



# August-September: 6-8

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 6-8 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 minutes**

### Teacher Background: Information to Meet MyPlate Food Groups!

<p>Fruits</p> 	<p><b>What is it?</b> Any fruit or 100% fruit juice counts as part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried, &amp; may be whole, cut-up, or pureed.</p> <p><b>Benefits:</b> Fruits supply many essential vitamins and minerals that keep us healthy.</p>
<p>Vegetables</p> 	<p><b>What is it?</b> 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; &amp; 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 &amp; orange vegetables, beans &amp; peas, starchy vegetables, &amp; other vegetables.</p> <p><b>Benefits:</b> Vegetables supply many essential vitamins and minerals that keep us healthy.</p>
<p>Grains</p> 	<p><b>What is it?</b> 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><b>Benefits:</b> Grains are a great source of energy and provide important nutrients including dietary fiber.</p>
<p>Dairy</p> 	<p><b>What is it?</b> All fluid milk products &amp; many foods made from milk are considered part of this food group.</p> <p><b>Benefits:</b> 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><b>What is it?</b> All foods made from meat, poultry, seafood, beans &amp; peas, eggs, processed soy products, nuts, &amp; seeds are considered part of the Protein Foods Group.</p> <p><b>Benefits:</b> 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)

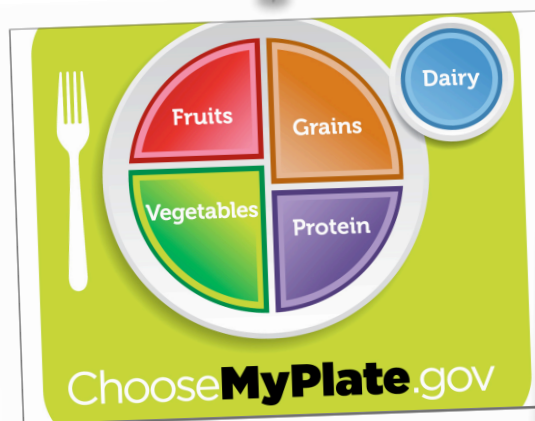
**Varieties:** Cherry tomatoes (used on salads), plum tomatoes (used for tomato paste), grape tomatoes (also used on salads), beefsteak tomatoes (used for sandwiches), and Campari tomatoes (are sweet and noted for their juiciness)

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](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>



# Lesson checklist



**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.
- \* Summarize 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 Color Identification sheet (Appendix A)
- \* Farm to School Video Sheet (Appendix B)
- \* Farm to School Breakfast Assessment (Appendix C)
- \* Farm to School Goal Worksheet (Appendix D)
- \* Fight Bac poster (Page 6)
- \* MyPlate Poster - Teacher Version (Appendix E)



## National Health Education Standards

1.8.1	1.8.6	1.8.7	2.8.8	3.8.1
3.8.2	3.8.3	4.8.1	4.8.4	5.8.1
5.8.6	5.8.7	6.8.1	6.8.2	6.8.3
6.8.4	7.8.1	7.8.2	7.8.3	8.8.1
8.8.3				

## SC State Standards

ELA 7-2.2	Analyze information within and across texts to draw conclusions and make inferences.
ELA 7-2.4	Create responses to informational texts through a variety of methods (for example, written works, oral and auditory presentations, discussions, media productions, and the visual and performing arts).
ELA 7-4.1	Organize written works using prewriting techniques, graphic organizers, and models.
ELA 7-5.2	Create narratives (for example, personal essays or narrative poems) that communicate the significance of an issue of importance and use language appropriate for the purpose and the audience.
ELA 7-5.3	Create descriptions for use in other modes of written works (for example-narrative, expository, or persuasive).
ELA 7-6.4	Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
ELA 7-6.5	Use appropriate organizational strategies to prepare written works, oral and auditory presentations, and visual presentations.
Math 7-2.1	Understand fractional percentages and percentages greater than one hundred
Math 7-2.3	Compare rational numbers, percentages, and square roots of perfect squares by using the symbols $\leq$ , $\geq$ , $<$ , $>$ , and $=$ .
Science 7-1.5	Explain the relationships between independent and dependent variables in a controlled scientific investigation through the use of appropriate graphs, tables, and charts.

## Lesson Essential Components

Lessons profile	Page(s)	Yes	No	Notes
Palmetto Pick of the Month	4 & 9	★		Tasting activities with peaches
Health Education Standards	8-9	★		
SC-Cross Curricular Standards	8-9	★		
SC-F2S Behavioral Goals	8-9	★		
Cooking Activities	9	★		
Tasting Activities	9	★		
Physical Activity	8-9	★		
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	8-9	★		
Risk and benefits about healthy behaviors	8-9	★		
Obstacles, Barriers & Solution	8-9	★		
Family involvement and other supports		★		Family Activity Sheet
Set goals and monitoring progress	8-9	★		
Other hands on activities:	8-9	★		Team Activities, Presentations

## 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](http://www.MyPlate.gov).

## Activity

### Good Stuff is to choose "Whole and Healthy"

Estimated Time: 10 min

1. Hand out the **Farm to School Video Sheet** (Appendix B). Ask the students to review the questions & then watch the Nourish Video<sup>1</sup> (1:53 minutes) answering the questions during & for a few minutes after the video.
2. Review questions as a class & discuss various answers. (Video was sent electronically & can also be played via internet at <http://www.nourishlife.org/videos/whole-healthy/>)

## Let's Learn!

### Stand up for Breakfast<sup>2</sup>

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

3. 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. Distribute the **Farm to School Breakfast Assessment** (Appendix C) to students. Ask each student to complete the questions on the **Farm to School Breakfast Assessment**.
  - Did you eat breakfast today?; If yes, what did you have?; How often do you eat breakfast?; What are some reasons you do not eat breakfast every day?; How do you feel when you don't eat breakfast? (*tired, stomach aches, sleepy in classes, grumpy*)
2. Have students analyze their reported breakfast (from Appendix C), separating the foods they ate

into the following groups (noting that foods could be in one or more groups): whole food, processed food, & the five food groups.

2. Have each student create a bar graph<sup>3</sup> representing their breakfast food choices.

3. Put students in pairs. Have each pair analyze their breakfast bar graph.

- Each pair should come up with solutions to the foods that are not desirable for a healthy breakfast (high sugar, high fat, processed, no breakfast at all, etc).
- Have students present their solutions to the class.

🍷 Additional activities for the bar graph:

- Find the percentages of healthy vs. non-healthy foods that were eaten for the week.
- Find the percentage of dairy, fruits, vegetables, protein, & grains that were eaten for the week.
- Have students use the percentages to figure out how much they would need to increase or decrease to eat a healthier breakfast.

4. Once presentations are complete, hand out the **Farm to School Goal Worksheet** (Appendix D). Have students individually complete Part I by setting three goals for the following week for eating a healthier breakfast. Have students keep a log for the next week (Monday-Friday).

5. After a week, have students complete Part II of the Farm to School Goal Sheet & analyze whether they met their breakfast goals or not.

🍷 Additional activities:

- Students can write a paper analyzing their breakfast prior to lesson & after goals were set. This can include comparisons, lessons learned, challenges/barriers & healthier changes in food choices, etc. Paper should be written as a persuasive argument for eating a healthy breakfast each day.

## Evaluation

**Formal Assessment:**

1. Review Farm to School Breakfast Assessment & Farm to School Goal Sheet & discuss if goals were met. Discuss the meaning of reaching the goals & importance of increasing fresh fruit & vegetable consumption as well as the importance of eating a healthy breakfast each day.

**Informal Assessment:** Observe participation in lesson activities. Complete survey at end of month (survey will be sent electronically).

## ★ 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

Remember to practice safe food handling! For more information, visit [www.fightbac.org](http://www.fightbac.org).





<sup>1</sup> Video by Nourish ([www.nourishlife.org](http://www.nourishlife.org))

<sup>2</sup> Adapted from Jump into the Food and Fitness Curriculum, Michigan State University Extension.

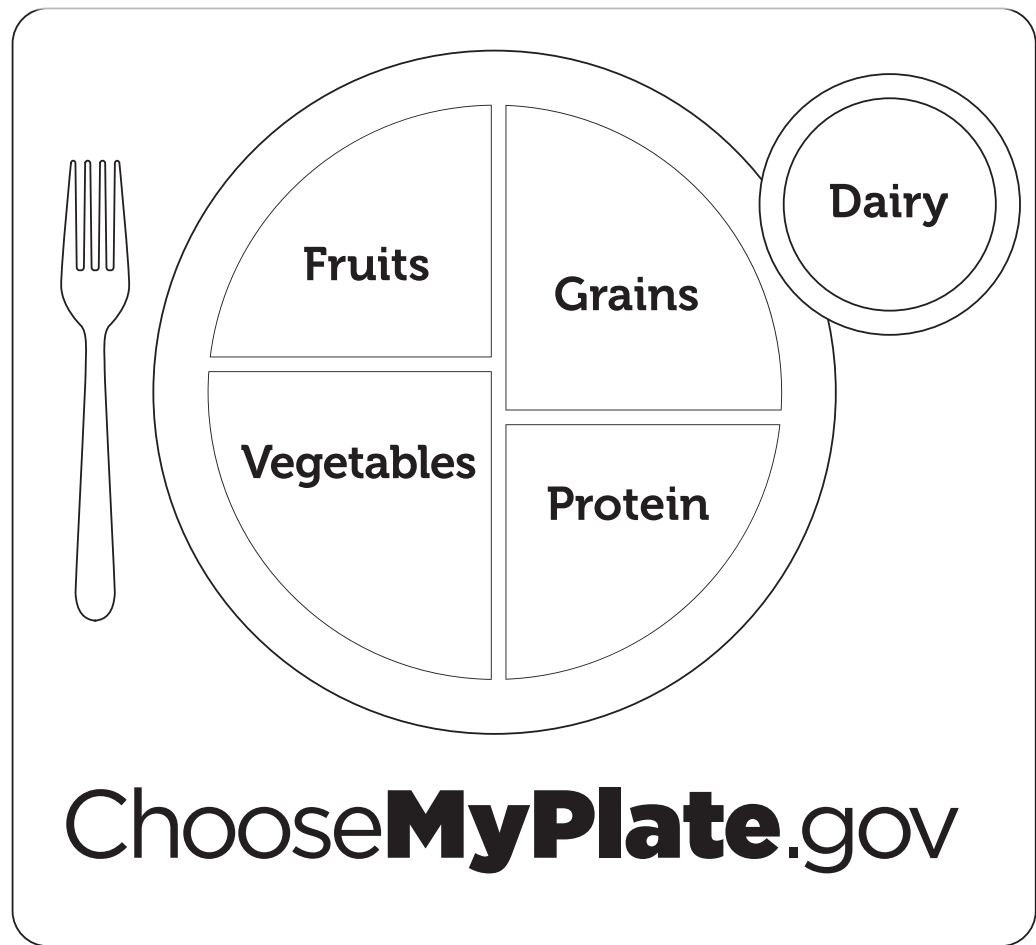
# Resources



**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>



## Appendix B



Farm to School Video Sheet  
September 2011 Grades 6-8  
Video: Whole and Healthy

Student's Name:

Date:

How would you define Whole Foods?

What do processed foods lack?

Why do whole foods make us feel better?

How can you find whole foods in the grocery store?

## Appendix C

### Farm to School Breakfast Assessment



First Name \_\_\_\_\_ Last Name \_\_\_\_\_ Grade \_\_\_\_\_  
Parent/Guardian Signature \_\_\_\_\_

**Directions:** Answer the following questions related to breakfast. Select a representative from your group to share the group's answers. You will use this information in the development of a personal nutrition plan for breakfast.

## Self - Assessment of Breakfast

1. Did you eat breakfast today?	
2. If yes, what did you have?	
3. How often do you eat breakfast?	
4. What are some of the reasons you do not eat breakfast every day?	
5. How do you feel when you do not eat breakfast?	



## Appendix D

### Farm to School Goal Worksheet



#### **Part 1:**

Write down three goals for eating a healthy, balanced breakfast for the next week (Monday-Friday).

1. Goal:
2. Goal:
3. Goal:

#### **Part 2:** Track your consumption of breakfast for a week, noting if you met your goals each day:

Day of Week	Goal 1		Goal 2		Goal 3		Notes
	Met	Not Met	Met	Not Met	Met	Not Met	
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

