way through the race became tired.
 Pretty Penny/Handsome Harry and Studious Sam/
 Sarah passed them as if they were standing still.
 Pretty Penny/Handsome Harry and Studious Sam/
 Sarah tied for first place. EVIL EATER and
 Popular Paul/Paula crawled across the finish
 line.

EVIL EATER: Well Athletic Al/Ann, eating the 4-4-3-2 way and
 exercising does make you feel better and have
 longer lasting energy.

Popular Paul/
 Paula: When can we go to the 4-H meeting and learn how
 to eat?

Studious Sam/
 Sarah: You can join us next week.

EVIL EATER: Can someone give me something good to drink?

Pretty Penny/
 Handsome Harry: Here's an orange and milk drink.

EVIL EATER: Hey this can't be good for you--it tastes too good.

Athletic Al/Ann: There are lots of foods that taste good and are good
 for you.

Popular Paul/
 Paula: Can I have a glass too?

- Involve the children in Option I or II activities

OPTION I - SNACK PREPARATION

ORANGE BLOSSOM SHAKE

Food Supplies

8 one-half pint cartons
 of milk (1 carton for
 four children)
 2 twelve ounce cans of
 frozen orange juice
 concentrate

Paper Supplies

30 five-ounce cups
 30 plastic spoons
 1 three-quart pitcher

Procedure: Assist the children in reconstituting the orange juice.
 Have each child fill their cup with 1/2 orange juice and

1/2 milk. Stir thoroughly. See page 3 and 4 for examples of nutrition questions to discuss while the class is enjoying their drink

OPTION II - NUTRITION ACTIVITY

● Nutrition Squares Activity

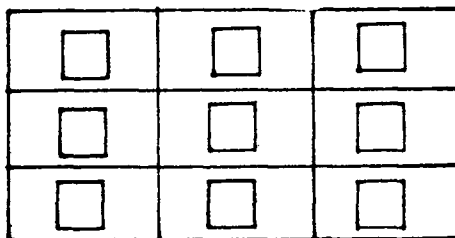
Supplies: 30 questions relating to Calcium, Iron, Sugar and the Five Food groups. See page 7 for question ideas.

9 pieces of paper marked O and 9 marked X.

Purpose: To test children's nutrition knowledge concerning Calcium, Iron, Sugar and the Five Food Groups.

How to Play:

- The game is an adaptation of the TV game "Hollywood Squares."
- Choose nine people to serve on a panel. Give each person one "X" paper and one "O" paper.
- Arrange their chairs in three rows of three chairs. (See diagram below):



- Divide the class into two teams--one is assigned "X's" and one is given "O's".
- Each team takes turns servings as contestants.
- The teacher serves as moderator.
- The team representing the "X" is selected to start. The first contestant chooses a member of the panel to answer a question. The moderator asks the questions and the panel member must give an answer. The answer can be true or a "bluff" response to fool the contestant. The contestant determines whether the answer is correct or not. A correct decision by the contestant results in that team gaining an "X" in the panel member's spot; an incorrect response results in an "O."

- The object of the game is to get a tic-tac-toe. If neither team succeeds in doing that, the first team with five "X's" or "O's" wins.

- What Food Am I Activity

Supplies: One slip of paper for each child with a food high in Calcium, Iron or Sugar written on it; 1 safety pin per child.

Purpose: To identify foods that are high in Calcium, Iron and Sugar.

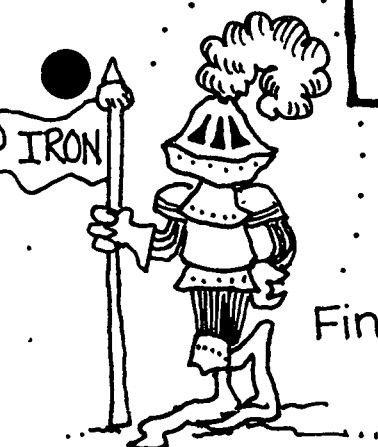
How to Play:

- Pin a picture of a food on the back of each child.
- The class mingles and each child tries to learn his identity by asking questions about his food.
- The questions must be answered by a yes or no.

- Evil Eater Game

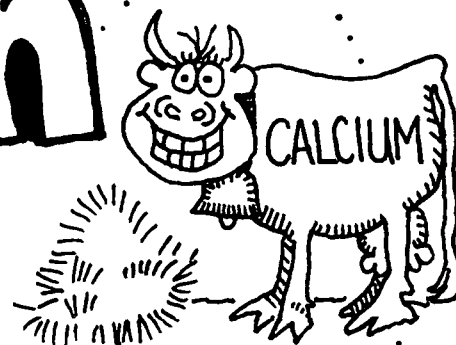
See page 6 for instructions.

-
- End the lesson by handing out the worksheets.



Mineral Search

Find these foods in the puzzle.



High & Medium sources of Iron

Pork
Walnut
Peanut butter
Lamb
Egg
Oysters
Shrimp
Red meats

Turkey
Bagel
Chicken
Dried fruit
Seeds
Potato
Nut

High & medium sources of Calcium

Milk
Cottage cheese
Cheese
Milk shake
Yogurt
Ice cream

A	P	O	R	K	G	N	M	I	L	K	I	N	P
B	C	H	I	C	K	E	N	C	K	L	C	Q	E
R	O	Y	S	T	E	R	S	E	G	G	D	A	A
E	T	U	R	K	E	Y	Z	C	P	R	K	Z	N
D	T	Q	S	Y	O	G	U	R	T	A	R	X	U
M	A	T	E	L	C	H	E	E	S	E	N	U	T
E	G	H	E	I	L	J	K	A	T	K	A	B	B
A	E	U	D	J	A	X	V	M	L	W	M	A	U
T	C	Q	S	U	M	H	A	O	J	V	P	G	T
S	H	M	I	L	K	S	H	A	K	E	X	E	T
Q	E	Z	Q	A	R	S	H	R	I	M	P	L	E
L	E	A	L	P	O	T	A	T	O	Z	T	I	R
Y	S	D	R	I	E	D	F	R	U	I	T	J	V
A	E	U	F	B	E	R	R	I	E	S	P	O	W
W	A	L	N	U	T	L	A	M	B	D	U	C	K

SNACK SEARCH



Draw \triangle 's around the two foods which have the most Sugar.

Draw \bigcirc 's around the two foods which have the most Fat.

Draw \square 's around the two foods which have the most Calcium.

Draw \star 's around the two foods which have the most Iron.

List all the snack foods that you had yesterday:

_____	_____
_____	_____
_____	_____

Identify the snacks that are high in Calcium, Iron, Sugar and Fat.



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LESSON 5 - Vitamins A and CWhat the Children Should Learn

By the end of Lesson 5, the children should be able to:

- Identify two ways in which Vitamin A helps their bodies.
- Identify two ways in which Vitamin C helps their bodies.
- Identify five foods that contain medium and high amounts of Vitamin A.
- Identify five foods that contain medium and high amounts of Vitamin C.
- Identify three foods that contain medium and high amounts of both Vitamin A and C.

Materials

Basic Plan: Evil Eater scripts for readers (photocopy story), work-sheets.

Option I - Snack Preparation (see page 38)

Option II - Nutrition Activities (see page 38)

Nutrition Ideas

- Vitamin A helps us grow, see in the dark, and have healthy skin. We depend on vegetables for more than half the Vitamin A we need.
- High and Medium sources of Vitamin A.

High

apricots
peaches
cantaloupe
watermelon
broccoli
carrots
chard
collards
spinach
pumpkin
sweet potatoes
winter squash
kale
green peppers

Medium

corn
asparagus
green beans
brussel sprouts
macaroni and cheese
cornmeal
prunes
pink grapefruit
avacados
custard
eggnog

- Vitamin C gives us healthy gums, it helps heal cuts and scrapes. The only food group that gives us Vitamin C is the Vegetable and Fruit group.

- High and medium sources of Vitamin C

<u>High</u>	<u>Medium</u>
avacado	banana
berries	cherries
cranberry juice	grape juice
grapefruit	lemonade
lemon	pineapple
canteloupe	rhubarb
oranges	asparagus
orange juice	lima beans
tangerine	beet greens
watermelon	peas
broccoli	potatoes
brussel sprouts	squash
cabbage	
cauliflower	
collard greens	
kale	
green pepper	
tomatoes	

Basic Lesson Plan

- Review how Calcium and Iron helps the body and foods that are medium and high sources of Calcium and Iron.
- Cover the points listed under Nutrition Ideas.
- Play Nutrition Relay

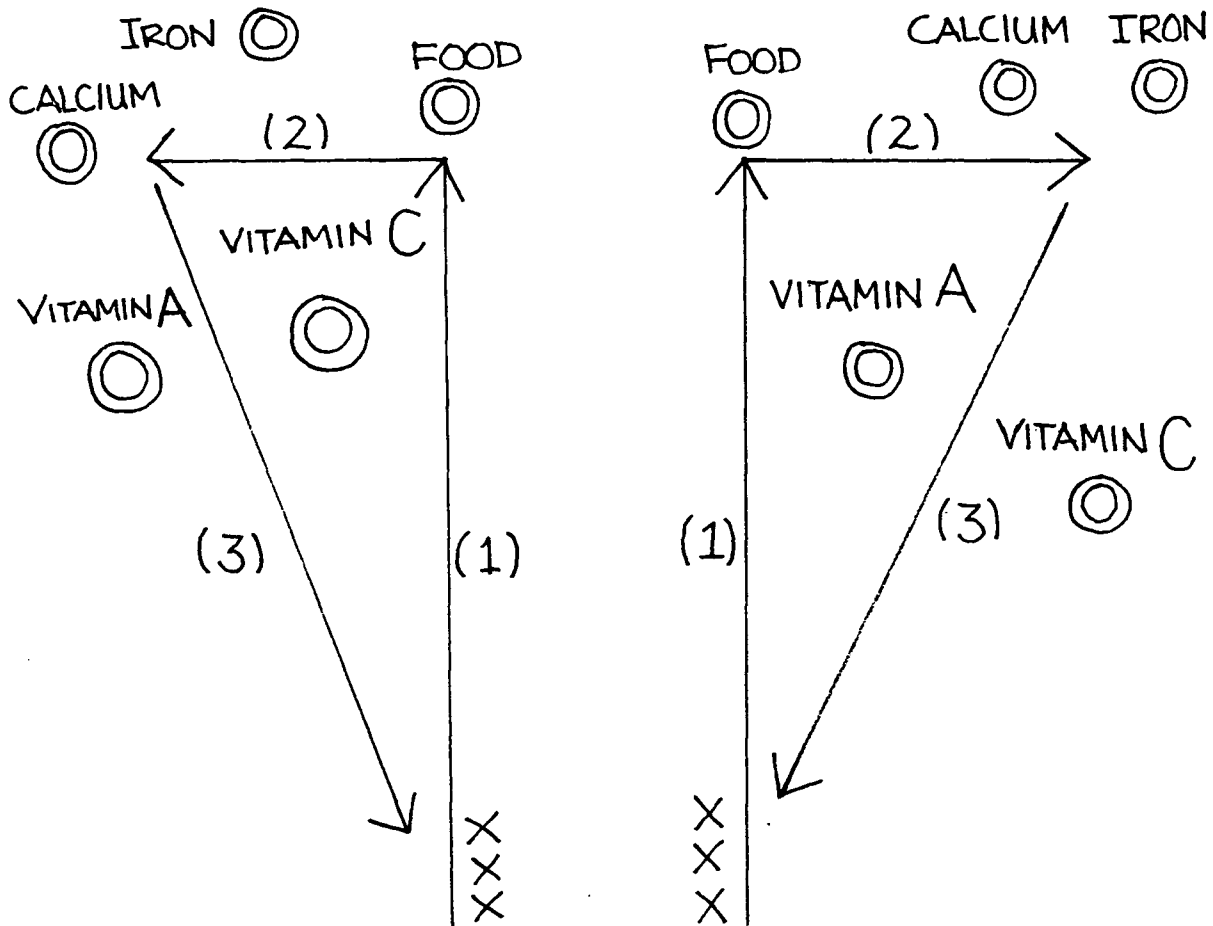
Supplies: 10 labeled paper plates (See Diagram page 36),
30 pictures, food circles or words representing
foods that are medium or high sources of Calcium,
Iron, Vitamin A or Vitamin C.

Purpose: To identify foods that are medium or high sources of
Calcium, Iron, Vitamin A or Vitamin C.

How to play:

- Divide the class into two equal teams.
- Set up the plates on a large table. Place one food picture for each team member on the plates marked food.
- Each team should be facing the table.

- Each child runs to the food plate, selects one food, determines whether the food is a high source of Vitamin A, Vitamin C, Calcium or Iron; places the food on the correct plate and runs back to the team (see diagram below).



- Scoring: Award one point to the team finishing first and one point for each correct selection.
- Review all selections with the class. See Nutrition Ideas in Lesson IV and V for medium and high sources of Calcium, Iron, Vitamin A, and Vitamin C.
- Have the class present the Evil Eater Story Scene V (see page 3 for instructions on how to present the story through the Reader's Theater Format).

EVIL EATER STORY

(Scene V)

Assign children to the five roles. Make sure all readers know the

gender of the characters.

Introduce the characters. As the characters are introduced and before each of their reading roles, the following actions should be performed:

Athletic Al or Ann	- Flexes muscles
Popular Paul or Paula	- Smiles and shakes hands
Studious Sam or Sarah	- Lifts book to read
Pretty Penny or Handsome Harry	- Pats hair or flutters eye-lashes
EVIL EATER	- Snarls or frowns

Remind children to perform their actions

Narrator: The 4-H Nutrition group has just ended and the children are walking home.

Athletic Al/Ann: How did you like the nutrition meeting?

EVIL EATER: It was fun and the food was great.

Popular Paul/Paula: Let's go to my house and make a snack of veggies and dip.

Pretty Penny/Handsome Harry: We've got the dip--EVIL EATER; we just need the veggies.

EVIL EATER: Very funny!

Athletic Al/Ann: I think we need to change EVIL EATER's name; he has changed his eating habits. He has learned to eat the 4-4-3-2 way.

Studious Sam/Sarah: How about EXCELLENT EATER?

EVIL EATER: Sounds good to me. I'll never be an EVIL EATER again!

ALL: and neither will we!!

- Involve the children in Option I or II activities.

OPTION I - SNACK PREPARATION

VEGGIES AND DIP

Food Supplies

4 large carrots
1 small bunch of broccoli
2 green peppers
1 small cauliflower
1 quart of cottage cheese
2 envelopes of taco seasoning
or salad dressing

Paper Supplies

Vegetable peelers
paring knives
Mixing spoon
30 paper plates

Procedure: Assist the children in washing, peeling and slicing the veggies into dip size pieces (broccoli flowers may be snapped off). Blend the cottage cheese and dry seasoning mix together. Have each child take a small amount of dip and a sample of each vegetable. See page 3 and 4 for examples of nutrition questions to discuss while the class is eating.

OPTION II - NUTRITION ACTIVITY● Nutrition Baseball Activity

Purpose: To summarize the nutrition facts learned through the lesson plan.

How to Play:

- Divide class into two teams. Set four chairs up in a diamond shape representing home, first, second and third bases.
- The teacher serves as the pitcher and umpire.
- The first batter of team A sits at home plate and the pitcher winds up with a question. Before asking the question, the pitcher should indicate the value or number of bases the correct answer is worth. If the batter answers correctly, he moves to the chair corresponding to the number of bases the question was worth. The next batter can advance runners on base or bring them in for a run. An incorrect answer or one not given by the time the umpire counts out ten seconds is an "out." Three outs retires the side and the other team has a turn at bat.

(One base hit)

- * Everyone needs 4 servings of fruits and vegetables and 4 servings of breads and cereals every day.
- * Nine and ten year olds need 3 servings of milk and 2 servings of meat products every day.
- * List three good after-school snack foods (apples, peanut butter sandwich, cheese and crackers, etc.)
- * Name three foods in the Fruit and Vegetable Group.
- * Name three foods in the Bread and Cereal Group.
- * Name three foods in the Milk Group.
- * Name three foods in the Meat Group.
- * Name three foods in the Sweet and Fat Group.

(Two Base Hit)

- * How much milk is needed for a serving? (1 cup)
- * Milk is a good source of Iron. (True or False)
- * Peanut butter is in the Meat Group. (True or False)
- * What nutrient helps build strong teeth and bones? (Calcium)
- * What food group can cheese be put in? (Milk Group)
- * What food group are dried beans in? (Meat Group)
- * Potatoes contain a medium amount of Vitamin C. (True or False)
- * Vitamin A helps keep your skin smooth, helps your eyes adjust to dim light. (True or False)

(Three base hit)

- * Name two vegetables that contain Vitamin C. (Cabbage, potatoes, broccoli, cauliflower.)
- * Name two fruits that contain Vitamin A. (Peaches, apricots, watermelon, cantalope.)

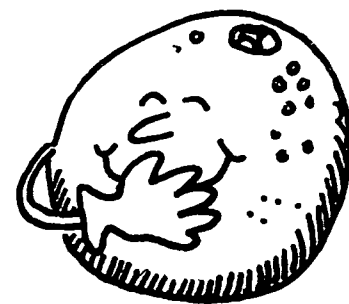
- * Name two foods that are high in Iron. (Red meats, dried fruits and beans)
- * Why is liver good for you? (High in Iron)
- * Name two ways that Calcium helps your body. (Builds strong bones and teeth)
- * Name two ways that Vitamin C helps your body (Helps heal cuts and resist infection)
- * Vitamin C helps cure colds. (True or False)
- * Eggs contain Vitamin C. (True or False)
- * Fruits are high sources of Iron. (True or False)

(Home Run)

- * Name two ways Iron helps your body? (Helps build healthy blood and helps you use energy from the foods you eat)
- * Eggs contain Vitamin A. (True or False)
- * Name four nutrients that keep our bodies healthy. (Calcium, Iron, Vitamin A, Vitamin C)
- * Name two foods that are medium or high sources of Vitamin A and C. (Canteloupe, oranges, broccoli, brussel sprouts, greens)
- * Name four foods that are high in Calcium. (Milk, milk shake, cheese, yogurt)
- * Name two ways Vitamin A helps your body. (Helps you see in dim light, helps you grow)
- * Apples are a food high in Vitamin C. (True or False)
- * Celery is a food high in Vitamin A. (True or False)

-
- End the lesson by handing out the post-tests. See scoring instructions on page 11.
 - Hand out the worksheets.

Funny Fruit and Vegetable Sentences



Finish the following sentences..

1. WELL, THAT _ _ _ GURES!
2. YOUR TEAM _ _ _ _ OURS.
3. _ _ _ _ ENTS WANT THE BEST FOR US.
4. _ _ _ _ _ _ _ BEGIN THE GAME.
5. IT'S _ _ _ _ NICE MEETING YOU.
6. OUR DOG WILL _ _ _ _ _ HIS BONE.
7. I LIKE TO DRINK _ _ _ _ _ ADE.
8. I SAT ON MY PACKAGE AND _ _ _ _ _ ED IT.
9. MY LOST DOG HAD BETTER _ _ _ _ _ SOON.
10. CAN YOU SEE THE BREAD DOUGH _ _ _ _ _ .
11. _ _ _ _ _ YOU GLAD YOU AREN'T EVIL EATER!



ANSWERS: 1. FIG 2. BEET 3. PEAR 4. LETTUCE 5. BEAN
6. BERRY 7. LEMON 8. SQUASH 9. TURNIP 10. RAISIN
11. ORANGE

Choose a lunch that includes medium or high sources of Calcium, Iron, Vitamins A and C and a food from the Fruit and Vegetable, Bread and Cereal, Milk and Meat food groups. Choose only three foods.

Lunch Menu

① Fruit Turnovers



⑨ ChickenBURGER



② SALAD BAR
with green vegetables & carrots



⑩ MILKSHAKE



③ COOKIES



④ SODA POP



⑤ MILK



⑥ Cheeseburger



⑦ French Fries



⑧ Hamburger





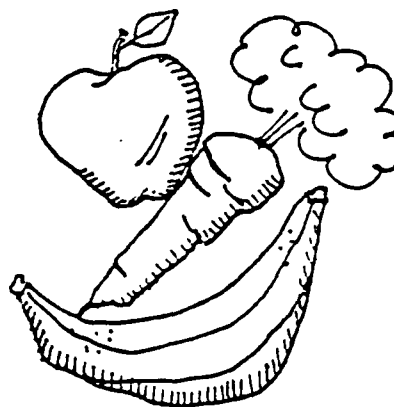
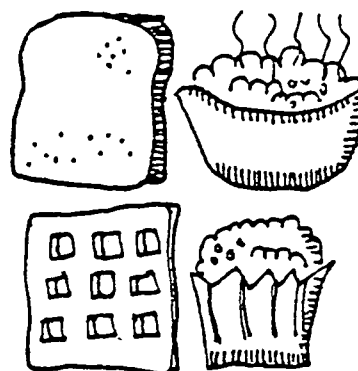
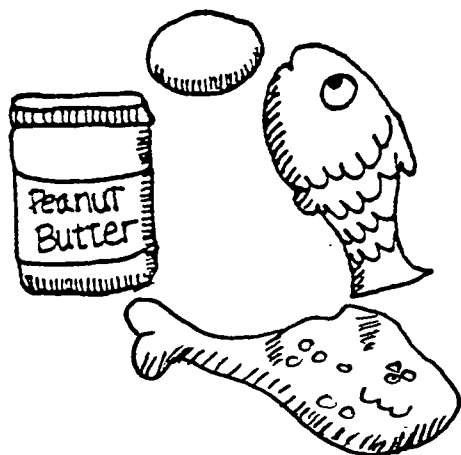
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Pretest _____ Name _____ Score _____

EVIL EATER POSTTEST

Posttest _____ School _____

For each food group identify the name and the number of servings needed daily.



2. Choose five foods from the group of foods given below and make a nutritious lunch.

Soda pop

Orange

Chicken sandwich

Apple

Milk

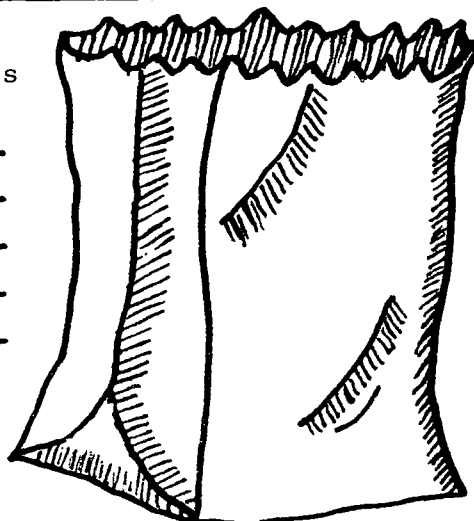
Peanut butter sandwich

Tomato

Carrot

Graham cracker

Potato Chips



Twinkie

Celery

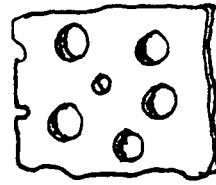
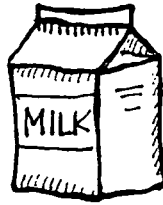
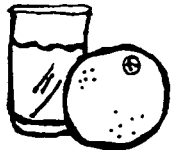
Banana

Cake

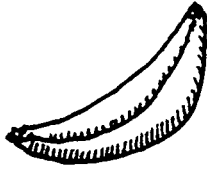
Sugar Cookies

3. Circle two foods that are high sources of...

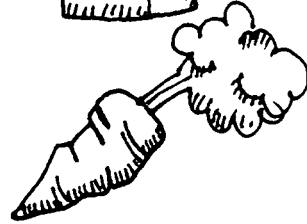
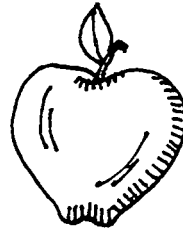
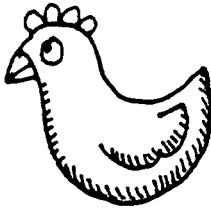
Calcium:



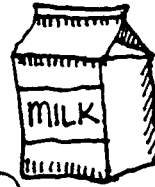
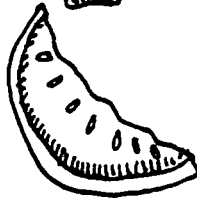
IRON:



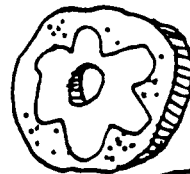
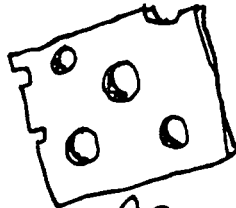
Vitamin A:



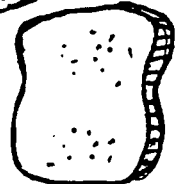
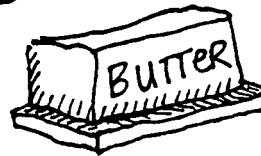
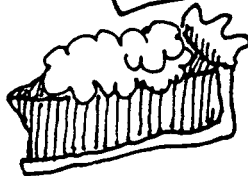
Vitamin C:



Sugar:



Fat:



4. Draw a line from each nutrient to the picture that shows how it helps your body.



- calcium



- Iron



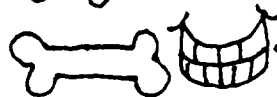
- Vitamin A



- Vitamin C



- Helps body use energy from foods.



- Helps build strong bones and teeth.



- Helps heal cuts and scrapes.



- Helps you see in the dark.

LESSON 6 (Optional)

What the Children Should Learn

This lesson should review the concepts covered in the first five lessons (the Five Food Groups, the number of servings needed daily from each food group, the serving sizes for each food group, Calcium, Iron, Vitamin A and Vitamin C).

Materials

Evil Eater scripts for all students, and the Evil Eater game.

Nutrition Ideas

Refer to the facts presented in the first five lessons.

Lesson Plan

- Invite parents, friends and/or other classes to an Evil Eater party.
- Have the children perform all five scenes from the Evil Eater Story.
- Play the Evil Eater game and the children's favorite games with the guests.

Optional

- Have the children bring fruits from home for a fruit salad. Have the children prepare the salad and serve the guests.



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This publication was written by Bill Boldt, former Extension staff chairman, Multnomah County, and Genene Boldt. Margaret Lewis, Extension nutrition specialist, Oregon State University, wrote the Nutrition Ideas section.

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