August & September: K-2

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 K-2 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: 45 mins

Teacher Background: Information to Meet MyPlate Food Groups!

<table>
<thead>
<tr>
<th>Food Group</th>
<th>What is it?</th>
<th>Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruits</td>
<td>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.</td>
<td>Fruits supply many essential vitamins and minerals that keep us healthy.</td>
</tr>
<tr>
<td>Vegetables</td>
<td>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.</td>
<td>Vegetables supply many essential vitamins and minerals that keep us healthy.</td>
</tr>
<tr>
<td>Grains</td>
<td>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.</td>
<td>Grains are a great source of energy and provide important nutrients including dietary fiber.</td>
</tr>
<tr>
<td>Dairy</td>
<td>All fluid milk products &amp; many foods made from milk are considered part of this food group.</td>
<td>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.</td>
</tr>
<tr>
<td>Protein</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

For more information visit the USDA ChooseMyPlate.gov website to learn more about food groups, portion control, healthy meal ideas & getting more physical activity. [http://www.choosemyplate.gov/](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)

F2S Aim: To eat a healthy breakfast with MyPlate.

**F2S Objectives**

- Students will be able to:
  - Identify food groups using MyPlate.
  - Identify nutritious foods for breakfast.
  - Appreciate the benefits of eating breakfast daily.
  - Prepare & taste a healthy breakfast with a SC fruit.

**Materials:**
- MyPlate hand-outs (Appendix A)
- Foods Picture (Appendix B)
- Food Goal Worksheet (Appendix C)
- MyPlate - Teacher Version (Appendix D)
- Crayons
- Pencils / Paper / Journal

**National Health Education Standards**

<table>
<thead>
<tr>
<th>1.2.1</th>
<th>2.2.2</th>
<th>4.2.2</th>
<th>5.2.1</th>
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<tr>
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<tr>
<td>7.2.1</td>
<td>8.2.1</td>
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</tbody>
</table>
## SC State Standards

| ELA 1-2.4 | Create responses to informational texts through a variety of methods. Use functional text features (including table of contents) |
| ELA 1-3.1 | Use pictures, context, and letter-sound relationships to read unfamiliar words. |
| ELA 1-3.3 | Use vocabulary acquired from a variety of sources. |
| ELA 1-3.20 | Use pictures and words to construct meaning. |
| ELA 1-3.21 | Recognize environmental print (for example, signs in the school, road signs, restaurant and store signs, and logos). |
| ELA 1-6.1 | Generate how and why questions about a topic of interest. |
| ELA 1-6.6 | Follow one and two step oral directions. |

Note: The following standard can also be met by using any of the books listed in the Resources (page 8):
ELA Standard 1: The student will begin to read and comprehend a variety of literary texts in print and non-print formats.
## Lesson Essential Components

<table>
<thead>
<tr>
<th>Lessons profile</th>
<th>Page(s)</th>
<th>Yes</th>
<th>No</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Palmetto Pick of the Month</td>
<td>10</td>
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<tr>
<td>Health Education Standards</td>
<td>7-9</td>
<td>★</td>
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<tr>
<td>SC-Cross Curricular Standards</td>
<td>7-9</td>
<td>★</td>
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<tr>
<td>SC-F2S Behavioral Goals</td>
<td>7-10</td>
<td>★</td>
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<tr>
<td>Cooking Activities</td>
<td>10</td>
<td>★</td>
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<tr>
<td>Tasting Activities</td>
<td>10</td>
<td>★</td>
<td></td>
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<tr>
<td>Physical Activity</td>
<td>7-9</td>
<td>★</td>
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<tr>
<td>Food Safety</td>
<td>10</td>
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<td>School Food Garden</td>
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<td>Student to Farmer Connections (i.e. field trips, talks)</td>
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<tr>
<td>Student to Chef Connections</td>
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<td>★</td>
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<tr>
<td>Farm to Cafeteria</td>
<td>7-9</td>
<td>★</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provision of scientific knowledge/rationale</td>
<td>7-9</td>
<td>★</td>
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<tr>
<td>Risk and benefits about healthy behaviors</td>
<td>7-9</td>
<td>★</td>
<td></td>
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<tr>
<td>Obstacles, Barriers &amp; Solution</td>
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<tr>
<td>Family involvement and other supports</td>
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<td></td>
<td>★</td>
<td>Family Activity Sheet</td>
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<tr>
<td>Set goals and monitoring progress</td>
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<tr>
<td>Other hands on activities:</td>
<td>7-10</td>
<td>★</td>
<td></td>
<td>Team Activities, Lunchroom visit</td>
</tr>
</tbody>
</table>
Let’s Learn!

Getting a Healthy Breakfast with MyPlate
Estimated Time: 5 mins

Use the MyPlate hand-out to discuss the five groups in MyPlate.1 (Appendix A - use either printed or blank)

<table>
<thead>
<tr>
<th>Fruits</th>
<th>Focus on Fruits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetables</td>
<td>Eat different kinds of vegetables.</td>
</tr>
<tr>
<td>Protein</td>
<td>Go Lean with Protein.</td>
</tr>
<tr>
<td>Grains</td>
<td>Make at least half of your grains whole.</td>
</tr>
<tr>
<td>Dairy</td>
<td>Get your calcium-rich foods.</td>
</tr>
</tbody>
</table>

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

Grains
Point out foods students might not think of as grains – oatmeal, corn meal, or rice and popcorn. Tell students that some grains are whole grains. At least half the grains they eat should be whole grain. Some names for whole grains are whole wheat, whole-grain corn, and oatmeal. Show them the words “whole grain” on an ingredients label or the front of a cereal box and ask them to look for it on a cereal box at home.

Milk
Ask students to name some foods in the milk group (milk, cheese, yogurt, ice cream). Where does milk come from? Do they drink milk every day? For children who are lactose intolerant, there are lactose-free products.

Activity

Good Stuff is to choose “Whole and Healthy”
Estimated Time: 10 mins
1. Hand out a copy of Eat Smart with MyPyramid for Kids (Appendix B) to each student.
2. Have students select the appropriate foods for each category. Review the correct answers with students.

Let’s Learn!

Stand up for Breakfast2
Estimated Time: 5 mins
Describe the benefits of eating a healthy breakfast.
(see examples below)

<table>
<thead>
<tr>
<th>Learn better / improves focus</th>
<th>Higher scores on achievement tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoid hunger pains that can distract students in the classroom</td>
<td>Less discipline problems</td>
</tr>
</tbody>
</table>

1. For additional information on Food Groups, please visit www.MyPlate.gov.
2. For the Stand up for Breakfast activity, please refer to the attached hand-out.
Less absences / reduced tardies  Better nutrition & overall body weight

Use this analogy to emphasize the concept above:

We need energy to start the day just like a car needs gas to go. Breakfast is like turning the key to start a car. The car key turns the car on like Breakfast turns your body on daily.

- Breakfast wakes your body up
- Keeps your body and mind going
- Allows you to think, learn and remember better
- Keeps you from eating unhealthy (junk food)

If you don’t eat breakfast, you may:

- Feel tired and slow
- Not learn as well
- Feel hungry and cranky

What is a healthy breakfast to start your day?

- 1 banana & 1/2 cup of low-fat yogurt
- 1 egg & 3 slices of turkey bacon
- 1/2 cup whole grain cereal & 1/2 cup of milk
- 1 bowl of oatmeal with fresh berries or raisins

### Activity

**Action Plan for Eating Breakfast**

**Estimated Time:** 20 mins

1. Create pairs within the class. Each pair is given various pictures (see Appendix C). Using pictures, each pair will create a breakfast that has components of each food group. This can vary to include additional activities such as:
   - Color pictures based on instruction from the teacher.

### Optional Activities

1. **Fruit and Veggie Collages:**

   **Supplies:** Magazines, construction paper, glue, scissors.

   **Directions:** Let kids cut out pictures of fruits and veggies, and glue to construction paper for a fruit and veggie collage!

2. "Our Favorite Fruits & Vegetables."

   Read *Eating the Alphabet: Fruits & Vegetables from A to Z* by Lois Ehlert. Provide the children with samples of Peaches and Tomatoes to sample. (Palmetto Pick of the Month) Encourage them to smell, touch, taste them and describe the qualities of each one. Give each child one sheet of white paper. Have each child illustrate and describe what their favorite Fruit or Vegetable is. Take each page, photo copy and make a book for your class or each child.

3. **Fruit or Vegetable Over & Under Game**

   Decide if you are going to name a Fruit or Vegetable. Have students to form a straight line, legs apart and bodies about 2 feet apart. Hand the player in the front of the line the ball. When the player names a fruit or vegetable, the ball is passed over the head of the first player, under the legs of the second player and so on, alternating down the line. The first team to go through all their player wins the game. When the ball reaches the end of the line, the last player will run to the front of the line and name a fruit or vegetable of his/her choice. This activity will allow students to name those foods that they have learned are fruits and vegetables.

4. **The Giant Peach**

   You will need:
   - Tissue paper in orange, yellow and pink
   - White (PVA) glue
   - Paper plate
   - Scraps of brown and green paper

   **Instructions:**
   - Paint the back of the paper plate with glue. Rip the tissue paper into small pieces and stick these all over. Paint over another thin layer of glue to stick down any loose edges.
   - Cut out a small rectangle of brown paper and a green leaf and stick them to your peach. Leave to dry. When the plate is dry trim any rough edges.
Palmetto Pick Activity

Cooking activity & Taste Test
Estimated Time: 10 mins

1. Lunchroom Link: Plan a visit to the cafeteria. Ask the staff to show students where to find foods from each food group on the serving line. (Perhaps the foodservice staff could put the appropriate color dot sticker by the food on the serving line, i.e., green = vegetable, red = fruit, etc.)

2. Taste Test: Make a smoothie to reinforce a healthy breakfast. This is also a great way to have a mini-taste test in class.
   • Have students wash their hands and reinforce that it is important. Show the students that you have washed the peaches before beginning.
   • Blend all ingredients & serve!
   • 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.)
   • Remind students that this is a great recipe to do at home with their parents.

Ingredients needed:
- 1 cup Low-fat milk
- 4-6 Ice Cubes
- Drizzle of Honey
- 1 cup Low-fat plain or vanilla yogurt
- 1 - 1.5 Cups of SC Fresh Sliced Peaches
- Dash of Vanilla Extract
- Dash of Cinnamon

Evaluation

Formal Assessment:
1. Students identified foods within all five food groups using Eat Smart with MyPyramid worksheet (Appendix B).
2. Students identified breakfast foods in each food group using Which breakfast foods do you like? worksheet (Appendix C).

Informal Assessment:

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

1 USDA MyPlate.gov
2 Adapted from Jump into the Food and Fitness Curriculum, Michigan State University Extension.
3 Adapted from EFNEP, Clemson University
Remember to practice safe food handling! For more information, visit www.fightbac.org.
## Resources

### Books:

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Vegetable Show</strong></td>
<td>Watch vegetables do a little vaudeville in their attempt to dance and sing their way onto the plates and into the hearts of kids. Kids will truly be tempted by the delightful characters including the Tip-Top Tomato Twins and Bud the Spud.</td>
</tr>
<tr>
<td>by Laura Krasny Brown</td>
<td></td>
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<tr>
<td>ISBN # 0316113638</td>
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<tr>
<td><strong>Grandpa’s Garden Lunch</strong></td>
<td>Take a trip down to the garden with Sarah and her Grandpa and learn the basics of gardening. Kids will learn about how various foods grow. They will also see why &quot;patience is a virtue.&quot;</td>
</tr>
<tr>
<td>by Judith Caseley</td>
<td></td>
</tr>
<tr>
<td>ISBN #0688088163</td>
<td></td>
</tr>
<tr>
<td><strong>A Book of Fruit</strong></td>
<td>While most children recognize fruit in a bowl or in a supermarket, some have never seen fruit growing on a tree or a bush. This well-photographed book makes the connection between the fruit and where and how it grows before it arrives at the supermarket. Photos of single servings of fruit appear on pages opposite photos of where the fruit grows.</td>
</tr>
<tr>
<td>by Barbara Hirsch Lember</td>
<td></td>
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<tr>
<td>ISBN #0395669898</td>
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<tr>
<td><strong>The Victory Garden Vegetable Alphabet Book</strong></td>
<td>This book depicts a vegetable for each letter of the alphabet. The art and text help students to make important associations between vegetables and other familiar things in the environment.</td>
</tr>
<tr>
<td>by Jerry Pallotta &amp; Bob Thomson</td>
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<tr>
<td>ISBN #0881064688</td>
<td></td>
</tr>
<tr>
<td><strong>D.W. the Picky Eater</strong></td>
<td>Arthur the Aardvark’s sister, D.W., is a picky eater. The family leaves her at home when they go out to eat until D.W. decides she might be missing something good by being so picky.</td>
</tr>
<tr>
<td>by Marc Brown</td>
<td></td>
</tr>
<tr>
<td>ISBN #0316110485</td>
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</tbody>
</table>
| **Peach Heaven**  
| ---  
| by Yangsook Choi  
| ISBN # 9780374357610  
| ---  
| The Korean town where Yangsook lives is famous for wonderful peaches, but one year a heavy rainstorm threatens the crop.  

| **The Peach Tree**  
| ---  
| by Steve Tiller  
| ISBN # 9781932317039  
| ---  
| The Peach Tree is about a story of a boy looking forward to summer. He remembers that whenever he had a peach, not just any peach mind you but one of those big ripe juicy peaches, it was always a warm and sunny day. He thinks he knows just where to find such a peach even in early spring. The conversations that follow with Mr. Peaches teach lessons about time, patience, and reaching for the things in life you really want.  

**Websites:**  
USDA MyPlate: [http://www.choosemyplate.gov/](http://www.choosemyplate.gov/)  
Eat Smart with MyPyramid for Kids

Draw a circle around the foods that are in the Grain Group.

Slice of bread  Baked potato  Popcorn  Pasta (bowtie)  Cereal  Candy bar

Draw a rectangle around the foods that are in the Vegetable Group.

Carrots  Spinach  Grapes  Pasta (macaroni)  Broccoli  Swiss cheese

Draw a square around the foods that are in the Fruit Group.

Corn  Orange juice  Apple  Banana  Strawberries  Muffin

Draw a triangle around the foods that are in the Milk Group.

1% Milk  Yogurt  Egg  American cheese  Cookies  Orange juice

Draw an oval around the foods that are in the Meat and Beans Group.

Peanut butter  Egg  Beans  Chicken  Pork chop  Fish
Draw a circle around the foods that are in the Grain Group.

Slice of bread  Baked potato  Popcorn  Pasta (bowtie)  Cereal  Candy bar

Draw a rectangle around the foods that are in the Vegetable Group.

Carrots  Spinach  Grapes  Pasta (macaroni)  Broccoli  Swiss cheese

Draw a square around the foods that are in the Fruit Group.

Corn  Orange juice  Apple  Banana  Strawberries  Muffin

Draw a triangle around the foods that are in the Milk Group.

1% Milk  Yogurt  Egg  American cheese  Cookies  Orange juice

Draw an oval around the foods that are in the Meat and Beans Group.

Peanut butter  Egg  Beans  Chicken  Pork chop  Fish
Which breakfast foods do you like?

<table>
<thead>
<tr>
<th>Banana</th>
<th>Yogurt</th>
<th>Fried Egg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pancake</td>
<td>Apple</td>
<td>Bacon</td>
</tr>
<tr>
<td>Cheese</td>
<td>Toast</td>
<td>Oatmeal</td>
</tr>
<tr>
<td>Milk</td>
<td>Juice</td>
<td>Cereal</td>
</tr>
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</table>

[Diagram of breakfast foods]