



# JANUARY ACTIVITIES

The following activities were taken from Scholastic Inc. educational curriculum for Team Nutrition's "Food Time," Lesson #5, for Grades 1&2. To order a complete set of materials for this and other grade levels, call 1-800-SCHOLAS(TIC).



# We Are What We Eat

Why should children choose to eat a healthy diet? They answer this question when they outline the benefits they would expect to gain from eating a healthy diet. These benefits provide the motivation to evaluate their diets using the Food Guide Pyramid and set goals to improve their diets.

### What Students Do

- record the foods they eat over the course of a day
- make a poster to show those foods
- sort the foods according to the Food Guide Pyramid
- make their own pyramids showing their diets
- set goals to improve their diets
- write a letter asking food service workers for help

### Skills Developed

- recording data
- sorting
- counting
- adding
- writing
- making a chart

### Materials

- My Food Diary
- Set a Goal
- butcher paper
- markers or crayons
- different colored blocks
- scissors
- paste
- parent reproducible "Understanding the New Nutrition Facts Label"

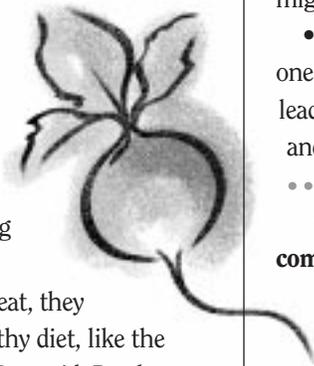
**Before You Begin:** Distribute "My Food Diary," a food diary recording sheet. Ask children to keep track of what they eat over a 24-hour period, recording their data in words or pictures. They should bring their diaries to class.

### Getting Started

• Initiate a discussion by asking: Why do you eat? Record the responses on the board.

• As a class, children discuss the various reasons for eating and rank them in order of importance. For example, hunger, taste, energy, learning better, etc.

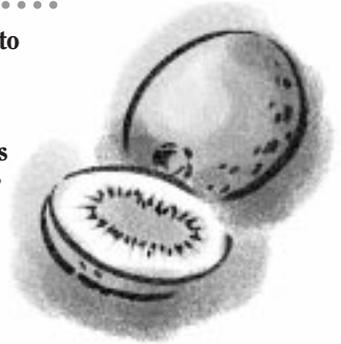
• Once they have decided why they eat, they can discuss why they should eat a healthy diet, like the one recommended in the Food Guide Pyramid. Do they give the same reasons for choosing a healthy diet as they did for eating? Why or why not? If they don't suggest reasons such as growing big and strong, having lots of energy,



or looking and feeling good, you can suggest that these might be some of the benefits of healthy eating.

• Remind children that healthy eating habits are just one part of a healthy lifestyle. What other things help them lead healthier lives? You can ask them what roles exercise and having fun play in making them feel good.

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**Challenge children to come up with slogans to motivate others to eat healthy diets, such as "Devour for Power."**



### Activity 1 What I Feed My Body

In pairs, children use markers or crayons to trace the outlines of each other onto butcher paper. Students now have an outline of their bodies. They take out their completed food diary reproducibles and draw pictures of the food they ate inside their body outlines. On the same piece of butcher paper—but not within their outlines—they keep a tally of how many foods from each food group they ate. Children then add the number of foods in each food group and write the total for each group across the bottom of the paper.

Children can hang their body outline posters around the classroom. They can use the information on these posters to write number stories for friends to solve. For example, “I had potatoes and meat and carrots and butter for dinner. How many food groups did I eat?”

### Activity 2 What Does My Pyramid Look Like?

Children use building blocks of different colors to represent each serving of the foods they ate. They must think about how they will represent each food. For example, a hamburger with a slice of tomato, a piece of lettuce, and a bun has foods from three food groups. But how many servings of each does it contain?

Once they have figured out how to represent the different foods with the blocks, ask them to build their personal pyramids, using the information on their posters. To do this, children should attempt to stack the blocks, with grain-based foods on the bottom, fruits and vegetables on the next level, then meats and dairy, and, finally, sweets and oils at the top.

- Did they have enough grains to make a strong base?
- Could their pyramids stand themselves or did the foods near the top unbalance them?
- Did their stacks look like the Food Guide Pyramid?

Children compare their personal pyramids to the Food Guide Pyramid. What food groups do they need to eat more of? Are there any foods they should be eating less of if they want their pyramids to stand up?

### Wrap It Up—Set Your Personal Goals

Children use what they learned in building their pyramids to set goals that will improve their diets. Explain that to reach their final goal of a balanced personal pyramid, they will need to set specific goals for each major food group. For example, a child might decide to eat fruit at snack time instead of candy. Have children fill in their goal on the “Set a Goal” worksheet, cut it out, and paste it to the body outline poster they made in this lesson. Every day they meet their goal, they color in a Taste Champion on the reproducible, cut it out, and paste it to their outlines. If a child’s pyramid is already close to the Food Guide Pyramid, they can set a goal of eating a number of new foods.

### Lunchroom link

Children can write a letter to the lunchroom staff, explaining what they learned about the Food Guide Pyramid and their diets. They can explain to the staff which goals they set for themselves, telling them the food groups the class needs help in increasing. Children can prepare a list of their favorite foods from the different food groups, and ask the staff to use it in planning menus that would help them achieve their goals.

### Home Connection

The Nutrition Facts label that appears on foods is a helpful tool in making food choices for healthy eating. Distribute “Understanding the New Nutrition Label,” so families can make use of this nutrition information.



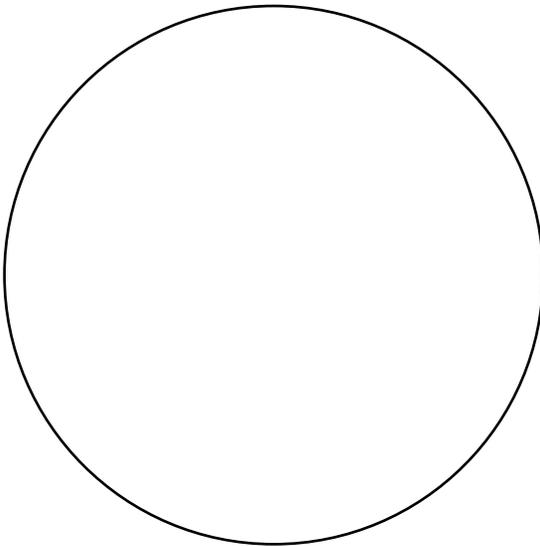
Name \_\_\_\_\_



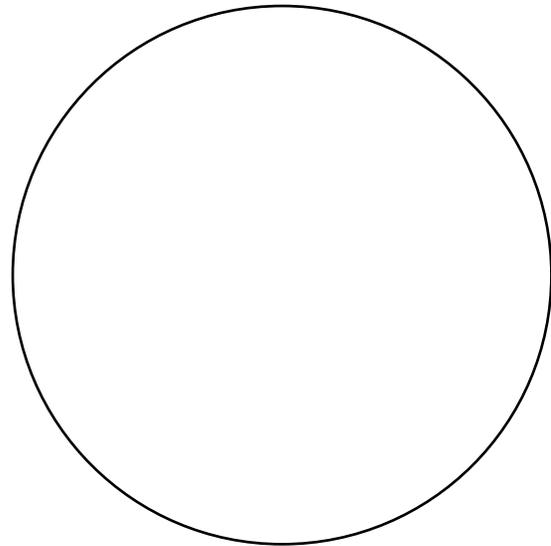
# My Food Diary

Start with breakfast. Draw all the foods you ate in one day. How many servings did you eat from each of the five major food groups?

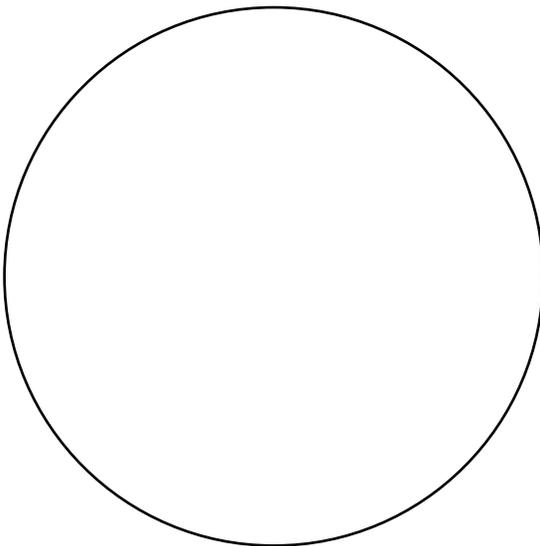
**Breakfast**



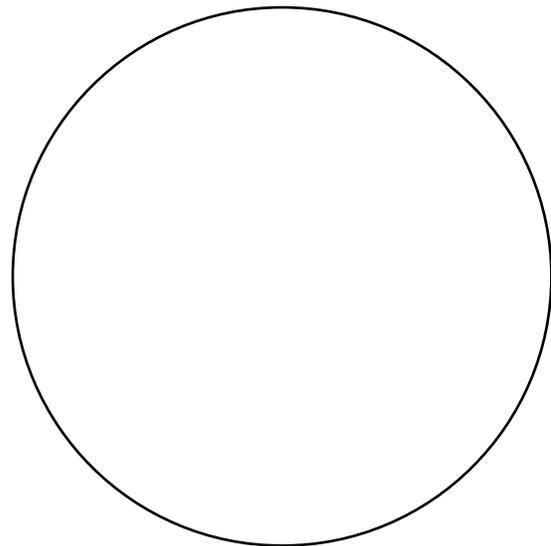
**Lunch**



**Dinner**



**Snacks**





Name \_\_\_\_\_



## Set a Goal

1. Which food groups do you eat enough of? \_\_\_\_\_
2. Which food groups do you need to eat more of? \_\_\_\_\_
3. Which food groups do you need to eat less of? \_\_\_\_\_

Choose one major food group to eat more of.  
Write the name of this food group in this shape.  
Cut the shape out and paste it on you poster.



When you meet the food group goal, cut out a  
Taste Champion and paste it onto your poster.





# Understanding The Nutrition Facts Label

The Nutrition Facts label makes it easier for people to know that is in the food they eat. Comparing these labels will help you to determine which foods have lower fat or fewer calories, which foods make healthy snacks, and which are acceptable for special diets. As a parent, the new label can be used to make informed food choices that will benefit your entire family.

**Calories** Allows you to compare the calorie content per serving. When comparing similar foods be sure to check that the serving sizes are the same.

**Nutrition Panel** The nutrients required to appear on the nutrition panel are those most important to the health of people today, most of whom need to worry about getting too much of certain items (fat, for example), rather than too few vitamins or minerals.

**Conversion Guide** Reveals the calorie value of the energy-producing nutrients.

<b>Nutrition Facts</b>			
Serving Size 1 cup (228g)			
Servings Per Container 2			
<b>Amount Per Serving</b>			
<b>Calories</b> 260		Calories from Fat 120	
		<b>% Daily Value*</b>	
<b>Total Fat</b> 13g			<b>20%</b>
Saturated Fat 5g			<b>25%</b>
<b>Cholesterol</b> 30mg			<b>10%</b>
<b>Sodium</b> 660mg			<b>28%</b>
<b>Total Carbohydrate</b> 31g			<b>10%</b>
Dietary Fiber 0g			<b>0%</b>
Sugars 5g			
<b>Protein</b> 5g			
Vitamin A 4%	•	Vitamin C 2%	
Calcium 15%	•	Iron 4%	
Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:			
	Calories:	2,000	2,500
Total Fat	Less than	65g	80g
* Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g
Calories per gram:			
Fat 9 • Carbohydrate 4 • Protein 4			

## Serving Size Information

Serving sizes are given in both household and metric measures, and reflect the amounts people actually eat.

**% Daily Value** Shows how a food in the specified amount fits into the overall daily diet. High percentage mean greater amounts of nutrients.

**Reference Values** This section helps you learn good diet basics. These figures can be adjusted, depending on a person's calorie needs.



Recipe of the Month

This recipe was provided by the California Prune Board, Prune Savvy/PTF, PO Box 10157, Pleasanton, CA 94588. Tel: (510) 734-0150.



# Fudgy Brownies

Makes 2 dozen brownies

- 4 ounces unsweetened chocolate
- 1/2 cup prune puree\*
- 3 large egg whites
- 1 cup sugar
- 1 teaspoon salt
- 1 teaspoon vanilla
- 1/2 cup flour
- 1/4 cup chopped walnuts

Preheat oven to 350° F.

1. Coat an 8-inch square baking pan with vegetable cooking spray; set aside.
2. Cut chocolate into 1-inch pieces and place in heat-proof bowl. Set over low heat in small skillet containing 1/2 inch simmering water. Stir occasionally just until chocolate is melted. Remove from heat; set aside.
3. In mixer bowl combine all ingredients except flour and walnuts; beat to blend thoroughly.
4. Mix in flour. Spread batter in prepared pan; sprinkle with walnuts.
5. Bake about 30 minutes until springy to the touch about 2 inches around edges. Cool on rack. Cut into 1½ × 2¼ inch bars.

**\*Prune Puree:**

Combine 1⅓ cups (8 ounces) pitted prunes and 6 tablespoons hot water in container of food processor. Pulse on and off until prunes are finely chopped. Makes 1 cup. To store, cover and refrigerate up to one month. Or, look for prepared fruit puree fat replacement in the supermarket with prunes (dried plums) in the cooking oil or baking ingredients section.

**Nutritional Information Per Serving:**

Calories . . . . . 90	Calories from Fat . . . . . 32%	Dietary Fiber . . . . . 1 g
Carbohydrate . . . . . 15 g	Cholesterol . . . . . 0	
Total Fat . . . . . 3 g	Sodium . . . . . 107 mg	

# SCHOOL-SIZED

## Recipe of the Month

This recipe was taken from Team Nutrition's *Tool Kit for Healthy School Meals*.  
Turn to page 104 for more information on this resource.



# Thick Vegetable Soup

Ingredients	50 Servings		100 Servings	
	Weight	Measure	Weight	Measure
Low-sodium vegetable stock		3 gal		6 gal
Dry pinto beans (See preparation note)	8 oz	1¼ cups	1 lb	2½ cups
Dry lentils	8 oz	1¼ cups	1 lb	2½ cups
Pearled barley	1 lb 4 oz	3 cups	2 lb 8 oz	1 qt 2 cups
*Onions, finely diced	1 lb	3½ cups	2 lb	1 qt 3 cups
or				
Dried onions	2 oz	¾ cup	4 oz	1½ cups
*Fresh carrots, 1/2" dice	2 lb	1 qt 2 cups	4 lb	3 qt
*Fresh celery, 1/2" dice	8 oz	3½ cups	1 lb	1 qt 3 cups
*Fresh white potatoes, peeled, cubed	1 lb	3 cups	2 lb	1 qt 2 cups
Tomato paste	8 oz	1 cup	1 lb	2 cups
White pepper		1 tsp		2 tsp
Frozen corn	1 lb	3 cups	2 lb	1 qt 2 cups
Frozen cut green beans	1 lb	1 qt	2 lb	2 qt
*Fresh cabbage, shredded (optional)	1 lb	1 qt 1/2 cup	2 lb	2 qt 1 cup

\*See Marketing Guide

### Directions

1. Pour vegetable stock into steam-jacketed kettle and bring to boil.
2. Add soaked pinto beans, cover, and simmer for 30 minutes.
3. Add lentils, barley, onions, carrots, celery, potatoes, tomato paste, and white pepper. Simmer, covered, for 20 to 25 minutes.
4. Add corn, green beans, and cabbage (optional) and simmer, covered, for 15 minutes.

**Special Tip:** Garnish with Parmesan cheese

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## Thick Vegetable Soup



### Preparation Note:

*Soaking Beans, Overnight method:* Add 1 $\frac{3}{4}$  qt cold water to every 1 lb of dry beans. Cover and let stand overnight in a refrigerator. Discard the water. Proceed with recipe.

*Quick-soak method:* Boil 1 $\frac{3}{4}$  qt of water for each 1 lb of dry beans. Add beans and boil for 2 minutes. Remove from heat and allow to soak for 1 hour. Discard the water. Proceed with recipe.

**Serving:** 1 cup (8 ounce ladle) provides 1/4 serving of cooked dry beans, 3/8 cup of vegetable, and 1/2 serving of grains/breads

**Yield:** 50 servings: 28 lb 13 oz  
100 servings: 57 lb 10 oz

**Volume:** 50 servings: 3 gal 1 qt  
100 servings: 6 gal 2 qt

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### Nutrients Per Serving

Calories . . . . .	142	Saturated Fat . . . . .	4 g	Iron . . . . .	1.8 mg
Protein . . . . .	9 g	Cholesterol . . . . .	0 mg	Calcium . . . . .	35 mg
Carbohydrate . . . . .	23 g	Vitamin A . . . . .	477 RE/4767 IU	Sodium . . . . .	86 mg
Total Fat . . . . .	1.8 g	Vitamin C . . . . .	7 mg	Dietary Fiber . . . . .	6 g

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### Marketing Guide for Selected Items

Food as Purchased	For 50 Serving Recipe	For 100 Serving Recipe
Onions	1 lb 2 oz	2 lb 4 oz
Carrots	2 lb 14 oz	5 lb 12 oz
Celery	10 oz	1 lb 4 oz
Potatoes	1 lb 4 oz	2 lb 8 oz
Cabbage	1 lb 3 oz	2 lb 5 oz

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# Highlights & Resource Information

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## National Fiber Focus Month

To recognize the contributions fiber makes toward maintaining good health. Contact: General Mills, Karen Wilder, PO Box 1113, Minneapolis, MN 55440. Tel: (612) 540-2449.

## National Prune Breakfast Month

To encourage Americans to start each day with a nutritious breakfast; to communicate the many benefits of prunes: their good taste, high fiber and versatility; and to dispel misconceptions about prunes. Contact: California Prune Board, David Magill, 1005 Sansome St., Suite 200, San Francisco, CA 94111. Tel: (415) 392-0878.

## Oatmeal Month

Celebrate oatmeal, a low-fat sodium-free whole grain which is a good source of fiber. Include versatile oatmeal in menus all day long. Enjoy hot oatmeal for breakfast, oatmeal cookies for snacks, and oatmeal in muffins, breads and other baked goods. Contact: Quaker Oats, Steve Ink, Director of Nutrition, 617 W. Main Street, Barrington, IL 60010. Tel: (708) 304-2071.

