

Lesson 1

MyPyramid is Your Pyramid!

I. Objectives

1. Become familiar with USDA's MyPyramid as a guide to healthy eating and physical activity.
2. Understand the benefits of getting 60 minutes of daily physical activity.
3. Identify which foods and beverages belong in each food group, and learn how to choose nutritious foods in each food group.
4. Learn why it is important to choose a wide variety of foods and/or beverages from each food group.

Please conduct this lesson first.

Teaching about MyPyramid and how to follow it provides an important foundation for conducting the other lessons in this program. Please allow extra time for this lesson and activity.

II. Advance Preparation and Materials

1. Gather and review background reading, handout and additional resources found in this section.
2. Posters: MyPyramid poster; Fight BAC! Keep Food Safe from Bacteria poster; Take-Home Challenge Checklist.
3. A snack from the Smart Snack Sheet, plus serving utensils and napkins.
4. **Use the guide below to choose and purchase a few examples of foods and beverages found in each category.** You'll show these examples as you review the talking points for this lesson. It's fine to show the actual food (e.g., an apple or a jar of peanut butter) or to use an empty container (e.g., an empty milk jug or ice cream container).
Remember when choosing example Grain foods, be sure half the examples are whole grains (e.g., brown rice, whole grain cereal, oatmeal). When choosing Milk products, show examples that are lower in fat or fat free, and emphasize that these are smart choices for bone health and heart health.
 - **Grains:** Bread, buns, rolls, bagels, whole grain ready-to-eat cereal, oatmeal, pasta, brown rice, corn bread, grits, pizza crust, crackers, tortillas, pretzels, popcorn, biscuits, sweet rolls, donuts, cookies and cake.

Background Reading

- *A Close Look at MyPyramid for Kids*, p. 157
- *MyPyramid for Kids Tips for Families Mini Poster*, p. 184-185
- *Anatomy of MyPyramid*, p. 158
- *MyPyramid Mini Poster*, p. 186-187
- *What Counts as an Ounce Equivalent of Grains?*, p. 197
- *What Counts as a Cup of Vegetables?* p. 195-196
- *What Counts as a Cup of Fruit?* p. 194
- *What Counts as One Cup in the Milk Group?* p. 199
- *What Counts as an Ounce Equivalent in the Meat & Beans Group?* p. 198
- *Mixed Dishes in MyPyramid*, p. 182
- *MyPyramid Food Intake Pattern Calorie Levels*, p. 183
- *Food Intake Patterns/Estimated Daily Calorie Needs*, p. 171-172

Reproducible Handout

- *MyPyramid Worksheet for Kids*, p. 219

- **Vegetables:** Any vegetable such as broccoli, greens, lettuce, spinach, corn, peas, potatoes, carrots, sweet potatoes, green beans, peppers, tomatoes, turnips, zucchini, dry beans and peas (for example, black-eyed peas, pinto beans, kidney beans, chick peas, split peas, lentils and foods made from soybeans such as veggie burgers and tofu), french fries, potato chips and onions rings. Fresh, canned or frozen examples are fine.
 - **Fruits:** Any fruit such as apples, bananas, strawberries, grapes, watermelon, oranges, peaches, pears, raisins, dried apricots, applesauce, fruit cocktail, canned peaches, orange juice and apple juice. Fresh, canned, frozen or dried examples are fine.
 - **Milk:** Milk, low fat yogurt, cheese, pudding made with low fat or fat free milk, ice cream and frozen yogurt.
 - **Meat & Beans:** Beef, lamb, ham, chicken, turkey, fish, dry beans and peas (for example, black-eyed peas, pinto beans, kidney beans, chick peas, split peas, lentils and foods made from soybeans such as veggie burgers and tofu), peanut butter, nuts and seeds, sausage, bologna and hot dogs.
5. For the activity, you will need magazines for cutting out pictures of foods from each of the food groups. Also gather scissors, glue, tape and construction paper or thin cardboard for mounting pictures.
- You can also find food and beverage pictures on the MyPyramid Web site: www.mypyramid.gov. Click the "Inside the Pyramid" tab. Then click the name of the food group. You will find a "Food Gallery" of printable color pictures.

III. Lesson

Lesson Overview

1. Today we're going to start learning about MyPyramid. MyPyramid shows you how to eat healthy and move your body so you grow up healthy and strong.
2. But first let's get energized with some exercise.
3. *Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List, p. 248.*

Key Teaching Points for this Topic

1. *Refer to the MyPyramid Poster as you discuss these points.* Let's start learning about MyPyramid. MyPyramid shows you how to eat healthy and move your body so you grow up healthy and strong.
2. First, let's talk about that person climbing the steps. What do you think that person is telling us?
3. That person reminds us that moving our bodies every day is fun and great for us.
4. Kids your age should move around for 60 minutes every day. This means doing things like walking fast, running, dancing, jumping rope, riding your bike, skating, swimming and playing basketball or soccer.
5. Now let's talk about food. MyPyramid is made up of five food groups: Grains, Vegetables, Fruits, Milk and Meat & Beans.
6. What do you notice about each of the food groups? Each group is a different color.

7. The different colors mean you need to eat lots of different foods every day to stay healthy.
8. Now, let's talk about each food group.

The Grains Group

1. The orange group is the **Grains Group**.
2. Some terrific foods to choose from the Grains Group are called **whole grains**. At least half the foods you eat from the Grains Group should be whole grains such as whole wheat bread, oatmeal, some breakfast cereals (check the label for the words "whole grain"), brown rice and popcorn. Choose whole grains often.
3. Foods from the Grains Group give you vitamins and minerals to help keep your body strong and healthy. They also give your body fuel so you can run around and play a long time.
4. *Show food examples from the Grains Group.* Some foods found in the Grains Group are bread, buns, rolls, bagels, ready-to-eat cereals, oatmeal, pasta, rice, corn bread, grits, pizza crust, crackers, tortillas, pretzels, popcorn, biscuits, sweet rolls, donuts, cookies and cake. Eat foods like bread, cereal, rice and pasta most often from the Grains Group. Eat foods like biscuits, sweet rolls, donuts, cookies and cake less often.

Applying What We Learned

Note: For this age group, you may choose to give only one or two tips from each section below.

1. What are smart choices from the Grains Group at breakfast?
 - Try a cereal that says "whole grain" on the box.
 - Eat a bowl of oatmeal – or eat a bowl of cold cereal. Try mixing up two or three of your favorite kinds.
 - Have toast, a bagel or an English muffin with peanut butter on top.
 - Have a cheese sandwich on your favorite bread.
2. What are some ways you could make smart choices from the Grains Group at lunch, dinner or snack time?
 - At lunch, try a sandwich on whole wheat bread.
 - Try whole-wheat pasta, whole-wheat tortillas or brown rice at dinnertime.
 - Snack on popcorn, baked tortilla chips or a bowl of cereal.
3. What are some ways you could make smart choices for Grains Group foods that are best enjoyed every once in a while?
 - Have sweet rolls or donuts for breakfast less often. Try cereal, toast or bagels instead.
 - Try a slice of bread or a roll instead of a biscuit with dinner.
 - Eat one or two fewer cookies than usual or have a smaller piece of cake.

The Vegetables Group

1. The green group is the **Vegetables Group**.
2. Foods from the Vegetables Group give you lots of vitamins and minerals to help you stay healthy.
3. *Show food examples from the Vegetables Group.* Some foods found in the Vegetables Group are broccoli, greens, lettuce, spinach, corn, peas, potatoes, carrots, sweet potatoes, green beans, peppers, tomatoes, turnips, zucchini, and dry beans and peas (for example, black eyed peas, pinto

beans, kidney beans, chick peas, split peas, lentils and foods made from soybeans such as veggie burgers and tofu), french fries, potato chips and onion rings.

4. It's good for you to eat really colorful veggies. For example, eat lots of dark green vegetables like broccoli, spinach and greens and orange vegetables like carrots and sweet potatoes. Kidney beans, black beans and split peas are colorful and good for you, too. Eat foods like french fries, potato chips and onion rings less often.

Applying What We Learned

1. What are some ways you could make smart choices from the Vegetables Group at lunch, dinner or snack time?
 - Have a bowl of vegetable soup with lunch or dinner or for a snack.
 - Put lots of lettuce and tomato or other veggies on a sandwich.
 - Try carrot sticks, salad or a baked potato with your sandwich.
 - Have a great big salad with lots of different veggies at dinnertime.
 - Take an extra helping of veggies at dinner.
 - Order pizza with extra veggies like tomatoes, peppers and mushrooms on top.
 - Snack on carrot sticks, celery sticks or cherry tomatoes.
2. What are some ways you could make smart choices for vegetables best enjoyed every once in a while?
 - Order a small serving of french fries or onion rings instead of a large one.
 - Split your french fries or onion rings with a friend.
 - Buy a small bag of potato chips or put a serving of chips from a big bag into a small bowl.

The Fruits Group

1. The red group is the **Fruits Group**.
2. Foods from the Fruits Group give you lots of vitamins and minerals to help you stay healthy.
3. *Show food examples from the Fruits Group.* Some foods found in the Fruits Group are apples, bananas, strawberries, grapes, watermelon, oranges, peaches, pears, raisins, dried apricots, applesauce, fruit cocktail, canned peaches, orange juice and apple juice.
4. To be healthy, eat many different kinds of fruits. A good way to do this is to choose lots of different colors in the Fruits Group. For example, you might have a green apple, yellow banana, red strawberries or purple grapes.
5. You might be surprised to know that foods like fruit roll-ups, fruit drinks or fruit punch really don't give you much fruit – sometimes none at all! It's best to have them just once in a while.

Applying What We Learned

1. What are some ways you could make smart choices from the Fruits Group at breakfast time?
 - Slice up a banana on your cereal.
 - Put some raisins in your oatmeal.
 - Drink a small glass of orange juice.
2. What are some ways you could make smart choices for fruits at lunch, dinner or snack time?

- Pack an apple, banana or orange in your lunch.
- Order a fruit cup or bag of sliced apples when you go out for fast food.
- Put some dried apricots or a juice box in your backpack for an after-school snack.
- Have applesauce, fruit cocktail or canned peaches for dessert after dinner.

The Milk Group

1. The blue group is the **Milk Group**.
2. To build strong bones and teeth, choose two cups a day of low fat and fat free milk products. If you are used to whole milk choices, slowly try switching to low fat and fat free milk, yogurt and cheese.
3. *Show food examples for the Milk Group.* Some foods found in the Milk Group are milk, yogurt, cheese, pudding, ice cream and frozen yogurt.
4. Eat foods like milk, yogurt and cheese most often from the Milk Group. Eat foods like pudding, ice cream and frozen yogurt less often.

Applying What We Learned

1. What are some ways you could make smart choices from the Milk Group at breakfast?
 - Eat a bowl of cereal and milk.
 - Have your favorite flavor of yogurt.
 - Have a slice of cheese on toast, a bagel or an English muffin.
 - Drink a glass of milk with your breakfast.
2. What is another way you could make a smart choice from the Milk Group at lunch, dinner or snack time?
 - Drink a container of milk with your lunch.
 - Put a slice of cheese on your sandwich.
 - Snack on yogurt or a cheese stick.
 - Sprinkle some cheese on top of your veggies at dinner.
 - Drink a glass of milk with dinner.
3. What are some ways you could make smart choices for Milk Group foods that are best enjoyed every once in a while?
 - Have a bowl of pudding, ice cream or frozen yogurt that is smaller than usual.
 - Have a single scoop ice cream cone instead of a double scoop.

The Meat & Beans Group

1. The purple group is the **Meat & Beans Group**.
2. Foods from the Meat & Beans Group contain “protein,” which helps keep your body strong and healthy.
3. *Show food examples for the Meat & Beans Group.* Some foods found in the Meat & Beans Group are beef, lamb, ham, chicken, turkey, fish, eggs, dry beans and peas (for example, black eyed peas, pinto beans, kidney beans, chick peas, split peas, lentils and foods made from soybeans such as veggie burgers and tofu), peanut butter, nuts and seeds, sausage, bologna and hot dogs.
4. Eat foods like baked chicken, turkey, baked fish, beans and peanut butter most often from the Meat & Beans Group. Eat foods like fried chicken, fried fish, sausage, bologna, refried beans and hot dogs less often.

Applying What We Learned

1. What are some ways you could make smart choices from the Meat & Beans Group at breakfast?
 - Put some peanut butter on your toast.
 - Have scrambled eggs or a hard-boiled egg.
 - Try turkey bacon or reduced fat sausage instead of regular sausage or bacon.
2. What are some ways you could make smart choices from the Meat & Beans Group at lunch, dinner or snack time?
 - Have a dish that has beans, lentils or split peas in it.
 - Have a turkey or lean ham sandwich at lunch.
 - Order a grilled chicken sandwich when you eat fast food.
 - Snack on a handful of nuts or some peanut butter and crackers.
 - Eat baked chicken instead of fried chicken, and make sure to take off the skin.
 - Eat baked fish instead of fried fish.
 - Try something with beans in it like chili.
 - Go easy on sauces and ask for them on the side.
3. What are some ways you could make smart choices for foods that are in the Meat & Beans Group that are best enjoyed every once in a while?
 - If you eat fried chicken or fried fish, have a baked potato or rice with it instead of french fries.
 - Eat a smaller-size hamburger instead of a double patty.
 - Cut the fat off pork chops before you eat them.
 - Try light bologna or light hot dogs (instead of regular) to enjoy for lunch or dinner every once in a while.

IV. Activity

MyPyramid Relay Race

Members will participate in a relay race to see which team can be the first to correctly place pictures of foods and beverages into the MyPyramid food groups.

Preparation

Cut out several examples of foods and beverages in each of the MyPyramid food categories from magazines and paste each picture on construction paper or thin cardboard. Make sure to use individual foods such as a piece of fruit or a glass of milk rather than mixed dishes that contain two or more food groups such as pizza or tacos. Include several foods and beverages for each MyPyramid food group:

- Grains
- Vegetables (fresh, canned or frozen examples are fine)
- Fruits (fresh, canned, frozen or dried examples are fine)
- Milk
- Meat & Beans

To Conduct the Activity

1. Now we're going to test our knowledge about MyPyramid by doing a relay race. Let's place pictures of foods and drinks into the correct MyPyramid groups we just learned about.
2. *Hang the MyPyramid poster on the wall in the front of the room. Tape the sheets of paper with the food group names around the poster so members have enough room to tape the food pictures.*
3. *Divide the members into two relay race teams.*
4. *Give each team a roll of tape. Divide the food and beverage pictures evenly so that each team has the same number of pictures that belong in each food group.*
5. *Teams compete to tape their pictures beneath the correct food group name.*
6. *After the race is over, discuss correct and incorrect "match-ups."*

Discussion

1. What is your favorite food in each MyPyramid group? (Grains, Vegetables, Fruits, Milk, Meat & Beans) *Keep rotating through the food groups until each member has at least one chance to answer for one food group.*
2. What is a new food you heard about today in each of the MyPyramid groups that you would like to try? *Keep rotating through the groups until each member has at least one chance to answer for one food group.*

Tips

- *You also can find food and beverage pictures on the MyPyramid Web site: www.mypyramid.gov. Click the "Inside the Pyramid" tab. Then click the name of the food group. You will find a "Food Gallery" of printable color pictures.*
- *Consider purchasing small prizes such as stickers, pencils, gel pens or erasers to reward the members for accomplishing the activities. If budget allows, choose fitness-related prizes such as water bottles, pedometers (step counters), jump ropes, balls or sun visors.*

V. Snack Time

1. Now it's time for a snack. First let's wash our hands.
2. *Distribute snack.*
3. Who can tell me which MyPyramid food groups are represented in today's snack?

VI. Take-Home Challenges

Challenge the members to do one of these activities before you meet again.

1. During dinner, pick one food and one drink and tell your family in which MyPyramid food groups they belong.
2. Move your body for an extra 10 minutes each day by walking, running, dancing, jumping rope or playing tag.

VII. Additional Resources

- www.MyPyramid.gov. Find complete details on USDA's MyPyramid, including a "For Professionals" section with guidance and tools for teaching consumers about MyPyramid.

Important Notes About Cleanliness and Food Allergies!

- *Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Explain that it takes 20 seconds of washing, which is about two choruses of "Happy Birthday," to do a good job.*
- *Before distributing the snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today's snack. The major food allergens are milk, egg, fish (for example, bass, flounder or cod), crustacean shellfish (for example, crab, lobster or shrimp), tree nuts (for example, almonds, pecans or walnuts), wheat, peanuts and soybeans.*

Lesson 2

Stamp Out Portion Distortion

I. Objectives

1. Gain an awareness of portion sizes and how they affect eating habits.
2. Learn how moderate amounts of favorite treats like fast food, snacks and sweetened soft drinks can fit into a healthy diet.
3. Use the Nutrition Facts label to determine the number of servings in various food and beverage packages.
4. (Optional) Examine visual examples of foods and beverages to become aware of different portion sizes.

Background Reading

- *Fitting in Fast Food Favorites*, p. 170
- *Figuring Out Food Labels*, p. 167-169
- *Portion Distortion – It's How Much You Eat That Counts*, p. 188

II. Advance Preparation and Materials

1. Gather and review background reading and additional resources found in this section.
2. Posters: MyPyramid poster; Fight BAC! Keep Food Safe from Bacteria poster; Take-Home Challenge Checklist.
3. A snack from the Smart Snack Sheet, plus serving utensils and napkins.
4. For the activity, you will need boxes, bottles and bags from different foods and beverages. Choose foods that members typically like to eat and drink as well as some they may not typically eat. If possible, include several package sizes from the same food items.

III. Lesson

Lesson Overview

1. Today we're going to talk about the portion sizes of things we eat and drink and something called "portion distortion." But first let's get energized with some exercise.
2. *Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List, p. 248.*
3. *Briefly review key points from the last lesson.*
4. Who completed last week's Take-Home Challenge? *On the Take-Home Challenge Checklist, place a check mark next to the name of each member who completed the challenge.*

Key Teaching Points for this Topic

1. Now, let's start learning about portion sizes and portion distortion.
2. *Use the MyPyramid poster to briefly review recommended daily amounts from each food group. MyPyramid recommends how much you should eat each day from its five food groups.*

3. A “portion” is the amount of a food you decide to eat. Your portions may be larger or smaller than what MyPyramid recommends. It is important to find a portion that is the right size for you.
4. “Portion distortion” happens when the portions you eat are too large for your body size, too big in relation to the amount of other foods and beverages you have in a day, or too big for the amount of physical activity you do. Over time, this might cause you to gain too much weight for your body size, which can lead to other health problems.
5. It is important to be aware of your portion sizes even if the food is healthy. Nearly all foods, if eaten in large quantities over time, can lead to gaining too much body weight.
6. Check your portions: do you eat more or less than some of these MyPyramid portions? They are compared to ordinary objects so you can visualize their actual size.
 - 1 cup fruit, vegetable, cooked cereal, pasta or rice = a baseball
 - 3 ounces cooked meat, poultry or fish = a deck of cards
 - 1 tortilla (1 oz.) = a small (6 inch) plate
 - 1/2 bagel (1 oz.) = the width of a small soft drink lid
 - 1 teaspoon of margarine or butter = your thumb tip
 - 1 tablespoon of peanut butter = 2 checkers
 - 1 small baked potato (1 cup) = a computer mouse
 - 1 pancake or waffle (1 oz.) = a music CD
 - 1 medium apple or orange (1 cup) = a baseball
 - 3 cups of popcorn = 3 baseballs
 - 1 1/2 ounces of cheese = 6 dice
 - 1 1/2 cups of regular soft drink or fruit drink (12 oz.) = 1 can
7. Some foods that come in larger sizes have a lot of calories without many nutrients. We all eat these foods, but it is best to eat these foods in smaller portions once in a while rather than every day. Here are just a few examples:
 - Ice cream, snack cakes and fruit pies
 - Candy, candy bars and other sweet treats
 - Chips and other snacks
 - Fruit-flavored drinks and sweetened soft drinks
 - French fries, onion rings and other deep-fried foods
8. Here are some other ways to balance your portions:
 - Get lots of physical activity so you will burn up the extra calories (energy) these foods have.
 - Include foods in most of your meals that have more nutrients (such as fruits and vegetables, fat free milk and whole grains). That way, you’ll be able to fit your “favorites” into your day and still get all the nutrients your body needs.
9. Here are some foods you should have as a bigger part of your diet:
 - Grains, especially whole grains (a serving = 1 oz. or 1 slice of bread or 1 cup of ready to eat cereal)
 - Fruits and vegetables (a serving = 1 cup; about 1 small apple or 2 cups of salad)
 - Milk, especially 1% low fat or fat free (a serving = 1 cup or 1.5 ounces of cheese). If you are used to whole milk choices, try switching to low fat or fat free milk, yogurt and cheese.

10. Everyone “pigs out” once in a while. If you think you’ve eaten too much, balance it out by either eating less at your next meal (chances are you won’t be very hungry anyway) or burning it off by playing basketball or tag, jumping rope, biking, swimming, or some other way to get your body moving!
11. Let’s try an activity that will help you learn more about portion sizes.

IV. Activity

Find Your Right Size!

In this activity, members will look at various packages of foods and beverages and try to guess how many servings are in each package. They will also find the location of the Nutrition Facts label and be introduced to serving size information.

Preparation

You will need boxes, bottles and bags from different foods and beverages. Choose foods that members typically like to eat and drink as well as some they may not typically eat. If possible, include several package sizes from the same food items.

Introduce the Activity

1. Now we’re going to do an activity to help us learn more about portion sizes and portion distortion.
2. We’ll look at various packages of foods and beverages and try to guess how many servings are in each package. We’ll also try to find the Nutrition Facts label on the package and some information about serving size.

To Conduct the Activity

1. *Ask the participants to guess how many servings are in each package. Once they guess, have them try to find the Nutrition Facts label. If they can read, have them try to locate the serving size information and check how close their guess was to the Servings per Container information.*
2. *Optional: Show them how a typical serving size looks by pouring or measuring out the amount on the Nutrition Facts label. Be prepared: the members will want to sample or eat the foods.*

Discussion

1. Were you surprised by how many or how few servings some packages have?
2. Do you think you eat more, less or about the same amount as the serving size on the package?
3. *(If food portions are demonstrated)* How does your usual portion size compare to the serving size listed on the label?

V. Snack Time

1. Now it’s time for a snack. First let’s wash our hands.
2. Who can tell me which MyPyramid food groups are represented in today’s snack?

VI. Take-Home Challenges

Challenge the members to do one of these activities before you meet again.

1. Pick a favorite food or beverage that's in your kitchen. Can you find the Nutrition Facts label on the package?
2. Buddy up! Take a walk, ride bikes or do another physical activity you enjoy with a family member or friend at least one time this week.

VII. Additional Resources

- <http://www.cfsan.fda.gov/~dms/foodlab.html>. More about the Nutrition Facts food label.
- http://www.fns.usda.gov/tn/Resources/power_of_choice.html. More in-depth lessons for teaching about the food label and making healthful choices.

Important Notes About Cleanliness and Food Allergies!

- *Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Remember that it takes 20 seconds of washing, which is about two choruses of "Happy Birthday," to do a good job.*
- *Before distributing the snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today's snack. The major food allergens are milk, egg, fish (for example, bass, flounder or cod), crustacean shellfish (for example, crab, lobster or shrimp), tree nuts (for example, almonds, pecans or walnuts), wheat, peanuts and soybeans.*

Lesson 3

Eating for Energy Part 1:

Power Your Body and Brain With Breakfast

I. Objectives

1. Learn the benefits of eating breakfast, such as helping to provide energy and good nutrition, and helping members to do well in school.
2. Examine breakfast habits.
3. Find out what foods are “whole grain” and learn why they are important for good health.
4. Prepare and sample a breakfast recipe made with a whole grain cereal and identify the term “whole grain” on a cereal box.

Background Reading

- *Power Up with Breakfast*, p. 189

Reproducible Handouts

- *Gotta Split! Breakfast Recipe*, p. 210
- *A Baker’s Dozen Fast Breakfast Ideas*, p. 201

II. Advance Preparation and Materials

1. Gather and review background reading, handouts and additional resources for this lesson.
2. Posters: MyPyramid poster; Fight BAC! Keep Food Safe from Bacteria poster; Take-Home Challenge Checklist.
3. For the activity, you will need one small bowl, plastic wrap, spoons, butter or plastic knives (1 per participant), plastic cereal bowls (1 per participant), plastic spoons (1 per participant), and measuring cups.
4. For each serving you will need 1 small ripe banana, peeled, halved lengthwise; 1/2 cup vanilla low fat yogurt; 1/2 cup whole grain cereal (pick your favorite variety); 1/2 cup fresh fruit (strawberries or blueberries) or canned fruit, drained (sliced peaches, etc.).

III. Lesson

Lesson Overview

1. Today we’re going to talk about why it’s so important to eat a good breakfast every morning. But first let’s get energized with some exercise!
2. *Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List*, p. 248.
3. *Briefly review key points from the last lesson.*
4. Who completed last week’s Take-Home Challenge? *On the Take-Home Challenge Checklist, place a check mark next to the name of each member who completed the challenge.*

Key Teaching Points for this Topic

Since you know your group best, adapt these points to the learning needs and interests of your group.

1. Who likes to have lots of energy? What you eat and when you eat can affect how much energy you have.
2. Eating breakfast every morning can help you get energy. The word “breakfast” means you are “breaking your fast” after a long night without food. Breakfast fills your empty tank to help get your body and brain going for the day.
3. Breakfast helps give your body energy to move you through the day. It also helps to feed your brain so you can listen in class, get your schoolwork done and maybe even do better on tests.
4. Breakfast can also help you get vitamins and minerals you need to grow up strong and healthy.
5. *Poll the group.* What are your favorite breakfast foods?
6. *Refer to the MyPyramid poster and review food groups as needed.* For a good breakfast, try to include something from two or more of the MyPyramid food groups. For example, these breakfasts include foods from three food groups. Who can name the groups?
 - Toast (Grains) with peanut butter (Meat & Beans) and a glass of orange juice (Fruits)
 - Cereal (Grains) with milk (Milk) and sliced banana (Fruits) on top
7. Breakfast is a great time to eat a whole grain food. Eating whole grain foods is very healthy for you.
8. Some whole grain foods are whole-wheat bread, whole-wheat tortillas, whole-wheat bagels, whole-wheat crackers, whole-wheat pasta, whole-wheat cereal flakes, oatmeal, cornbread made with whole cornmeal, brown rice and popcorn.
9. You could include whole grains in your breakfast by having whole-wheat toast or a whole grain cereal. It’s that easy!

IV. Activity

Gotta Split! Breakfast Recipe Preparation

Members work individually to make a quick and nutritious breakfast recipe.

Notes

- Each recipe yields one serving (members will work individually), so make sure to buy enough ingredients and to gather enough utensils for the entire group.
- Make sure to buy a **whole grain cereal** as called for in the recipe and to save the boxes. **Look for the words “whole grain” on the label when buying the cereal.** After the members prepare the recipe, you will ask them to identify the whole grain information on the box.
- Make sure fruit is washed or canned fruit is drained. Place fruit in bowl. Cover and refrigerate.
- **IMPORTANT!** If member application forms are available, check to ensure none of the participants have food allergies.

Introduce the Activity

1. Now it’s time to make a great-tasting breakfast recipe. First let’s wash our hands.

To Conduct the Activity

1. Give each member a copy of the recipe and a set of ingredients and utensils.
2. Allow the youth to prepare the recipe. Assist as needed.
3. Make sure everyone tastes the final product and that everyone helps with clean up.

Discussion

1. Which MyPyramid food groups are represented in the breakfast recipe we made today?
 - Banana and other fresh/canned fruit (Fruits); Yogurt (Milk); Cereal (Grains)
2. How did you like the recipe? Will you try it at home?
3. The cereal in the recipe was a whole grain cereal. How did you like it?
4. Here's the box of whole grain cereal. Who can find the words "whole grain" on the box? Looking for these words is a good way to pick out a cereal at the store.

Important Notes About Cleanliness and Food Allergies!

- Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Remember that it takes 20 seconds of washing, which is about two choruses of "Happy Birthday," to do a good job.
- Before distributing snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today's snack. The major food allergens are milk, egg, fish (for example, bass, flounder, or cod), crustacean shellfish (for example, crab, lobster, or shrimp), tree nuts (for example, almonds, pecans, or walnuts), wheat, peanuts, and soybeans.

V. Take-Home Challenges

Challenge the members to do one of these activities before you meet again.

1. Ask your parents or older brother or sister to help you make the *Gotta Split! Breakfast* recipe and see how they like it. Tell them why eating breakfast is so good for you.
2. Distribute to each member a copy of "A Baker's Dozen Fast Breakfast Ideas" handout. How many times can you eat breakfast this week? If you don't usually eat breakfast, try it at least once this week. If you do, try an idea from this handout or create your own new breakfast idea.
3. Have a whole grain cereal for breakfast this week. Be prepared to tell us how many times you had it for breakfast and how you liked it.
4. Be a morning mover! Can you get at least 30 minutes of physical activity such as walking, running, jumping rope, dancing or playing sports in before noon at least twice this week?

VI. Additional Resources

- www.eatright.org. Go to the American Dietetic Association Web site for more information about the benefits of breakfast.
- www.kidnetic.com. Go to the Recipes section for more kid-friendly breakfast recipes.
- www.MyPyramid.gov. Go to the Grains section for more information about whole grains.
- www.dietaryguidelines.gov. Go to the section on Whole Grains.

Lesson 4

Eating for Energy Part 2: Snacking, Fluids and Fad Diets

I. Objectives

1. Consider the purpose of snacks and when snacks should be eaten.
2. Examine snacking habits.
3. Learn about habits that can zap members, such as not drinking enough fluids (dehydration).
4. Try new snack options, including a recipe made with a whole grain food.

II. Advance Preparation and Materials

1. Gather and review background reading, handouts and additional resources.
2. Posters: MyPyramid poster; Fight BAC! Keep Food Safe from Bacteria poster; Take-Home Challenge Checklist.
3. For the activity, you will need bowls, measuring cups, utensils, napkins and re-sealable sandwich-sized bags to serve the Mix.
4. For the recipe, you will need mini pretzels; white cheddar cheese or cheese flavored popcorn; puffed wheat or other mini wheat cereal; cashew halves and pieces or peanuts, lightly salted; and raisins. Each serving is for three people, so purchase enough ingredients for the group.

III. Lesson

Lesson Overview

1. Today we're going to talk about habits that can "zap" you, such as poor snacking habits and forgetting to drink enough fluids. But first let's get energized with some exercise!
2. *Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List, p. 248.*
3. *Briefly review key points from the last lesson.*
4. *Who completed last week's Take-Home Challenge? On the Take-Home Challenge Checklist, place a check mark next to the name of each member who completed the challenge.*

Key Teaching Points for this Topic

Since you know your group best, adapt these points to the learning needs and interests of your group.

1. You already know that eating meals that include foods from all the MyPyramid food groups is the

Background Reading

- Eating for Energy, p. 165
- Go with the Flow: Drink Those Fluids, p. 175-176

Reproducible Handouts

- Super-Duper Shakin' Snack Mix, p. 223
- Are You Snack Smart? p. 203-204

best way to have a healthy diet. Now it is time to talk about how snacks can help you pack in the nutrients your body needs to work well.

2. First of all, a “snack” is a small amount of food or drink that you eat between meals (breakfast, lunch and dinner) to keep you from getting really, really hungry. Snacks are not meant to be eaten instead of meals. If you “snack smart,” they can keep you going strong all day long and give you some of the nutrients you need to look and feel great.
3. Smart snacks help us fill in the food groups we might miss at meals. If you are hungry between meals, snacking gives you a chance to eat the fruit you skipped at lunch, drink the milk you forgot at breakfast, and balance some of the food choices you made earlier in the day.
4. Sometimes, we tend to snack on foods that don’t have many nutrients like ice cream, fruit pies, cookies, chips, soft drinks or candy. These foods are fine once in a while but will not give your body the vitamins, minerals, fiber and other nutrients that it needs.
5. There are lots of ways to snack smart. Do you ever do any of the following?
 - Snack when you are hungry and there’s a long time between meals (especially between lunch and dinner).
 - Snack when you need some fuel so you can do your homework, play outside, play a sport or do another activity.
 - Choose foods and drinks that will give your body the vitamins, minerals and nutrients it needs. (See the *Are You Snack Smart?* handout for some ideas.)
 - Eat enough to take the edge off your hunger but not so much that you are stuffed when it is time for your next meal. But, if you are really active in sports you may need bigger snacks.
6. It is not so smart to snack if you aren’t really hungry. Do you ever do any of the following? How do you feel when your stomach is too full?
 - Snack because it’s a habit.
 - Snack when you are watching TV.
 - Eat too much because you are bored or paying attention to something else – like a TV program.
7. Some eating habits can really zap you and make it hard for your body to work as well as it should. Let’s talk about some examples:
8. Zapper No. 1: Not drinking enough fluids.
 - Fluids include all drinks such as water, milk, juice, soft drinks (low/no calorie and regular) as well as other drinks. Many foods contain fluids, too. Think about juicy fruits and veggies like watermelon and cucumbers. Even chicken and other meats contain some fluid!
 - It’s very important to drink enough fluid so your body stays well hydrated, especially in hot weather or if you are playing hard or exercising.
 - You also need to replace the water you lose when you breathe, sweat or urinate. In all, we lose about two to three liters each day. Think about how big a two-liter soft drink bottle is!
9. Zapper No. 2: Skipping meals.
 - When you skip meals, it’s harder to eat the foods you need from MyPyramid’s food groups. If you don’t eat enough foods from all the food groups, your body cannot get the nutrients it needs to function well and stay healthy.
 - For example, if you skip your regular breakfast of cereal and milk, you’ll miss out on nutrients such as calcium and vitamin D (milk), and B vitamins, minerals and fiber (cereal).

IV. Activity

Super Duper Shakin' Snack Mix Preparation

This activity will provide an opportunity for the members to snack smart and learn about recipe preparation.

Notes

1. Note that the recipe yields three servings (members will work in groups), so make sure to buy enough ingredients and to gather enough utensils for the entire group.
2. Make sure to buy a **whole grain cereal** as called for in the recipe and to save the box or boxes. **Look for the words "whole grain" on the box label.** After members prepare the recipe, you'll ask them to identify the whole grain information on the box.
3. **IMPORTANT!** If member application forms are available, check to ensure none of the participants has food allergies.

To Conduct the Activity

1. Divide the members into groups of three members (maximum) each and give each group copies of the recipe and a set of ingredients and utensils.
2. Make sure everyone has a job such as measuring, pouring, stirring and spooning the mix into the re-sealable bags.
3. Make sure everyone helps clean up.

Discussion

1. Who can tell me which MyPyramid food groups are represented in today's snack?
 - Cereal, pretzels, popcorn (Grains); Nuts (Meat & Beans); Raisins (Fruits)
2. How did this snack taste to you? Do you think you might make it again at home?
3. What are examples of other snacks you could make for yourself? What MyPyramid groups will these snacks represent?

Important Notes About Cleanliness and Food Allergies!

- *Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Remember that it takes 20 seconds of washing, which is about two choruses of "Happy Birthday," to do a good job.*
- *Before distributing snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today's snack. The major food allergens are milk, egg, fish (for example, bass, flounder, or cod), crustacean shellfish (for example, crab, lobster, or shrimp), tree nuts (for example, almonds, pecans, or walnuts), wheat, peanuts, and soybeans.*

V. Take-Home Challenges

Challenge the members to do one of these activities before you meet again.

1. Give each member a copy of the *Are You Snack Smart?* handout. Try a new type of snack either from the handout or one you think up on your own. Which MyPyramid food groups are included in your snack?
2. Keep track of all the different types of fluids you drink in one day. What did you drink the most? What did you drink the least? In which food group(s) did your beverage choices belong?
3. Give each member a copy of the *Are You Snack Smart?* handout. Have a snack from the Super Snack Finder list before you take a walk, run or play sports. Does the snack seem to give you more energy for your activity?

VI. Additional Resources

- www.eatright.org. Go to the American Dietetic Association's Web site for more information about fad diets.
- www.kidnetic.com. Go to the Recipes section for more kid-friendly snack recipes.
- www.presidentschallenge.org. Find tips on exercising.

Lesson 5

Pick Up on Produce: Fruits and Veggies

I. Objectives

1. Briefly review information learned about fruits and vegetables in Lesson 1.
2. Learn that it is important to eat lots of different colored fruits and veggies.
3. Discover easy ways to get more fruits and vegetables into diets.
4. Participate in a fun contest to taste test some new and familiar fruits and veggies.



Background Reading

- *Totally Weird Ways to (Fruit and) Veg Out*, p. 193

Reproducible Handout

- *Fruit and Veggie Color List*, p. 209

II. Advance Preparation and Materials

1. Gather and review background reading, handout and additional resources.
2. Posters: MyPyramid poster; Fight BAC! Keep Food Safe from Bacteria poster; Take-Home Challenge Checklist.
3. For the activity, you will need a variety of different fruits and vegetables, cut in bite-sized pieces, for the members to taste. Use the fruits and vegetables mentioned in this lesson's teaching points or the *Fruit and Veggie Color List* on p. 209 of Resources for suggestions.
4. Two blindfolds.

III. Lesson

Lesson Overview

1. Today we're going to focus on fruits and veggies. We'll get to taste some and then do a fun activity. But first let's get energized with some exercise!
2. *Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List, p. 248.*
3. *Briefly review key points from the last lesson.*
4. *Who completed last week's Take-Home Challenge? On the Take-Home Challenge Checklist, place a check mark next to the name of each member who completed the challenge.*

Key Teaching Points for this Topic

Since you know your group best, adapt these points to the learning needs and interests of your group.

1. *Let's start by reviewing a few of the things we learned about fruits and veggies when we talked about MyPyramid. Refer to the Vegetables and Fruits sections in Lesson 1 on MyPyramid.*
2. *Refer to the MyPyramid poster as you discuss these points.*

Vegetables

1. The green group is the MyPyramid **Vegetables Group**.
2. Foods from the Vegetables Group give you lots of vitamins and minerals to help you stay healthy.
3. Color is key! Eating lots of different colored vegetables helps you stay healthy and tastes great, too. Who can name some different colored vegetables?
4. Just a few examples are dark green ones like broccoli, spinach and greens, orange ones like carrots and sweet potatoes and red ones like tomatoes and red peppers. Kidney beans, black beans and split peas are colorful and good for you, too!
5. What are some easy ways you could eat lots of different colors of veggies? *Have the group brainstorm some ideas.*
 - At dinnertime, have a big salad with different color veggies in it, like dark green lettuce, red tomatoes, orange carrots, green cucumbers and red peppers.
 - Order pizza with colorful veggies like tomatoes, peppers and mushrooms.
 - Snack on carrot sticks, celery sticks or cherry tomatoes.

Fruits

1. The red group is the MyPyramid Fruits Group.
2. Foods from the Fruits Group give you lots of vitamins and minerals to help you stay healthy.
3. Just like eating lots of different colored vegetables is healthy, eating lots of different colored fruits helps you stay healthy and tastes great, too. Who can name some different colored fruits?
 - Just a few examples are red, green and yellow apples, green, red and purple grapes, bananas, strawberries, watermelon, oranges, peaches and pears.
4. What are some easy ways you could eat lots of different colors of fruits? *Have the group brainstorm some ideas.*
 - Pack a different color apple for lunch each day – red, green and yellow.
 - Put orange sections or pink grapefruit sections in your salad.
 - Mix up some strawberries and blueberries in yogurt for a snack or dessert.

IV. Activities

Activity 1: Guess the Fruit and Veggie Taste Test Contest

Members team up to compete in a blindfolded taste test to see who can identify various fruits and vegetables.

In Advance

1. Determine number of participants; obtain food and needed supplies.
2. Choose and purchase a variety of different fruits and vegetables for the members to taste. Use the fruits and vegetables mentioned in this lesson's teaching points or the Fruit and Veggie Color List on p. 209 of Resources for suggestions. Try to include a few "unusual" ones that are in season such as mangos, kiwi, arugula, grape tomatoes or kohlrabi.
3. Prepare the fruits and vegetables so they're in bite-size pieces. Cover and store in refrigerator.

To Conduct the Activity

1. Now we're going to have a blindfolded Taste Test Contest. You will try some great-tasting fruits and veggies and try to name them. First let's wash our hands.
2. *Divide the members into two teams.*
3. *A blindfolded member from each team tastes a fruit or vegetable and tries to identify it. The first one to correctly identify the fruit or vegetable earns a point for their team.*
4. *The entire group tastes the fruit or vegetable. Continue the contest until all members on each team have at least one chance to guess.*
5. *The team with the most points wins.*

Discussion

1. *Ask, as the members taste each fruit and vegetable: Do you like this fruit/veggie? Give it a "thumbs up" or "thumbs down."*
2. What are some important things we learned about fruits and vegetables today?
 - Eating lots of different colors is good for you, and fruits and veggies give you vitamins and minerals.

Activity 2: Fruit and Veggie Color Game

This activity reinforces members' knowledge about the many available colors of fruits and veggies.

To Conduct the Activity

1. Today we learned that eating lots of different colors of fruits and veggies is good for us.
2. *Assign each member a color from the "Fruit and Veggie Color List" on p. 209 of Resources. Go around the room and ask each of them to name a fruit and/or a vegetable that matches their color. Prompt them as necessary.*

Note: *Some fruits and vegetables can have more than one correct answer. For example, apples can be green, red or yellow, kiwi is brown outside and green inside and turnips are usually purple and white.*
3. *If time allows, assign each member a different color and repeat the activity.*

Discussion

1. Have you ever eaten the fruit or veggie that matches your color? If not, would you like to try it?
2. What color fruits or veggies do you usually NOT eat? Can you think of one that color to try?

Important Notes About Cleanliness and Food Allergies!

- *Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Remember that it takes 20 seconds of washing, which is about two choruses of "Happy Birthday," to do a good job.*
- *Before distributing snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today's snack. The major food allergens are milk, egg, fish (for example, bass, flounder, or cod), crustacean shellfish (for example, crab, lobster, or shrimp), tree nuts (for example, almonds, pecans, or walnuts), wheat, peanuts, and soybeans.*

V. Take-Home Challenges

Challenge the members to do one of these activities before you meet again.

1. Buy or ask a family member to buy one of the new fruits or vegetables you tried today or a different one altogether. Share it with your family and get their “thumbs up” or “thumbs down.”
2. *Assign each member a color from the Fruit and Veggie Color List.* Try a vegetable or fruit this color and be ready to tell us which one you tried and how you liked it.
3. *Distribute to each member a copy of the “Totally Weird Ways To (Fruit and) Veg Out” article found in Resources.* Read this article with your parents or other family member and try one idea with them.
4. Walk an extra 10 minutes every day this week.

VI. Additional Resources

- www.MyPyramid.gov. Go to the Vegetables and Fruits sections for more information.
- www.5aday.gov. This site features scientific background on the health benefits of fruits and vegetables, serving size information, a phytochemical chart, recipes, quizzes and many more resources. The site is sponsored by the U.S. Department of Health and Human Services, National Institutes of Health and the National Cancer Institute.

Lesson 6

Now We're Cooking!

I. Objectives

1. Learn the benefits of preparing meals and snacks.
2. Learn and practice the basics of food safety and staying safe in the kitchen.
3. Work in teams to perform basic food preparation and clean up.
4. Prepare and taste a new recipe.
5. State which of MyPyramid's food groups are represented in the recipe they prepare and one reason why that food group is good for them.

II. Advance Preparation and Materials

1. Gather and review background reading, handouts and additional resources.
2. Posters: MyPyramid poster; Fight BAC! Keep Food Safe from Bacteria poster; Take-Home Challenge Checklist.
3. You will need the following materials and ingredients for one recipe:

Fruit and Cheese "Butterfly" Snack Mix

Re-sealable sandwich-size plastic bags (1 per participant); chenille pipe cleaners or long twist ties (1 per participant); 3 bowls (or containers with covers); plastic wrap; reduced fat cheddar cheese, cut into bite-sized pieces (or use pre-cut cheese cubes); whole strawberries, washed, stems removed, quartered; 2 cups seedless red or green grapes, washed and cut in half.

OR

Insect-Infected Logs

Cutting board; cutting knife (for adult use); 3 small bowls (or containers with covers); plastic wrap; butter knives or plastic knives; measuring cups; measuring spoons; snack-size plates (1 per participant); celery stalks; creamy peanut butter; currants or raisins; apricot bits or 6 dried apricots sliced into mini "worm-like" pieces

III. Lesson

Lesson Overview

1. Today, we're going to "get cooking" by working in teams to prepare a recipe.
2. But first let's get energized with some exercise!
3. *Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List, p. 248.*

Background Reading

- *Avoid Food-borne Illness – Fight BAC! p. 159-160*
- *Keeping Kids Safe in the Kitchen, p. 179*
- *Cooking Skills by Age, p. 162*

Reproducible Handouts

- *Fruit and Cheese "Butterfly" Snack Mix, p. 208*
- *Insect-Infected Logs recipe, p. 212*

4. Briefly review key points from the last lesson.
5. Who completed last week's Take-Home Challenge? *On the Take-Home Challenge Checklist, place a check mark next to the name of each member who completed the challenge.*

Key Teaching Points for this Topic

Since you know your group best, adapt these points to the learning needs and interests of your group.

1. Today, we're going to get cooking by working in teams to prepare a great-tasting recipe.
2. Who helps make meals and snacks at home? What kinds of things do you make? Do you like doing it? Why do you like to help in the kitchen?
3. There are lots of great reasons to make your own meals and snacks.
 - It's fun and creative, tastes great and gives you a feeling of accomplishment.
 - If you share what you make with family and friends, they will really appreciate it.
 - Sometimes it tastes better, costs less and is quicker to make your own food than buying it already made from a grocery store, restaurant or vending machine.
4. Sometimes food we make ourselves is better for us because it is easier to include fruits, vegetables, whole grains and high-calcium foods like milk.
 - For example, having a bowl of whole grain cereal, sliced banana and milk for breakfast at home is more nutritious than buying a sausage sandwich from a restaurant or a donut and soft drink from a vending machine.
5. Before we start cooking, let's review why it's so important to wash our hands before we touch food. **Refer to the Fight BAC food safety poster as you review the points.**
 - Step 1 – Clean: Wash hands and surfaces often.
 - It's very important to always wash your hands before you have a snack or meal or prepare a recipe. Your hands can have germs on them that can get on the food and make you sick.
 - Remember, wash your hands with hot, soapy water for 20 seconds – the amount of time it takes to sing two choruses of "Happy Birthday."
 - Always wash your hands after you handle food and after using the bathroom or touching a pet.

IV. Activity

Recipe Preparation and Tasting

Members will work in small groups to prepare a tasty and nutritious recipe.

Choose one of the following recipes to prepare with the group and **note special preparation steps below** for the recipe. (Reproducible versions of the recipes can be found on p. 208 and 212 of Resources.)

In Advance

Day of Lesson – Fruit and Cheese "Butterfly" Snack Mix

1. Cut up cheese into small dice-sized cubes. Store in covered bowl in refrigerator.
2. Wash strawberries, remove stems; cut into quarters. Store in covered bowl in refrigerator.
3. Wash grapes and cut into halves. Store in covered bowl in refrigerator.

Day of Lesson – Insect-Infested Logs

1. Wash celery stalks; cut off leaves and bottom; cut each stalk in half to make 4-inch pieces (or “logs”). Wrap in plastic wrap and store in refrigerator.
2. Measure peanut butter into bowl. Store in covered bowl in refrigerator.
3. Slice dried apricots into “worms.” Store in covered bowl in refrigerator.

To Conduct the Activity

1. Now it’s time to make our recipe. First, let’s wash our hands.
2. *Divide the members into groups of the appropriate size, depending on recipe yield, and give each group copies of the recipe and a set of ingredients and utensils.*
3. *Make sure everyone has a job such as measuring, pouring, stirring and serving.*
4. *Make sure everyone tastes the finished recipe.*

Discussion

1. How did you like the recipe? Let’s give it a “thumbs up” or “thumbs down.” Why did you like it or not like it? Would you make it at home?
2. Which MyPyramid food groups are represented in the recipe we made?
3. Who can tell me why foods from that food group are good for you? (Hint: There are “clues” written at the bottom of the recipes.)

Important Notes About Cleanliness and Food Allergies!

- *Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Remember that it takes 20 seconds of washing, which is about two choruses of “Happy Birthday,” to do a good job.*
- *Before distributing snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today’s snack. The major food allergens are milk, egg, fish (for example, bass, flounder, or cod), crustacean shellfish (for example, crab, lobster, or shrimp), tree nuts (for example, almonds, pecans, or walnuts), wheat, peanuts, and soybeans.*

Option if cooking facilities and equipment are

limited: Choose a few members to “demo” the

preparation of one recipe for everyone. The observers get to be “judges” who rate the recipe on whether it seemed easy to make and tastes good.

V. Take-Home Challenges

Challenge the members to do one of these activities before you meet again.

1. *Provide the members with copies of a recipe different from the one you prepared together. Make this recipe at home with a family member. Report back on what you made, how you liked it and which MyPyramid food groups were represented in it.*
2. *Help a family member prepare a meal or snack at home. Report back on what you made, what you did to help out, how you liked it and which MyPyramid food groups were represented.*
3. *Get in some extra physical activity by helping clean up the kitchen.*

VI. Additional Resources

- www.fightbac.org. Go to the Fight BAC! Keep Foods Safe from Bacteria site for more information about food safety. The site includes a special section for educators with several tools you can use to teach about food safety.
- www.kidnetic.com. Go to the Recipes section for more kid-friendly recipes and a section on Top Kitchen Tips for food safety, kitchen safety, cooking techniques, a kitchen dictionary of cooking terms and more.

Lesson 7

Building Healthy Bones – and Teeth, Too

I. Objectives

1. Learn how to keep bones and teeth strong and healthy, including the best exercises for strong bones and basic tips for healthy teeth.
2. Understand that calcium, Vitamin D, phosphorus and fluoride are important for healthy bones and teeth.
3. Sample calcium-containing foods and drinks.

Background Reading

- *Them Bones*, p. 192
- *Get 3-A-Day of Dairy – We Triple Dare You!* p. 174
- *Don't Lose Your Teeth*, p. 163

II. Advance Preparation and Materials

1. Gather and review background reading and additional resources.
2. Posters: MyPyramid poster; Fight BAC! Keep Food Safe from Bacteria poster; Take-Home Challenge Checklist.
3. Gather a variety of calcium-containing foods and drinks, in sample-sized portions:
 - Milk – Include a variety such as plain, low fat or fat free, and flavored milks such as chocolate, strawberry or vanilla. (Milk Group)
 - Smoothie drinks (Milk Group)
 - Yogurt – Include a variety such as plain, fruit-on-the-bottom and types made with a sugar substitute. (Milk Group)
 - Cheese – Include a variety such as Cheddar, Swiss and mozzarella. (Milk Group)
 - Calcium-fortified orange juice (Fruits Group)
 - Calcium-fortified soy milk (Meat & Beans Group)
 - Calcium-fortified ready-to-eat cereal (Grains Group)
4. Nutrition labels and food containers from the above group.
5. Any cups, napkins or utensils needed for samples.

III. Lesson

Lesson Overview

1. Today we're going to talk about how to have strong and healthy bones and teeth. But first let's get energized with some exercise!
2. *Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List, p. 248.*
3. *Briefly review key points from the last lesson.*
4. *Who completed last week's Take-Home Challenge? On the Take-Home Challenge Checklist, place a check mark next to the name of each member who completed the challenge.*

Key Teaching Points for this Topic

Since you know your group best, adapt these points to the learning needs and interests of your group.

1. Your bones help you stand up straight and move around, so you want them to be as strong as possible!
2. Refer to the MyPyramid poster and review foods and beverages found in the Milk Group. Calcium is a mineral that is very important for strong bones and teeth. You get calcium when you drink milk and eat yogurt and cheese. These are foods from the MyPyramid Milk Group. If you are used to whole milk choices, you should slowly try switching to low fat or fat free milk, yogurt and cheese.
3. Vitamin D is also important for strong bones and teeth. You can get vitamin D by drinking milk.
4. Phosphorus is another mineral that is important for strong bones. You get phosphorus when you drink milk and eat meat and chicken.
5. When you move your body by walking, running, jumping rope, dancing or playing tag, you help make your bones stronger.
6. Now let's talk about our teeth.
7. Everyone wants to have a nice smile and strong, healthy teeth.
8. The best way to keep your teeth healthy is to brush and floss every day, and to see the dentist for regular check-ups.
9. Doing these things helps to prevent cavities.

IV. Activity

Sampling Foods for Healthy Bones and Teeth

Members will sample a variety of calcium-containing foods and beverages.

1. Now we're going to try some great-tasting foods and drinks that give us calcium. First let's wash our hands.
2. Provide samples of the foods and drinks to each member.

Discussion

1. Ask, as the members taste each food or drink: Do you like this food/drink? Give it a "thumbs up" or "thumbs down."
2. Which MyPyramid food group does this food/drink belong in? Refer to MyPyramid poster as needed.

Important Notes About Cleanliness and Food Allergies!

- Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Remember that it takes 20 seconds of washing, which is about two choruses of "Happy Birthday," to do a good job.
- Before distributing snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today's snack. The major food allergens are milk, egg, fish (for example, bass, flounder, or cod), crustacean shellfish (for example, crab, lobster, or shrimp), tree nuts (for example, almonds, pecans, or walnuts), wheat, peanuts, and soybeans.

V. Take-Home Challenges

Challenge the members to do one of these activities before you meet again.

1. Eat or drink one new food or drink that contains lots of calcium. It can be a different type of a food or drink than you usually have (for example, plain milk instead of chocolate milk) or something you've never tried before (for example, soy milk).
2. Every day, do an exercise that makes your bones stronger like walking, running, playing jump rope or doing push-ups.

VI. Additional Resources

- www.osteoporosis.gov. For more information on bone health, go to the Web site of the National Institutes of Health Osteoporosis and Related Bone Diseases National Resource Center.
- www.ada.org. For more information on oral health, go to the American Dental Association's Web site.

Lesson 8

Your Body – All Systems Go!

I. Objectives

1. Discover the relationship between healthy eating, physical activity and a healthy body.
2. Gain an understanding of where different body parts are located.
3. Learn what various body parts do and how to keep them healthy.
4. Apply information by trying at least one new healthy habit at home.

II. Advance Preparation and Materials

1. Gather and review background reading, handouts and additional resources.
2. Posters: MyPyramid poster; Fight BAC! Keep Food Safe from Bacteria poster; Take-Home Challenge Checklist.
3. A snack from the Smart Snack List, plus utensils and napkins.
4. For the activity, you will need a large roll of light-colored easel paper. Alternatively, you can tape together two or three sheets of flipchart paper so you have lengths of paper that are approximately 3 feet wide by 5 feet long, large enough for a member to lay down on and be traced.
5. Gather construction paper, markers or crayons, tape and scissors.

III. Lesson

Lesson Overview

1. Today we're going to talk about your body's parts. Your eating and physical activity habits have a huge impact on the health of your body. But first let's get energized with some exercise!
2. *Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List, p. 248.*
3. *Briefly review key points from the last lesson.*
4. *Who completed last week's Take-Home Challenge? On the Take-Home Challenge Checklist, place a check mark next to the name of each member who completed the challenge.*

Background Reading

- *The Eyes Have It, p. 166*
- *Brain Food, p. 161*
- *Them Bones, p. 192*
- *The Liver: Living Large, p. 181*
- *Don't Lose Your Teeth, p. 163*
- *Your Blood – Pump It Up, p. 200*
- *Keeping Your Heart Healthy, p. 180*
- *In the Loop with Your Intestines, p. 177*
- *Fueling Up for Healthy Muscles, p. 173*
- *Drink Up and Eat Up for Healthy Kidneys, p. 164*

Reproducible Handouts

- *Where Are my Parts? p. 228*
- *What's This for Anyway? p. 227*

Key Teaching Points for this Topic

Since you know your group best, adapt these points to the learning needs and interests of your group.

1. Did you know that you already own the most important, complex and valuable piece of machinery ever created? It's your body! It is a miracle of tissues, blood and organs. And, it is all yours to take care of for the rest of your life.
2. Like all machines, routine maintenance keeps things running smoothly. Every body requires basic maintenance for good health. Basic maintenance means eating to meet your body's needs by following MyPyramid and getting lots of physical activity by playing outside, competing in sports, riding your bike or whatever you enjoy doing.
3. Eating healthy and getting lots of exercise are important to have a body that looks good, too. Your skin, hair and body shape are all affected by the way you treat your body. Taking care of you is worth the effort!
4. What are some eating habits that are good for your body? Eating breakfast every day and eating lots of fruits and vegetables are two good habits. They help give you good nutrition and energy, too. Can you think of others?
5. What are some eating habits that are not so good for your body? Eating the same foods over and over and getting too full all the time aren't so good for your body and can zap you. Skipping meals or fad diets can zap you, too.
6. Getting lots of exercise revs up your body by getting your heart pumping and your blood moving! Spending too much time sitting around can make your body feel sluggish. How does your body feel when you move around a lot? How does your body feel when you sit around a lot?

IV. Activity

Find My Body Parts Game

This activity will help members learn the locations and basic functions of major body organs. In addition, they will find out how certain foods and habits keep their body parts running right.

In Advance

1. Using the *Where Are My Parts* handout in this lesson as a guide, draw a life-size outline of each body part on construction paper and cut them out. If you have trouble drawing the body parts freehand, use a copy machine to enlarge the parts on the handout. Then cut them out and use them as tracing templates on the construction paper. Label the body parts so the members can read the names.
2. If conducting the activity in pairs rather than as one group (see below), make enough copies of the body parts so that each pair has a set of body part cut-outs.
3. Review the *What's This for Anyway?* handout to remind yourself about the basic functions of each body part.
4. (Optional) If using the "Quiz A Family Member" Take Home Challenge, make a copy of the *What's This for Anyway?* handout for each member.

To Conduct the Activity

1. This activity will help you learn more about the body's major organs. You'll learn where they are in

the body and their basic jobs. In addition, you will find out how certain foods and habits keep your body parts running right.

2. Create a life-size body poster by having one member lie on a large strip of paper and tracing the outline of their body.

Optional: Have the members work in pairs and create one poster for each pair of members. One member lies on the paper, the other traces. Each pair will need a set of body parts.

3. Cut out the body poster and hang it in a central location. If members are working in pairs, they should leave their posters on the floor.
4. Using the body parts that you cut out before the lesson, ask the group where each part belongs in the body. Give each member a turn at taping a body part onto the correct location of the body poster.
5. As each body part is taped on, ask the members what that body part does and a food or habit that's good for the part. Use the "What's This For Anyway?" handout as a reference.

Discussion

1. Can you name something you can eat or do to keep one of your body parts healthy?
2. What body part did you learn the most about from today's activity?

V. Snack Time

1. Now it's time for a snack. First let's wash our hands.
2. Who can tell me which MyPyramid food groups are represented in today's snack?

VI. Take-Home Challenges

Challenge the members to do one of these activities before you meet again.

1. Give the members a copy of the handout *What's This for Anyway?* Have them pick a body part and do something new that's good for it. For example, try a new food, new exercise or new healthy habit such as flossing every day.
2. Be kind to your heart! Get it pumping at least three times this week by walking fast, running, dancing, jumping rope, bike riding, playing basketball or whatever you like to do.

Important Notes About Cleanliness and Food Allergies!

- Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Remember that it takes 20 seconds of washing, which is about two choruses of "Happy Birthday," to do a good job.
- Before distributing snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today's snack. The major food allergens are milk, egg, fish (for example, bass, flounder, or cod), crustacean shellfish (for example, crab, lobster, or shrimp), tree nuts (for example, almonds, pecans, or walnuts), wheat, peanuts, and soybeans.

VII. Additional Resources

- www.kidnetic.com. When members click on the InnerG section of this site, it will provide them with an inside view of different body parts and their functions. In addition, it will point out healthy and unhealthy habits that can affect that body part. Cool recipes and bright papers give more ways to keep body parts running well.

Lesson 9

Focus on the Food Environment

I. Objectives

1. Learn about different types of “food cues” in our food environment that encourage us to eat.
2. Learn why it is best to eat when you are hungry, not just because you’ve received a food cue.
3. Become aware of promotional messages and techniques used in food advertising and on food packages that encourage people to try products.

Background Reading

- *Teaching Your Kids About Food Advertising and Marketing*, p. 191
- *Is Your Body in Balance?* p. 178

Reproducible Handouts

- *How Hungry Are You Now?* p. 211
- *Be a Food Ad Reviewer*, p. 205

II. Advance Preparation and Materials

1. Gather and review background reading, handouts and additional resources.
2. Posters: MyPyramid poster; Fight BAC! Keep Food Safe from Bacteria poster; Take-Home Challenge Checklist.
3. A snack from the Smart Snack Sheet, plus serving utensils and napkins.
4. For the *Be a Food Ad Reviewer* activity, you will need to record several TV food advertisements or find several magazine advertisements for “kid foods” for participants to assess and discuss.
5. For the *Food Packaging Comparison* activity, purchase foods and drinks or find magazine advertisements for products that feature a famous person or cartoon character. Find similar products that do not feature the character. For example, buy cheese-flavored crackers or a breakfast cereal that features a character and another brand that doesn’t. (Many store brands and generic products offer similar products without the characters.)

III. Lesson

Lesson Overview

1. Today we’re going to talk about some of the reasons that we eat besides hunger. We all receive food cues – messages and signals in our food environment that remind us to eat. But first let’s get energized with some exercise!
2. *Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List, p. 248.*
3. *Briefly review key points from the last lesson.*
4. *Who completed last week’s Take-Home Challenge? On the Take-Home Challenge Checklist, place a check mark next to the name of each member who completed the challenge.*

Key Teaching Points for this Topic

Since you know your group best, adapt these points to the learning needs and interests of your group.

1. In other lessons, we've learned how to make healthy food and beverage choices by following MyPyramid.
2. Another way to improve your eating habits is to think about **why** you eat the foods you do. We all eat for many reasons. The events or situations that signal or remind us to eat are called **food cues**. Here are just a few food cues that might lead you to start eating and shape your food choices:
 - You are **hungry** (a very good reason to eat!) and you eat the first food you happen to see whether it is in your refrigerator at home or in a vending machine at school.
 - You are **bored** (not a very good reason to eat!) and you eat because it is something to do.
 - You are **stressed out or bothered** about something and eating helps calm you down.
 - It's **time for breakfast, lunch or dinner** and you eat because it is time to eat or because other people expect you to eat. You may not be hungry.
 - Your **friends are eating** and you join them. You eat because they are eating even if you aren't really very hungry.
 - You **smell** some food cooking or **see** someone else eating a food. You eat because the food looks or smells too good to turn down, even though you may not be hungry.
 - You **see, hear or read a food advertisement** and it reminds you about eating a certain food. When you get the chance, you purchase the food or ask your parents to purchase the food.
3. You probably receive food cues in many places — at home, at school, in the grocery store, passing by a bakery or your favorite restaurant. Can you think of some other places?
4. Most of us eat when we are hungry as well as when we receive food cues. The important thing is to become aware of food cues so that you will know whether you are eating from hunger or other reasons. If you do find that you regularly eat because of food cues and not from hunger, see if you can try some of the strategies listed on the handout, *How Hungry Are You Now?* to delay eating until you are truly hungry.
5. The next time you are faced with a food cue, ask yourself if you are really hungry. If you are truly hungry (stomach rumbling, empty feeling) it's time to eat! If you are completely full and couldn't eat another bite, wait at least a few hours before your next meal. If you are not stuffed but not really hungry either, try some of these ideas for handling food cues that come your way:
 - Move away from the food cue. Go to another room or go outside.
 - Do another activity. Play a game, call a friend, ride your bike, or listen to music and dance.
 - Eat just a bite or two to try the food, then move away from the food.
 - Make a healthful food choice rather than a sweet treat or salty snack.
6. If you wait until you are truly hungry, you may enjoy the meal more because your body will be ready to handle it.
 - Caution: don't wait too long between meals and let your hunger pangs get too strong or you might gobble down your food so fast you'll eat to the point of being too full.
7. Let's talk a bit about food advertising: food cues you receive from television and radio, or in magazines and on packages.

8. Advertising is designed to encourage you to buy products. Advertisements and packages use a lot of different tools to attract your attention. Here are some of the ways that commercials and packages get you to pay attention and think about the product:
 - Music, bright colors and celebrities (including cartoon characters).
 - A strong message: the ads seem to say that you will have more fun, look cooler, smarter or stronger if you buy the product.
 - Premiums such as posters or toys that you can send away for after buying the product, prizes inside the package, or sweepstakes and contests that you can enter.
9. Some types of foods are rarely advertised. For example, milk, fruits and vegetables are advertised less often than packaged foods.
10. Sometimes, you will buy the foods and drinks that you see advertised. When you do, think about the product and decide if it tasted the way you expected.

IV. Activities

Activity 1: Be a Food Ad Reviewer

This activity will increase awareness of methods used in advertisements to attract attention.

In Advance

1. Make copies of The *Be a Food Ad Reviewer* handout (one copy per member for each advertisement they will review).
2. Record several TV food advertisements or find several magazine advertisements for “kid foods” for them to assess and discuss.

To Conduct the Activity

1. This activity will help you learn about some of the tools used in advertising that attract your attention.
2. *Show the food advertisements to the group.*
3. *Use the handout “Be a Food Ad Reviewer” as a guide to talk about the advertisements as a group.*

Discussion

1. If you were an advertisement designer, what type of food would you advertise? In which food group does it belong?

Activity 2: Food Packaging Comparison

This activity will help members learn how food advertisements and food packaging can affect how they feel about foods.

In Advance

1. Purchase foods and drinks or find magazine advertisements for products that feature a famous person or cartoon character. Find similar products that do not feature the character. For example, buy cheese-flavored crackers or a breakfast cereal that features a character and another brand that doesn't. (Many store brands and generic products offer similar products without the characters.)

- Optional: Write down the cost per item as well as its unit cost (the cost per ounce or per serving).

To Conduct the Activity

- This activity will help you learn how food advertisements and packaging affect the way you feel about foods.
- Show foods and drinks, or magazine ads for the products, that feature a character and the similar product without a character.*
- Ask which product they would most like to try (with/without the character) and why.*
- Ask why they think the character is on the package or in the ad and how it makes them feel about the product.*
- Ask them to name a food they have asked their parents to buy because they saw it on TV. What made them want the product? Did they like it as much as they thought they would?*
- Optional: If using food or drink packages, open them and show the serving sizes of the two brands you are comparing (with vs. without the character). Then, taste the products and rate them either thumbs up or down. Consider doing a blindfolded taste test to see how the products really compare in taste. Finally, compare the costs of the items. Ask the members if they would buy it again based on how they felt about the product's taste and cost.*

Discussion

- Do you think characters on packages affect whether you try foods you might otherwise not notice?
- Do you think that you judge the way foods will taste by the way their packages look?
- If you were a parent, what would you say if your child asked you for a certain brand of food based on how the package looked, the prizes that it offered, or the TV advertising?

Mini-Activity: How Hungry Are You Now?

Sometimes, we become so used to eating on cue that we forget about being hungry. This activity will help members tune into their hunger levels before eating their snack.

In Advance

(Optional) Make copies of the handout *How Hungry Are You Now?*

To Conduct the Activity

- This is an activity that will help members learn about their responses to food cues.*
- Based on their hunger rating, ask how much of today's snack they think they might eat.*
- Before distributing today's snack, ask members to rate their hunger using the scale presented in the "How Hungry Are You Now?" handout. They can either complete the handout or simply write down their hunger rating.*
- Serve the snack and then discuss the questions.*

Discussion

- Did you eat more or less than you planned to based on your hunger rating?
- Why do you think you ate more/less than you thought you might?

3. Name some things you might be able to do next time you are offered food and are not really very hungry. (Solutions include: eat a small amount and put some of the snack in a bag for later; remind themselves that they can always eat the snack later if they become hungry; dinner time is not far off, they can eat then.)

V. Snack Time

1. Now it's time for a snack. First let's wash our hands.
2. Who can tell me which MyPyramid food groups are represented in today's snack?

VI. Take-Home Challenges

Challenge the members to do one of these activities before you meet again.

1. Provide copies of the *How Hungry Are You Now?* handout. Over the course of one to two days, have them rate their hunger when they receive food cues and keep track of how they responded. Ask them to try some of the "instead of eating" activities if they are not really hungry (6 or less on the scale).
2. When they go to a grocery or convenience store, have them count how many products they see with characters on the package.
3. When they go to a grocery or convenience store, ask them to notice the types/brands of products they see at eye level or on the ends of the aisles. Ask them to report back on what they saw.
4. When they watch TV this week, ask members to notice whether the adults or kids they see in commercials are exercising. What are they doing? What product is being advertised?

VII. Additional Resources

- www.caru.org/guidelines/guidelines.pdf. Review the Advertising Review Unit's policies and guidelines about advertising to children and youth.
- <http://aappolicy.aappublications.org/cgi/content/full/pediatrics;104/2/341>. The American Academy of Pediatrics' Web site offers information and guidelines for parents about "screen time."
- www.media-awareness.ca. The Web site of the Media Awareness Network provides information for parents and educators about the media's influence on society.

Important Notes About Cleanliness and Food Allergies!

- *Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Remember that it takes 20 seconds of washing, which is about two choruses of "Happy Birthday," to do a good job.*
- *Before distributing snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today's snack. The major food allergens are milk, egg, fish (for example, bass, flounder, or cod), crustacean shellfish (for example, crab, lobster, or shrimp), tree nuts (for example, almonds, pecans, or walnuts), wheat, peanuts, and soybeans.*

Lesson 10

Eating Away from Home

Background Reading

- *Fitting in Fast Food Favorites*, p. 170

I. Objectives

1. Learn how to make healthy choices when purchasing foods and beverages away from home.
2. Consider new options to try in locations such as fast food restaurants, the school cafeteria, vending machines and grocery or convenience stores.

II. Advance Preparation and Materials

1. Review background reading.
2. Posters: MyPyramid; Fight BAC! Keep Food Safe from Bacteria; Take-Home Challenge Checklist.
3. A snack from the Smart Snack Sheet, plus serving utensils and napkins.
4. For the activity you will need materials that members will use to create picture menus: construction paper or manila file folders, magazines to cut up, scissors, glue, and crayons or markers.

III. Lesson

Lesson Overview

1. Today we're going to talk about how to make healthful eating choices when you eat at restaurants, the school cafeteria or are grabbing a quick snack from a machine or a store. But first let's get energized with some exercise!
2. *Conduct the Energizing Exercise and review the benefits of physical activity listed on the Energizing Exercises List, p. 248.*
3. *Briefly review key points from the last lesson.*
4. *Who completed last week's Take-Home Challenge? On the Take-Home Challenge Checklist, place a check mark next to the name of each member who completed the challenge.*

Key Teaching Points for this Topic

Since you know your group best, adapt these points to the learning needs and interests of your group.

1. How often do you eat food that you or someone in your family has not prepared at home? Once a week? Twice a week? More? Most of us buy and eat a lot of foods and beverages from restaurants, convenience stores, cafeterias and vending machines. It might seem harder to make healthy choices when you aren't home. But, you can make healthy choices when you know how to find them.
2. It may be harder for you to make healthy choices when you are away from home for these reasons:
 - You might eat or drink larger portions of these foods and beverages because they are served in larger portions or in larger containers.
 - Some foods may be higher in calories, fat, sodium and sugar and lower in vitamins and minerals than foods you might purchase for cooking and eating at home.

- There may be fewer choices for some foods such as whole grains, milk, fruits and veggies.
3. It is hard to eat healthy meals all the time – especially when you are eating away from home. Here are some ideas to consider the next time you buy something to eat or drink from a fast food restaurant, school cafeteria, vending machine or a convenience store:

In fast food restaurants, look for:

- Green salads (with low fat dressing)
- Fruit salads, fruit slices or fruit cups
- Yogurt shakes or parfaits, low fat milk and cheese
- Whole wheat buns, tortillas or bread
- Sandwiches with grilled meats instead of breaded or fried items
- Water, orange or apple juice, or no- or low-calorie soft drinks instead of sweetened soft drinks
- Smaller sizes of sandwiches and french fries
- No-calorie/low-calorie soft drinks or smaller sizes of sweetened soft drinks
- Sandwiches without sauces, dressings or mayonnaise
- Pancakes

In vending machines, look for:

- Pretzels
- Popcorn
- Cereal snack mix
- Raisins
- Fig bars
- Animal crackers
- Wheat crackers
- Yogurt or milk
- Juice, water or no calorie/low calorie soft drinks
- Pieces of fruit or fruit cups

If there aren't healthy choices in your vending machines, ask for them from the supplier.

In your school's cafeteria, look for:

- Any fruit or vegetable (not fried), including tomato sauce or salsa
- Soups made with vegetables or beans
- Burritos made with beans and cheese
- Pizza made with tomato sauce, cheese and veggies
- Bagels, cereal, pancakes or waffles
- Low fat or fat free milk, yogurt or cheese
- Whole-wheat bread or buns
- Popcorn
- Frozen yogurt
- Peanut butter

At your local convenience store, look for:

- Popcorn or pretzels
 - Whole wheat crackers
 - Unsalted nuts (peanuts, cashews, almonds)
 - Cereal, especially whole grain
 - Low fat or fat free milk or 100% fruit juice
 - Dried or fresh fruit
 - Low fat or fat free yogurt
 - Smoothie drinks
 - Reduced fat cheese sticks
 - Bottled water or no calorie/low calorie soft drinks
4. Sometimes, even though you know it's a good idea to make healthy food choices, it seems hard to do. You might worry that you won't like the taste of a new food or think the quality will be poor.
 - Be adventurous! You won't know if you like something until you try it. Talk a friend into splitting the cost with you so you can both "take a risk." If you like the taste, great! If not, try again with something else.
 5. You also might worry that foods like fruits, vegetables, juices, yogurt and milk seem more expensive for the amount you get compared to other choices.
 - Different types of foods may have different prices, but you can be price-conscious and still keep on-track with healthy eating by checking for weekly sale items, buying store brands (for foods like bread and canned or frozen fruits and vegetables), and making food at home instead of eating out.
 - It's also important to consider the "real" value of these foods. They give you vitamins and minerals the other choices may not offer. Foods with lots of vitamins and minerals do more for your body than stopping hunger for a few hours. They nourish your brain, bones and muscles and keep you healthier over time (tomorrow and beyond).
 6. Now it's up to you! Whenever you buy something to eat away from home, you know how to make a choice that's good for you and your body.

IV. Activity

Menu Detective

In this activity, members create picture menus of foods they eat away from home to help increase their awareness of missing MyPyramid food groups.

In Advance

Gather these materials that members will use to create picture menus: construction paper or manila file folders, old magazines to cut up, scissors, glue sticks or glue, and crayons or markers.

To Conduct the Activity

1. In this activity, you will create picture menus of foods you usually eat away from home to figure out what foods groups are missing from MyPyramid.
2. *Ask the members to think of a restaurant, fast food place or the school cafeteria where they usually eat meals away from home.*

3. *Ask them to create picture menus of what they typically eat away from home by cutting out pictures from magazines or drawing them with markers or crayons. If they don't eat out but order carry out have them think about those foods.*
4. *Referring to the MyPyramid poster, help the members figure out what food groups they have on their menus. Then ask what food groups are missing. Next, ask:*
 - *What additional food choices they might order to fill in missing group(s) or*
 - *What food choices they can make at the next meal or snack to make up the missing group(s).*

Discussion

1. Which food groups did nearly everyone include on their menus?
2. Were there certain food groups that very few people had on their menus? Which ones were they?

Additional Optional Activities

Vending Machine Tour

Take a vending machine tour, if available. Are all the food groups of MyPyramid represented by snacks and drinks in the machine? Which ones are missing? Discuss portion sizes and whether they're appropriate for one person.

Portion Size Demo

1. Conduct a portion size demonstration. Show a "super size" meal of a burger, fries and soft drink vs. smaller sizes of these foods. For more visual impact, place the foods on a plate and pour the drink into a regular size cup or glass.
2. Discuss how many calories are in each meal compared to how many calories kids in this age group need on average. For more information, refer to the Food Intake Patterns/Estimated Calorie Needs information, found in Resources on p. 171.
3. Consider having the group share the meal. Point out that sharing the meal will reduce the calories for all.

Sample Something New

Bring in samples of fruits, salads and yogurt available from fast food restaurants or convenience stores for members to taste.

V. Snack Time

1. Now it's time for a snack. First let's wash our hands.
2. Who can tell me which MyPyramid food groups are represented in today's snack?

VI. Take-Home Challenges

Challenge the members to do one of these activities before you meet again.

1. The next time you go to a fast food restaurant, count how many different serving sizes there are for foods such as hamburgers, french fries and soft drinks. Which size did you choose? How did you feel afterward (still hungry, just right or stuffed)?

2. Fill in your menu gaps. Foods and beverages such as milk, yogurt, cheese, fruits and vegetables are available almost everywhere (vending machines, the cafeteria, fast food restaurants, the store). Try one of these foods from one of these places and report back on how you liked it. Would you buy it again?
3. When you eat lunch in your school's cafeteria, try a fruit or vegetable you haven't chosen before. How did you like it?
4. Put on your favorite music and practice your favorite dance moves for at least 15 minutes three times this week.

Important Notes About Cleanliness and Food Allergies!

- *Instruct the group to wash their hands with hot, soapy water before snack time or recipe preparation to remove germs. Remember that it takes 20 seconds of washing, which is about two choruses of "Happy Birthday," to do a good job.*
- *Before distributing snack or recipe ingredients, ask whether anyone is allergic to foods or ingredients in today's snack. The major food allergens are milk, egg, fish (for example, bass, flounder, or cod), crustacean shellfish (for example, crab, lobster, or shrimp), tree nuts (for example, almonds, pecans, or walnuts), wheat, peanuts, and soybeans.*

