



August-September: 3-5

Introduction: MyPlate & Breakfast



South Carolina

Farm to School Lessons

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Overview

Welcome to the South Carolina Farm to School September Nutrition Education Lesson. This lesson contains information & hands on activities for teaching grades 3-5 about the first meal of the day: *BREAKFAST*. Our goal for this lesson is to encourage children to start the day right with a healthy breakfast.

In order to achieve this goal, we recommend introducing information about MyPlate, the newest tool from the United States Department of Agriculture that builds knowledge of food groups in order to create a balanced diet (see details below). In addition, as part of the South Carolina Farm to School Program mission, this lesson includes content & activities to promote the consumption of South Carolina fruits & vegetables. Specifically the focus of this lesson will be promoting SC peaches & tomatoes, which are the *Palmetto Pick of the Month* for August & September, respectively. These lessons are designed to be delivered over a two week period, noting that introduction & activities will be supplemental to existing curriculum.

Estimated total time: 40 min

Teacher Background: Information to Meet MyPlate Food Groups!

<p>Fruits</p> 	<p>What is it? Any fruit or 100% fruit juice counts as part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried, & may be whole, cut-up, or pureed.</p> <p>Benefits: Fruits supply many essential vitamins and minerals that keep us healthy.</p>
<p>Vegetables</p> 	<p>What is it? Any vegetable or 100% vegetable juice counts as a member of the Vegetable Group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; & may be whole, cut-up, or mashed. Vegetables are organized into 5 subgroups, based on their nutrient content. The five subgroups are: dark green vegetables, red & orange vegetables, beans & peas, starchy vegetables, & other vegetables.</p> <p>Benefits: Vegetables supply many essential vitamins and minerals that keep us healthy.</p>
<p>Grains</p> 	<p>What is it? Any food made from wheat, rice, oats, cornmeal, barley or another cereal grain is a grain product. Grains are divided into 2 subgroups, whole grains and refined grains.</p> <p>Benefits: Grains are a great source of energy and provide important nutrients including dietary fiber.</p>
<p>Dairy</p> 	<p>What is it? All fluid milk products & many foods made from milk are considered part of this food group.</p> <p>Benefits: Dairy products are a great source of calcium, vitamin D, potassium and protein. These nutrients are all important to keep our bones, teeth and muscles healthy.</p>
<p>Protein</p> 	<p>What is it? All foods made from meat, poultry, seafood, beans & peas, eggs, processed soy products, nuts, & seeds are considered part of the Protein Foods Group.</p> <p>Benefits: Foods in these group are a great source of nutrients (protein, B vitamins, vitamin E, zinc, iron and magnesium), which keep our body healthy and strong.</p>

For more information visit the USDA ChooseMyPlate.gov website to learn more about food groups, portion control, healthy meal ideas and getting more physical activity. <http://www.choosemyplate.gov/>

Facts about Peaches & Tomatoes



South Carolina peaches are an important part of your daily 5 servings of colorful fruits and vegetables

Locally Grown: upper midlines and upstate

* SC grows 60,000 tons per year

Good Source of: Vitamins A, B and C

Calories: 37 (medium peach)

Peaches: Part of the rose family and will have a sweet fragrance when ripe.

Nectarines: are peaches with the fuzz.



South Carolina tomatoes are an important part of your daily 5 servings of colorful fruits and vegetables

Locally Grown: low country

Good Source of: Vitamins A and C

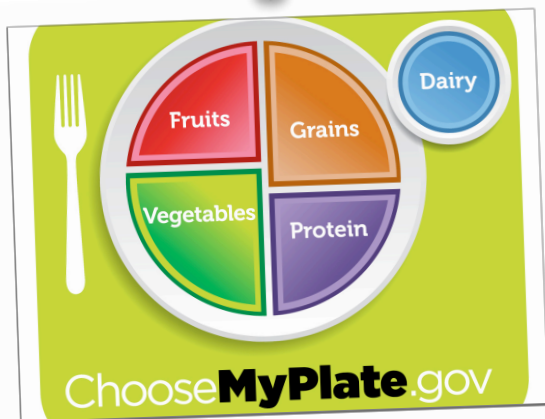
Calories: 22 (medium tomato)

Varieties: Cherry tomatoes (used on salads), plum tomatoes (used for tomato paste), grape tomatoes (also used on salads), beefsteak tomatoes (used for sandwiches), and Campari tomatoes (are sweet and noted for their juiciness)

Peach info: <http://www.sciway.net/shop/peaches.html> South Carolina Information Highway. pic from http://www.free-extras.com/images/fruits_peaches-5531.htm

Tomatoes: <http://en.wikipedia.org/wiki/Tomato> and <http://caloriecount.about.com/calories-tomatoes-red-ripe-i11529> to determine the kcal content. pic from: <http://foodspeople.com/wp-content/uploads/2011/05/tomato2.jpg>

MyPlate & Breakfast



F2S Aim: To eat a healthy breakfast with MyPlate.

F2S Objectives

Students will be able to:

- * Use MyPlate information to identify examples of healthy breakfast foods.
- * Appreciate the benefits of eating a healthy breakfast everyday.
- * Set, implement & track a personal goal to eat a healthy breakfast.
- * Prepare & taste a healthy breakfast with a SC fruit.
- * Increase their confidence to choose & eat a healthy breakfast.



Materials:

- * MyPlate hand-outs (Appendix A)
- * Foods Picture (Appendix B)
- * Food Goal Worksheet (Appendix C)
- * Fight Bac Poster
- * My Plate Poster - Teacher Version (Appendix D)
- * Crayons



National Health Education Standards

1.5.1	2.5.1	3.5.1	5.5.4
5.5.5	6.5.1	6.5.2	7.5.2
8.5.2			

SC State Standards

ELA 4-2.6	Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.
ELA 4-4.1	Generate and organize ideas for writing using prewriting techniques (for example; creating lists , having discussions, and examining literary models).
ELA 4-4.2	Use complete sentences (including simple and compound sentences) in writing.
ELA 4-5.2	Create narratives containing details and a sequence of events that develop a plot.
ELA 4-6.3	Organize information by classifying or sequencing .
ELA 4-6.7	Use vocabulary that is appropriate for the particular audience or purpose.
Math 4-2.4	Explain the effect on the product when one of the factors is changed.
Math 4-2.7	Compare decimals through hundredths by using the terms <i>is less than</i> , <i>is greater than</i> , and <i>is equal to</i> and the symbols <, >, and =.
Math 4-2.8	Apply strategies and procedures to find equivalent forms of fractions.

Lesson Essential Components

Lessons profile	Page(s)	Yes	No	Notes
Palmetto Pick of the Month	4 & 9	★		
Health Education Standards	8-10	★		
SC-Cross Curricular Standards	8-10	★		
SC-F2S Behavioral Goals	8-10	★		
Cooking Activities	9	★		
Tasting Activities	9	★		
Physical Activity	8-10	★		
Food Safety	9	★		
School Food Garden			★	
Student to Farmer Connections (i.e. field trips, talks)			★	
Student to Chef Connections			★	
Farm to Cafeteria			★	
Provision of scientific knowledge/rationale	8-10	★		
Risk and benefits about healthy behaviors	8-10	★		
Obstacles, Barriers & Solution	8-10	★		
Family involvement and other supports		★		+ Family Activity Sheet
Set goals and monitoring progress	8-10	★		
Other hands on activities:	8-10	★		Team Activities, Human Fraction, Presentation/Skits

Let's Learn!

Getting a Healthy Breakfast with MyPlate

Estimated Time: 5 min

1. Explain to the students that in this lesson, they are going to learn how breakfast helps to start the day right.
2. Explain that breakfast should include a variety of foods. Use **MyPlate hand-out and/or poster** (Appendix A, Appendix D) to briefly explain the food groups on MyPlate (use background information on page 2) and highlight examples of healthy breakfast foods in each food group.
3. Emphasize that breakfast is a great time in the day to eat local fresh produce. Suggest to the students ideas of how they can include the Palmetto Pick up of the Month on their daily breakfast (i.e fresh peaches smoothies, fresh peaches parfaits, fresh tomato salsa, roasted tomatoes).

Note: For additional information on Food Groups, please visit www.MyPlate.gov.

Activity

Fractions for a healthy breakfast

Estimated Time: 15 min

1. Using MyPlate, estimate the portion sizes using greater than, less than or equal. For example:
 - Fruits & Vegetables are greater than protein.
 - Vegetables & Grains are equal.
 - Dairy is less than all other food groups.
 1. This could also be expressed in decimals. For example: .5 of plate should be fruits & vegetables.
2. Create pairs within the class. Each pair is given various pictures (see Appendix B). Using pictures, each pair will create a breakfast that has components of each food group. This can vary to include additional activities such as:
 - a. Color pictures in fractions (1/4 of fruits red & 3/4 of fruits purple, etc.)
 - b. Choose 4 pictures of a food item (from Appendix B) to create a healthy breakfast. Have

students identify which food group each choice belongs to. Have each student choose their favorite food & form a line for each food choice. Use this line as a human fraction. For example: Eggs. If four students chose eggs & there are 20 students in the class, the class figures out the fraction (4/20) and then reduces it down to 1/5.

Let's Learn!

Stand up for Breakfast ¹

Estimated Time: 5 min

1. To review the benefits of breakfast with a little bit of physical activity, have the students stand if they believe the statement is true or sit down if they believe the statement is false.

Eating a healthy breakfast will help me:

Be alert and ready to learn	Get a good grade on my test
Get important nutrients like calcium, vitamin C and fiber	Do better in sports
Have energy	Do not feel hungry and achy in the morning

2. Use this analogy to emphasize the benefits of breakfast above:

"Eating breakfast every morning is essential to get energy. Let's say that someone left a car with a full tank of gas in the garage overnight. However, they left the engine on, so the engine is using up all the gas during the night, even though it is not moving. In the morning, the tank of gas will be almost empty. The car will then not be able to go very far without refueling...Our body is like the car. Even though you are not moving while you sleep, your engine (your heart, lungs, brain and other organs) is still working. You need to refuel your body and "fill your energy tank" by eating food when you wake up.

Activity

Action Plan for Eating Breakfast

Estimated Time: 20 min

1. Create teams to work together to brainstorm the names of at least two foods they can eat for breakfast that begin with each of the letters in the word “breakfast”. Ex. B=bagels, bananas; R=rice, rolls; etc. Have them write the foods next to the letter they begin with on a piece of paper or add the words to the board.² Activities include:

- Write a story using the foods that were brainstormed. This story can be submitted individually, read aloud as a team, or performed as a skit that depicts the importance of breakfast.
- 2. Use goal worksheet to write goals for eating more fresh fruits and vegetables each day. Ask students to keep the worksheet for three days & then shade in the amount of fresh produce they ate for the three days. Have parent or guardian sign the worksheet.
- 3. Barriers & Solutions: As a class, answer the following question & write the answers on the board:
 - What are some reasons we might not eat breakfast in the morning?
 - Create four groups & have each group choose a response.
 - Have students create a web of possible solutions & then present their solutions to the class.

★ Palmetto Pick Activity

Cooking activity & Taste Test

Estimated Time 15 min

1. Make a smoothie to reinforce a healthy breakfast. This is also a great way to have a mini-taste test in class.
2. Have students wash their hands (with soap, with warm water for 20 seconds) and reinforce that it is important. Show the students that you have washed the peaches before beginning.
3. Blend all ingredients & serve!
4. Discuss the taste, texture, & healthy ingredients used in the smoothie. Discuss how this is a simple, easy, & fast alternative to start the morning. While preparing the smoothie, discuss briefly the Farm that

provided your fresh SC peaches. (Regional Coordinators can provide this information.)

Ingredients needed:

2 cups Low-fat milk	4-6 Ice Cubes	Drizzle of Honey
2 cups Low-fat plain or vanilla yogurt	2-3 Cups of SC Fresh Sliced Peaches	
Dash of Vanilla Extract	Dash of Cinnamon	

Serving size: 30 - 1 oz servings

Evaluation

Formal Assessment:

1. Review Goal Worksheet & discuss if goals were met. Discuss the meaning of reaching the goals & importance of increasing fresh fruit & vegetable consumption during breakfast.

Informal Assessment:

1. Observe participation in lesson activities.
- Complete survey at end of month (survey will be sent electronically).

★ Optional Activities

More tasting and physical activity:

1. Taste peaches and tomatoes and inform students on different facts about peaches and tomatoes.
2. After taste testing peaches and tomatoes have students brainstorm different ways they can incorporate peaches and tomatoes into their breakfast.
3. Breakfast Freeze Tag: Physical activity game that reinforces healthy breakfast foods.
 - Have one student volunteer or choose a student to be the “IT” person (depending on the size of the class two or three students may also be “IT”). The rest of the students are trying not to get tagged by the “IT” person.
 - Take the students outside and have them spread out over the designated play area. Have

the “IT” person standing on the side with the teacher.

- Once the teacher say go the students are to run/walk/skip (whatever the teacher see suitable)
- Once a student is tagged they are to stay in that spot frozen.
- They can be unfrozen only if another student comes up to them and ask them to say a breakfast item. Once the frozen student says a breakfast item they can then be unfrozen and able to join back in.
- If all of the students become frozen the “IT” person wins and another student can be “IT”.
- Continue playing as time allows.

4. Compare and contrast South Carolina’s traditional breakfast with another culture’s traditional breakfast (preferably the culture of your schools focused language).

- Ask students (individually or in groups) to draw two circles that overlap in the middle. On one side have then write South Carolina breakfast on the other side have then write the another country’s breakfast, and in the center have then right “Same”.
- After they finish have the students share with the rest of the class what they wrote.

Remember to practice safe food handling! For more information, visit www.fightbac.org.

¹ Adapted from Jump into the Food and Fitness Curriculum, Michigan State University Extension.

FIGHT BAC!



Keep Food Safe From Bacteria®

Resources

**Books:**

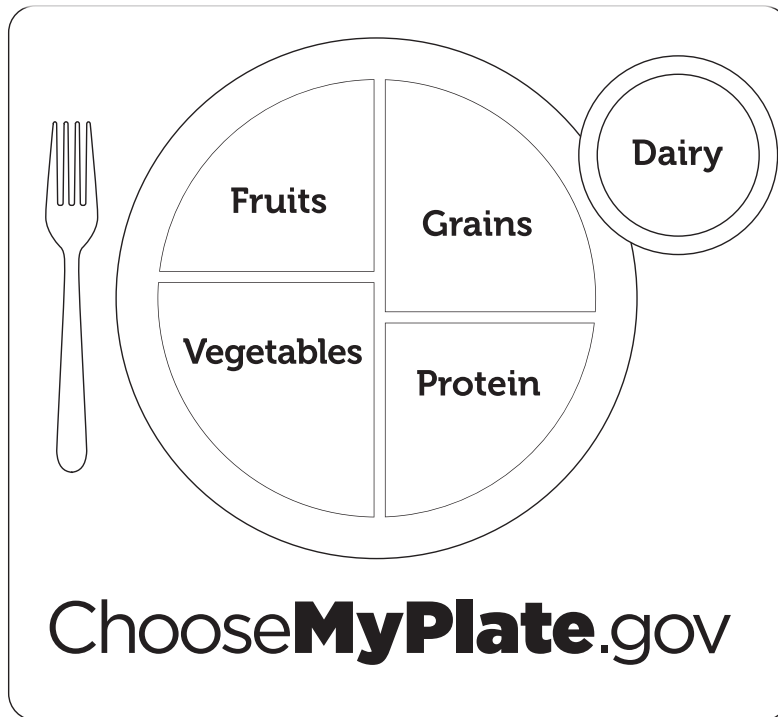
Oh the Things You Can Do That Are Good for You!: All About Staying Healthy (Cat in the Hat's Learning Library) by Tish Rabe. ISBN #: 978-0375810985

Fuel the Body: Eating Well by Amanda Doering Tourville. ISBN#: 9781404848146

Websites:

USDA MyPlate: <http://www.choosemyplate.gov/>

Fuel Up to Play 60 (National Dairy Council): <http://school.fueluptoplay60.com/tools/nutrition-education/school-nutrition.php>

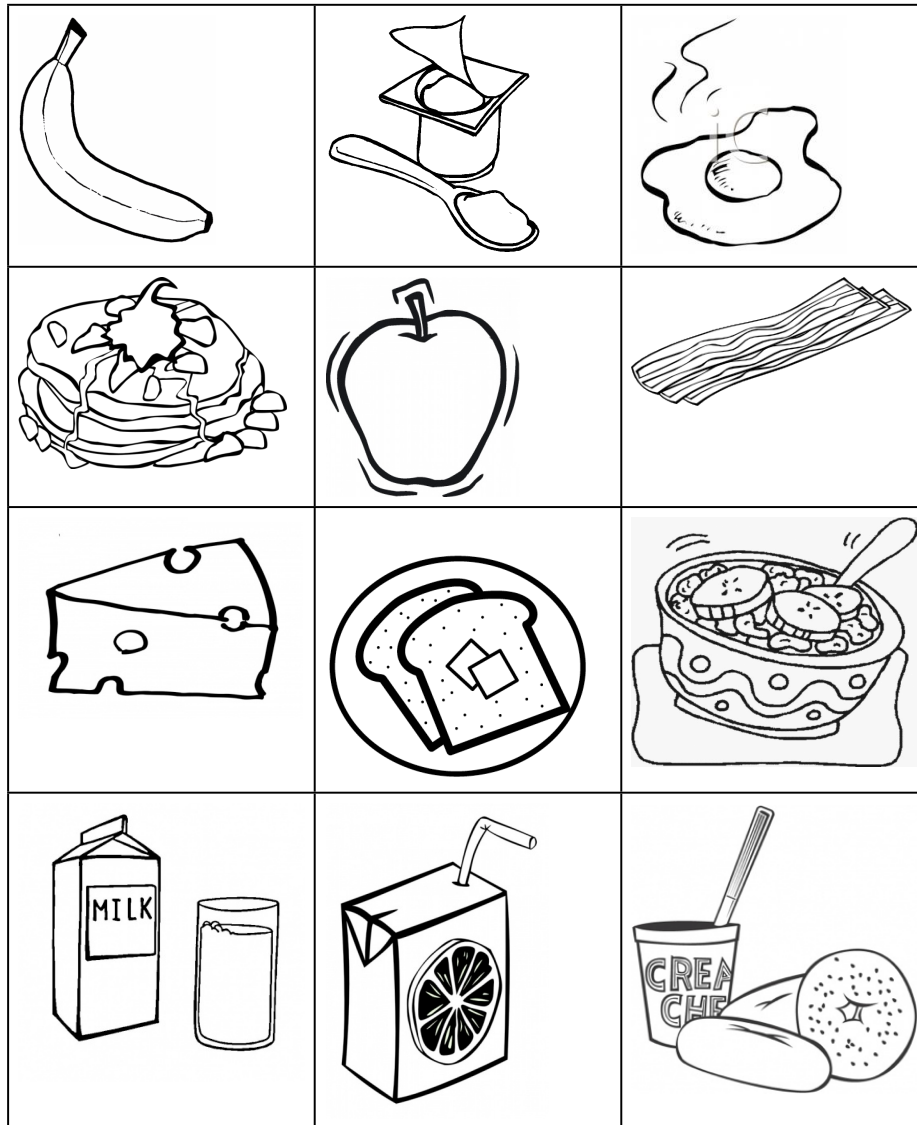


USDA Center for Nutrition
Policy and Promotion






USDA Center for Nutrition
Policy and Promotion

Which breakfast foods do you like?



Appendix C

		My Fruit & Vegetable Goal for the Week *USDA recommends 1.5 cups of fruit each day *USDA recommends 2 cups of vegetables each day		
		1 cup = 1 peach or 1 banana or 1 apple   		
Fruits & Vegetables (Cups per Day)	4			
	3			
	2			
	1			
		GOAL	My Amount	My Amount
		Date:	Date:	Date:

