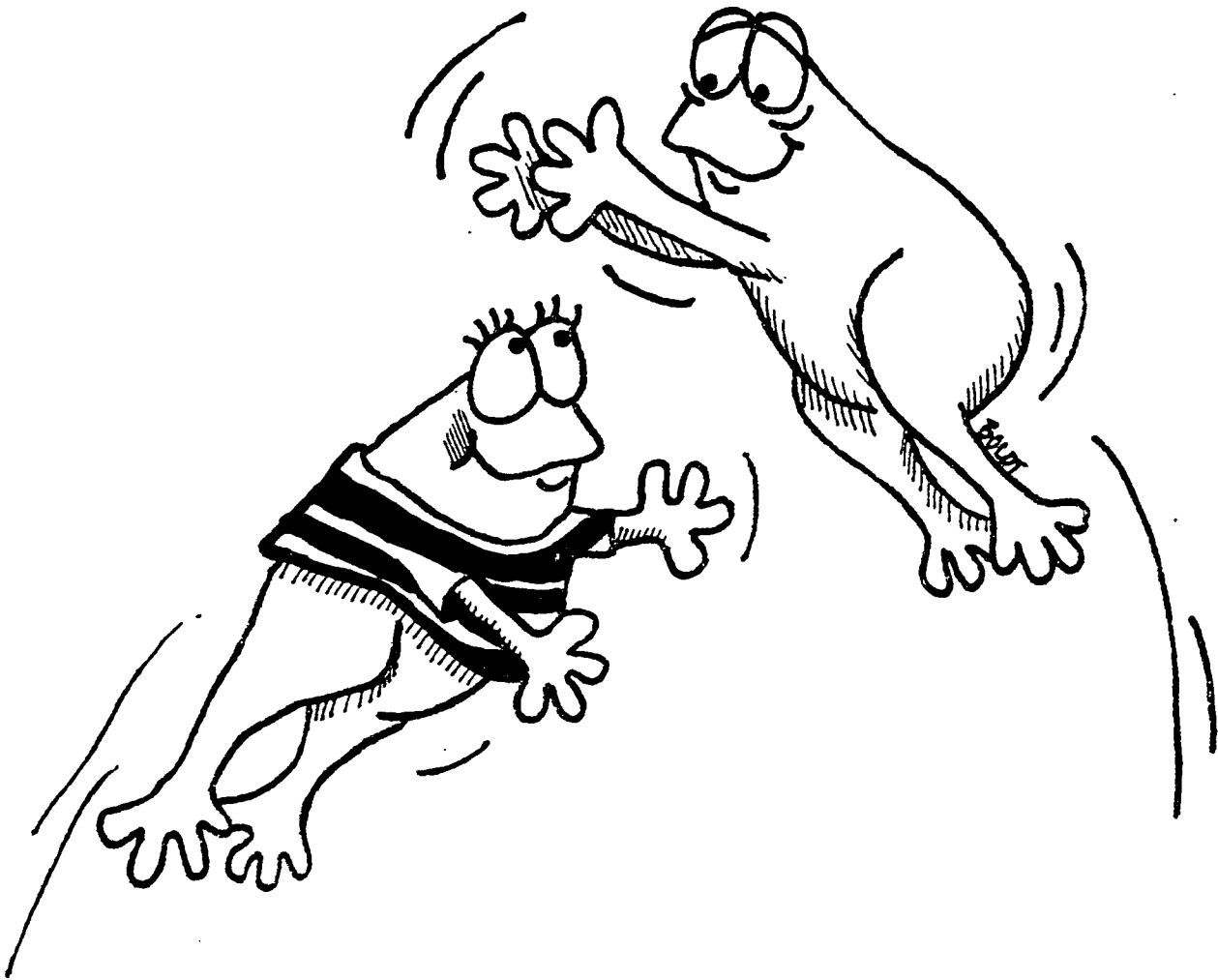


the adventures of...
Flip and Flop
THE FOOD FROGS



4-H/EFNEP NUTRITION PROJECT

FLIP AND FLOP THE FOOD FROGS

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FLIP AND FLOP THE FOOD FROGS

Introduction

The purpose of this project is to provide children (6, 7 and 8 years old) an opportunity to learn about food and how it affects the way they feel. This project will introduce children to new foods, help children identify nutritious foods and form positive eating habits.

This project is designed to be fun for the teacher, parent and children. Children will be exposed to food by involving all five senses; sight, hearing, taste, touch and smell. Lessons are action oriented and aimed at involving the children in learning by discovery exercises.

Flip and Flop consists of six lessons which last approximately 30-60 minutes each. The project actively involves children through games, activity sheets, puppet shows and food discussions. Parents are involved through activity sheets that reinforce each lesson. The children's learning is measured with a test given before and after the series of lessons and comment sheets completed by parents.

LEARNING OBJECTIVES

By the end of the six lessons the children should be able to:

- Separate 10 foods into two groups; foods that are good for you and foods that are not as good for you.
- Identify the Fruit and Vegetable, Bread and Cereal, Milk and Meat food groups and select two foods from a choice of four that belong in each food group.
- Select a well-balanced breakfast from a choice of eight foods.
- Understand that eating many different kinds of good foods will help you feel good and have energy.

The lessons are easy to lead and will stimulate children. The lessons cover the following outline:

- What the Children Should Learn
 - Learning objectives are listed for each lesson. At the end of each lesson review questions are used to measure the children's knowledge. If the children learn all the points in the lesson then go on to the next lesson. If all or part of the points are not learned, parts of the lesson can be repeated until the children have learned all the important points in the lesson.
- Materials
 - A list of materials needed to teach the basic lesson. It is recommended that you order a packet of Dairy Council food models from the Oregon Dairy Council, 10505 SW Barbur Blvd., Portland, OR 97219

- What to do Ahead
 - How to prepare for the 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
 - Action-oriented activities that relate to the nutrition points covered in the lesson.
- Food Review
 - Questions to ask the children at the end of each lesson to help determine what they have learned.

NUTRITION

Basic Information

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.

Snacks and Breakfast

Many children need snacks because they find it difficult to go for four to six hours without food. According to studies:

- 91% of children ask parents to buy television advertised cereals, candy and cookies.
- Children tend to like foods they are familiar with.
- Children in a group will try foods they are unwilling to try alone.
- Food preferences are greatly influenced by the peer group.
- When a child goes to school he gains some freedom of choice in what he eats.

Facts to remember:

- What a child eats affects the way he grows and develops.
- What a person eats can affect the length and quality of his life.
- Snacks are an important part of total food intake.
- Food habits are not changed by facts--motivation is all important.

- Role modeling is important. Your eating behavior may have more effect on the child's eating habits than what you teach!
- The teacher's attitude toward foods has a pronounced affect on the student's reaction. Be sure to use a positive approach.

Breakfast is important because the body has been without food for 10 to 12 hours. Studies show:

- Breakfast helps children maintain a higher blood sugar level helping them to concentrate and learn in school.

Breakfast does not need to be the traditional one. It could be:

- A sandwich.
- Leftovers from last night's dinner.
- An eggnog or something else easy to fix and quick to drink or eat.
- Something to carry along and eat just before school or at recess.

Foods that are Good and Not Good

Judging the quality of individual foods is a complex process. It is more useful to judge the whole daily food intake. However, to teach young children about choosing foods, we have separated foods into two categories: foods that are good and foods that are not good. We realize this is an oversimplification but feel it is necessary.

Incorporate Nutrition Education with Other Subjects

- For Mathematics: Give children opportunity to play with measuring equipment. Provide water, rice, beans, cornmeal, etc. and measuring cups and spoons. When talking about measuring, use words such as full, empty, half, whole, more, less, how much, how many spoons and cups, etc.

Food and growth go hand in hand. Put a measuring tape up in the classroom. Have the children measure themselves and read their height in inches.

- For Science Compare the food needs of plants and animals with the food needs of children. All living things need food and water. What types of food do plants need? Do animals need? Do children need?

Explore how plants grow. Do plants need sunlight? Do they need air? How does water rise to the top of plants?

- For Social Studies:

There are many foods which are representative of American ethnic groups or other countries. Introduce foods from different areas of the United States or different countries as you study them.

Bring examples of food to class (ie: mangos, pomegranates, tortillas). Give children the opportunity to bring in special foods from home.

Learn new stories, songs and dances. Many relate to planting, harvesting, preparing, or eating foods and originate in specific geographical areas.

- For Arts and Crafts:

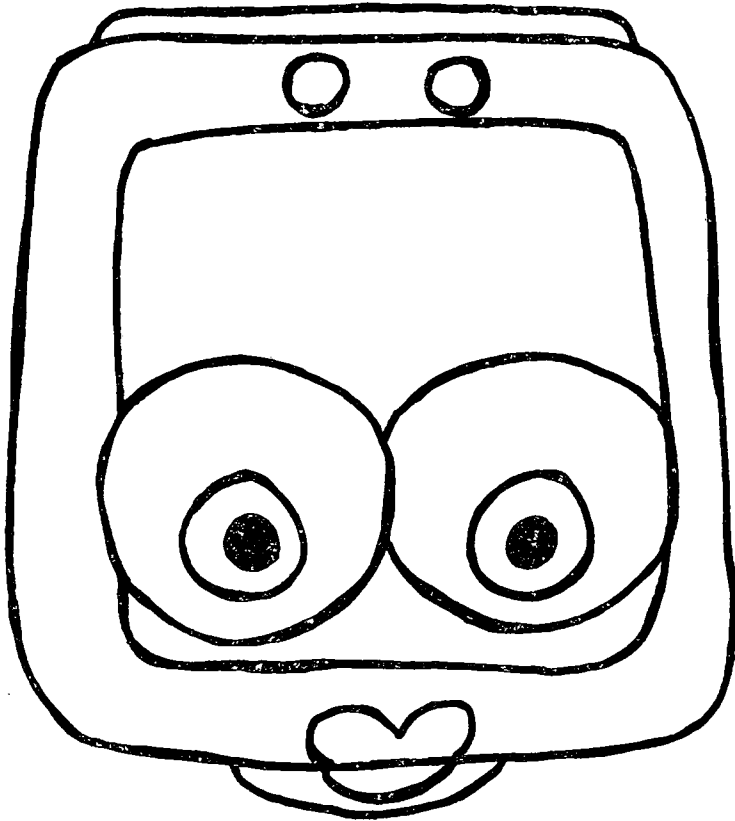
Young children love to fingerpaint. You might ask them to paint some of their favorite foods or foods from a specific food group for Flip and Flop.

Help the children make Flip and Flop paper bag puppets. When they've done this have them make up a Flip and Flop story and use the puppets to act it out. Encourage the children to be creative and develop their own characters.

Gather old magazines or newspapers and have the children cut out food pictures, garden pictures, animal pictures, etc. How about making a mural or collage?

Make food shapes from play dough or clay. Use hardened shapes to make food mobiles.

DIRECTIONS FOR MAKING FLIP AND FLOP
STYROFOAM SANDWICH CARTOON PUPPETS



Materials:

- * Styrofoam sandwich carton, 6 inch diameter (for example: Burger King, Artic Circle).

Ping pong ball

White glue

Felt scraps

Sharp knife or scissors

Sock

Strapping tape

- *Often fast food chains such as Burger King, Bobs or Artic Circle will donate unprinted cartons for such activities.

Instructions for Making Flip the Frog:

- Cut ping pong ball in half for eyes. Glue to top of carton. Let dry.
- Cut finger holes in back, 2 above the hinge, one below. Use strapping tape to reinforce the area around the fingerholes.
- Decorate by adding features to eyes, emphasize the mouth (paint or glue on material scraps). Make eye lashes out of paper and place above the ping pong ball eyes.
- The sock is Flip's body--place it on your arm, then hold the head with finger holes.

Instructions for Making Flop the Frog:

- Follow the same directions except do not place eyelashes on Flop.
- You may wish to cross Flop's eyes, add blemishes or use other techniques to emphasize Flop's poor eating habits.
- Flop's sock body should be short to begin the lessons and grow as Flop eats good foods.

Suggestions for Presenting the Puppet Show

Use a puppet stage if one is available. If there is no stage available, the presentation can be effectively given by sitting a chair in front of a table. You can do the puppet show alone or with another person. You might want to ask a group of older children to present the story for the youngsters. Be prepared to ad lib the puppet show rather than reading it from the booklet.

Note: A refrigerator or freezer box can be made into a very good puppet stage. Remove one of the sides for easy entrance, and on the opposite side, cut out the top one quarter of the box for your puppet stage. Attach a curtain if possible.

DIRECTIONS FOR MAKING FLIP
AND FLOP FELT PUPPETS

Materials and Supplies:

- Wool Felt
 - One piece of kelly green fabric, 30" by 15" and one piece of red fabric, 14" by 7" for Flip.
 - One piece of Army green fabric, 30" by 15" and one piece of gold fabric 14" by 7" for Flop.
- Thread to match the green felts.
- Tracing paper
- Felt tip pen
- White craft glue
- Scissors
- Pins
- Sewing machine

Directions for making Flip and Flop:

- Make tracings of all the pattern pieces. You may use each piece as is and cut on the fold of the fabric or you may trace the pieces out flat to eliminate the fold line. In either case you need to cut out one of each pattern piece per puppet. For each puppet you wish to make, cut out one each of the upper body, under body, upper mouth, under mouth, pocket, and two each of the outer eye and iris. When making just one puppet you need single layer of fabric. When making more than one use a double layer of fabric.
- FLIP: Cut upper body and under body out of kelly green felt. Cut under and upper mouth and pocket out of red felt. Cut outer eye from white felt, cut iris from your color choice.
- FLOP: Cut upper and under body out of army-green felt. Cut upper and under mouth out of gold felt. Cut outer eye from white felt, cut iris from your color choice.
- Pin upper mouth to upper body matching large dots. Stitch with 1/8 inch seam allowances along the curved mouth edge. Tack the center of the upper mouth (on the straight edge) to center of upper body at the large dot to form the separation for the fingers.
- Pin under mouth to under body in same manner as above. Match the small single dots and stitch along the curved mouth edge.

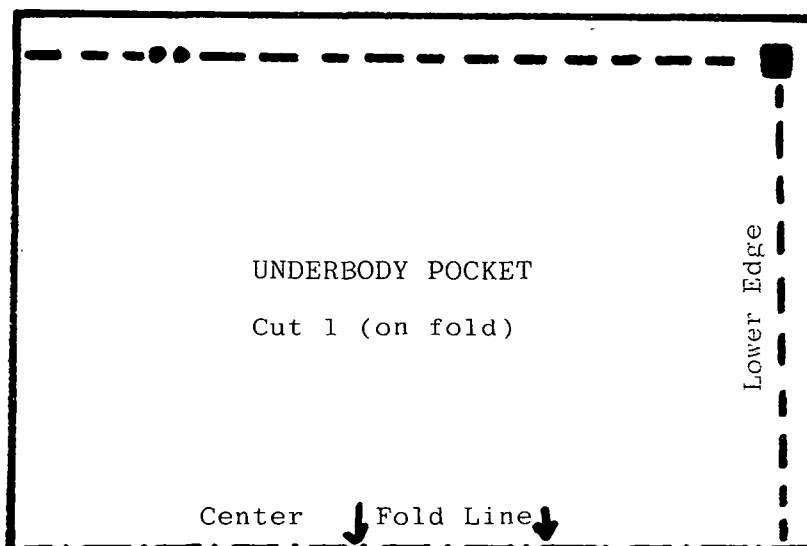


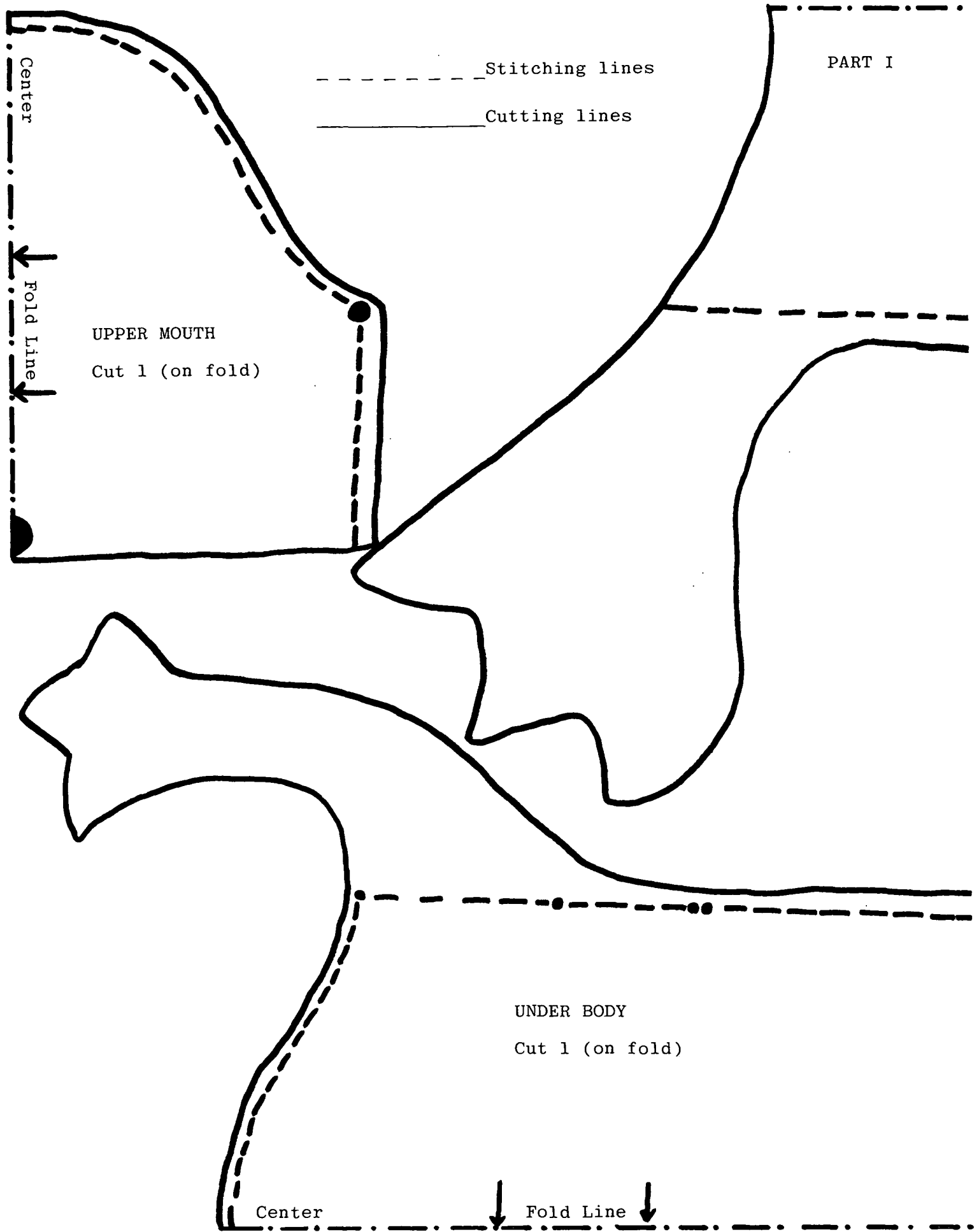
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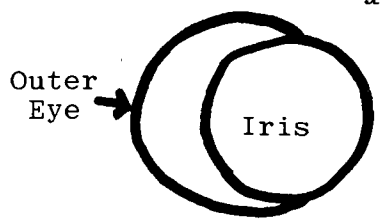
- Again use 1/8 inch seam allowance. Pin the pocket to the upper body matching the double dots and the square. Stitch along the lower edge of the pocket from side to side (square to square.) Remember the pocket is inside the frog body!
- Place upper body and under body WRONG sides together (with the upper and under mouth and pocket inside). Stitch together along the sides as indicated on the pattern pieces by the stitching lines. The sides of the mouth and the pocket pieces will be "sandwiched" between the sides of the upper body and the under body. Be sure you have left the lower edge of the puppet open so that you can insert your hand.
- Glue the eyes together and then glue to the top of the upper body as indicated on the pattern piece. You will notice that the frog legs are not stitched together. Place glue between them to complete the puppet.
- To obtain a sample puppet, contact your 4-H agent at your County Extension office.

To trace Flip and Flop felt puppet pattern, place Part I and Part II together of following pattern. Underbody pocket pattern is on this page





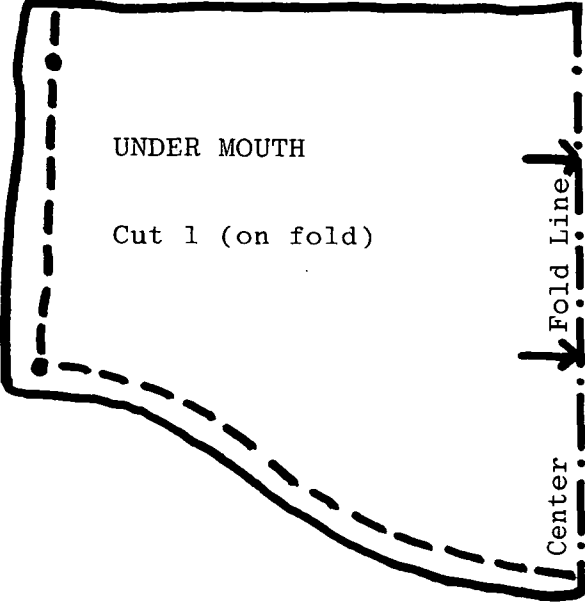
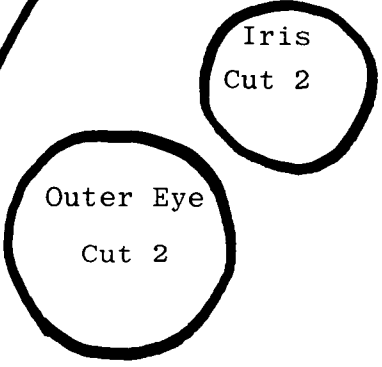
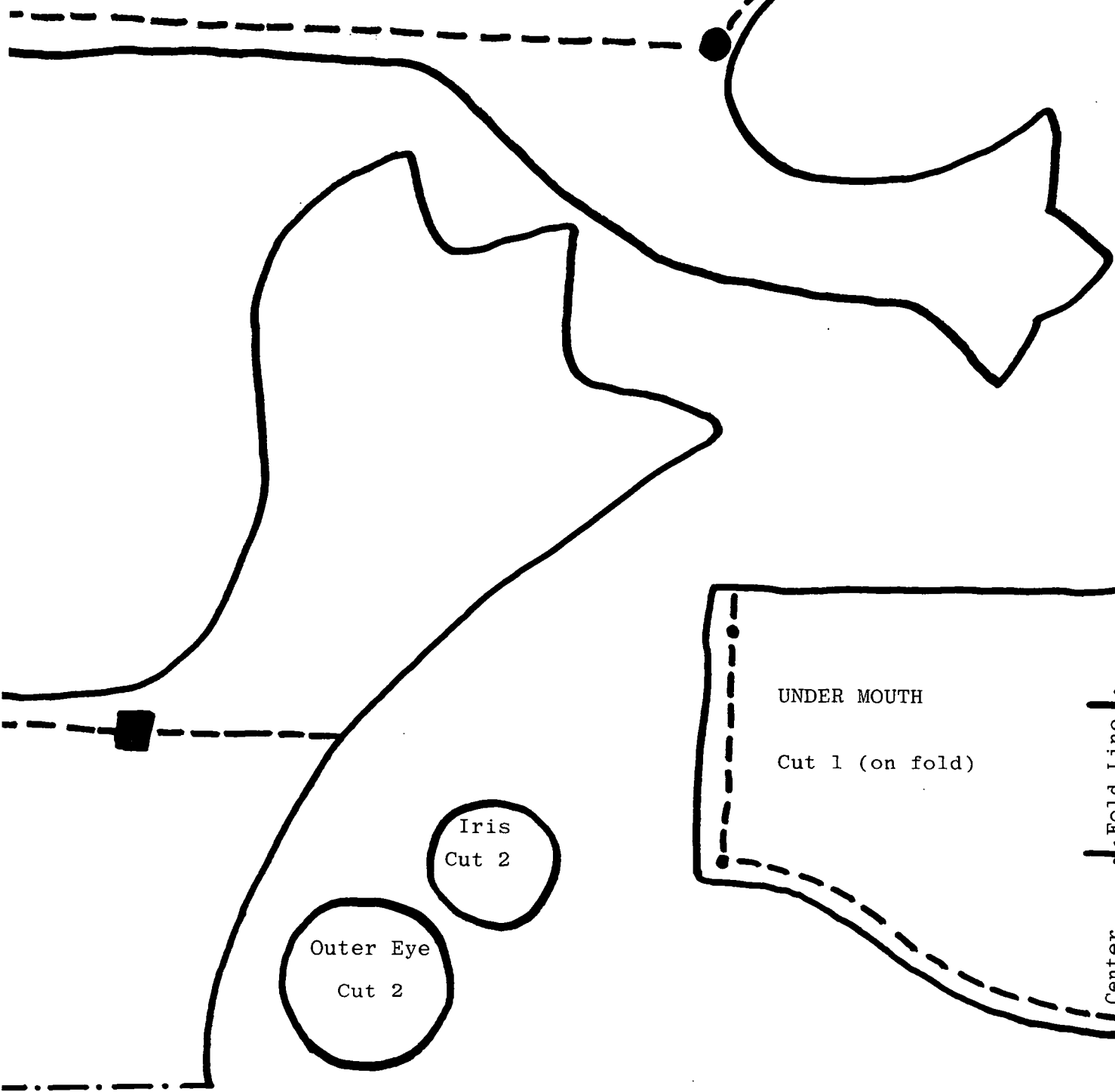
Center
Fold Line



UPPER BODY

Cut 1 (on fold)

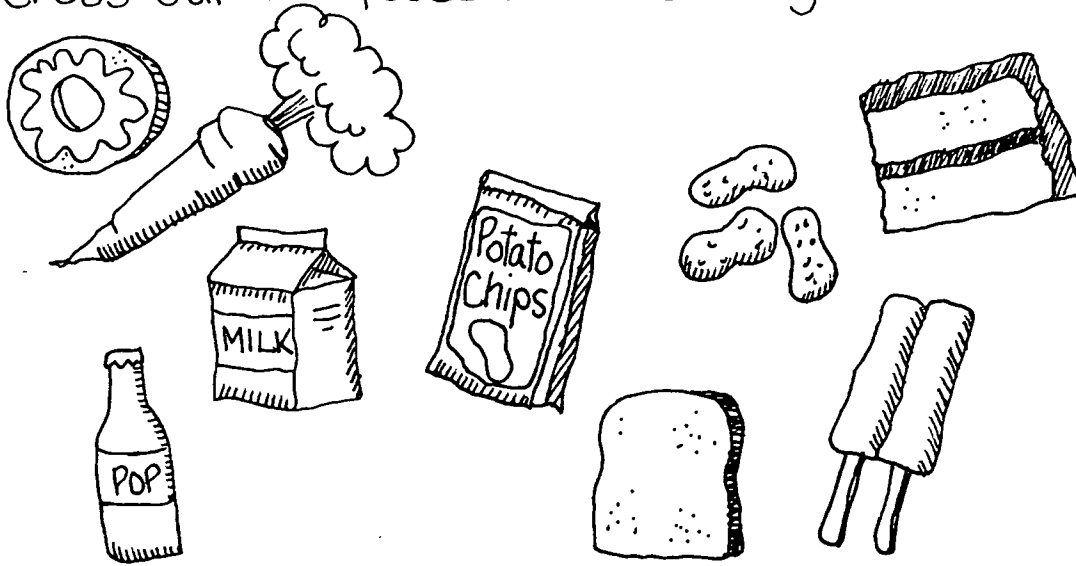
PART II



Pre test _____ Name _____ Score _____

Post test _____ School _____

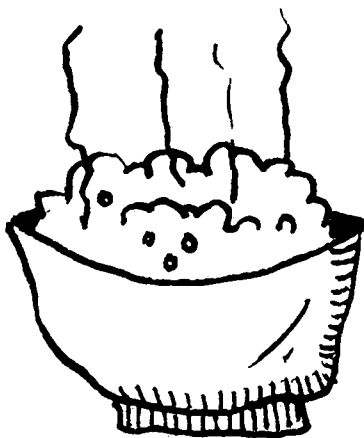
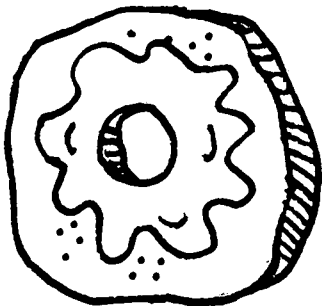
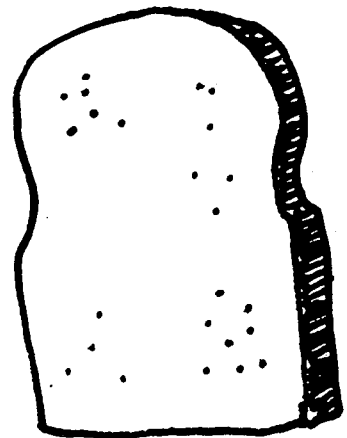
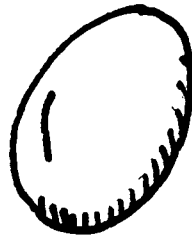
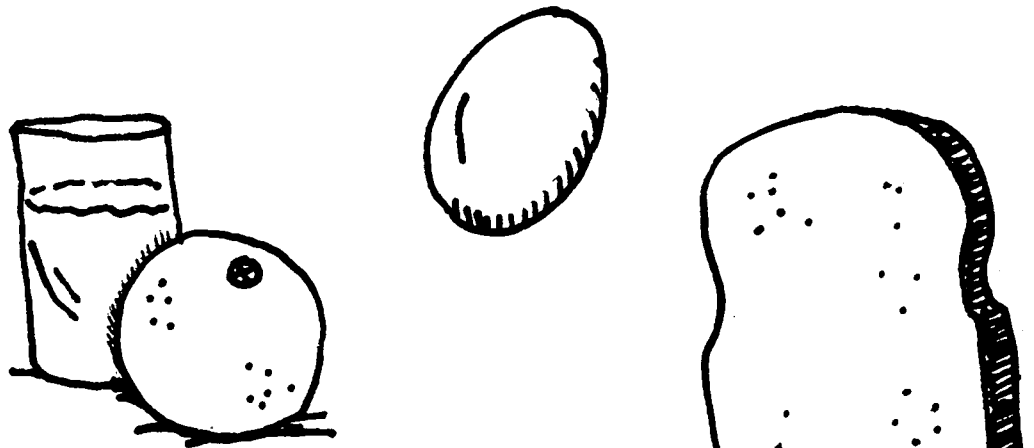
1. Circle the foods that are good for you.
Cross out the foods that are not good.



2. Circle the two foods in each food group square that belongs in that food group.

<p><u>Fruit and Vegetable</u></p>	<p><u>Bread and Cereal</u></p>
<p><u>milk</u></p>	<p><u>meat</u></p>

3. Circle the four foods that would make a good breakfast.



LESSON I - The Flip Flops of Food

What the Children Should Learn

At the end of Lesson 1 the children should be able to:

- Begin to recognize the difference between foods that are good for you and foods that are not good for you.
- Start to become aware that eating many different kinds of good foods will help you grow, feel good and have energy.
- Choose five foods that are good for you.

Materials

Flop the Frog puppet, Flip the Frog puppet, Student Activity Sheet 1, Parent Letter 1, crayons, one pretest game sheet per child, Super Eater Chart 1, one poster or felt board, Dairy Council Food Models or pictures of the foods listed below:

<u>Flop</u>	<u>Flip</u>
Doughnut	Cheese
Potato chips	Peanut butter
Soft drink	Carrots
Sugar cookies	Egg noodles
Danish roll	Milk
	Meat patty
	Orange
	Whole wheat bread

What to do Ahead

- Read the lesson.
- Be prepared to ad lib the puppet show rather than reading it from the booklet.

Nutrition Ideas

- The kind of food a person eats affects his health, growth and the way he feels.
- To feel good, people should eat a wide variety of foods from the basic food groups each day.
- To help prevent overweight foods from the Sweet and Fat Group should be eaten in moderation.

Lesson 1

- The following foods belong in each of the Five Food Groups:

Fruit and Vegetable

cauliflower	carrots	red pepper	leafy greens
cabbage	sweet potatoes	tomatoes	broccoli
turnips	squash	cabbage	peas
potatoes	pumpkins	beets	green beans
mushrooms			green pepper
			brussel sprouts
			cucumbers

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

Bread and Cereal

biscuits	bread	crackers	oatmeal
cornbread	waffles	corn grits	breakfast cereal
muffins	rye bread	hominy	rice
pancakes	white bread	macaroni	rolled oats
raisin bread	whole wheat	noodles	rolled wheat
rolls	bread	spaghetti	granola
tortillas	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	

Lesson 1

Basic Lesson Plan

- Greet the children. Tell them that they are going to play food games.
- Before introducing the lesson or giving the children any information about the lesson do the pretest game. Pass the pretest sheets to each child.
- Pretest Game. Note: Each child must work alone. Do not answer any questions except to help identify what kind of food is represented by the picture. Hand out game sheets.

Game 1

- Have the children circle the foods that are good for you and cross out the foods that are not good for you.
- The correct choices are listed below. (10 points possible, score one point for each correct answer)

Foods that are Good for You

Carrots
Milk
Meat patty
Whole wheat bread
Peanuts

Foods that are not Good For You

Doughnuts
Soft drink
Potato chips
Cake
Popsicle

Game 2

- Instruct the children to look at the Fruit and Vegetable square (upper left hand corner) and circle two foods that are in the Fruit and Vegetable group (four foods are shown). Repeat the procedure for the Bread and Cereal group, Milk group and the Meat group.
- The correct choices are listed below. (8 points possible score, score one point for each correct answer)

Fruit and Vegetable

Banana
Orange

Milk Group

Milk
Cottage cheese

Bread and Cereal

Whole wheat bread
Oatmeal

Meat Group

Peanuts
Eggs

Game 3

- Have the children circle the four foods that would make a good breakfast.
- The correct answers would be one food from each of the following food groups: Fruit and Vegetable, Bread and Cereal, Milk and Meat. (8 points possible, score two points for each food group selected. Subtract one point for each food chosen that is in the Sweet and Fat group. Add up the total score and record it on the first page of the sheet.)

- Place the following food models in Flip and Flop's mouth before the puppet show:

<u>Flop</u>	<u>Flip</u>
Doughnut	Cheese
Potato chips	Peanut butter
Soft drink	Carrots
Sugar cookie	Egg Noodles
Danish roll	Milk
	Meat patty
	Orange
	Whole wheat bread

- Present the puppet show

THE FLIP FLOPS OF FOOD
(Puppet Show I)

Introduction

- Narrator: Once upon a time, deep in the heart of the forest lived two frogs. They were called Flip and Flop. Flip had lots of energy and could hop from one lily pad to another all day long without ever getting tired. Flop was tired all the time. Flop was lucky to get in one hop a day. One day while trying to hop Flop fell on the ground. This was the last straw.
- Flop: (Upside down, talking on the phone.) Flip, could you come over right away? I've lost my hop--can you help me?
- Flip: Don't worry Flop...I'll be right over. (Show Flip hopping over to Flop's pond.)
- Flip: Flop! Flop! What's happened to you? You're upside down!
- Flop: (Still upside down.) I don't know Flip! I'm so tired. I don't even have enough energy to hop! (Flip helps Flop turn right side-up.)

Lesson 1

- Flip: Let's see what you had to eat today.
(Have children take turns in removing food models from Flop's mouth and naming them.)
- Flip: Good grief Flop! No wonder you can't hop; Is this all you've had to eat today? A doughnut, sugar cookie, sweet roll, soft drink and some potato chips?
- Flop: No, I had a candy bar for breakfast.
- Flip: You need to eat more than sweets to grow, have energy and be healthy!
- Flop: But they said on TV that it was okay to eat these foods. I like them. They're sweet and they fill me up.
- Flip: Don't eat foods just because they're sweet and fill you up. You need foods that taste good, give you energy and help you grow. Look what I've had to eat today. (Have children take turns in removing food models from Flip's mouth and naming them.)
- Flop: Gee, Flip, you've had cheese, peanut butter, carrots, noodles, milk, meat patty, orange and bread.
- Flip: Why don't you try some milk, peanut butter and bread, carrots and an orange? You'll feel better too.
(Have children take turns in feeding these food models to Flop)
- Flop: Thanks. These foods taste good (takes a hop). I'm already feeling better
- Flip: In order to feel good and have energy you must eat alot of different foods.
- Flop: How will I ever learn what is good for me?
- Flip: I'd be glad to teach you. Tomorrow we could go to the Fruit and Vegetable Forest.
- Flop: Oh, I'd like that....and I like you too Flip! You are a good friend!
-

Optional Activities

● Flip and Flop Food Relay

Purpose: To help children separate foods that are good for you from foods that are not good for you.

Supplies: 24 (or a number equal to class size) Dairy Council food models or pictures of food, 12 that are good for you and 12 that are not and four small boxes.

How to Play:

- Label two boxes "Good Foods" and two boxes "Foods that are not good."
- Divide the 24 foods into two piles of 12 foods (six good foods and six foods that are not good per pile.) Place the two piles on a table with two of the labeled boxes next to each pile.
- Divide the group into two groups.
- Have each child run to their teams' food pile, select a food, place it in the proper box, run back and tap the next person. One point is given for each correct selection and one point is given to the team which finishes first. The team with the most points wins.

Activity Sheets

- Assist the children in completing the activity sheets.

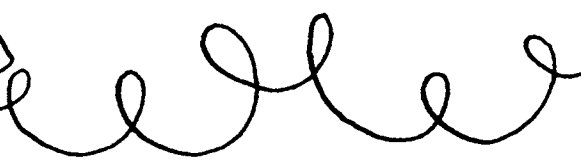
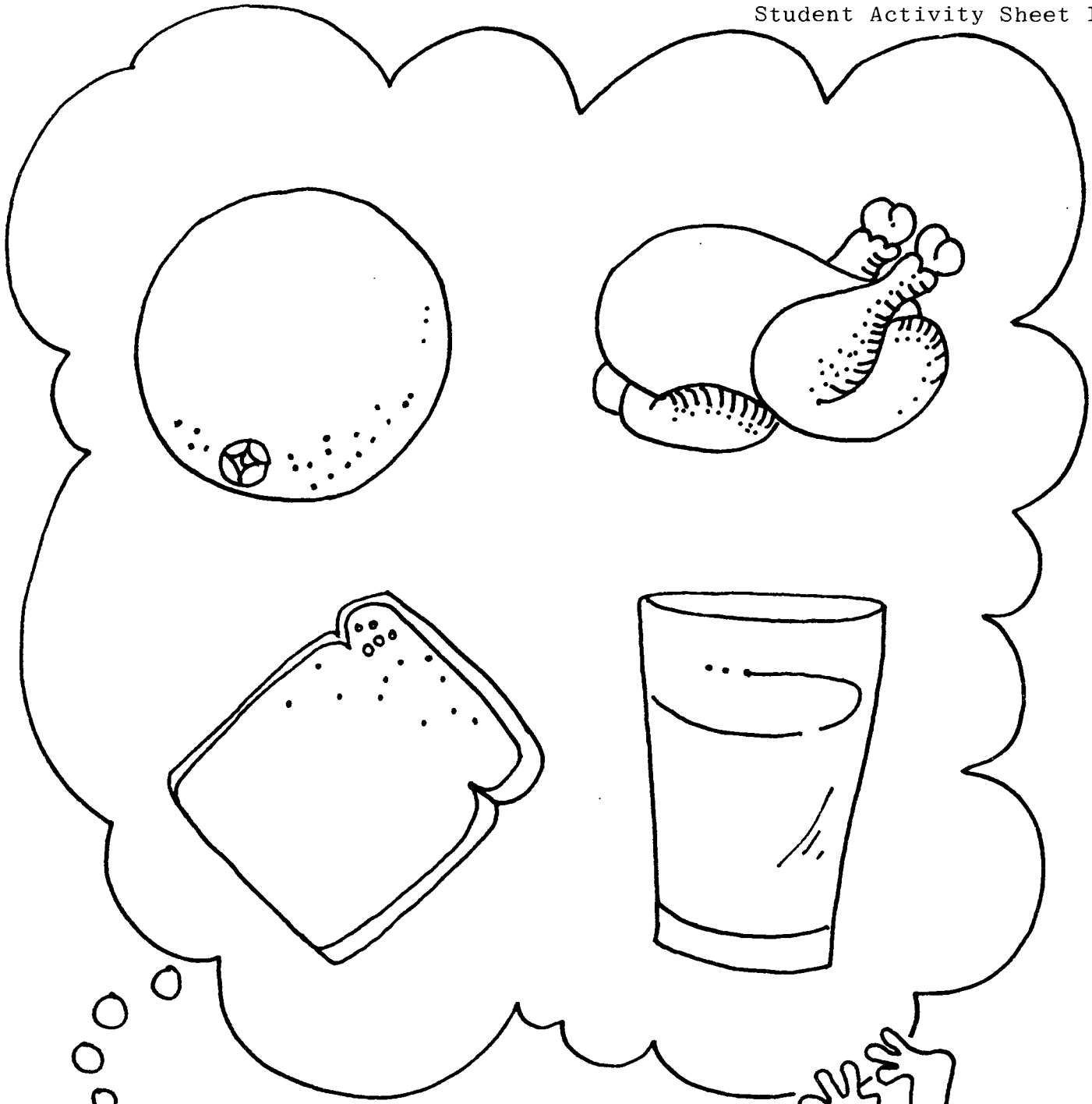
Food Review

End the lesson by having Flip the Frog ask the children the following questions:

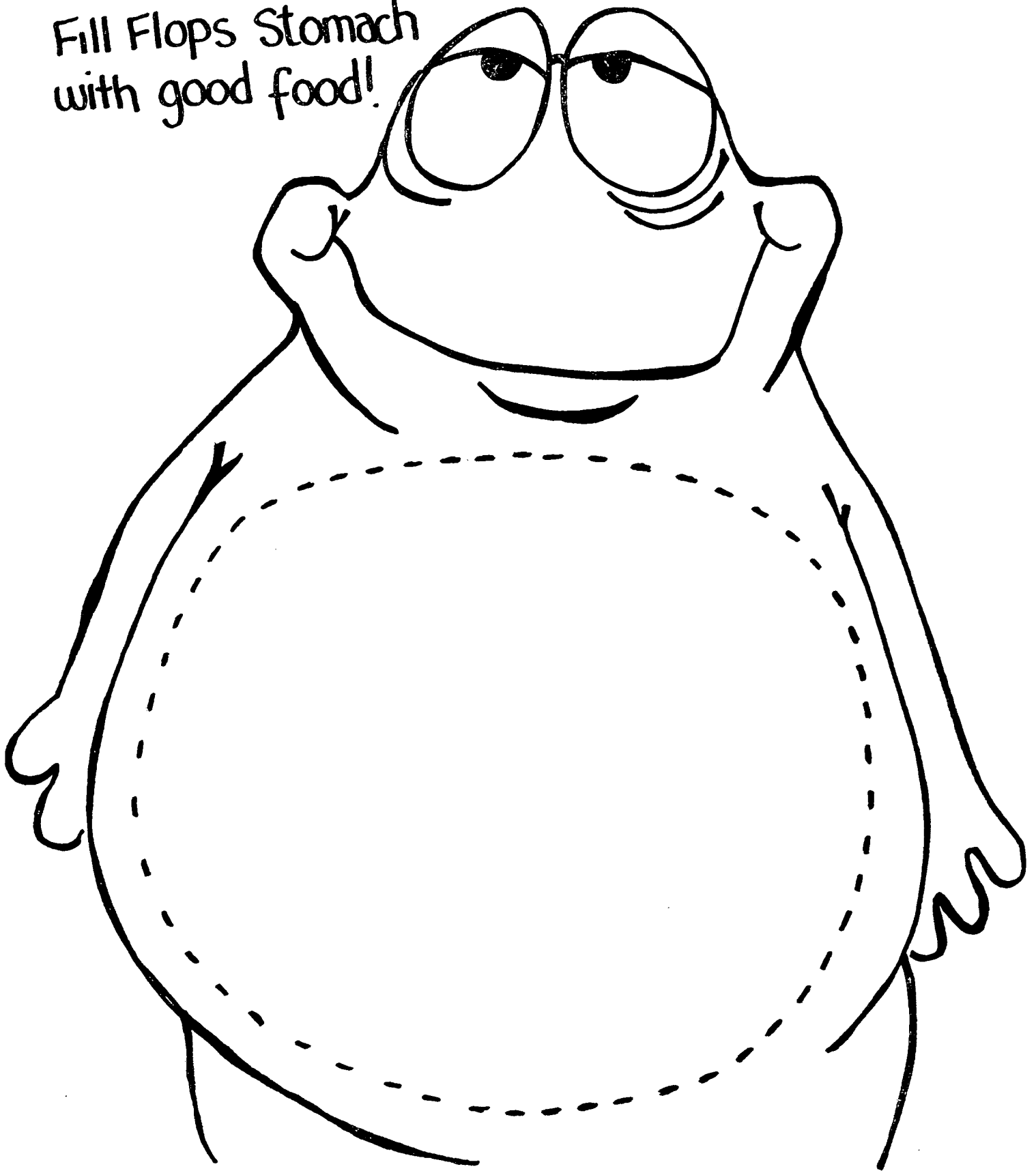
- Can you name some foods that Flop should eat so that he can jump further and feel better?
- Can you name some foods that are not good if Flop eats them too often?
- How can Flop grow bigger, have energy to jump and play and be healthy?

Super Eater Chart--Parent Letter

- Encourage the children to take the Super Eater Chart home. Have each parent and child choose five nutritious foods that the child will eat before the next lesson. These foods are then written on the Super Eater Chart. The child colors the frog cartoon next to each food when the food is eaten. The child can become a Super Eater by eating all five foods. Have the children bring the completed chart to the next lesson.
- Have each child address and sign the parent letter and send the letter home with the children.
- Assign each child a fresh or canned food from the fruit and vegetable group to bring from home for the next lesson. See Lesson 2, Optional Activity, for details.



Fill Flops Stomach
with good food!



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Oregon State University Extension Service

In my 4-H Nutrition program we are learning about food. Flip and Flop, two frog puppets, are teaching me about foods that are good for me and foods that are not good for me. Flip always eats good food. Flip has lots of energy to jump from one lily pad to another all day long. Flop does not eat good food. Flop has very little energy and can hardly jump at all. In my foods program I will learn:

- To taste new foods.
- To tell the difference between foods that are good for me and foods that are not good for me.
- That eating many different kinds of good food will help me grow, have lots of energy and feel good.

I need your help so that I can learn all of this. During the program I will bring home activity sheets with ideas of things we can do together. There will be games, riddles and recipes to try. Let's do the activities together, they will be so much fun.

Love,

FUN WITH FOOD

In my first lesson I learned to tell the difference between foods that are good for me and foods that are not so good for me. I also learned that I will feel good and have lots of energy if I eat many different kinds of good foods. Help me remember and have fun too:

- Help me fill out the Super Eater Chart. You and I can choose five foods that are good for me and that we have at home. Please write on the chart. Everytime I eat one of these foods I can color the frog cartoon next to the food. When I have eaten all 5 foods then I become a Super Eater. Please help me remember to do this. Maybe the refrigerator is a good place to put the chart.
- Give me foods to separate into groups; those that are good for me and those that are not so good for me. Use actual foods or help me cut pictures out from magazines and glue them onto cards. Tell me why the food is good for me.
- Play Food Treasure Hunt with me. Use real foods or pictures of foods. Hide them all over the house. When I find them we can talk about where the food comes from; like an egg from a chicken, milk from a cow, carrots from the ground, an apple from a tree. We can also talk about what food group that food is in; Fruit and Vegetable, Bread and Cereal, Milk or Meat.
- Help me make my own snack by slicing a banana and pouring my own milk or juice.
- Play a game with me like Riddley, Riddley, Ree:

(Game A) Riddley, Riddley, Ree,
I'm eating something that you can't see.
It smells sweet
It feels soft
It is yellow on the outside and white on
the inside
Can you guess what I am eating? (Answer: Banana)

(Game B) Riddley, Riddley, Ree,
I'm eating something that you can't see.
It is round,
It is orange and its juice tastes sweet.
Can you guess what I am eating? (Answer: Orange)

(Game C) Riddley Riddley, Ree,
I'm eating something that you can't see.
It is brown,
Tastes salty and crunches.
Can you guess what I am eating? (Answer: Peanuts)

Maybe you and I can think of other fun food games to play. Let's make up our own game. Any good food can be used. Thank you for helping me!



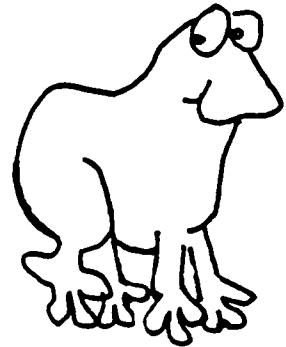
Super Eater Chart

CHOOSE FIVE GOOD FOODS TO EAT THIS WEEK

1. _____



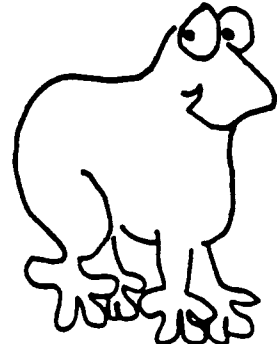
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3. _____



4. _____



5. _____



LESSON 2 - Flip and Flop Hop to the
Fruit and Vegetable Forest

What the Children Should Learn

At the end of this lesson the children should be able to:

- Name five foods that are in the Fruit and Vegetable food group.
- Identify four fruits and vegetables blindfolded utilizing only the senses of smell and touch.
- Learn that you need many different kinds of good food including fruits and vegetables for good health.
- Choose five fruits and vegetables that are good for you.

Materials

Flop the Frog puppet, Flip the Frog puppet, Student Activity Sheet 2, Parent Letter 2, crayons, blindfold, masking tape, one poster board or felt board, four common foods from the fruits and vegetable group differing in size, shape and texture (optional, see activity options, page 17), Super Eater Chart 2, fruits and vegetables for optional fruit and vegetable party (see page 17), Dairy Council Food Models or pictures of food listed below:

Banana	Squash	Chocolate bar
Orange juice	Potatoes	Doughnut
Peaches	Broccoli	Peanut butter
Raisins	Taco	Jelly
Cantaloupe	Soft drink	Milk
Carrots	Whole wheat bread	Sugar cookie
		Orange

What to do Ahead

- Read the lesson.
- Remind children to bring their fruit and vegetable food from home for the food tasting party.
- Place the following food models in the puppets mouth:

<u>Flop</u>	<u>Flip</u>
Soft drink	Orange
Whole wheat bread	Cookie
Chocolate bar	Taco
Doughnut	Milk
Jelly	
Peanut butter	

Lesson 2

- Put a bandaid on Flop.
- Place the remaining fruit and vegetable food models or pictures on the poster or felt board.

Nutrition Ideas

Fruit and Vegetable group foods supply the nutrients (Vitamins A and C) that are especially important for healthy skin. They also help the body to resist infection and colds.

This food group is the one that is most neglected. Studies show that Oregon children do not eat enough fruits and vegetables to supply the vitamins and minerals they need.

Four servings of fruits and vegetables are needed every day. A serving is one-third to one-half cup or one portion, such as a medium potato or half of a grapefruit or a small banana.

Fresh, frozen, or canned fruits and vegetables are a part of this group. Frozen, or canned products may contain more nutrients than fresh ones if the fresh ones take several days to get from the field to your plate.

Fruits and vegetables are grown in great abundance in Oregon. Many children prefer eating raw vegetables to cooked vegetables.

Basic Lesson Plan

- Have Flip and Flop the Food Frogs greet the children.
- Review last lesson.
 - Have Flip ask the children what kind of foods Flip eats (foods that are good for you). Have the children name some of those foods.
 - Have Flop ask the children what kind of food he eats (foods that are not good for you). Have the children name some of those foods.
 - Have Flop ask the children why he is small and does not have energy to jump and play. Ask the children if they know how to help him grow and have lots of energy (eat many different kinds of good food like Flip).
 - Have Flip ask the children about their Super Eater Chart. Did the children eat all the foods and become a Super Eater? What foods did they eat?
- Present the puppet show with the poster or felt board placed so the class can see the fruits and vegetables.

Lesson 2

FLIP AND FLOP EXPLORE THE FRUIT
AND VEGETABLE FOREST (Puppet Show II)

(Scene: Flip and Flop hopping through the forest)

Flip: Here we are in the Fruit and Vegetable Forest Flop. Look at all the different kinds of fruits and vegetables.

Flop: Boy, I didn't know there were so many different kinds and so many that I like. Kids....can you help me name the fruits and vegetables in the forest?

(Stop and let the children name as many fruits and vegetables as they can. Have Flip make a positive comment after each food is stated)

Flop: I have a question Flip. What do fruits and vegetables do for you?

Flip: They help our skin stay healthy. They help us see at night and help cuts and bruises heal. They also help us grow and feel good.

Flop: You mean they will help clear up my warts and I'll be able to see the lily pads at night...and...

Flip: I am not sure about the warts but they will make you feel better and will even help that cut on your head heal faster.

Flop: I got that cut last night. I thought a rock was a lily pad!

Flip: Have you eaten any fruits and vegetables today Flop?

Flop: (Shakes head no) No.

Flip: Well, let's just see what you've had for lunch today.

(Have the children take the food models out of Flop's mouth and name them.)

Flip: Well now Flop, you've done a little better today. You've had a peanut butter and jelly sandwich, a chocolate bar, a doughnut and a soft drink. But you should have had some fruit and vegetables instead of that chocolate bar and doughnut.

Flip: I feel good and have lots of energy.....look! See what I've had for lunch today.

(Have the children take the food models out of Flip's mouth and name them.)

Lesson 2

Flop: Boy, Flip, you really know how to eat right. You even had lettuce and tomatoes on your taco.

Flop: (Says to children) Can you help feed me some fruits and vegetables from the forest?

(Have the children feed two fruits and two vegetables to Flop)

Flop: YUM! Thank you! I love _____, _____
(repeat the foods that the children fed to Flop).

Flip: It's getting dark Flop we'd better be hopping back to the pond, because we've got a big day tomorrow. We need to make plans to visit the Bread and Cereal Fields.

Optional Activities

- Fruit and Vegetable Party

How to Play:

Have a fruit and vegetable tasting party. Specify to each child in the group which fresh or canned fruit or vegetable you would like them to bring from home. Try to have a variety, and be sure to include some of the foods they have not tried or do not like. Let the children compare the differences in taste, texture, and smell. Allow them to cut up the foods (close supervision needed here), share with others, take turns, clean up the mess. Be sure to allow time for the children to talk about all of their experiences. You will need to provide equipment such as plates, forks, knives, napkins, clean-up materials.

- Food Identification Game

How to Play:

Blindfold the children. Give the children several fruits and vegetables that differ in size, shape and texture. Have the children identify each food by touch and smell.

- Fruit and Vegetable Race

Purpose: To help children identify foods in the fruit and vegetable group.

How to Play:

- Find an area that is free from obstacles.
- Have children sit in a circle with arms folded.
- Select a person to be "it." "It" must think of a food from the fruit and vegetable group and several other foods.

Lesson 2

- "It" moves around the circle putting her hand between two people naming different foods.
- If the named food is contained in the fruit and vegetable group those two players race around opposite sides of the circle trying to get back to take the open position.
- The person who doesn't regain her seat is the new "it" and the game is repeated.
- If the food is not in the fruit and vegetable group the players do not run.

Variations: This game can be used to separate foods that are good and not good and to identify foods in the other three food groups.

Activity Sheets

- Assist the children in completing their activity sheets.

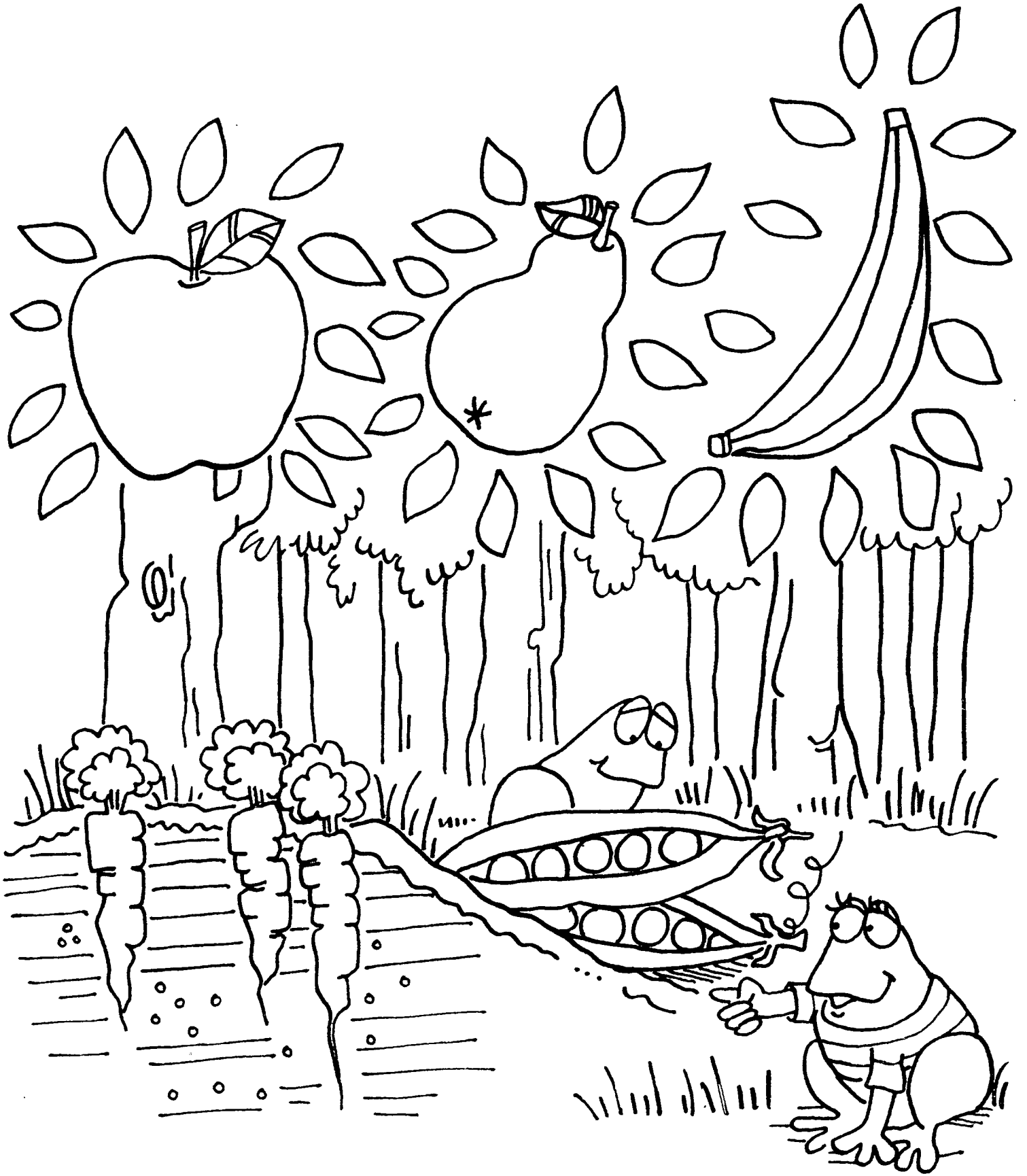
Food Review

End the lesson by having Flip the Frog ask the following questions:

- Can you name some foods that are in the Fruit and Vegetable food group?
- Why should we eat lots of fruits and vegetables? (They help our skin, help us see at night, help cuts heal, help us grow and feel good.)

Super Eater Chart--Parent Letter

- Encourage the children to take the Super Eater Chart home. Have each parent and child choose five fruits and vegetables that the child will eat before the next lesson. These foods are then written on the Super Eater Chart. The child colors the frog cartoon next to each food when the food is eaten. The child can become a Super Eater by eating all five fruits and vegetables.
- Send the Super Eater Chart II and the Parent Letter II home with the children.





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Oregon State University

Extension Service

FUN WITH FOOD Fruits and Vegetables

Today I learned about the foods in the Fruit and Vegetable group. I learned how to tell what each food was blindfolded by touching and smelling it. I learned that too much sugar is not good for me. I learned that I need many different kinds of foods, including fruits and vegetables for good health. Help me remember and have fun too:

- Help me fill out the Super Eater Chart. You and I choose five fruits or vegetables that are good for me and that we have at home. These fruits or vegetables are written on the chart. Everytime I eat one of these fruits or vegetables I can color the frog cartoon next to that fruit or vegetable. When I have eaten all 5 fruits or vegetables then I become a Super Eater. Please help me remember to do this. Maybe the refrigerator is a good place to put the chart.
- Blindfold me and give me fruits and vegetables that have different sizes, shapes and weights. See if I can guess what they are.
- Ask me to look very closely at different foods. Use a magnifying glass if possible. Look at the different designs in the food. Look at the texture, color and detail. Good foods to use include oranges, apples, nuts, bread, potatoes and cereals.
- Give me a blank paper, a pencil and crayons and different fruits and vegetables; help me trace around the food on the paper, then I can color it.
- Take me to the grocery store and see how many fruits and vegetables I can name. Ask me which ones I would like to try this week.
- Help me make a fruit salad. First I pick out 2 or 3 fruits at the store. Then when we get home I can cut them up and mix them together.
- Help me make yum sicles. First I pour fruit juice into ice cube trays. When it is partially frozen I can put a toothpick or popsicle stick into it.
- Let's sprout seeds. We will need:
 - An old nylon sock, cheesecloth or strainer.
 - Two to four tablespoons of wheat, alfalfa, navy beans, red clover or rye seeds. (These are available at grocery stores.

Lesson 2
Fun with Food
Fruits and Vegetables

- Container (1 quart or larger.)
- Paper towels

Then:

1. Soak 2-4 tablespoons of seeds overnight in 2 cups of warm water.
2. In the morning use a strainer or nylon stocking to drain and rinse the seeds with fresh water.
3. Spread seed around the bottom of the container. Seeds need space to sprout.
4. Place damp paper towels over seeds and cover the container so that the seeds are moist and dark.
5. Repeat #2, #3 and #4 every morning and evening. Seeds should sprout in 2-3 days.
6. Eat when they are $1\frac{1}{2}$ inches long. Use in salads, main dishes or as snacks.

Thank you for helping me!



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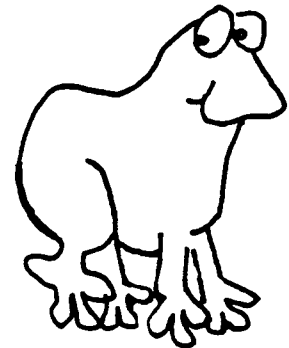
Super Eater Chart

CHOOSE FIVE GOOD FOODS TO EAT THIS WEEK

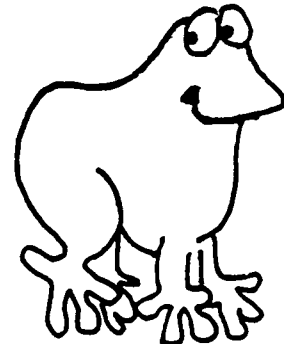
1. _____



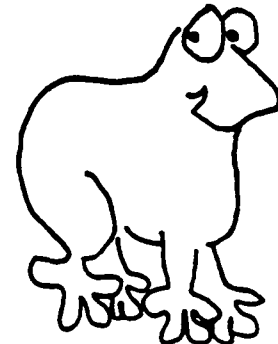
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3. _____



4. _____



5. _____



LESSON 3 - Flip and Flop Visit
the Bread and Cereal Fields

What the Children Should Learn

At the end of this lesson the children should be able to:

- Name five foods that are in the Bread and Cereal Group.
- Identify four breads and cereals blindfolded utilizing only the senses of smell and touch.
- Begin to recognize that you need a wide variety of foods including breads and cereals for good health.
- Recognize that snack foods can taste good and be good for you.
- Choose five breads and cereals that are good for you.

Materials

Flop puppet, Flip puppet, Student Activity Sheet 3, Parent Letter 3, 1 poster or felt board, crayons, blindfold, four common foods from the Bread and Cereal Group differing in size, shape and texture, Super Eater Chart 3, Dairy Council Food Models or food pictures of foods listed below:

Bread	Rice	Soft drink
Pancakes	Waffles	Raisins
Corn Tortilla	Hard roll	Whole wheat bread
Bagel	Orange juice	Peanut butter
Egg noodles	Banana	Milk
Corn	Sugar cookie	Orange
Oatmeal	Doughnut	

What to Do Ahead

- Read the lesson.
- Place the following food models in the puppet's mouths:

<u>Flop</u>	<u>Flip</u>
Orange juice	Raisins
Banana	Whole wheat bread
Sugar cookie	Peanut butter
Doughnut	Milk
Soft drink	Orange

- Place the remaining Bread and Cereal food models or pictures on the poster or felt board.

Lesson 3

Nutrition Ideas

The Bread and Cereal group provides the nutrients that supply and help us use energy. These foods are the "staff of life" for almost every culture. What is the grain used mainly in this country? (Wheat) Corn is basic in many South American countries. Rice is the staple food in the Orient.

Every culture, except the Eskimos and some South Sea Islands has some form of bread. Tortillas, chappaties and fry bread are some forms of bread used by other cultures.

Whole wheat or enriched breads and cereals also supply vitamins and minerals important to good health.

These foods are relatively inexpensive and can be used in place of sweets and/or soda pop to "fill the empty spaces" for growing children.

Snacks such as crackers and sandwiches, or oatmeal-raisin cookies really make an important contribution.

Besides the bread, muffins or bowl of cereal that we usually think of as breads and cereals, remember....

- the spaghetti under the spaghetti sauce;
- the macaroni in the macaroni and cheese;
- the rice in the chicken and rice;
- the bun around the hamburger;
- the crust under the pizza.

Everyone should have four servings a day of these foods. A serving is one slice of bread, one roll, or 1/2 to 3/4 cup of cereal.

Basic Lesson Plan

- Have Flip and Flop greet the children.
- Review the last lesson:
 - Have Flip ask the children if they can name five fruits and vegetables?
 - Have Flop ask the children why he should eat lots of fruits and vegetables. (They help our skin, help us see at night, help cuts heal, help us grow and feel good.)
 - Have Flop ask the children how he can have energy to hop and play like Flip. (Eat a wide variety of foods including fruits and vegetables like Flip does.)
 - Have Flip ask the children about their Super Eater Chart. Did the children eat all the foods and become a Super Eater? What foods did they eat?

Lesson 3

- Present the puppet show with the poster or felt board placed so the children can see the breads and cereals.

FLIP AND FLOP'S VISIT TO
THE BREAD AND CEREAL FOREST
(Puppet Show III)

Narrator: On the very next sunny day Flip hopped to Flop's pond to take a trip to the Bread and Cereal Fields.

Flip: Good morning Flop! What a beautiful day to visit the Bread and Cereal Fields. Let's see who can hop there first.

Flop: Okay, let's go!

(Both frogs start hopping. Then Flop's hops get shorter and shorter. Finally he stops....breathing hard, he calls Flip.)

Flop: Wait Flip, I'm too tired to go on...I've run out of energy.

Flip: Didn't you eat breakfast today?

Flop: No, I wasn't hungry, because I had a b-i-g snack before going to bed. Look what I had! (Have the children take all the food models from Flop's mouth and name them.)

Flip: You did well to eat lots of fruits. But you still had too many sweets. And you didn't have any bread and cereal, milk or meat group foods.

Flop: I'm s-o-o hungry. My stomach is growling.

Flip: No wonder you're tired and hungry. A late snack yesterday won't give you go power today. Look what I ate for breakfast. (Have the children take the food models from Flip's mouth and name them.)

Flip: Let's get on our way to the Bread and Cereal Fields and see if we can find some good foods to eat! I promise not to go too fast for you.

(Frogs hop to Bread and Cereal Fields)

Flop: Look Flip, I've never seen so many different kinds of breads and cereals in my life. There's bread, pancakes, bagels, noodles, corn flakes, oatmeal, rice.....

Flip: I know, and look over here...there's corn tortillas, spaghetti, waffles and look at that hill of hard rolls! These foods give you energy and taste good.

Flop: Gosh, I'm hungry! I could eat this whole field. In fact with your help, I'll start right now. (Have the children give

two breads and cereals to Flop.)

Flop: M-M-M-M good! (Flop hops high into the air) Look how much energy I have. Look how high I can jump. I'm a Super Food Eater now!

Flip: Very good Flop. Yes, you do have a lot of energy. But you're not quite a Super Food Eater yet. You need more for breakfast than breads and cereals. Here, have some milk, eggs and an apple.

Flop: Thanks Flip.

Flip: We have a couple of more places to visit. Come along now. I'll show you some really good food at the Milk Mountains.

(Both puppets hop off very fast)

Optional Activities

- Food Identification Game

How to Play:

Place four or more breads and cereals that differ in size, texture or shape in a paper bag. Blindfold the children and have them identify the food.

- Kitchen Tour

How to Play:

School teachers using this series should consider asking the school cooks to conduct nutrition tours. Ask them to discuss balanced diets, good food preparation, how to handle foods safely. You might even get them to serve raw vegetables as part of a noon meal.

Activity Sheets

- Assist the children in completing the activity sheets.

Food Review

End the lesson by having Flip the Frog ask the following questions:

Lesson 3

- Can you name some foods that are in the Bread and Cereal food group?
- Why should we eat lots of breads and cereals? (They provide us with energy to run, jump and play. They help us grow and feel good)
- What types of snack foods should you eat? (Foods that are good for you and give you energy to play)
- Name some good snack foods.

Super Eater Chart--Parent Letter

- Encourage the children to take the Super Eater Chart home. Have each parent and child choose five breads and cereals that the child will eat before the next lesson. These foods are then written on the Super Eater Chart. The child colors the frog cartoon next to each food when the food is eaten. The child can become a Super Eater by eating all five breads and cereals.
- Send the Super Eater Chart III and the Parent Letter III home with the children.

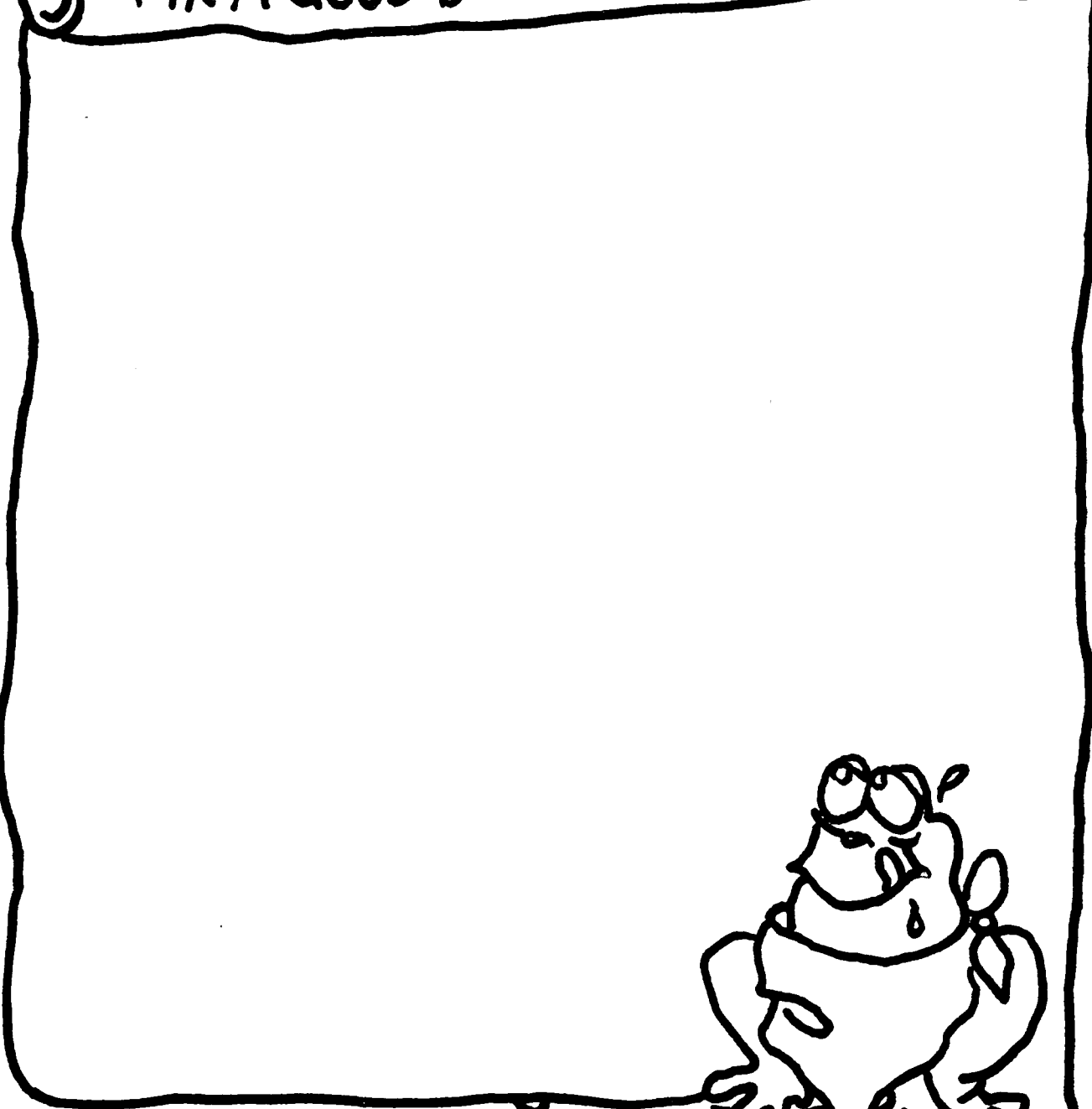




Good Morning!



Fix A GOOD BREAKFAST FOR FLOP!



OREGON STATE UNIVERSITY
EXTENSION SERVICE
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Oregon State University

Extension Service

FUN WITH FOOD Breads and Cereals

Today I learned about the foods in the Bread and Cereal group. I learned that bread and cereal foods are good for me and give me energy to play. I learned how to tell what each food was blindfolded by touching and smelling it. I also learned about what foods make good snacks. Help me remember and have fun too!

- Help me fill out the Super Eater Chart. You and I choose 5 breads or cereals that are good for me and that we have at home. These breads or cereals are written on the chart. Everytime I eat one of these breads or cereals I can color the frog cartoon next to that bread or cereal. When I have eaten all 5 breads or cereals I become a Super Eater. Please help me remember to do this. Maybe the refrigerator is a good place to put the chart.
- Blindfold me and give me Breads and Cereals that have different sizes, shapes and weights. See if I can guess the name of the food.
- Talk about all the cereals I can eat for breakfast and why it is important to eat breakfast.
- Help me become aware of the many different kinds of breads and cereals; show me different bread and cereal food like white and wheat bread, biscuits, white and brown rice, oatmeal, rolled wheat, cream of wheat and other bread and cereal foods.
- Let me help you measure or stir foods while you cook. I like to see how foods change when they cook.
- Help me make placemats by cutting out pictures from magazines, pasting them on cardboard and covering them with clear contact paper.
- Let me decide what foods we are going to eat for a meal, snack, party or picnic.
- Let me cut sandwiches into interesting shapes with a cookie cutter or a glass.
- Let me taste examples of different kinds of "breads": bagel, tortilla bread, English muffin, toast, French toast, etc.

Thank you for helping me!



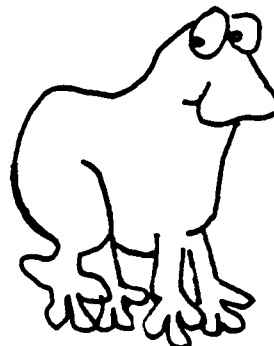
Super Eater Chart

CHOOSE FIVE GOOD FOODS TO EAT THIS WEEK

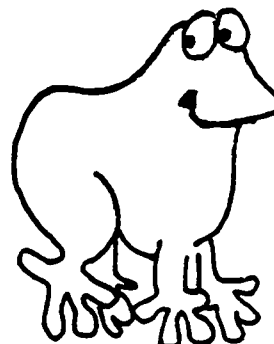
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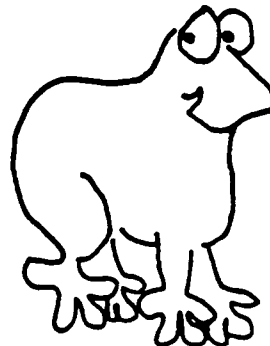
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Lesson 4 - Flip and Flop Discover
the Milk Mountains

What the Children Should Learn

At the end of this lesson the children should be able to:

- Name five foods that are in the milk group.
- Relate eating milk group foods to building strong bones and teeth.
- Begin to recognize that you need a wide variety of foods including milk products for good health.
- Realize that sweet foods can help cause tooth decay if you do not brush your teeth after eating.
- Choose five milk group foods that are good for you.

Materials

Flip puppet, Flop puppet, Student Activity Sheet 4, Parent Letter 4, Super Eater Chart 4, crayons, four milk products to taste (see optional activities), masking tape, one poster or felt board, Dairy Council Food Models or picture of the foods listed below:

Cheddar cheese	Milk chocolate bar
Cottage cheese	Jelly
Yogurt	Orange
Ice cream	Carrots
Milk, regular	Devil food cake
Milk, low-fat	Fruit salad
Cocoa	Strawberries
American cheese	Whole wheat bread

What to Do Ahead

- Read the lesson.
- Place the following food models in the puppet's mouths:

<u>Flop</u>	<u>Flip</u>
Milk chocolate bar	Milk
Jelly	Cheese
Hard roll	Whole wheat bread
Orange	Strawberries
Carrots	
Devils food cake	
Fruit salad	

- Place the remaining milk food models or pictures on the poster or felt board.

Nutrition Ideas

Milk group foods are especially important to growing children. Calcium is needed for proper bone and tooth development. The best source of calcium are Milk group foods.

Children six, seven, and eight years old need about three eight-ounce cups of milk, or its equivalent in milk foods.

You don't have to drink milk to get all you need. You can use cheese, pudding, soups made with milk, and ice cream to help meet the requirement.

Here are some foods that are used as milk substitutes:

1 ounce slice of cheese	=	3/4 cup milk
1/2 cup cottage cheese	=	1/3 cup milk
1/2 cup ice cream	=	1/4 cup

Milk comes in many forms. You can use any of the following:

whole fresh milk	2% milk
skim fresh milk	evaporated milk
buttermilk	yogurt
dry skim milk	chocolate milk
milkshake	

Basic Lesson Plan

- Have Flip and Flop greet the children.
- Review the last lesson:
 - Have Flip ask the children if they can name five bread and cereal foods.
 - Have Flop ask the children why he should eat lots of breads and cereals. (They give energy and help us grow)
 - Have Flop tell the children that he forgot about the other food group that Flip told him about. Can the children help Flop remember? (Fruit and Vegetable) Can the children name some fruits and vegetables?
 - Have Flop ask the children what kind of snack foods he should eat?

- Have Flip ask the children about their Super Eater Chart. Did the children eat all the foods and become a Super Eater? What foods did they eat?
 - Present the puppet show with the poster or felt board placed so the class can see the milk foods.
-

FLIP and FLOP Discover
the Milk Mountains
(Puppet Show IV)

Narrator: Flip and Flop hopped past the Fruit and Vegetable Forest and the Bread and Cereal Fields to the bottom of the Milk Mountains.

Flip: Well, you made it here without getting tired. I'm proud of you!

Flop: Yes, I feel pretty good after that long hop. Why do I need to know about the Milk Mountains?

Flip: Flop, milk products help you have strong bones and teeth. And they help you grow.

Flop: What do you mean by "milk products?" Don't you just need to drink milk.

Flip: Milk is fine Flop, but there are lots of other delicious milk foods to eat too. Come on and I'll show you.

Flip: See those Ice Cream Trees? Those are milk foods.

Flop: Oh, I love ice cream! What about those cheese rocks. Are they milk products too?

Flip: Yes, so are those yogurt and cottage cheese swamps over there.

Flop: All this talk about milk products is making me hungry. Let's have lunch in this Ice Milk Cave. (Frogs disappear)

Narrator: Both frogs have finished their lunch in the Ice Milk Cave.
(Frogs reappear)

Flip: Flop, show me what you've just had to eat and we'll see if you've improved.

(Flop opens his mouth and the children take the food models out of Flop's mouth and name them)

- Flip: You've done pretty well Flop, but you forgot to have some milk and you still need to cut down on your sweets.
- Flip: Look what I had for lunch today. (Have the children take the food models out of Flip's mouth and name them)
- Flop: Good job Flip! Oh, Flip do you think I'll ever be a Super Food Eater like you?
- Flip: You bet Flop, you can start by eating a milk food today. (Have the children give Flop a food model from the Milk Mountain)
- Flop: Thank you...that's good.
- Flop: I think we forgot something. Shouldn't we brush our teeth before we go?
- Flip: You're right Flop! We need to keep our teeth clean and healthy.
- Flop: Where do we go next?
- Flip: We are going on an adventure to the Meat Caves.
- Flop: That sounds exciting. I'll eat lots of good food so I will have plenty of energy for the trip.

(Both puppets hop off)

Optional Activities

- Milk Tasting Activity

How to Play:

Have the children taste three or more milk products. Examples might include whole and 2% milk, cottage cheese, yogurt, white and yellow cheese, frozen yogurt and ice cream.

- Flip and Flop Relay

How to Play:

Repeat the Flip and Flop Food Relay (Lesson 1). Substitute milk products for foods that are good and not good.

- Fruit and Vegetable Race

How to Play:

Repeat the Fruit and Vegetable Race (Lesson 2). Substitute milk products for fruits and vegetables.

- Dental Education

How to Play:

Use magazine pictures showing pretty white teeth and healthy gums or a dentist's tooth and gum models. Ask the children if they know how we can get strong white teeth like these. (By drinking milk and taking proper care of their teeth) For a comparison, ask a local dentist to donate decayed teeth that have been pulled.

Activity Sheets

- Assist the children in completing their activity sheets.

Food Review

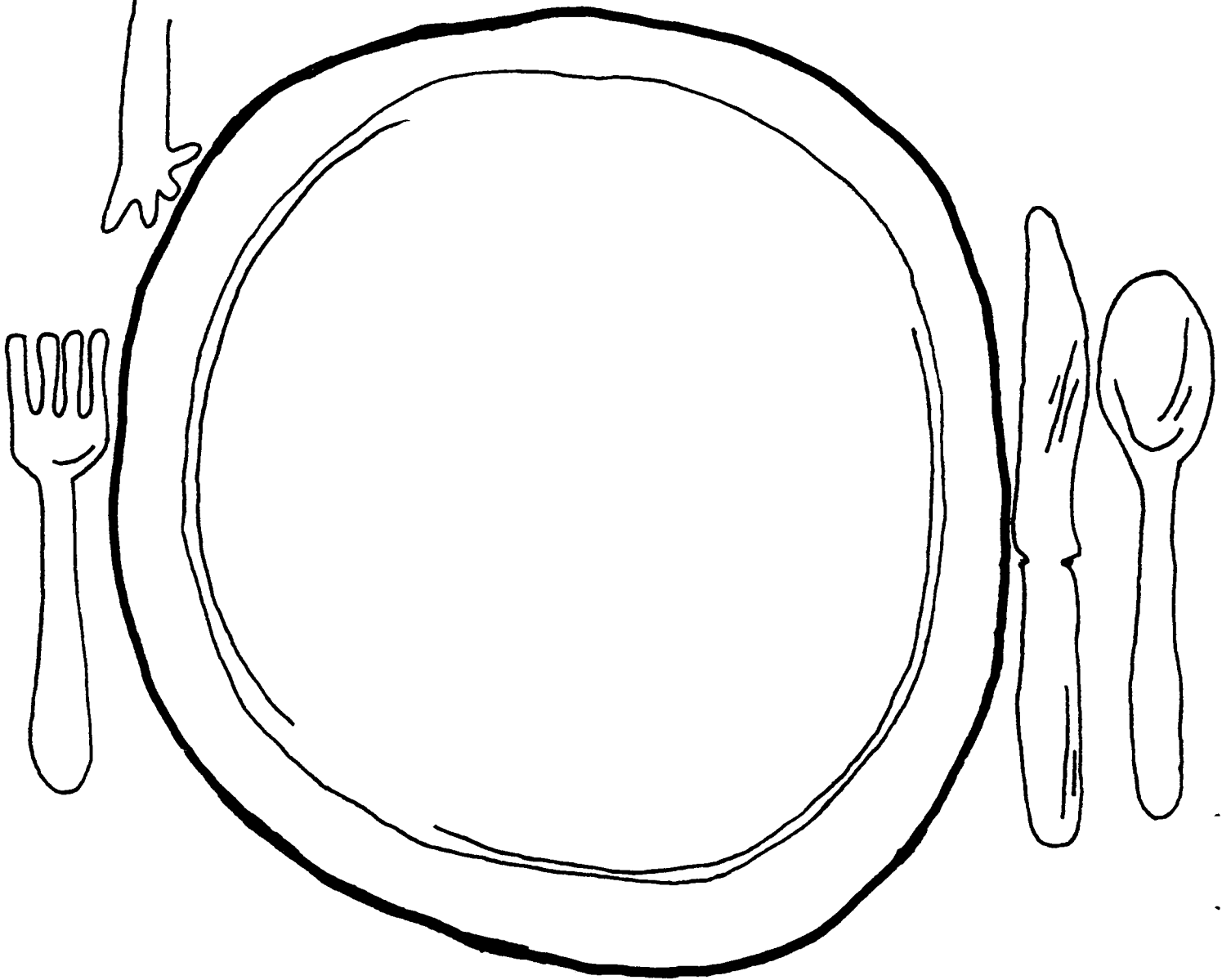
- End the lesson by having Flip the Frog ask the following questions:
 - Can you name some foods that are in the milk group?
 - Why should we eat lots of milk group foods? (They help build strong bones and teeth. They help us grow)
 - Why is it important to eat only a small number of sweet foods and to brush your teeth every time you eat.

Super Eater Chart--Parents Letter

- Encourage the children to take the Super Eater Chart home. Have each parent and child choose five milk foods that the child will eat before the next lesson. These foods are then written on the Super Eater Chart. The child colors the frog cartoon next to each food when the food is eaten. The child can become a Super Eater by eating all five milk foods.
- Send the Super Eater Chart and the Parent Letter IV home with the children.



Fix a Good Dinner for Flop!



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Oregon State University

Extension Service

FUN WITH FOOD Milk Foods

Today I learned about the food in the Milk Group. I learned that Milk foods help build strong bones and teeth. I also learned that it is very important to brush my teeth after eating food, especially if the food is sticky or sweet

Help me remember and have fun too:

- Help me fill out the Super Eater Chart. You and I choose 5 Milk foods that are good for me and that we have at home. These Milk foods are written on the chart. Everytime I eat one of these Milk foods I can color the frog cartoon next to that Milk food. When I have eaten all 5 Milk foods then I become a Super Eater. Please help me remember to do this. Maybe the refrigerator is a good place to put the chart.
- Have a Milk food tasting party. I like to taste foods that we have in the house like 2% milk, whole milk, powdered or non-fat milk, milk with orange juice added, milk with smashed fruit such as a banana. I like to taste other milk foods such as white cheese, yellow cheese, yogurt, cottage cheese and custard.
- Make a food mobile. Draw pictures of food or cut them from magazines. Help me hang them from a coat hanger with string. Use pictures of good foods such as milk, breads and cereals, fruits and vegetables and meat.
- Make dough by mixing:

2 cups flour and 1/2 cup salt
1/2 cup water with 1/8 teaspoon food coloring
Add more water by tablespoons if needed
Add 2 tablespoons oil
Knead

Help me use the play dough to make my favorite good foods. Maybe we could play a game to see if I can make play dough foods from each food group. When we are done I could store it in the refrigerator in a covered glass or plastic container to use again.

- Show me how to take care of my teeth. The teeth can be a train track and the toothbrush the train that runs on the upper, lower, inside and outside tracks.
- Help me see the germs on my teeth by going to a drugstore or dentist's office and getting disclosure tablets. I chew a tablet (my mouth and tongue will remain red for a day but it is not harmful.)

Lesson 4
Fun with Food
Milk

Red spots will appear where the germs are. I brush my teeth until all the red is gone.

- Let's make Melted Cheese Chews by cutting whole wheat bread into strips or triangles, spreading with margarine, grating or cutting cheese into thin slices, placing cheese on bread, toasting in oven, broiler or toaster oven until melted and eating it....yum, yum!

Thank you for helping me!



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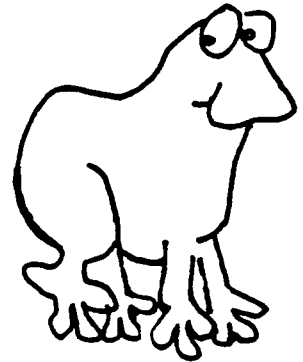
Super Eater Chart

CHOOSE FIVE GOOD FOODS TO EAT THIS WEEK

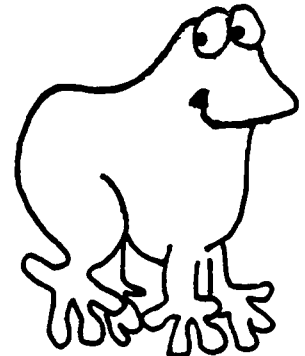
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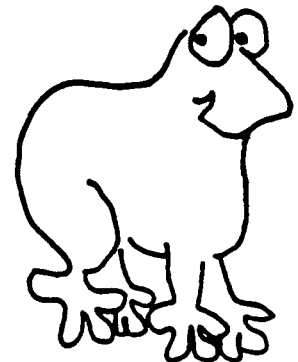
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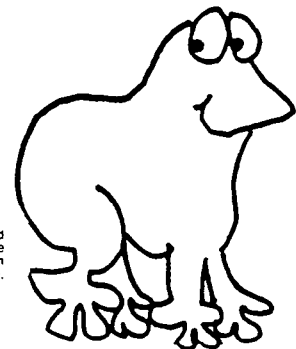
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LESSON 5 - Flip and Flop
Explore the Meat Caves

What the Children Should Learn

At the end of this lesson the children should be able to:

- Name 5 foods that are in the Meat Group.
- Relate eating Meat Group foods to building muscles and strong bodies.
- Begin to recognize that you need a wide variety of foods including foods from the Meat Group for good health.
- Sort foods into the Fruit and Vegetable, Bread and Cereal, Milk and Meat Food Groups.
- Choose 5 Meat Group foods that are good for you.

Materials

Flip puppet, Flop puppet, Student Activity Sheet 5, Parent Letter 5, Super Eater Chart 5, crayons, paper bags, one poster or felt board, Dairy Council Food Models or pictures listed below:

Egg	2 milk models
Beans	2 whole wheat bread models
Peanut butter	Orange
Tuna	Carrots
Bologna	Jelly
Ham	Fruit salad
Peanuts	Cookie
Hot dog	
Chicken	

What to Do Ahead

- Read the lesson.
- Place the following food models in the puppet's mouths:

<u>Flop</u>	<u>Flip</u>
Milk	Milk
Whole wheat bread	Fruit salad
Orange	Whole wheat bread
Carrot	Cookie
Butter	
Jelly	

- Place the remaining meat food models or pictures on the poster or felt board.

Lesson 5

Nutrition Ideas

Meat group foods supply nutrients especially important for growth.

In the United States, protein is seldom a problem because meat is a status food and is often chosen at the expense of other foods.

The other important nutrient supplied by meat group food is iron. Iron is needed to help your body use the energy from the foods you eat.

These foods are expensive so limiting serving size may be important.

Two servings of meat group foods should be included in everyone's diet every day. One serving of meat is about the size of the palm of a child's hand. Meats include hamburger, chicken, fish, beef, lamb, pork, and liver. Serving sizes for other meat group foods include:

Eggs, 2 = one serving
 Cooked dry beans or peas, 1 cup = one serving
 Peanut butter, 4 tablespoons = one serving
 Cooked soy beans, 1/2 cup = one serving

Basic Lesson Plan

- Have Flip and Flop the Frogs greet the children.
- Review the last lesson.
 - Have Flip ask the children if they can name five milk foods.
 - Have Flop ask the children why they should eat lots of milk foods. (Milk foods help build strong bones and teeth and help you grow.)
 - Have Flop tell the children that he forgot about the other food groups that Flip told him about; can the children help Flop remember?
 - Have Flop ask the children what you should do after eating sweet foods.
 - Have Flip ask the children about their Super Eater Chart. Did the children eat all the foods and become a Super Eater? Have the children tell Flip what foods they ate.
- Present the puppet show with the poster or felt board placed so the class can see the meat foods.

FLIP AND FLOP EXPLORE
THE MEAT CAVES
(Puppet Show V)

- Narrator: After eating a snack, Flip and Flop took off on their journey to the Meat Caves. They hopped through the Fruit and Vegetable Forest, past the Bread and Cereal Fields and over the Milk Mountains. Before long they stood at the opening of the Meat Caves.
- Flip: Boy, it's dark in there....Flop, you go in first, okay?
- Flop: No way....I'm too scared!
- Flip: Okay, then we'll both go in together.
(Flip and Flop hop slowly into the cave)
- Flop: It's a good thing I ate a carrot today. Carrots help me so I can see in the dark.
- Flip: I had an orange which helps me see in the dark too!
- Flop: Wow! Look at all the foods in the Meat group. There's beans, fish and my favorite, peanut butter!
- Flip: I know....and look at all those eggs. One chicken must have worked overtime to make all those.
- Flop: Oh, Flip, you're full of bologna!
- Flip: Hey, not only bologna, but ham, hamburger and chicken too. Speaking of full, let's see what filled you up today Flop.
(Have the children take all of the food models out of Flop's mouth and name them)
- Flop: How about you Flip, what did you eat today?
(Have the children take all the food models from Flip's mouth and name them)
- Flop: (Talking to a child) I think there's something missing that both Flip and I need. Can you guess what it is and give us some?
(Have the children feed Flip and Flop one Meat group food model per puppet)
- Flop: That sure tasted good. Hey, Flip, I just remembered you had a cookie. That's not good for you.
- Flip: Sweet foods are okay if you don't eat too many of them. Remember the time you ate too many sweets and had to call me for help because you couldn't hop? That day you had a doughnut, sugar cookie, sweet roll, soft drink, potato chips and a box of candy.

Lesson 5

- Flop: I sure do! Boy, I'm glad that I don't eat all those sweets anymore. I fell great now!
- Flip: Well, Flop, what have you learned about how to eat right?
- Flop: Well, I learned that every day to stay healthy and have lots of energy you need to eat a good breakfast, lunch and dinner and don't eat too many sweets.
- Flip: That's right Flop. A good way to remember to eat many different kinds of foods is to make sure you have foods from the Fruit and Vegetable Forest, Bread and Cereal Field, Milk Mountains and the Meat Caves, every day.
- Flop: And don't forget that you should brush your teeth after every meal--especially after you've eaten sweets.
- Flip: What do you say we have a jumping contest to see who can make it back to the pond first?
- Flop: You're on Flip...let's go!
- (Both Flip and Flop hop away)
-

Optional Activities

● Food Mural Race

Object of Game: To place pictures of food in the right food groups.

Type of Game: Relay

Number of Teams: There should be two teams of three or more children per team.

Equipment Needed:

- 2 large paper sacks.
- Food pictures (same number of pictures for each team), which may be cut out of old magazines, or you may use Dairy Council food models. Select pictures of one food, not a combination of foods, such as a slice of bread, not a sandwich, or a chicken leg, not a chicken and noodle casserole.
- Playing surface: Divide a large square piece of butcher paper, wrapping paper or newsprint into 4 equal squares and label it as illustrated: (1 per team)

BREADS & CEREALS	MILK
FRUITS & VEGETABLES	MEAT

Lesson 5

How Game is Played:

The playing surface for each team is placed on the floor at one end of the room. Beside each "surface", place a paper sack with the pictures of foods inside. The teams are at the opposite end of the room. The children on each team stand facing their paper sack. At the signal to start, the first child in line on each team runs to the end of the room, reaches in his team's sack and withdraws one of the food pictures. He then places the picture on the right food group of his team's playing surface. He runs back to his team and tags the next child. This continues until every team has placed all of its pictures in the right section of their playing surface.

Scoring: One point for the team that finishes first.
Two points for every food picture in the right square.
Winner: The team with the highest score.

(Note: Do not deduct points for placing pictures incorrectly)

This game is a good evaluation of the children's understanding of the concept of the four food groups. It also gives them a chance to see what foods belong in each of the food groups. Ask them to help you place the pictures that were correctly sorted into the correct food group.

- Grocery Store Tour

How to Play

Take the children on a tour of a local grocery store. Emphasize meat, fish, eggs, nuts, peanut butter and dried beans. Show them the variety of meats available and discuss with them what meats come from what animal--especially those not obvious by their names. For example: hamburger, roast beef, sausage, ham, bacon, liver. Include fish, shellfish, poultry. (It would be a good idea to let the manager of the store know you are coming.) He might help explain the meat group foods.

Activity Sheets

- Assist the children in completing the activity sheets.

Food Review

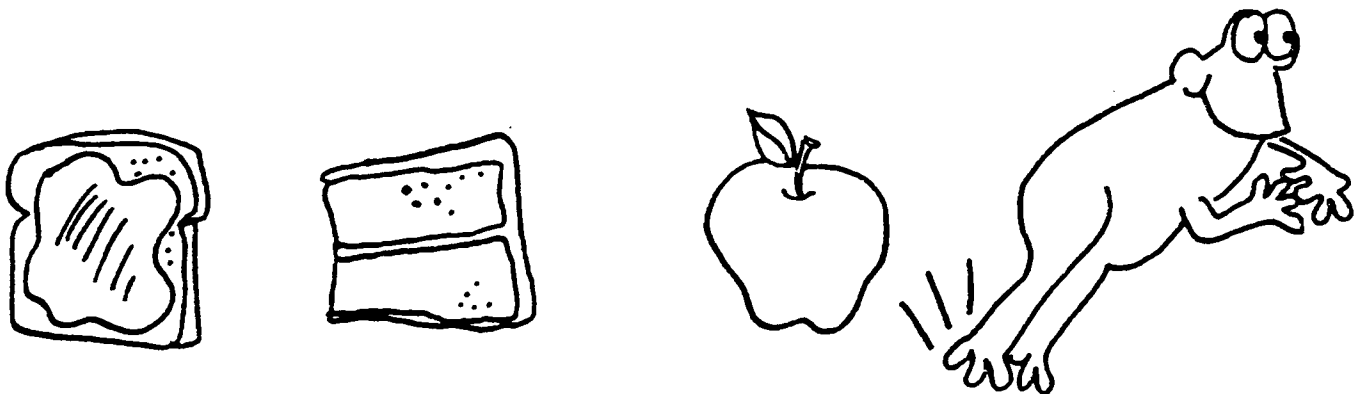
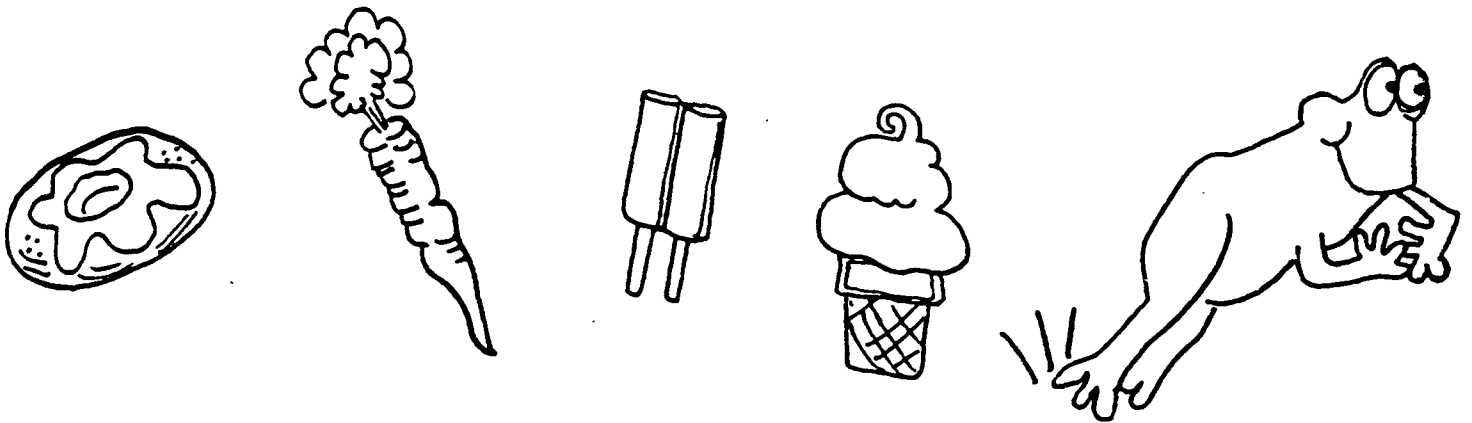
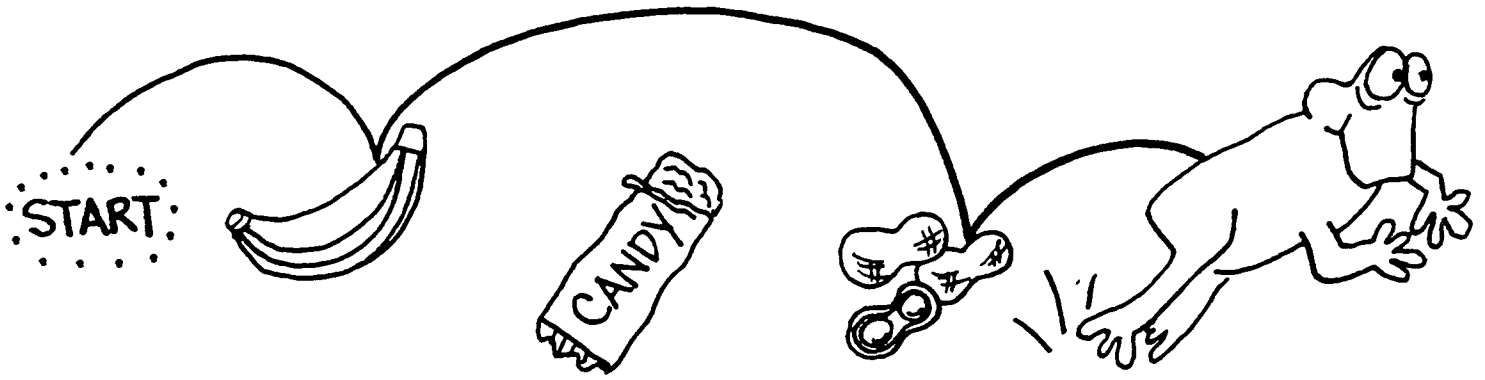
- End the lesson by having Flip the Frog ask the following questions:
 - Can you name some meat group foods?
 - Can you name some meat foods that do not come from animals?
(Peanuts, peanut butter, dry beans, nuts, soy beans)

Super Eater Chart--Parent Letters

- Encourage the children to take the Super Eater Chart home. Have each parent and child choose five meat foods that the child will eat before the next lesson. These foods are then written on the Super Eater Chart. The child colors the frog cartoon next to each food when the food is eaten. The child can become a Super Eater by eating all five meat foods.
- Send the Super Eater Chart and Parent Letter V home with the children.



Help Flop Hop To Good Foods...



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FUN WITH FOOD MEAT AND PROTEIN FOODS

Today I learned about the foods in the Meat Group. I learned that there are many foods that help me build strong muscles and a strong body. These foods include peanut butter, eggs, nuts, beans, fish, chicken, turkey, lamb, and beef.

Help me remember and have fun too:

- Help me fill out the Super Eater Chart. You and I choose five foods from the Meat Group that are good for me and that we have at home. These foods are written on the chart. Everytime I eat one of these meat foods I color the frog cartoon next to that meat. When I have eaten all 5 foods from the Meat Group then I become a Super Eater. Please help me remember to do this. Maybe the refrigerator is a good place to put the chart.
- Let me help with the shopping by having my own shopping list cards. We can make these cards by putting a picture or label of a food on a card. In the store I can try to find the foods in the pictures.
- Let me tell you the names of foods as I help you put away the groceries. I can separate the things for the refrigerator from those for the cabinet.
- Play food identification. I look through the kitchen with you and see if I can find foods from each food group; Fruits and Vegetables, Bread and Cereals, Milk, and Meat.
- Play feel bag. Put different Meat Group foods (beans, nuts, eggs, etc.) into a bag. I can feel each food and describe how it feels and what it is.
- Make "applewiches." Slice apple into rings, calling attention to the star in the middle. Let me spread peanut butter on the apple and top with another apple slice.

Thank you for helping me!



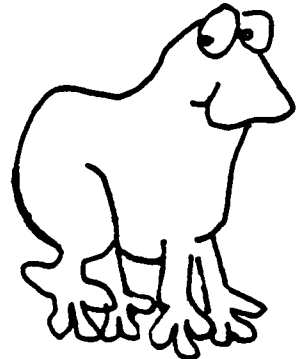
Super Eater Chart

CHOOSE FIVE GOOD FOODS TO EAT THIS WEEK

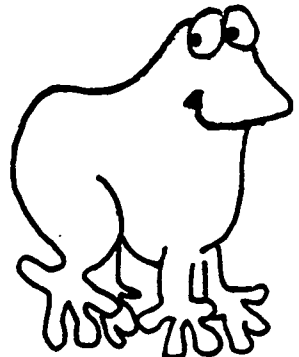
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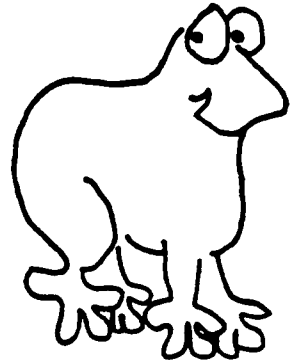
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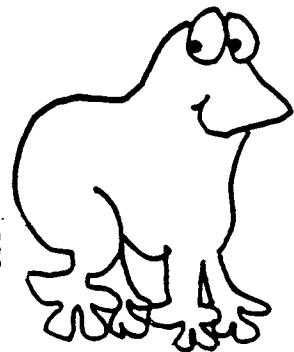
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LESSON 6 - Flip and Flop Eat
Happily Ever After

What the Children Should Learn

At the end of these lessons the children should be able to:

- Separate 10 foods into two groups. Foods that are good for you and foods that are not good for you.
- Identify the Four Food Groups and select two foods from a choice of four that belong in each food group.
- Select a well-balanced breakfast from a choice of 8 foods.
- Recognize that you need to eat many different kinds of foods from all food groups for good health.

Materials

Flip puppet, Flop puppet, Parent Letter 6, crayons, posttest game sheet, Dairy Council Food models or pictures of the foods listed below:

Spaghetti and meatballs
Tossed salad
Cantaloupe
Beef stew
Hard roll
Two milk foods
Strawberries

What to do Ahead

- Read the lesson.
- Leave plenty of time to complete the posttest.
- Place the following food models in the puppet's mouths:

Flop

Beef stew
Hard roll
Milk
Strawberries

Flip

Spaghetti and meatballs
Tossed salad
Milk
Cantaloupe

Lesson 6

Nutrition Ideas

Review the basic nutrition information covered in the first five lessons.

Basic Lesson Plan

- Have Flip and Flop greet the children.
- Review the last lesson.
 - Have Flip ask the children if they can name five Meat Group foods.
 - Have Flop ask the children why he should eat Meat Group foods. (They help build strong muscles and strong bodies.)
 - Have Flop tell the children that he forgot about the other food groups. Can the children help Flop remember? (Fruit and Vegetable, Bread and Cereal, and Milk)
 - Have Flip ask the children about their Super Eater Chart. Did the children eat all the food and become a Super Eater? What foods did they eat?
- Optional puppet show
 - Help the children develop a puppet program to show what frogs and people need to eat every day for good health and lots of energy. Use Flip and Flop and the following food models to help with the show:

Spaghetti and meatballs	Beef stew
Tossed salad	Hard roll
Cantaloupe	Milk foods
Strawberries	Peanuts

Optional Activities

- Have the children select their favorite activity to play for this lesson.

Food Review

- Assist the children in completing their activity sheets.
- Review the lesson by having Flip ask the following questions:

- Can you name some foods that are good for you?
- Can you name some foods that are not good for you?
- Can you name four food groups?
- Can you name foods that are in each food group?
- Can you help Flop remember what to eat for breakfast so he will have energy to jump from one lily pad to another all day long like Flip?

Posttest Game

Each child must work alone. Do not answer any questions except to help identify what kind of food is represented by the picture. Hand out game sheets:

- Game 1

- Have the children circle the foods that are good for you and cross out the foods that are not good for you.
- The correct choices are listed below. (10 points possible, score one point for each correct answer)

Foods that are Good for You

Carrots
Milk
Meat patty
Whole wheat bread
Peanuts

Foods that are not Good for You

Doughnuts
Soft drink
Potato chips
Cake
Popsicle

- Game 2

- Instruct the children to look at the Fruit and Vegetable square (upper left hand corner) and circle two foods that are in the Fruit and Vegetable group (four foods are shown). Repeat the procedure for the Bread and Cereal group, Milk group and Meat group.
- The correct choices are listed below. (8 points possible score, score one point for each correct answer)

Fruit and Vegetable

Banana
Orange

Bread and Cereal

Whole wheat bread
Oatmeal

Milk Group

Milk
Cottage cheese

Meat Group

Peanuts
Eggs

- Game 3

- Have the children circle the four foods that would make a good breakfast.
- The correct answers would be one food from each of the following food groups: Fruit and Vegetable, Bread and Cereal, Milk and Meat. (8 points possible, score two points for each food group selected. Subtract one point for each food chosen that is in the Sweet and Fat group. Add up the total score and record it on the first page of the sheet.

Have Flip and Flop say goodbye and tell the children that they may hop over sometime to visit them and see how they are eating.

Send the parent handout home. Remind the children to bring the evaluations back to school the next day. Share results of the Pre and Post tests and the Parent Evaluations with the 4-H agent in your area.

Reinforce the concepts presented in this nutrition series by having Flip and Flop visit the children occasionally. Activities food snacks and puppet shows can be repeated throughout the year to reinforce important nutrition concepts.

Oregon State University Extension Service

FUN WITH FOOD

Dear Parent,

Thank you so much for being involved with your child in the 4-H Nutrition Project. Will you help us by answering the following questions:

1. Did your child enjoy the Flip and Flop program? _____ Yes
_____ No. What parts of the program did your child talk about? _____

2. Was your child willing to try a wide variety of foods by being involved in the program? _____ Yes _____ No
3. What new foods did your child try? _____

4. Do you think the program was successful in helping your child learn more about food and nutrition? _____ Yes _____ No.
What did your child learn? _____

5. Did your child cut down on sweetened food as a result of the program? _____ Yes _____ No
6. Have you any suggestions that would make the program more useful to you and your child? _____

Thank you for your help! Please return this paper to your child's teacher.



Pre test _____ Name _____ Score _____

Post test _____ School _____

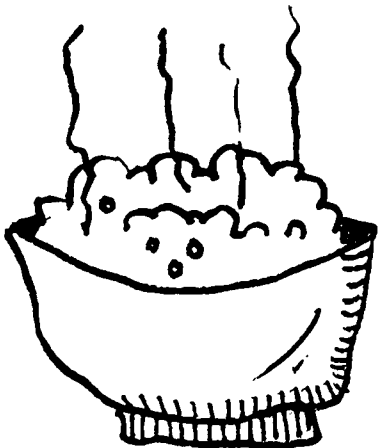
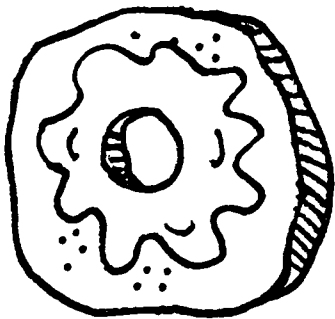
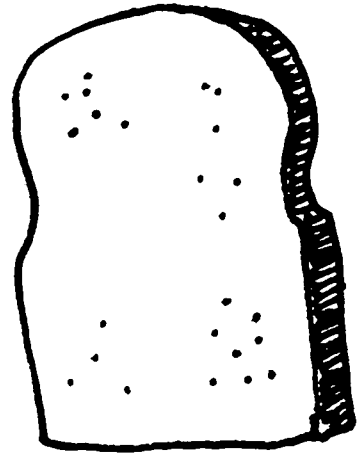
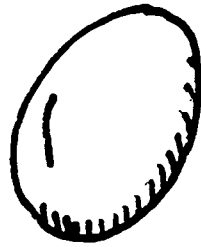
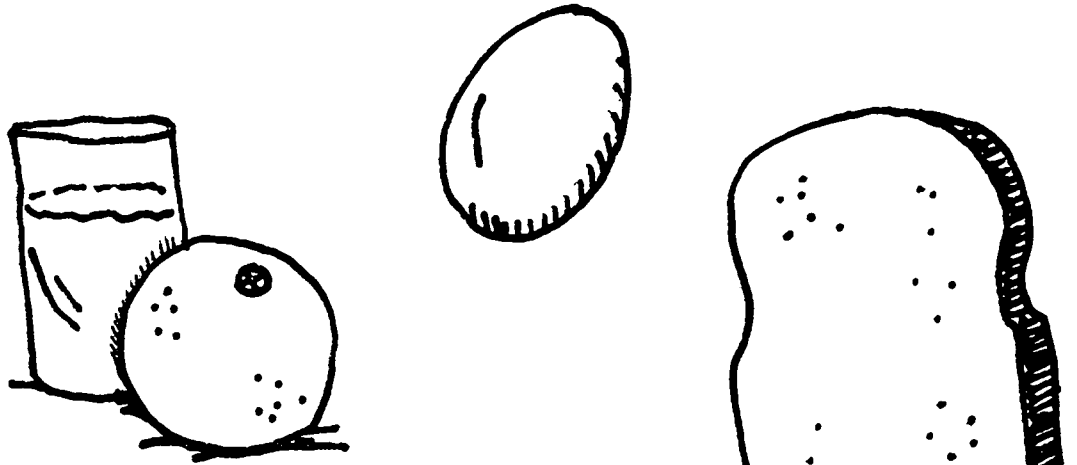
1. Circle the foods that are good for you.
Cross out the foods that are not good.

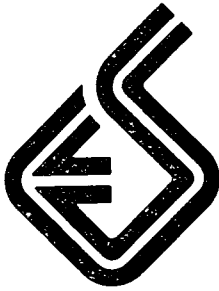


2. Circle the two foods in each food group square that belongs in that food group.

<p><u>Fruit and Vegetable</u></p>	<p><u>Bread and Cereal</u></p>
<p><u>milk</u></p>	<p><u>meat</u></p>

3. Circle the four foods that would make a good breakfast.





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Extension's 4-H Youth program assists young people, their families, and adult volunteers to become productive and self-directing by developing their practical skills and knowledge. Professionals and volunteers together provide educational projects and activities in animal science, plant science, home economics, creative arts, and natural science.

Flip and Flop the Food Frogs was written by Bill Boldt, Oregon State University Extension 4-H/EFNEP Youth Specialist and Genee Boldt. Margaret Lewis, Oregon State University Extension Nutrition Specialist wrote the Nutrition Ideas sections.

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