

A

V I T A M I N

A L S

Potassium

Water

**Learn
from
Lunch**

OFFICE OF INSTRUCTIONAL SERVICES/GENERAL EDUCATION BRANCH
DEPARTMENT OF EDUCATION • STATE OF HAWAII • RS 94-6561

Sugar and Starches

bohydrate

Office of Instructional Services/General Education Branch
Department of Education • State of Hawaii • RS 94-6561

The Honorable Benjamin J. Cayetano
Governor, State of Hawaii

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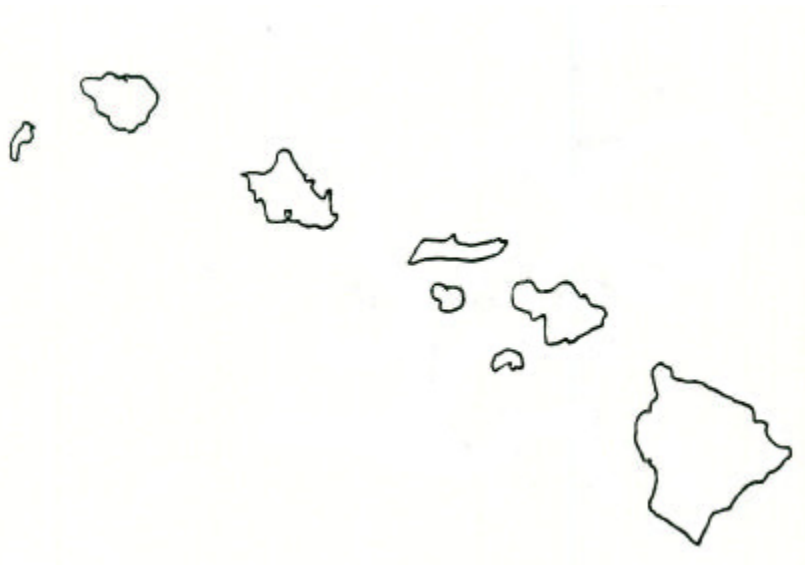
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LEARN FROM LUNCH

(a Kindergarten-Grade 6 Nutrition Education Activities Resource)

*...Nutrition education activities integrating classroom
teaching with school lunch eating...*



Nutrition Education Training Program
State of Hawaii Department of Education
Office of Instructional Services
General Education Branch
January 1994

FOREWORD

Increasing awareness of the relationship between proper nutrition and healthier, longer lives has focused attention on the need for nutrition education in our schools. Since 1977, the United States Department of Agriculture through grants to state education agencies has authorized the Nutrition and Education Training (NET) Program. The Hawaii State Department of Education has successfully applied for and received NET funds to develop a nutrition education program. This *Learn From Lunch*, K-6 is the latest development of the NET program.

Learn From Lunch, K-6 is designed to facilitate learning about the nutritional value of the school lunch menus through nutrition lessons. The goal of the daily lunch time lessons is to assist students in gaining nutrition knowledge, developing positive attitudes toward food and making wise food choices to achieve optimal nutrition and to use the school cafeteria as a learning laboratory.

The partnership between the school food service program (in the cafeteria) and nutrition education (in the classroom) is one that holds great potential to benefit the children of Hawaii. This collaboration requires the school food services staff and the classroom teachers working together. This *Learn From Lunch*, K-6 resource guide is intended to facilitate and support this partnership.

Herman M. Aizawa, Ph.D.
Superintendent

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LEARN FROM LUNCH

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Introduction

I. INTRODUCTION AND BACKGROUND

“Learn From Lunch” is an effort to actively integrate classroom teaching with school lunch program. Together with the “Nutrition Education Instructional Guides,” the purpose is to contribute to an effective nutrition education program to benefit the health of the children of Hawaii.

“Learn From Lunch” contains short nutrition education activities to be used with school lunch foods. Based on statewide school lunch cycle menus, suggestions for teaming by classroom teachers and food services personnel are also included.

“Learn From Lunch” has been compiled by a working committee of teachers, school food services personnel, Office of Instructional Services personnel, and specialist consultants. “User” input is significant to improvement updates; your comments, suggestions, and general evaluation are essential. Evaluation forms are enclosed and your feedback will be appreciated.

In 1977, Congress enacted Public Law 95-166, the NET Program (an amendment to the Child Nutrition Act of 1966). The law’s purpose is to encourage scientifically valid nutrition education to children participating in school lunch and related child nutrition programs. The NET Program is administered nationally by the United States Department of Agriculture (USDA) through grants to state departments of education. The Hawaii NET Program is administered by the Office of Instructional Services, Hawaii State Department of Education.

The basic mission of the NET Program nationally is to provide students with opportunities to acquire the knowledge, attitudes, and behaviors necessary to make healthy food choices that contribute to lifelong wellness. The law requires that the NET Program fully utilize the school lunch and other child nutrition programs as learning laboratories.

State NET Programs have the responsibility of carrying out this mission by developing and delivering comprehensive nutrition education programs. Four major functions need to be addressed:

- 1) student instruction preschool through grades 12
- 2) teacher inservice education
- 3) school food service personnel training
- 4) nutrition education resources and curricula

The original development of “Learn From Lunch” (1988) encompassed these functions. As a simplified sequential curriculum (K-6) based on the school lunch menu, “Learn From Lunch” has been disseminated through teacher-manager workshops provided by trained cadres of elementary school teachers and school food service managers. This current revision is based on comments and recommendations from teachers and managers.

TAB

**Objectives,
Concepts, and
Expectations**

II. OBJECTIVES, CONCEPTS, AND EXPECTATIONS

A. DEPARTMENT OF EDUCATION (DOE) FOUNDATION PROGRAM OBJECTIVES

The DOE's Foundation Program Objectives (FPOs) provide the basis for curriculum and instructional planning.

THE FPOs

All instructional areas are expected to contribute to some degree toward the attainment of all eleven FPOs. These objectives provide direction toward the holistic development of students, aiming to:

- I. Develop the basic skills for learning and effective communication with others.
- *II. Develop a positive concept of the self.
- *III. Develop decision-making and problem-solving skills.
- IV. Develop independence in and a love for lifelong learning.
- *V. Develop physical and emotional health.
- VI. Develop knowledge of and pursue options for work and career development.
- *VII. Develop responsibility to self as well as to others.
- VIII. Develop creative potential and aesthetic sensitivity.
- IX. Develop leadership and cooperative skills.
- *X. Develop global awareness, knowledge, and understanding.
- *XI. Develop a concern for preserving and restoring our environment.

*Applicable to Nutrition Education: (in order of priority)

V, II, III, VII, X, XI

B. NUTRITION EDUCATION CONCEPTS

The U.S. Surgeon General has emphasized the need for dynamic nutrition education in every school in the United States. Six basic concepts have been proposed.

Concept I. Nutrition is how your body uses the food you eat for energy, growth, and health.

Concept II. Food is made up of different nutrients made up for health and growth.

Concept III. Food production and handling affect food quality and health.

Concept IV. The human life cycle has an effect on the nutritional needs of people.

Concept V. Eating is an activity that is influenced by social, cultural, and psychological needs.

Concept VI. There is an interdependence between meeting human nutritional needs and the community: local, state, national, and world.

C. NUTRITION PERFORMANCE EXPECTATIONS (NPEs)

The applicable DOE FPOs and the Nutrition Education Concepts were used as a basis for developing the following NPE. Performance expectations are sequential and build upon each other.

NPEs are attached

CONCEPT I. NUTRITION IS THE FOOD YOU EAT AND HOW YOUR BODY USES IT FOR ENERGY, GROWTH AND HEALTH.

At the completion of each level, the student will be better able to:

KINDERGARTEN-2	GRADE 3-4	GRADE 5-6	GRADE 7-9	GRADE 10-12
1.1 Realize all living things need food.	1.7 Explain why people get hungry.	1.14 Recognize that foods contain different nutrients.	1.18 Comprehend the Function of digestion in breaking down food.	1.22 Comprehend the history of nutrition and where we are today.
1.2 Realize food contains substances for energy, growth, and health.	1.8 Realize foods must be digested before they can be used by the body.	1.15 Understand that no food by itself has all the nutrients needed for full growth and health.	1.19 Define the basic Nutrients.	1.23 Recognize nutrition has developed into a science that changes and expands with the additional findings of research.
1.3 State relationship between food, energy, and health.	1.9 Identify substances in food that are used for energy, growth, and health.	1.16 Evaluate eating patterns that enhance energy, growth, and health.	1.20 Give rich food Sources for the basic nutrients.	
1.4 Realize the wide variety of foods that are good to eat.	1.10 Describe some of the consequences of food choices on dental health.	1.17 Establish good food habits to insure a balanced diet.	1.21 Comprehend how Body energy relates to calories.	
1.5 Recognize there is a relationship between amount eaten and body size.	1.11 Share feelings about food choices.			
1.6a Identify feelings associated with food choices.	1.12 Realize body systems are involved in using food.			
1.6b Relate poor dental health to tooth decay.	1.13 Describe the digestive process.			

CONCEPT II. FOOD IS MADE UP OF DIFFERENT NUTRIENTS NEEDED FOR HEALTH AND GROWTH.

At the completion of each level, the student will be better able to:

KINDERGARTEN-2	GRADE 3-4	GRADE 5-6	GRADE 7-9	GRADE 10-12
2.1 Accept and taste a variety of foods.	2.8 Realize food contains substances called nutrients.	2.14 Recognize nutrients have specific functions in the body.	2.21 Plan and prepare nutritious snacks, simple meals.	2.27 Justify individual food choices as they relate to nutrition and cost.
2.2. Realize food contains many substances.	2.9 Discuss the principle role for the six basic nutrients.	2.15 State the major nutrients and their functions.	2.22 Plan lunch menus to meet Type A requirements.	2.28 Evaluate accuracy of nutritional information.
2.3 Identify ingredients in some foods.	2.10 Realize food can be classified into food groups.	2.16 Realize the nutrient content of food is the basis for food groups.	2.23 Make wise food choices for the day at home or away from home.	2.29 Evaluate popular diet plans including those for athletics.
2.4 Realize foods can be classified.	2.11 Make choices for a balanced meal using the recommended servings for the food groups.	2.17 Classify food on the basis of nutrient content.	2.24 Recognize possible fallacies on popular diet plans.	2.30 Comprehend deficiency disease and inborn errors of metabolism.
2.5 Classify foods as to plant and animal sources.	2.12 Recognize own eating habits.	2.18 Choose a one-day menu that results in a nutritionally adequate diet, including snacks.	2.25 Distinguish between higher nutrient density and low nutrient density foods.	2.31 Realize the body is a biochemical machine utilizing food nutrients.
2.6 Choose foods from plant and animal food sources.	2.13 Identify nutritious foods for a party.	2.19 Identify the School Lunch Pattern.	2.26 Comprehend important aspects of sports nutrition.	2.32 Plan nutritious meals for self and others.
2.7 Recognize the importance of breakfast.		2.20 Recognize the need for regular eating habits.		

CONCEPT III**FOOD PRODUCTION AND HANDLING AFFECT FOOD QUALITY AND HEALTH.**

At the completion of each level, the student will be better able to:

KINDERGARTEN-2	GRADE 3-4	GRADE 5-6	GRADE 7-9	GRADE 10-12
3.1 Realize food production has many stages and many workers.	3.6 Realize how food is bought and sold.	3.14 Realize food technology influences our food supply.	3.20 Realize food technology affects our food supply.	3.27 Discuss the issues surrounding fabricated foods.
3.2 Name stages in food production.	3.7 Recognize food preparation in the school involves many skilled persons.	3.15 Realize several food production techniques.	3.21 List several uses of fabricated foods.	3.28 Identify sanitation regulations for food service.
3.3 Name nutrition resource in school.	3.8 Describe role and importance of food service personnel in school feeding program.	3.16 Compare and contrast fabricated and traditional food.	3.22 Recognize proper food labeling.	3.29 Realize effect of state and federal regulations on food production.
3.4 Describe appropriate food storage practices.	3.9 Prepare a Type A lunch using multi-cultural foods.	3.17 Realize food handling affects many aspects of food quality: nutrients present, safety, appearance, taste.	3.23 Select food forms based on cost and proposed use of food.	3.30 Identify home preservation techniques.
3.5 Practice cleanliness before mealtime.	3.10 Realize fabricated foods are available for consumption.	3.18 Identify several ways of preserving foods.	3.24 Select nutrition foods based on cost.	3.31 Identify effects of sanitation on food.
	3.11 Distinguish between traditional and fabricated foods in the supermarket.	3.19 Explain and select appropriate methods of handling food.	3.25 Realize role of sanitation techniques in food preparation.	3.32 Evaluate quality of food.
	3.12 Describe how fabricated foods may contribute to future food supply.		3.26 Define food quality.	
	3.13 Recognize role of sanitation in killing bacteria.			

CONCEPT IV. THE HUMAN LIFE CYCLE HAS AN EFFECT ON THE NUTRITIONAL NEEDS OF PEOPLE

At the completion of each level, the student will be better able to:

KINDERGARTEN-2	GRADE 3-4	GRADE 5-6	GRADE 7-9	GRADE 10-12
4.1 Realize food intake varies in the family and among individuals.	4.3 Realize food intake of an individual is influenced by several factors.	4.6 Identify basic information on a food label.	4.14 Realize nutrient Allowances are determined by activity, size, sex, and age.	4.19 Recognize local food needs and resources.
4.2 List reasons why people eat different amounts of food.	4.4 Recognize all family members can have meals planned using the basic food groups.	4.7 Describe how labeling information is useful in making food choices.	4.15 Explain how family Meal planning changes as family develops.	4.20 Discuss global food needs.
	4.5 State differences in recommended servings for various age groups.	4.8 Realize nutrient allowances are determined by activity, size, sex, and age.	4.16 Realize food needs Change at adolescence.	4.21 Plan diets for special conditions (elderly, infants, toddlers, pregnancy).
		4.9 Comprehend individuals grow at different rates.	4.17 State the exceptional Nutrient needs of a pregnant/lactating teenager.	4.22 Adapt basic food groups for menu planning for athletes.
		4.10 State factors influencing nutrient requirements.		
		4.11 Explain the US RDA and how to use them.	4.18 Recognize the use of diet in weight control or obesity.	
		4.12 Explain nutrition information panels on food packages.		
		4.13 Express feelings about nutritional excesses and deficiencies.		

CONCEPT V. EATING IS AN ACTIVITY THAT IS INFLUENCED BY SOCIAL, CULTURAL, AND PSYCHOLOGICAL NEEDS

At the completion of each level, the student will be better able to:

KINDERGARTEN-2		GRADE 3-4		GRADE 5-6		GRADE 7-9		GRADE 10-12		
5.1	Realize food choices reflect family, culture, and society.	5.8	Realize foods from various cultures are readily available.	5.10	Share feelings about food preferences of self and family.	5.17	Realize that food consumption patterns are influenced by social, cultural, and psychological needs.	5.21	Realize that food consumption patterns are influenced by social, cultural, and psychological needs at all stages of development.	
5.2	Describe individual and family variations in eating habits.	5.9	Cite influence on own cultural background on food choices.	5.11	Understand that eating patterns of different cultures permit adequate diets.	5.18	Participate in lunch room beautification project.	5.22	Assume responsibility for school cafeteria care.	
5.3	Identify previously unfamiliar foods.			5.12	Realize that food consumption patterns are influenced by social, cultural, and psychological needs	5.19	Realize psychological needs are often fulfilled through food intake.	5.23	Understand food and nutrition play a vital role in the physical and psychological health of a society or nation.	
5.4	Cite reasons for food choices of self and others.			5.13	Contribute to a pleasant lunchroom environment at school.	5.20	Analyze how advertising and media propaganda based on unsound nutritional data, can result in poor dietary habits.			
5.5	Recognize mealtime behavior appropriate for home and school.			5.14	Analyze and appreciate influence of culture on eating patterns.					
5.6	Be a friend in the cafeteria.			5.15	Advocate nutritional adequacy of multicultural foods and eating patterns.					
5.7	Identify foods served on holidays.			5.16	Explain how advertising affects food choices of self and others.					

CONCEPT VI: THERE IS AN INTERDEPENDENCE BETWEEN MEETING HUMAN NUTRITIONAL NEEDS AND THE COMMUNITY: LOCAL, STATE, NATIONAL, AND WORLD.

At the completion of each level, the student will be better able to:

KINDERGARTEN-2	GRADE 3-4	GRADE 5-6	GRADE 7-9	GRADE 10-12
		<p>6.1 Realize supplying food to all people is a complex problem.</p> <p>6.2 Explain factors that influence the world food supply.</p> <p>6.3 Identify ways to use food economically and efficiently.</p> <p>6.4 Explain and select appropriate means of conserving food.</p>	<p>6.5 Realize supplying food to all people is a complex problem.</p> <p>6.6 Recognizing food use relates to economic aspects of living: supply and demand and level of income.</p> <p>6.7 Realize the political implications of food and physical well being.</p> <p>6.8 Relate change in agricultural practices to food and nutrition status.</p> <p>6.9 Recognize the food industry is a major factor in the economy of the country and world.</p> <p>6.10 Cite consumer practices to provide adequate food and nutritional health.</p>	<p>6.11 Realize supplying food to all people is a complex problem.</p> <p>6.12 Recognize wise use of food resources is essential.</p> <p>6.13 Discuss governmental and private agencies providing food and nutrition education and services.</p> <p>6.14 Identify regulations on the federal level, state and local levels that govern food production and processing.</p> <p>6.15 Discuss contemporary issues in food and nutrition affecting physical and emotional well being.</p>

TAB

**AN
INTEGRATED
WELLNESS
APPROACH**

III. AN INTEGRATED WELLNESS APPROACH

Health and wellness involve the whole person. Healthy attitudes and self-esteem, robust physical activity, and nutritious eating are intertwined components of wellness.

Health and wellness curricula therefore, need to take a whole person approach; integrate attitudes, activity, and eating; and translate them into learning activities for students.

“Learn From Lunch” focuses on the healthy eating aspect of health and wellness. Attitudes and physical activity components need to be addressed.

Resources for attitudes and physical activity components, as well as other nutrition resources, may be obtained from district and state health and physical education specialists.

TAB

**Foods for
Wellness**

IV. FOODS FOR WELLNESS

The basic nutrition information and nutrition education approaches for “Learn From Lunch” are based on the following (copies are attached):

- A. Nutrition Education: Old Ways - New Ways
- B. Dietary Guidelines for Americans - Student Version
- C. Food Guide Pyramid (USDA and local versions)
- D. Making Healthy Food Choices (USDA booklet)

Nutrition Education: Old Ways – New Ways

Nutritional Health	Whole Person Health
Nutrient Focus	Dietary Guide Pyramid
Basic 4/Basic 7	Food Guide Pyramid
Ideal Choices/Standards	Individual Choices/Diversity
Ideal Goal Achievement	Continuous Behavior Process
Control	Comfortable Support

Dietary Guidelines

What should we eat to stay healthy? The Dietary Guidelines are recommendations for healthy Americans ages 2 years and older. These recommendations encourage certain dietary practices that are believed to contribute to reducing risk for certain diseases.

An outline student version of the Dietary Guidelines can be found on page 14.

DIETARY GUIDELINES FOR AMERICANS

STUDENT VERSION

Eat a Variety of Foods

No single food has all the nutrients needed for health; the greater the variety, the less likely to develop deficiencies or excesses.

Maintain Health Weight

Overweight is associated with many chronic diseases including high blood pressure, heart attacks, strokes and diabetes.

Choose a Diet Low in Fat, Saturated Fat, and Cholesterol

High fat diets are associated with heart disease, overweight and some cancers.

Choose a Diet with Plenty of Vegetables, Fruits, and Grain Products

Complex carbohydrate and fiber foods may reduce chronic constipation and other intestinal disorders, some cancers, overweight, heart disease and diabetes.

Use Sugar Only in Moderation

Eating sticky, sweet foods and eating sugary foods often increase the risk of developing tooth decay and may also add unwanted calories and contribute to overweight.

Use Salt and Sodium Only in Moderation

Using salt in moderation is especially important for those who are salt-sensitive and susceptible to high blood pressure.

Avoid Alcohol

Adapted from Dietary Guidelines for Americans

Revised November, 1990

United States Department of Agriculture

United States Department of Health and Human Services

FOOD GUIDE PYRAMID

“Build From the Bottom”

The Food Guide Pyramid is now used to determine a “balanced diet.” It translates the Dietary Guidelines into healthy eating recommendations. The switch from the Basic 4 keeps the four food groups concept and shows the proportion from among the groups for healthy food choices. The Food Guide Pyramid is an eating outline that offers food choices that fit individual tastes and budgets.

The basic message of the Food Guide Pyramid is variety, moderation, proportion, and whole foods. We need to choose foods that together provide the essential nutrients needed to maintain health without eating too much fat, salt, and sugar. The “build from the bottom” approach recommends eating lots of energy and protective plant foods: breads, cereals, rice, pasta, vegetables, and fruit. These foods supply vitamins, minerals, complex carbohydrates, and dietary fiber. These nutrients contribute to overall health and may also help in reducing the risk for certain chronic diseases.

Also very important but in smaller amounts, are the lower-fat and lean versions of foods from the body building calcium and protein groups.

The small tip of the pyramid recommends that fats, oils, salts, and sweets be eaten only in reasonable amounts. These foods, in moderation, can fit into a healthy diet but should not replace the nutrient-rich energy, protective, and body building foods of the lower parts of the pyramid.

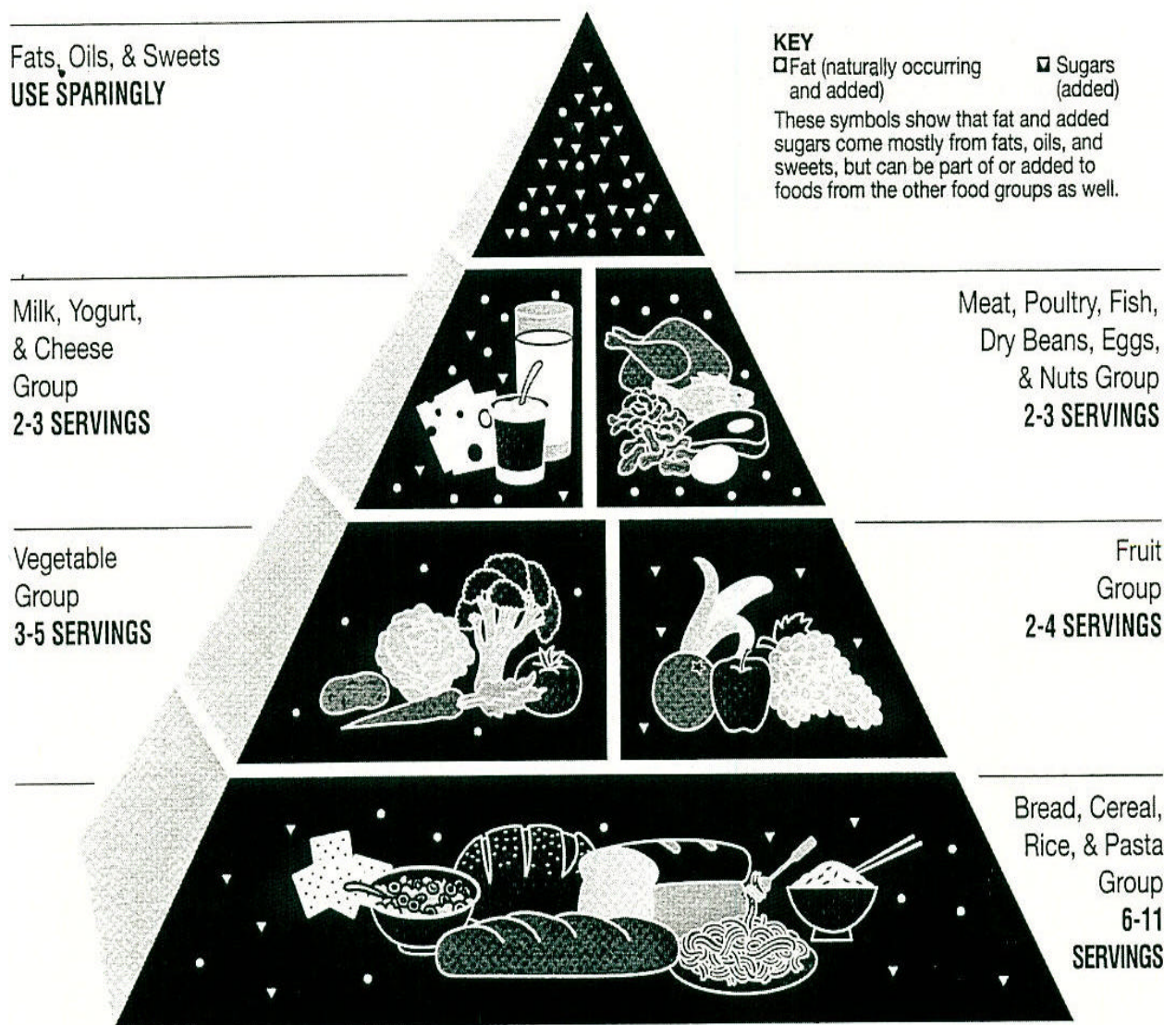
Each of the food groups provides some, but not all, of the nutrients needed for health. No one food group is more important than another; only different proportions are recommended. Food choices are balanced over time; compensations may be made for individual variations.

Attached are the standard USDA version and local composite versions of the Food Guide Pyramid.

Also attached is “Making Healthy Food Choices,” a booklet that suggests healthy eating choices based on the Dietary Guidelines and the Food Guide Pyramid.

Food Guide Pyramid

A Guide to Daily Food Choices



SOURCE: U.S. Department of Agriculture/U.S. Department of Health and Human Services

Use the Food Guide Pyramid to help you eat better every day. . .the Dietary Guidelines way. Start with plenty of Breads, Cereals, Rice, and Pasta; Vegetables; and Fruits. Add two to three servings from the Milk group and two to three servings from the Meat group.

Each of these food groups provides some, but not all, of the nutrients you need. No one food group is more important than another — for good health you need them all. Go easy on fats, oils, and sweets, the foods in the small tip of the Pyramid.

To order a copy of "The Food Guide Pyramid" booklet, send a \$1.00 check or money order made out to the Superintendent of Documents to: Consumer Information Center, Department 159-Y, Pueblo, Colorado 81009.

U.S. Department of Agriculture, Human Nutrition Information Service
August 1992, Leaflet No. 572

How to Use The Daily Food Guide

What counts as one serving?

Breads, Cereals, Rice, and Pasta

1 slice of bread
½ cup of cooked rice or pasta
1 ounce of ready-to-eat cereal

Vegetables

½ cup of chopped raw or
cooked vegetables
1 cup of leafy raw vegetables

Fruits

1 piece of fruit or melon wedge
¾ cup of juice
½ cup of canned fruit
¼ cup of dried fruit

Milk, Yogurt, and Cheese

1 cup of milk or yogurt
1-1/2 to 2 ounces of cheese

Meats, Poultry, Fish, Dry Beans, Eggs, and Nuts

2-1/2 to 3 ounces of cooked lean
meat, poultry, or fish
Count ½ cup of cooked beans
or 1 egg, or 2 tablespoons of
peanut butter as 1 ounce of lean
meat (about 1/3 serving)

Fats, Oils, and Sweets

LIMIT CALORIES FROM THESE
especially if you need to lose weight

The amount you eat may be
more than one serving. For
example, a dinner portion of
spaghetti would count as two
or three servings of pasta.

How many servings do you need each day?

	Women & some older adults	Children teen girls, active women, most men	Teen boys & active men
Calorie level*	about 1,600	about 2,200	about 2,800
Bread Group	6	9	11
Vegetable group	3	4	5
Fruit Group	2	3	4
Milk Group	**2-3	**2-3	**2-3
Meat Group	2, for a total of 5 ounces	2, for a total of 6 ounces	3 for a total of 7 ounces

*These are the calorie levels if you choose lowfat, lean
foods from the 5 major food groups and use foods from
the fats, oils, and sweets group sparingly.

**Women who are pregnant or breastfeeding, teenagers,
and young adults to age 24 need 3 servings.

A Closer Look at Fat and Added Sugars

The small tip of the pyramid shows fats, oils, and
sweets. These are foods such as salad dressings,
cream, butter, margarine, sugars, soft drinks, candies,
and sweet desserts. Alcoholic
beverages are also part of this group. These foods provide calories but few
vitamins and minerals. Most people
should go easy on foods from this
group.



Some fat or sugar symbols are shown in
the other food groups. That's to remind
you that some foods in these groups
can also be high in fat and added sugars, such as
cheese or ice cream from the milk group, or french fries
from the vegetable group. When choosing foods for a
healthful diet, consider the fat and added sugars in your
choices from all the food groups, not just fats, oils, and
sweets from the Pyramid tip.

**Foods for Wellness:
A Food Guide Pyramid
Choices for Healthy Eating**

(11X17 Page)

Making Healthy Food Choices

(BOOKLET)

TAB

**Description
and
Suggestions**

V.DESCRPTION AND SUGGESTIONS FOR USE

“Learn From Lunch” is intended to serve as a resource handbook for nutrition education activities. Activities may be implemented during time periods just before and after lunch or as appropriate to individual needs (morning circle health, science, etc.)

Integrated team efforts by classroom teachers and school food service managers are essential for maximum effectiveness.

These activities are based on the “Nutrition Education Instructional Guides,” Preschool through Grade 12 (check with school librarian or district health specialist). Nutrition Education Concepts and Performance Expectations from the “Guides” are listed. The “Guides” also serve as a background resource and provide in-depth follow-up and reinforcement activities.

IMPLEMENTATION LEVELS

Three progressive levels of implementation may be offered. This allows teachers and cafeteria managers choices in designing their “Learn From Lunch” program unique and appropriate to their school. Programs may be tailored to meet varying student needs and school commitment of time, staff, and money.

<u>LEVEL</u>	<u>FOCUS</u>	<u>DELIVERY METHOD EXAMPLE</u>
I	Awareness	Classroom information/cafeteria signs
II	Education	Classroom discussion/cafeteria assignment
III	Participation	Integrated classroom and cafeteria projects that include families

ACTIVITIES FORMAT: “LEARN FROM LUNCH”

FOOD ITEM:

PYRAMID CATEGORY:

TOPIC:

PREPARATION/MATERIALS:

KEY QUESTIONS/INFORMATION:

CAFETERIA ASSIGNMENT/FOLLOW-UP:

SCHOOL FOOD SERVICE SUGGESTIONS:

OTHER SUGGESTED ACTIVITIES:

OTHER USEFUL RESOURCES:

PICTURE GRAPHICS (graphics and page numbers)

TAB

ACTIVITIES:
FOODS

V. ACTIVITIES: FOODS

The Activities in this section are general nutrition education activities focused on the concept that eating healthy foods are, along with attitudes and regular physical activity, behaviors that promote life-long wellness.

A. Exploring Foods

1. Variety: Awareness of Choices and Availability
2. New Foods: Willingness to Try
3. Diversity: Awareness and Sharing of Cultures
4. Senses: Enjoyment and Pleasure from Food
5. Celebrations and Festivals
6. Media Savvy

B. Enjoyable Mealtime Practices

1. Social Aspects of Mealtimes: Individual and Group Responsibilities
2. Manners and Etiquette

C. Safe Food Handling

1. Identifying Sanitation Procedures
2. Hand-Washing

D. Sources of Food

1. From Plants and Animals
2. Food Providers:
 - Producers, Processors, Preparers, Sellers
 - Home and Family
 - School Food Services
 - Away From Home
3. Growing Our Own Food

FOOD FOCUS: Exploring Foods

TOPIC: Variety – Awareness of Choices and Availability
(there are many choices of foods available based on the food guide pyramid).

PREPARATION/MATERIALS:

copy of the food guide pyramid
large blank food guide pyramid placed on a wall
colored markers or tabloid food sections with food pictures that can be cut up, scissors, paste
picture graphics as appropriate

KEY QUESTIONS/INFORMATION:

To maintain growth, development, and health, students need to eat a variety of foods. There is no single food or group of foods that can meet all of the body's needs. Eating a variety of foods based on the food guide pyramid can help to meet nutritional needs.

Have you seen the food guide pyramid? Where? It shows us the groups of foods we need to keep healthy. What are the groups? Within these groups, there are hundreds of different foods we can choose from. We can all have healthy foods we like to eat.

What are some of your favorite foods? Let's write them on this big pyramid. What are some of the foods available at school breakfast and lunch, at home, at restaurants, at grocery stores, etc.? (fill in appropriate levels)

OTHER SUGGESTED ACTIVITIES:

Have students cut out foods from tabloid advertisements and paste them on appropriate levels.

FOODS FOCUS: Exploring Foods

TOPIC: New Foods – Willingness to Try
(try a “new food”)

PREPARATION/MATERIALS:

copy of the food guide pyramid
large blank food guide pyramid placed on a wall
colored markers or tabloid food sections with food pictures that can be cut up, scissors, paste
picture graphics as appropriate
paper and pens

KEY QUESTIONS/INFORMATION:

Students need to be willing to try new foods so that they will eat a variety of foods. Learning to accept and eat a variety of foods is an important foundation of healthy eating.

To maintain growth, development, and health, students need to eat a variety of foods. There is no single food or group of foods that can meet all of the body's needs. Eating a variety of foods based on the food guide pyramid can help to meet nutritional needs.

Have you seen the food guide pyramid? Where? It shows us the groups of foods we need to keep healthy. What are the groups? Within these groups, there are hundreds of different foods we can choose from. We can all have healthy foods we like to eat.

Name two foods you have never eaten or haven't eaten in a long time that you're interested in trying. Let's write them on this big pyramid (fill in appropriate levels).

Each student and the teacher chooses a food they will try eating within the next week (write it down with names twice; take one home as a reminder and post one in class).

On a chosen due day, discuss the new foods tried.

OTHER SUGGESTED ACTIVITIES:

Teacher brings in some of the stated “new foods” for students to try.
School Food Services has a “new foods” tasting event.
Parent(s) bring and demonstrate a “new food.”

FOOD FOCUS: Exploring Foods

TOPIC: Diversity – Awareness and Sharing of Cultures
(identify energy foods from different cultures)

PREPARATION/MATERIALS:

copy of the food guide pyramid
large blank food guide pyramid placed on a wall
colored markers or tabloid food sections with food pictures that can be cut up, scissors, paste
picture graphics as appropriate
listing and discussion

KEY QUESTIONS/INFORMATION:

Hawaii's cultural diversity offers many opportunities; diversity needs to be recognized and honored. In nutrition education, we often promote standards developed nationally that do not reflect cultural, ethnic, or regional differences. Students need to understand that there are many different ways to eat healthy; "lessons" may need to be adapted.

What are some "energy foods" (breads, cereals, grains, pastas, starchy vegetables, etc.) from the culture of your ancestors? List countries and energy foods and/or cut pictures of foods or use picture graphics.

Are any of the energy foods on our list served by our school breakfast or lunch?

OTHER SUGGESTED ACTIVITIES:

Teacher brings in some of the listed foods for students to try.
School Food Services has an "energy foods" tasting event.
Parent(s) bring and demonstrate an "energy food" from the culture of their origin.
Focus on protective, calcium, or protein foods from cultures of origin.

FOOD FOCUS: Exploring Foods

TOPIC: Senses – Enjoyment and Pleasure from Food: Sight, Smell, Sound, Taste, Touch
(our senses influence our food choices and enjoyment)

PREPARATION/MATERIALS:

tabloid food sections
picture graphics
listing and discussion

KEY QUESTIONS/INFORMATION:

Foods can be enjoyed with all senses. Students need the opportunity to explore foods using their five senses: sight, smell, sound, taste, and touch.

Food choices and enjoyment are influenced by many things. Taste and smell are obvious but the way something looks, sounds, and feels may also be important. Getting sick when eating or having an allergic reaction to certain foods are also factors.

Human beings distinguish four taste sensations: bitter, sweet, sour, salty. The sense of smell determined the flavor of a food. Food is appealing to the eye when colors are bright and varied. Foods are interesting when shapes and textures are varied.

Have students write a short essay about a favorite food and how it tastes, smells, looks, sounds, and feels.

Have students write a short essay about a food they don't like and how it tastes, smells, looks, sounds, and feels.

Have blindfolded students identify selected foods by smell.

Have blindfolded students identify selected foods by taste.

FOODS FOCUS: Exploring Foods

TOPIC: Celebrations and Festivals

(foods are eaten for social, cultural, ethnic, religious, etc., reasons during celebration and festivals)

PREPARATION/MATERIALS:

copy of the food guide pyramid
large blank food guide pyramid placed on a wall
colored markers or tabloid food sections with food pictures that can be cut up, scissors, paste
picture graphics as appropriate
listing and discussion

KEY QUESTIONS/INFORMATION:

Students can experience cultural, ethnic, regional, and historical celebrations and traditions by participating in celebrations and festivals. Food is an integral part of these events which are opportunities to explore social aspects of eating and examine healthy food choices.

What are some “special foods” eaten on special occasions, celebrations, holidays, etc., from the culture of your ancestors? List countries and energy foods and/or cut pictures of foods or use picture graphics.

List foods in appropriate levels of food guide pyramid. Discuss/probe until all levels have foods listed. Note: every culture has “harvest” and “fertility” celebrations and festivals that include healthy food choices. Remember that it is modern society that has overvalued high-fat sweets.

Does our school lunch serve special foods for special occasions? List and discuss.

OTHER SUGGESTED ACTIVITIES:

Teacher brings in some of the listed foods for students to try.
School Food Services has a “festival foods” tasting event.
Parent(s) bring and demonstrate a “festival food” from the culture of their origin.
Focus on energy, protective, calcium, or protein festival foods from cultures of origin.

FOODS FOCUS: Exploring Foods

TOPIC: Media Savvy

(food advertisements are designed to encourage people to buy the food and not necessarily to promote health)

PREPARATION/MATERIALS:

food advertisements from magazines and newspapers
tape of a television food advertisement
tape of a radio food advertisement
listing and discussion

KEY QUESTIONS/INFORMATION:

Media advertisements (television, radio, newspapers, magazines, etc.) are meant to get people to buy things. Food advertisements usually do not include the variety, moderation, proportions, and whole foods people need for health. There is usually a higher profit margin on caution foods and these foods are, therefore, more often advertised for sale.

Techniques used by advertisers to get us to buy the product are: free gifts; colorful, attractive packaging; food that looks fun; emphasis on youth and vitality; sex appeal; emphasis on health; part of being with the in-crowd; celebrity endorsement, etc.

Have students bring in food advertisements; teacher brings tapes of television and radio advertisements.

Display on bulletin board, view on video, listen on recorder.

Have students study the advertisements and select those that they like. Discuss and comment why they like the advertisement; comment on the ad rather than actual experience with the product.

List the favorite advertisements and state the sales appeal technique(s) used.

OTHER SUGGESTED ACTIVITIES:

Discuss the “truth” factor in the advertisements.

Display the advertisements and sales appeal technique(s) used in the school cafeteria.

Have students create advertisements for healthy foods. Have a contest for each of the food guide pyramid categories.

Have students create advertisements for caution foods based on nutrition and health “truths.”

FOOD FOCUS: Enjoyable Mealtime Practices

TOPIC: Social Aspects Enjoyable Mealtimes: Individual and Group Responsibilities
(share ideas about factors that contribute to enjoyable mealtimes)

PREPARATION/MATERIALS:

listing and discussion

KEY QUESTIONS/INFORMATION:

Mealtimes can provide students with learning opportunities including making eating healthy foods a pleasant and enjoyable experience. A relaxed atmosphere, enough time to eat, appropriate mealtime behaviors, and sharing conversations need to be considered.

What factors contribute to an enjoyable mealtime? What factors cause a mealtime to be unpleasant? Make two lists and discuss.

What are responsible mealtime manners? What are individual and group responsibilities?

OTHER SUGGESTED ACTIVITIES:

Have students and staff committee work towards “cafeteria beautification.” Take before and after pictures.

Have students write about an enjoyable mealtime they have had during the last week. Include the factors that made it enjoyable.

Have students write about an unpleasant mealtime they have had during the last week. Include the factors that made it unpleasant and possibilities for improvement.

Have students observe a school lunch mealtime. How did they generally feel about that mealtime? What behaviors were observed; which were acceptable and which were not?

Have students make a positive mealtime behavior list for home and the school cafeteria. Post at home and in the cafeteria.

FOODS FOCUS: Enjoyable Mealtime Practices

TOPIC: Manners and Etiquette

(practices that show we care about, respect, and honor each other)

PREPARATION/MATERIALS:

listing and discussion

KEY QUESTIONS/INFORMATION:

Personal and group manners and etiquette are practices that contribute to enjoyable mealtime practices.

Appropriate manners and etiquette may seem “old-fashioned” but are actually positive individual and group behaviors that we all benefit from.

What are manners and etiquette? They are practices that show that we care about, respect, and honor each other.

Have students list and discuss the mealtime practices that would show that we care about, respect, and honor each other (appropriate manners and etiquette). Included would be washing hands, pleasant conversation, eating neatly, chewing food with mouth closed, trying not to spill food, saying please and thanks, etc.

OTHER SUGGESTED ACTIVITIES:

Have students create posters depicting caring and respectful mealtime behaviors (etiquette and manners). Post in the cafeteria.

FOODS FOCUS: Safe Food Handling
TOPIC: Identifying Sanitation Procedures
(preventing food-borne illnesses)

PREPARATION/MATERIALS:

listing and discussion
consultation recommended

KEY QUESTIONS/INFORMATION:

Safety and sanitation are essential for good health. Food-borne illnesses can be avoided by keeping hands, food, equipment, and preparation areas clean and safe.

Food-borne illnesses are caused by microorganisms in food; they include yeasts, molds, bacteria, and protozoa. The symptoms of food poisoning include cramps, nausea, vomiting, and diarrhea. These microorganisms are everywhere; they only need proper conditions to grow and cause us to become sick.

We must maintain constant awareness and take precaution to prevent food-borne illnesses by keeping microorganisms out of food, and to destroy or control their growth by controlling their food, moisture, temperature, and time.

These four conditions must be present for bacteria to grow and make us sick: food, moisture, temperature, and time. Ask the school food service manager for information about these factors, or call the sanitation branch of the state health department.

Discuss the following situations with students:

- 1) Claire reported for cafeteria duty and immediately started cutting up tomatoes for the tacos. What should Claire have done first?
(Washed her hands)
- 2) Pamela cleared the table and put leftover chicken on the counter. What should Pamela have done? (cover and put it in the refrigerator)
- 3) Dan cut up chicken on a cutting board for a stir fry later that evening. What should Dan do? (cover and refrigerate the chicken, wash the cutting board and knife properly, and clean the work surface)
- 4) Mrs. Arakawa is packing a bento picnic lunch. What should she do to protect the food and keep it safe to eat? (keep the foods as cold as possible; use coolants and/or a cooler)
- 5) Agnes eats her bento lunch at the school picnic; she has more than half left but the coolant has melted. What should Agnes do?
(Throw the rest of the food away)

- 6) While cooking soup, Dale tasted it from the spoon he was using to stir it. What should Dale do the next time he tastes the soup? (Wash the spoon or get another clean one so his germs do not get into the soup.
- 7) Mel is eating lunch with his friends. He is going to sneeze. What should Mel do? (Turn his head and cover his nose and mouth with a napkin, tissue, or his hand so his germs will not spread to the food)
- 8) Amy and her father have just returned from a fishing trip. They caught two fishes and want to eat them for dinner. What should Amy and her father do? (wash their hands and clean and refrigerate the fishes so they will stay clean and cold)

OTHER SUGGESTED ACTIVITIES:

Have school food service manager obtain and post the official sanitation inspection checklist.

Tour of the cafeteria explaining the checklist requirements.

Where is the certificate of inspection posted?

Send the sanitation checklist home with students (discretion necessary)

FOODS FOCUS: Safe Food Handling

TOPIC: Hand-Washing (technique)

PREPARATION/MATERIALS:

- Hand-washing poster (in picture graphics section)
- Soap, running water, paper towels
- Discussion and practice

KEY QUESTIONS/INFORMATION:

Hand-washing is the most important factor in preventing the spread of food-borne illnesses. Appropriate hand-washing technique is needed.

Use the hand-washing poster and practice proper hand-washing technique with students.

OTHER SUGGESTED ACTIVITIES:

Have students create proper hand-washing posters and place above hand-washing areas

FOOD FOCUS: Sources of Food

TOPIC: From Plants and Animals
(plants and animals give us food)

PREPARATION/MATERIALS:

chart paper and pens for listing
picture graphics of animals, plants, and foods from them

KEY QUESTIONS/INFORMATION:

Nature and the environment provide us with our foods: water, plants, and animals.

What foods do we get from plants? What parts of plants are food?
(leaves, stems, roots, seeds, fruits, flowers, etc.: some vegetables are called fruit vegetables because they contain the seeds of the plant-they are sometimes referred to as “vegetables in fruit clothes”)

What foods do we get from animals? What foods are from which animals?
(cows, pigs, chickens, turkeys, fish, etc.)

How do we prepare plant foods for eating? (examples of plant dishes)

How do we prepare animal foods for eating? (examples of animal based dishes)

What foods were in today’s school lunch? Which were from plants? Which were from animals?

What is water? Why is it an important food?

OTHER SUGGESTED ACTIVITIES:

Use picture graphics to make a coloring book classified according to plants and animals foods.

FOODS FOCUS: Sources of Food

TOPIC: Food Providers-Producers, Processors, Preparers, Sellers
(many people help provide the food we eat)

PREPARATION/MATERIALS:

chart paper and pens for listing

KEY QUESTIONS/INFORMATION:

Nature and the environment, ourselves, our families, and community Helpers work together to help provide a variety of foods. Community helpers include farmers, food delivery people, food factories, bakers, and grocery stores.

Nature and the environment provide us with our foods: water, plants, and animals.

Who works with nature and the environment to produce the food we eat? (farmers, fishermen, ourselves, our families, etc. are producers of the food we eat)

Who helps to process our food? How do they do it? (canneries, frozen food plants, grain mills, butchers, milk plants, etc.)

Who helps to prepare our food? How do they do it? (ourselves, our families, food factories, bakeries, restaurants, etc.)

Who helps to get the food from the producers, processors, and preparer to the food sellers? How do they do it? (delivery people via trucks, airplanes, boats, etc.)

Who do we buy food from? (the food sellers: large supermarkets, small grocery stores, open markets, restaurants, cafeterias, etc.)

OTHER SUGGESTED ACTIVITIES:

Field trips to a food producer, processor, preparer, deliverer, seller, etc. Have the children create a personal collage or a group mural of the community helpers that help to produce, process, prepare, deliver, and sell food.

FOODS FOCUS: Sources of Food

TOPIC: Food Providers- Home and Family

(our homes, families, and ourselves are important preparers of the food we eat)

PREPARATION/MATERIALS:

Chart paper and pens for listing

KEY QUESTIONS/INFORMATION:

We work together with our families and community helpers to provide a variety of foods and to prepare the food we eat.

When we prepare the foods we eat at home, we have choices of what to buy and how to prepare them. We can buy and prepare foods that we like, foods from our cultures, foods that taste good and are healthy for us, foods that cost less, etc.

Yesterday, what foods did you eat that were prepared at home?

Who usually prepares the meals at your home?

What foods can you yourself prepare at home?

Who do you usually eat with at home? (at table, in front of tv, etc.)

OTHER SUGGESTED ACTIVITIES:

Bring a recipe of a favorite food prepared at home. Share with class what it is, what is in it, why it is a favorite, who usually prepares it, etc. Discuss family meal times.

FOODS FOCUS: Sources of Food

TOPIC: School Food Services

(school food services is an important daily source of foods we eat away from home)

PREPARATION/MATERIALS:

chart paper and pens for listing
copy (or copies) of food guide pyramid

KEY QUESTIONS/INFORMATION:

We work together with our families and community helpers to provide a variety of foods. School Food Services provide us with regular meals away from home.

Identify the school food service staff. (names and functions)

Discuss the convenience and bargain price of the school lunch and school breakfast. Poll students as to how many ate school lunch and school breakfast yesterday? What foods were served?

What food categories are served for school lunch? Food school breakfast? Why are these categories served everyday? (nutrition)

Discuss several school lunch menus in terms of the food guide pyramid.

Arrange for a tour of the cafeteria.

OTHER SUGGESTED ACTIVITIES:

Invite the school food service manager to the classroom to present the above lesson.

Use picture graphics to make a mural of the class favorite school lunch and/or breakfast foods.

FOODS FOCUS: Sources of Food

TOPIC: Food Providers – Away From Home
(because of busy schedules, many meals are eaten away from home)

PREPARATION/MATERIALS:

chart paper and pens for listing
copy (or copies) of food guide pyramid

KEY QUESTIONS/INFORMATION:

We work with our families and community helpers to provide a variety of foods. Restaurants, lunch wagons, vending machines, delis, etc., also provide food for us to eat away from home.

Discuss reasons for eating away from home. (not at home, at school, busy schedules, etc.)

Poll students as to where and what meals were eaten away from home yesterday.

List what foods were eaten away from home and where they fit on the food guide pyramid.

Discuss cost of food eaten away from home?

OTHER SUGGESTED ACTIVITIES:

Discuss healthy choices when eating away from home.

Discuss social aspects of eating away from home.

FOODS FOCUS: Sources of Food

TOPIC: Growing Our Own Food

PREPARATION/MATERIALS:

chart paper and pens for listing
picture graphics

KEY QUESTIONS/INFORMATION:

We work with our families and community helpers to provide a variety of foods. We can grow some of our own foods.

Review plants as a source of food.

Poll students as to who grows any of the food they eat at home. Who has any relatives, friends, neighbors, etc. who grow some of their own food? (garden, fruit trees, potted herbs, etc.)

What is the growth cycle of plants? (seed, sprout, seedling, mature plant, fruits, seeds, etc.)

OTHER SUGGESTED ACTIVITIES:

Grow and eat a food at school. Sprouting is an inexpensive and relatively fast growing activity.

Plant a school garden.

TAB

PYRAMID CATEGORIES

VII. ACTIVITIES: PYRAMID CATEGORIES

Introduction to:

- A. Eating the Basic Pyramid Way: Water, Food Choices, and Digestion
- B. Energy Foods: Grains and Starchy Vegetables
- C. Protective Foods: Vegetables and Fruits
- D. Body Building Foods: Protein and Calcium
- E. Caution Foods: Fats, Salts, and Sweets
- F. Combination Dishes

INTRODUCTION

Eating the Basic Pyramid Way

- Chicken Burrito
- Chicken Parmesan on Whole Wheat Bun
- Ground Beef and Spaghetti
- Pepperoni and Ground Beef Pizza
- Turkey Pastrami on Whole Wheat Bun

Water

- Chicken Nuggets

Food Choices

- Roast Turkey with Gravy
- Submarine Sandwich
- Weiner in Roll
- Tacos
- Oven Baked Chicken
- Ground Beef Spaghetti
- Nachos

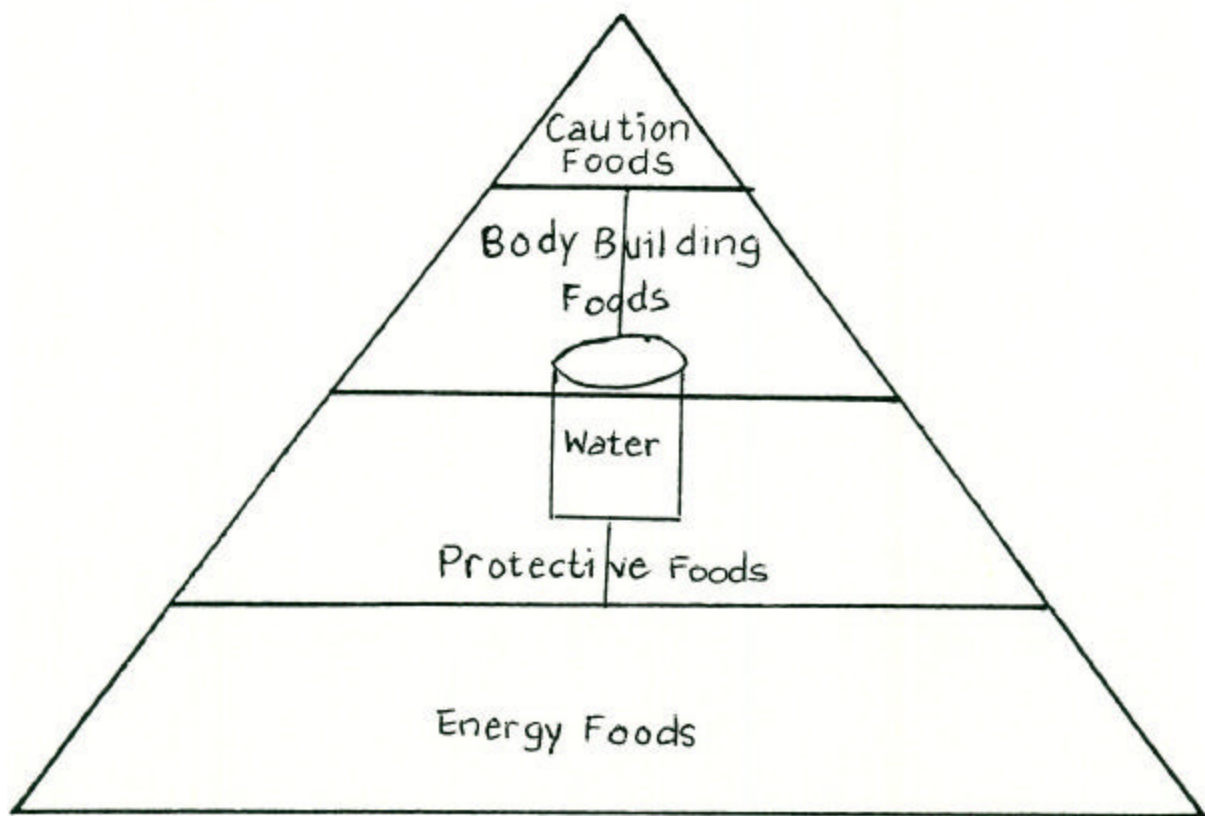
Digestion

- Tuna Sandwich
- Teri Beef on Shredded Cabbage

INTRODUCTION

EATING THE BASIC PYRAMID WAY: Water, Food Choices, and Digestion Activities in this section focus on:

1. The Food Guide Pyramid: refer to Section IV information on Food Guide Pyramid (p. 15)
2. Water as an important nutrient
3. Factors that affect Food Choices
4. Basic Digestion



The Food Guide Pyramid
"Build From The Bottom"

INTRODUCTION: Eating the Basic Pyramid Way

MENU: Chicken Burrito
Apple Crisp
Mexicali Corn

Carrot Sticks
Milk

TOPIC: School Lunch and the Food Guide Pyramid

1. PREPARATION/MATERIALS: Copy or the school lunch menu and blank copies of the Food Guide Pyramid
2. KEY QUESTIONS/INFORMATION:
 - a. Discuss the levels of the Food Guide Pyramid.
 - b. Discuss the ingredients found in the chicken burrito menu; classify them in the Food Guide Pyramid levels.
 - 1) flour tortilla = Energy Foods
 - 2) corn = Energy Foods
 - 3) carrots = Protective Foods
 - 4) apple = Protective Foods
 - 5) chicken = Body Building
 - 6) beans = Body Building
 - 7) cheese = Body Building
 - 8) milk = Body Building Foods
3. CAFETERIA ASSIGNMENT: Did you eat more foods in the Energy Foods level, the Protective Foods level or the Body Building Foods level?
4. SCHOOL FOOD SERVICE SUGGESTION: Have a picture of an empty Food Guide Pyramid and write in the ingredients of today's lunch in the appropriate levels. Remember to post it on the School Food Service Manager's bulletin board in the cafeteria so everyone can see it. (A bulletin board in cafeteria should be designed for use by the School Food Service Manager.)
5. OTHER SUGGESTED ACTIVITIES:
 - a. Give each student a blank Food Guide Pyramid and ask them to fill in the ingredients for their meal at dinner.
 - b. See if the students can do one for breakfast. Some students may need suggestions to improve their breakfast habits.
 - c. Have students share their pyramids orally or by posting them up on a bulletin board.

OTHER RESOURCES

Check with your School Food Service Manager for the ingredients of the foods in the school lunch menu.

INTRODUCTION: Eating the Basic Pyramid Way

MENU: Chicken Parmesan on Whole Wheat Bun Oven Fries
Cabbage and Lettuce Salad Milk
Fruit Cocktail

TOPIC: Foods Can Be Classified

1. PREPARATION/MATERIALS: Food Guide Pyramid model or poster
2. KEY QUESTIONS/INFORMATION:
 - a. Read the school lunch menu to the students.
 - b. Match up each food to the Food Guide Pyramid.
 - c. Discuss the following:
 - 1) The Energy Foods include starchy vegetables and grain foods.
 - 2) The Protective Foods include vegetables and fruits.
 - 3) The Body Building Foods include protein and calcium foods.
 - 4) The Caution Foods include foods high in fat, salt, and sugar.
3. CAFETERIA ASSIGNMENT: Did you eat something from each level of the Food Guide Pyramid? Did you eat more energy foods than caution foods?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the Energy Foods, Protective Foods, Body Building Foods and Caution Foods to get the children familiar with the Food Guide Pyramid terms.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Keep a Meal Journal for a week. Classify your daily three meals into the Food Guide Pyramid levels. Do you eat more foods in the Energy Foods level than the Caution level?
 - b. Students can do research into ethnic or local foods which are good non-meat proteins (examples: tofu/rice, tortillas/beans, peanut butter/bread, beans/cornbread, mung beans/rice, etc.).

INTRODUCTION: Eating the Basic Pyramid Way

MENU: Ground Beef and Spaghetti
Watercress/Won Bok Salad or Tossed Salad
Sliced Peaches

French Bread
Milk

TOPIC: Discussion of Classification of Food in Menu

1. PREPARATION/MATERIALS: A copy of the Food Guide Pyramid for each student or a large printed copy for the classroom.
2. KEY QUESTIONS/INFORMATION:
 - a. "Let's see if our menu today has foods from the different levels of the Food Guide Pyramid."
Grains: French Bread = Energy Foods
Grains: Spaghetti = Energy Foods
Vegetables: Watercress/Won Bok Salad = Protective Food
Fruit: Sliced Peaches = Protective Foods
Meat: Ground Beef = Body Building Foods
Dairy: Milk = Body Building Foods
 - b. Grains (bread and cereal products) give us carbohydrates, fiber, thiamin, zinc in whole grains and additional amounts of niacin and iron.
Fruits and vegetables provide us with protein, iron, riboflavin, niacin, zinc, vitamin B12, and Thiamin.
Milk and milk products give us calcium, protein, riboflavin, zinc, vitamin B12 and thiamin.
3. CAFETERIA ASSIGNMENT: Read the menu to the class and encourage the children to taste and eat all of their food.
4. SCHOOL FOOD SERVICE SUGGESTIONS: Post an enlarged copy of today's school lunch menu and write what kinds of food they are (see above menu sample).
5. OTHER SUGGESTED ACTIVITIES:
 - a. Have the children write their favorite foods as a menu. Check to see if they are good choices for healthy eating according to the Food Guide Pyramid.
 - b. Have each child make a placemat or work on a class project from magazines or individual drawings. Laminate the placemats for the children to take home to be used as meal placemats. Post the class project on a bulletin board in the classroom.

INTRODUCTION: Eating the Basic Pyramid Way

MENU: Pepperoni & Ground Beef Pizza
Won Bok/Romaine
Applesauce

Flavored Jello
Milk

TOPIC: The Food Guide Pyramid

1. PREPARATION/MATERIALS: Food Guide Pyramid model or poster
2. KEY QUESTIONS/INFORMATION:
 - a. Discuss the levels of the Food Guide Pyramid. Which is the largest section? Why? What is the smallest section? Why?
 - b. Explain that the school food service people make our menus with nutritional values in mind.
 - c. Break down the menu into the Food Guide Pyramid levels.
 - 1) pizza crust = Energy Foods
 - 2) won bok & Romaine = Protective Foods
 - 3) applesauce = Protective Foods
 - 4) ground beef = Body Building Foods
 - 5) milk and cheese = Body Building Foods
 - 6) flavored jello = Caution Foods, unless made with 100% juice or it has fruit in it
3. CAFETERIA ASSIGNMENT: Did you eat foods from all levels of the Food Guide Pyramid?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label each food item on the school lunch tray, using the Food Guide Pyramid categories.
5. OTHER SUGGESTED ACTIVITIES:
 - a. What is your favorite lunch outside of school? Does it include foods in all levels of the Food Guide Pyramid?
 - b. Let's pretend that we are going on a picnic. What foods will you bring so that they include foods from all levels of the Food Guide Pyramid?

INTRODUCTION: Eating the Basic Pyramid Way

MENU: Turkey Pastrami on Whole Wheat Bun	Oven Fries
Chilled Sliced Peaches	Milk
Tossed Salad	

TOPIC: How Food Affects Us

1. PREPARATION/MATERIALS: Poster of the Food Guide Pyramid
2. KEY QUESTIONS/INFORMATION:
 - a. Discuss how genetics and the food we eat determine such things as size, height, shape, weight, appearance, and energy.
 - b. What are good indicators of a good diet?
 - c. What do you consider a poor diet? Why?
 - d. What food could you eat to make your bodies healthy?
 - e. Introduce the school lunch menu. Discuss how they fit into the Food Guide Pyramid.
3. CAFETERIA ASSIGNMENT: Enjoy your lunch. Be able to report back if you feel that it was well balanced. Were there any salty foods? Any sweet foods? Why do they call the meat dish "turkey pastrami?"
4. SCHOOL FOOD SERVICE SUGGESTION: Post picture graphics of Energy Foods to Go, Protective Foods to Glow, and Body Building Foods to Grow.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Make a list of your daily and weekly foods that affect you in being energetic or tired, your body size, your healthy or sickly body condition.
 - b. Divide the class into groups and ask them to make posters of foods that are good for us and bad for us. Be sure to give some reasons for each. Post the posters in the cafeteria and in your classroom.
 - c. Have the children make a list of foods that affect them. Some may be allergic to foods; some may have stomach or gas pains when they eat certain foods; some may have "itchy" throats; some foods may make them tired or give them lots of energy, etc.

INTRODUCTION: Water

MENU: Chicken Nuggets
Steamed Rice
Cole Slaw

Cinnamon Applesauce
Whole Wheat Roll
Milk

Note: Water menu can be the basis for a “water” lesson.

TOPIC: Water is Very Important for Life

1. PREPARATION/MATERIALS: True/false questions, water
2. KEY QUESTIONS/INFORMATION:
 - a. Here are some true or false questions. Tally answers.
 - 1) Water is a nutrient most important to life. (T)
 - 2) More than half of your body is made up of water. (T)
 - 3) Drinking water is healthy. (T)
 - 4) Foods contain water, especially fruits and vegetables. (T)
 - b. Why is water important to our bodies? (It cools our bodies, carries nutrients to the cells, and helps with our elimination.)
 - c. How much water do you drink each day?
 - d. Where are the water fountains at our school?
3. CAFETERIA ASSIGNMENT: Are there any water fountains on your way to the cafeteria? As you eat today's school lunch, identify the food that contains the most water. (milk)
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label a glass of water. Post a sign: “Water is important for life.”
5. OTHER SUGGESTED ACTIVITIES:
 - a. Let's find out how much water is in food, by weighing this head cabbage leaf. We are going to leave it out of the refrigerator for a week. Make predictions as to how much the head cabbage leaf will weigh at the end of the week. Record responses. Follow up and verify predictions. What happened to the head cabbage leaf at the end of the week?
 - b. Name some other foods with high water content. (Watermelon, cucumber, most fruits and vegetables, etc.)

INTRODUCTION: Food Choices

MENU: Roast Turkey with Gravy
Whipped Potatoes
Mixed Vegetables

Chilled Pineapple Chunks
Whole Wheat Roll
Milk

TOPIC: How Senses Affect our Appetites

1. PREPARATION/MATERIALS: Blindfolds, foods that can be broken into small pieces and eaten with fingers (cheese, fruits, vegetables)

2. KEY QUESTIONS/INFORMATION:

- a. Today we are going to see how our senses affect our appetites.
- b. Blindfold some students and have them use their senses to guess what the foods are. Have them verbalize their responses with words that describe what they are thinking.
 - 1) use the sense of smell
 - 2) use the sense of touch and feel
 - 3) use the sense of sound
 - 4) use the sense of sight
 - 5) use the sense of taste
- c. Using today's menu, ask the students:
 - 1) can you smell the turkey roasting?
 - 2) can you taste the smooth whipped potatoes?
 - 3) can you see the pretty colors of the mixed vegetables?
 - 4) can you smell the pineapple chunks?
 - 5) can you smell the whole wheat roll baking?
 - 6) can you taste the cold milk?

3. CAFETERIA ASSIGNMENT: Did you use your senses as you ate your school lunch today?

4. SCHOOL FOOD SERVICE SUGGESTION: Use picture graphic on "How Senses Affect Our Appetites" and post on bulletin board.

5. OTHER SUGGESTED ACTIVITIES:

- a. Do other seasonal food tasting activities, relating to holidays and culture sharing. Let the children tell or write their descriptions.
- b. Bring in some new products for the children to taste and evaluate. They can conduct a survey with other classes and graph the results.
- c. Use the lesson "Do You Have a Snoot for Fruit" from the book, GLIDE INTO WINTER, pages 58-67. (Activities Integrating Math & Science series)

OTHER RESOURCES

Rius, Maria. THE FIVE SENSES – TASTE. Children's Press Choice, 1985.

INTRODUCTION: Food Choices

MENU: Submarine Sandwich
Lettuce Leaf

Apple Wedges
Milk

TOPIC: Food Choices and Habits

1. PREPARATION/MATERIALS: Drawing paper for each child, crayons or markers, chart paper
2. KEY QUESTIONS/INFORMATION:
 - a. Read the menu to the class. Ask them:
How many of you like eating a submarine sandwich? Why?
How many of you like eating lettuce? Why?
How many of you like eating apple wedges? Why?
How many of you like to drink milk? Why?
 - b. How did you get started eating certain foods?
 - c. Make a listing with these categories:
Favorite Ethnic Local Foods
Foods You Eat When You Are Happy
Food You Eat When You Are Sad
Foods You Feel that Your Body Needs
Have the students write one of the categories as their title and draw a picture about it.
3. CAFETERIA ASSIGNMENT: What did you eat on your school lunch tray today?
In which category would you list your lunch consumption today?
4. SCHOOL FOOD SERVICE SUGGESTION? Display the month's menu on the bulletin board.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Write a story of an ethnic or local food that they enjoy eating.
 - b. Have each child conduct a survey of his/her sibling's, parent's and grandparents' favorite foods and how they became favorites. Share information with classmates.
 - c. Create your own sandwich of favorite foods and check to see if you include healthy foods from the Food Guide Pyramid.

INTRODUCTION: Food Choices

MENU: Weiner in Roll
Tossed Salad
Oven Fries or Seasoned Potato Wedge

Orange Wedges
Milk

TOPIC: What Affects Your Food Choices?

1. PREPARATION/MATERIALS: Magazine pictures of foods that affect our food choices or food commercials
2. KEY QUESTIONS/INFORMATION:
 - a. How do you feel when you hear the following remarks:
 - b. If a food is associated with good feelings – you may learn to like that food and the same with bad feelings – you may learn to dislike the food.
 - c. Do you think advertisements make you want to buy certain foods? In what ways?
 - d. What affects your food choices? Family? Friends? Appearance? Taste? Cost? Advertisements?
3. CAFETERIA ASSIGNMENT: Identify the foods in today's menu that make you feel good. What about those that do not make you feel good. Be prepared to discuss some experiences.
4. SCHOOL FOOD SERVICES SUGGESTION: School Food Service Manager takes the time to visit with the children while they are having their lunch.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Have several groups of students find a food advertisement that appeals to their senses. Let them share it in class.
 - b. Give the children homework or let them work in groups to make a list of food advertisements that they often see on television or hear on the radio. Let them have time to perform the food advertisements and have their classmates guess the product. Find out how many like the product due to its advertisement.
 - c. Use the lesson, "Daily Food Guide" from the book, FUN WITH FOODS #4, pages 28-39. (Activities Integrating Math & Science series)

INTRODUCTION: Food Choices

MENU: Tacos
Lettuce and Tomato
Potato Rounds

Fruited muffin
Milk

TOPIC: Advertisements – Does It Affect You?

1. PREPARATIONS/MATERIALS: Pictures from magazines of popular food items
2. KEY QUESTIONS/INFORMATION:
 - a. Show the students pictures of various advertisements and get their reactions.
 - b. Ask these questions and tally their responses.
 - 1) How many of you would buy foods that look appetizing on television or in magazines?
 - 2) How many of you would purchase the product because the advertisements told you that you would be saving money?
 - 3) How many of you would buy a product because the advertisement told you that it will be easy for you to prepare it?
 - 4) How many of you would buy the item because the advertisement said that it would make you healthier or they warned you about what might happen to you if you did not eat it?
3. CAFETERIA ASSIGNMENT: What foods in today's menu have you heard advertised on television, on the radio, or in the newspapers? Did the advertisement make you like the food more?
4. SCHOOL FOOD SERVICE SUGGESTION: Put a nutritional tip in the parents' bulletin or school newspaper.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Draw or write an advertisement of your favorite food.
 - b. Provide the class with old homemaker magazines (Better Homes, McCall's, Family Circle, etc.). Ask the students to count the food advertisements in each magazine. Graph the results. If time permits, ask them to list their favorite advertisements and state why.

INTRODUCTION: Food Choices

MENU: Oven Baked Chicken
Whipped Potatoes
Italian Seasoned Green Beans

Whole Wheat Roll
Orange Wedges
Milk

TOPIC: Feelings Related to Eating

1. PREPARATION/MATERIALS: Two students to role play
2. KEY QUESTIONS/INFORMATION:
 - a. Have two students dramatize (lots of exaggeration) the following situation:
An adult forcing a child to eat something he or she does not like.
 - b. Discussion:
Who tried to make the child eat?
What did the child do?
How does the parent or adult feel?
What things can each of them do?
3. CAFETERIA ASSIGNMENT: Be ready to discuss why you ate the food you did and why you did not eat the others. Were you influence by your friends or your parents? Have you had the foods before?
4. SCHOOL FOOD SERVICE SUGGESTION: Use picture graphics of a smiling face on the School Food Service Manager's bulletin board or counter.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Make arrangements with your School Food Service Manager to observe the foods that were thrown away today. Find out the reasons for it from the students.
 - b. Have the children do some persuasive writing to get someone to try a new nutritious food. If time permits, have each student read his composition or post them for others to read.

INTRODUCTION: Food Choices

MENU: Ground Beef Spaghetti
Watercress/Won Bok Salad or Tossed Salad
Sliced Peaches

French Bread
Milk

TOPIC: How We feel About Food

1. PREPARATION/MATERIALS: Drawing paper and crayons
2. KEY QUESTIONS/INFORMATION:
 - a. Why do we eat? (To get energy to keep alive and grow; we get hungry; we enjoy eating as a social activity)
 - b. Think of your favorite food. Do not tell anyone.
Think about how that food feels in your mouth and how you feel just before you take a bite of that food.
 - c. Ask for volunteers to share their favorite foods and how they feel about eating them.
 - d. Introduce the menu to the class and tell them to draw a picture of how they feel when they are eating today's lunch.
3. CAFETERIA ASSIGNMENT: Taste something from each food group and report back what you liked or what you did not like.
4. SCHOOL FOOD SERVICE SUGGESTION: Select a class to help taste a new recipe.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Make a checklist sheet with the foods from the menu in one column and two blank columns next to it. Have the children draw happy or sad faces in the blank columns to indicate how they like each food. Tally the information on a class sheet to see classmate preferences.
 - b. Conduct a class discussion on why children like some foods and dislike others. Compare responses with another class.

OTHER RESOURCES

Sharmat, Mitchell. GREGORY, THE TERRIBLE EATER. Four Winds Press, 1991.

INTRODUCTION: Food Choices

MENU: Nachos
Tossed Salad or Lettuce & Tomato

Milk
Fruited Muffin

TOPIC: Likes and Dislikes in Foods

1. PREPARATION/MATERIALS: Pictures of foods in school lunch (optional); Food Guide Pyramid model or poster
2. KEY QUESTIONS/INFORMATION:
 - a. Introduce the school lunch menu. Describe each food. Relate it to the Food Guide Pyramid.
 - b. Discuss the following questions:
 - 1) Has anyone ever changed his/her mind about liking or not liking a food?
 - 2) Have any of you learned to like certain foods you once disliked?
 - 3) What may have happened for you to change "favorites?"
 - 4) How do you choose your favorites and your non-favorites?
3. CAFETERIA ASSIGNMENTS: After lunch, let's talk about the foods you liked or disliked on the school lunch tray, and if you tried any new food.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label foods on tray. Provide a suggestion box so children can write positive ways to improve the school lunch program.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Make a list of students' names on chart paper and put a star or sticker for any child that tried a new food during the week or month. Record the name of the food next to the sticker.
 - b. Bring to school some different foods that you think your students have never tasted. Let them have a tasting party and record their reactions. (Suggestions: kiwi fruit, artichokes, cherry tomatoes, new breads or crackers on the market, broccoli flower, zucchini, etc.)
 - c. Have your class take a school survey on students' favorite foods and non-favorite foods and why. Graph the results and write a report on it; and post it in the cafeteria or submit it to the school newspaper.
 - d. Compare some foods when they are uncooked and cooked. Which do the children prefer?

INTRODUCTION: Digestion

MENU: Tuna Sandwich
Corn Chowder
Carrot Sticks

Apple Wedges
Milk

TOPIC: Digestive System

1. PREPARATION/MATERIALS: Picture graphic or model of human digestive system
2. KEY QUESTIONS/INFORMATION:
 - a. Discuss the human digestive system. Explain how the food enters the mouth and the direction it takes throughout the body.
 - b. Explain that different kinds of foods make their way throughout the body at different rates.
 - c. Explain that foods get broken down and distributed throughout the body for nutrients to serve their purpose.
 - d. How does food get broken down so that it is small enough to get through the body? (chewing, intestines, other foods)
 - e. Explain that some foods are softer to digest and also help other foods go through the body.
 - f. Explain that it is important for food to pass through our bodies – to get rid of excess waste and to relieve constipation.
3. CAFETERIA ASSIGNMENT: Chew your food well.
4. SCHOOL FOOD SERVICE SUGGESTION: Display the picture graphic of the digestive system.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Explain that fiber works as a food to help the body get rid of waste.
 - b. Keep a weekly record of fibrous foods that are eaten three meals daily. Discuss if it helps their bodies to be healthier and more energetic. What would be the alternate feeling?

OTHER RESOURCES

Baldwin, Dorothy & Claire Lister. YOUR BODY FUEL. Bookwright, 1984.
Ward, Brian. FOOD AND DIGESTION. F. Watts, 1982.

INTRODUCTION: Digestion

MENU: Teri Beef on Shredded Cabbage
Steamed Rice
Cut Broccoli

Portuguese Sweet Bread
Sliced Peaches
Milk

TOPIC: The Digestive Process

1. PREPARATION/MATERIALS: Picture graphics of the major organs in the digestive system; crackers
2. KEY QUESTIONS/INFORMATION:
 - a. Foods need to be digested or broken down so the body can use them.
 - b. Give crackers to 4 students. Have them eat the crackers.
Ask them: do they taste sweet?
What is softening the crackers? (saliva)
 - c. With your fingers, trace the route the crackers will go, using the picture of the digestive system. Note that there are muscles in the esophagus, stomach and intestines – churning and breaking down the food.
 - d. Do you think you will be able to recognize the cracker you ate now?
 - e. Where do you think the nutrients will go? How will it travel? (through the bloodstream)
3. CAFETERIA ASSIGNMENT: Chew your food well for good digestion.
4. SCHOOL FOOD SERVICE SUGGESTION: Display picture graphics of the digestive system.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Research what happens to each group of nutrients as they are digested.
 - b. Create a song involving the digestion procedure.

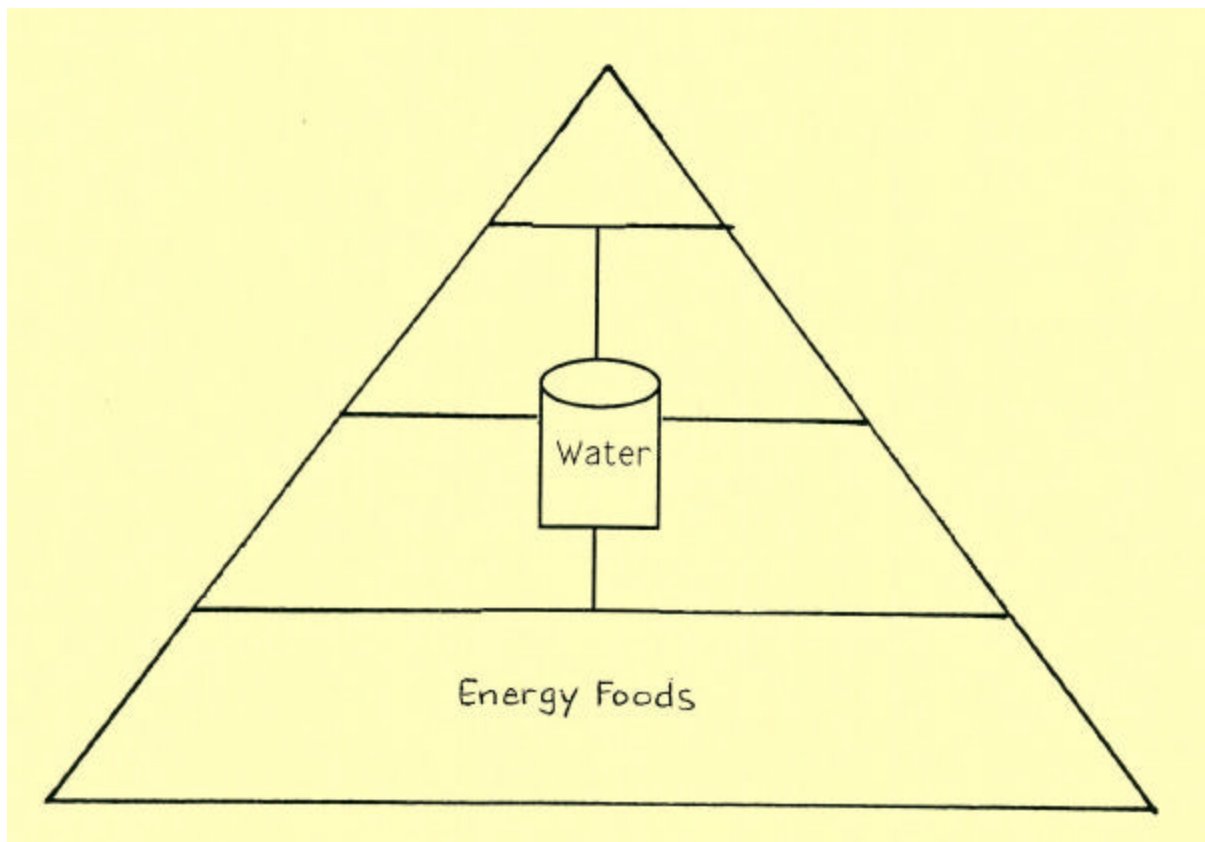
OTHER RESOURCES

Baldwin, Dorothy & Claire Lister. YOUR BODY FUEL. Bookwright Press, 1984.
Ward, Brian R. FOOD AND DIGESTION. F. Watts, 1982.

ENERGY FOODS: GRAINS FOODS AND STARCHY VEGETABLES

The activities in this section are based on foods and focus on presenting the foods from the base level of the pyramid: grains and starchy vegetables; the Energy Foods Group.

Energy Foods Recommendation: Each day, choose plenty of foods that provide energy; a variety of breads, cereals, rice, pastas, and starchy vegetables from the broad base of the Food Guide Pyramid and should make up the largest portion of a healthy diet.



The Food Guide Pyramid
“Build From The Bottom”

ENERGY FOODS

Grain Foods and Starchy Vegetables

BAGELS

BANANA MUFFIN – Discussion on Bananas

BREAD – Discussion on Not Just Bread

BREAD: PITA – Breads and Cereals

ENGLISH MUFFINS

PORTUGUESE SWEET BREAD I

PORTUGUESE SWEET BREAD II - Carbohydrates

POTATOES: OVEN FRIES/MASHED – Discussion About All Sorts of Potatoes

POTATOES/WHOLE WHEAT ROLL – Starches in our Diet

POTATOES: WHIPPED/WHOLE WHEAT ROLL – Where Are The Starches?

POTATO SALAD – Eye Can See You

SPAGHETTI/FRENCH BREAD – Complex Carbohydrates (starches)

STEAMED RICE I – Discussion about Rice

STEAMED RICE II – Rice is Nice

STEAMED RICE III - Fiber

SUBMARINE SANDWICH – Discussion of What is a Submarine Sandwich

TORTILLAS – Tortillas: A Mexican Bread

WHOLE WHEAT BUN - Fiber

WHOLE WHEAT ROLL – Discussion on Different Cereals

BAGELS

Food Guide Pyramid: Energy Foods (bread)

TOPIC: Bagels

1. PREPARATION/MATERIALS: Samples of different kinds of bagels; map
2. KEY QUESTIONS/INFORMATION:
 - a. What is a bagel? (According to the Webster dictionary, it is a hard bread roll made of yeast dough twisted into a small doughnut-like shape, cooked in simmering water, then baked.)
 - b. Where did bagels originate? (Israel) Locate the country on the map.
 - c. How do people eat bagels?
Some people split their bagels and toast them.
Traditionally, they are split, covered with cream cheese, and topped with smoked salmon (lox).
 - d. Can you name the different kinds of bagels that you can find in the bakery or the supermarket? (sesame seeds, poppy seeds, dried onion, egg, cinnamon, raisin, blueberry, whole wheat, oat bran).
 - e. Bagels may be eaten at breakfast, lunch, dinner, or as a snack.
 - f. Bagels are made with whole wheat flour that contain protein, calcium, iron, magnesium, phosphorus, potassium, and B complex vitamins.
3. CAFETERIA ASSIGNMENT: Check your school lunch tray for a bread product. Is it made with regular bread flour or whole wheat flour?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label a bagel that is served for A+ after School snack.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Use a bread machine to make the dough for bagels. Make arrangements with your School Food Service manager to bake the bagels in the cafeteria oven. Encourage the children to take one home to share it with their families.
 - b. Have a bagel party. Divide the class into four groups. Have each group share ways they would serve bagels for breakfast, lunch, dinner, and snack. Gather the ideas and recipes together and make a recipe book.

OTHER RESOURCES

Burnett, George. THE BREADMAN'S HEALTHY BREAD BOOK. William Morrow and Company, Inc., 1992.
Eckhardt, Linda and Diana Butts. BREAD IN HALF THE TIME. Crown, 1991.
Kitchen, Laurel. THE LAUREL KITCHEN'S BREAD BOOK – A GUIDE TO WHOLE GRAIN BREADMAKING. Random House, 1984

BANANA MUFFIN

Food Guide Pyramid: Energy Foods (bananas and flour)

TOPIC: Discussion on Bananas

1. PREPARATION/MATERIALS: Pictures of a banana and a real banana to be used during discussion.
2. KEY QUESTIONS/INFORMATION:
 - a. What is a banana? (a fruit)
 - b. Describe a banana. (yellow skin that can be peeled in sections, white edible portion that contains tiny seeds)
 - c. Where do bananas grow? (Bananas grow in warm, tropical climates like Central America, West Indies, parts of South America, Pacific Islands and Central Africa. They grow well in Hawaii.)
Bananas grow in bunches called "hands" and each fruit is called a "finger."
They are picked when they are green and they ripen slowly on the way to the market. There are many varieties which are pink, purple, green, and tan.
(THE FIRST BOOK OF FRUITS by Lois Johnson)
Bananas are a good source of potassium that help our bodies maintain water balance and nerve-muscle responses.
3. CAFETERIA ASSIGNMENT: Today you will be served a banana muffin on your lunch tray. Taste it. See if you can taste the banana.
4. SCHOOL FOOD SERVICE SUGGESTIONS: Put up a display related to bananas near the cafeteria serving area. Label the "hands" and "fingers" of the bunch of bananas. Make a banana plant using real banana leaves. Identify or label the banana muffin on the lunch tray.
5. OTHER SUGGESTED ACTIVITIES:
 - a. The children may want to make a banana sandwich, banana pops, banana milkshakes, or banana chips.
 - b. Use a dehydrator to make banana chips in the classroom. It can be used as a math lesson (prediction of time; weight) or as a science lesson (process of dehydration, job of the machine).
 - c. Take a survey of how many children like or dislike bananas. Find out how many have never eaten bananas. Graph results. Have a tasting party where the children can taste the different ways they can eat them.
 - d. Have the children create stories of a banana, or a poem or a song.
 - e. Have the class do research on the usage of the banana leaves, stump, and fruit.

OTHER USEFUL RESOURCES:

Corum, Ann Kondo. ETHNIC FOODS OF HAWAII. The Bess Press, 1983.

Dineen, Jacqueline. FRUIT. Enslow Publishers, 1987.

Pane'e, Tamar Luke. E HO'OLAKO MAU – COOKING IN OLD HAWAI'I
(THEN AND HOW...). Pacific Printers, 1990.

BREAD

Food Guide Pyramid: Energy Foods (bread)

TOPIC: Discussion on Not Just Bread

1. PREPARATION/MATERIALS: Sample of different types of breads and/or empty bread wrappers stuffed with paper.
2. KEY QUESTIONS/INFORMATION:
 - a. How many different kinds of breads can you name? (whole wheat, white, sweet, cinnamon, brown, sour dough, crushed wheat, oatmeal, pita, French, enriched, etc.)
 - b. Can you name some bread products? (bread sticks, bread stuffing, bread pudding, pizza bread, croutons, toast, bagels, English muffins, etc.)
 - c. What are some words that describe the texture of various types of breads? (soft, crusty, crunchy, bumpy, smooth, etc.)
 - d. What are some ways of serving bread? (sliced, toasted, sticks, cubes, cut-outs; as a sandwich, with butter, margarine, jam, jelly, meats, fruits, and vegetables.)
 - e. What are breads made from? (grain and contain fiber, niacin, thiamine, and iron)
3. CAFETERIA ASSIGNMENT: Ask the students to name what kind of school lunch bread they ate today.
4. SCHOOL FOOD SERVICE SUGGESTIONS: Identify and label the bread item on the menu. Set up a display of the different types of cereal grains and/or breads that are made from them.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Make a sandwich and/or write a sandwich story.
 - b. Read THE LITTLE RED HEN. Act out the story. Rewrite the story and substitute names of the children in the class for example: "Not I" said David.
 - c. Tour a supermarket and see all the different types of bread. Have the children make a list of what they see. Purchase some loaves and have the children taste and compare them for texture, taste, smell, and cost.
 - d. Have the children bake a loaf of bread in class, using a bread machine. It will take about half a day.
 - e. Have the children plan and set up a bread bakery, using empty bread wrappers stuffed with paper. They can pretend to purchase two loaves of bread and compare them in writing.
 - f. Take the children on a field trip to a bakery where bread is made.
 - g. Make arrangements with your School Food Manager to do a bread lesson with your class.

OTHER RESOURCES

Lord, John. THE GIANT JAM SANDWICH. Houghton, Mifflin, 1972.

Mandry, Kathy and Joe Toto. HOW TO MAKE ELEPHANT BREAD.
Panthenon Books, 1971.

Morris, Ann. BREAD BREAD BREAD. Lothrop, Lee & Shepard, Books,
1989.

Scienceland. ALL ABOUT BREAD. VOL. 14 #109. October, 1990.

Thomson, Ruth. MAKING BREAD. F. Watts, 1987.

Ziegler, Sandra. A VISIT TO THE BAKERY. Children's Press, 1987.

BREAD: PITA

Food Guide Pyramid: Energy Foods (pita bread)

TOPIC: Breads and Cereals

1. PREPARATION/MATERIALS: Pita bread
2. KEY QUESTIONS/INFORMATION:
 - a. What is pita bread? (Circular shaped, double layered, and looks like a pocket when cut in half)
 - b. What country does it come from? (Greece: locate it on a map)
 - c. What part of the Food Guide Pyramid does it belong to? (Energy foods)
 - d. Why is this part of the Food Guide Pyramid so important to us? (Carbohydrates gives us energy; grains give us fiber)
 - e. Explain the Grow, Glow, and Go concept in our nutrition guide.
GO: Energy Foods
GLOW: Protective Foods
GROW: Body Building Foods
Where does the bread and cereals belong in the concept? (GO for Energy)
3. CAFETERIA ASSIGNMENT: Ask the students to look for other "Go" foods on their school lunch tray.
4. SCHOOL FOOD SERVICE SUGGESTIONS: Identify and label the pita bread. Put the word "GO" in front of the pita bread and other "Go" foods.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Ask the students to write and create healthy pita sandwiches by suggesting various ingredients, using the Food Guide Pyramid. Encourage them to name their creations.
 - b. Have the children create a song about a pita sandwich.
 - c. Visit a bakery that makes pita bread.

OTHER RESOURCES

Burt, Olive. LET'S FIND OUT ABOUT BREAD. Watts, 1966.

Dworkin, Floss. BAKE YOUR OWN BREAD AND BE HEALTHIER. Holt, Rinehart and Winston, 1972.

Morris, Ann. BREAD BREAD BREAD. Lothrop, Lee & Shepard Books, 1989.

ENGLISH MUFFIN

Food Guide Pyramid: Energy Foods (bread)

TOPIC: English Muffin

1. PREPARATION/MATERIALS: Samples of English muffins; world map
2. KEY QUESTIONS/INFORMATION:
 - a. What is an English muffin? (According to Webster's dictionary, it is a somewhat flat yeast roll that is often baked on a griddle and served split and toasted.)
 - b. Show the students some samples of English muffins. (whole wheat sourdough, raisin, , wheat berry, health, nut, wheat germ, and oats bran) Ask them to describe an English muffin. (Smooth on the outside, lots of holes inside; hard on the outside, soft inside)
 - c. Where do you think the English muffin originated? (England) Let's locate England on the map.
 - d. How do people eat English muffins?
For breakfast, some people toast the English muffins and spread butter or jam on them. Or, they make breakfast sandwiches by putting egg and ham inside (which restaurant does this?)
For lunch, dinner, or snacks, some people make mini pizzas by spreading spaghetti sauce and cheese on an English muffin and then baking them.
3. CAFETERIA ASSIGNMENT: Check your school lunch tray for a bread product from the Energy Foods level from the Food Guide Pyramid.
4. SCHOOL FOOD SERVICE SUGGESTION:
5. OTHER SUGGESTED ACTIVITIES:
 - a. Ask the children to create a menu that includes all levels of the Food Guide Pyramid, including the English muffin. Let them work in groups and share their creations the next day. Actual food could be used and also eaten for recess snack.
 - b. Ask the children to create an afternoon snack, using an English muffin. Check to see if they included all levels of the Food Guide Pyramid.

OTHER RESOURCES

Burnett, George. THE BREADMAN'S HEALTHY BREAD BOOK. William Morrow and Company, Inc., 1992.
Eckhardt, Linda and Diana Butts. BREAD IN HALF THE TIME. Crown, 1991.
Kitchen, Laurel. THE LAUREL KITCHEN'S BREAD BOOK – A GUIDE TO WHOLE GRAIN BREADMAKING. Random House, 1984.

PORTUGUESE SWEET BREAD I

Food Guide Pyramid: Energy Foods (Portuguese Sweet Bread)

TOPIC: Portuguese Sweet Bread

1. PREPARATION/MATERIALS: Portuguese Sweet Bread made by different bakeries.
2. KEY QUESTIONS/INFORMATION:
 - a. Where do you think Portuguese Sweet Bread originated? (Portugal; ask children to locate it on the map)
 - b. Compare white bread, whole wheat bread, and Portuguese Sweet Bread according to flavor, texture, and color.
 - c. Explain the bread making process. Discuss the different shapes and forms in which Portuguese Sweet Bread is baked and served.
3. CAFETERIA ASSIGNMENT: Ask students to find out if their piece of sweet bread was the sliced or roll type.
4. SCHOOL FOOD SERVICE SUGGESTION: Display a map of the world on the School Food Service Manager's bulletin board. Indicate where Portugal is located. Play background music of Portugal. Identify and label the Portuguese Sweet Bread or sweet rolls.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Ask the students to find out what ingredients make sweet bread different from the other types of bread. (They could ask their school food service manager or call a bakery.)
 - b. Ask the students to find out what other foods the Portuguese people brought to Hawaii, i.e. Portuguese bean soup, Portuguese sausage.
 - c. Ask the students to name different types of bread that they could find in a bakery or supermarket. (Wheat, rye, raisin, sourdough, French, pumpernickel, cinnamon, Pita, monkey, taro, cheese, etc.)
 - d. Make Portuguese Sweet Bread with a bread machine in the classroom.
 - e. Rewrite THE LITTLE RED HEN, using the students' names, where it says, "Not I, " said Mary.

OTHER RESOURCES

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Lord, John. THE GIANT JAM SANDWICH. Houghton, Mifflin, 1972.

Mandry, Kathy and Joe Toto. HOW TO MAKE ELEPHANT BREAD. Panthenon Books, 1971.

Thomson, Ruth. MAKING BREAD. F. Watts, 1987.

PORTUGUESE BREAD II

Food Guide Pyramid: Energy Foods (Portuguese Sweet Bread)

TOPIC: Carbohydrates

1. PREPARATION/MATERIALS: Pictures of people or athletes in active sports.
2. KEY QUESTIONS/INFORMATION:

- a. Show pictures to students.
What are these people doing? (Exercising, running, moving, etc.)
What makes them healthy and full of energy? (Proper food & rest)
What is in our food that we can eat that gives us energy?
(Carbohydrates – class of foods that supply energy to the body)

Our bodies need carbohydrates, especially young children who are so active. Bread is one of the main sources of carbohydrates.

- b. Can you name some breads that you have seen at home, at the bakery or at the supermarket? (Enriched, whole wheat, crushed wheat, raisin, French, rye, pumpernickel, Portuguese sweet bread, monkey, cinnamon, sourdough, taro, potato, etc.)
3. CAFETERIA ASSIGNMENT: What foods were carbohydrates on your school lunch tray today?
4. SCHOOL FOOD SERVICE SUGGESTION: Display a large chart sized cardboard with pictures of adults and children who are actively doing something. Write a caption, for example: Bread helps supply energy for our bodies. Identify and label the Portuguese Sweet Bread or rolls.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Ask each child to go home and find out what kinds of breads their families eat. Results can be graphed.
 - b. Find out where the different kinds of breads originated and how they came to Hawaii.
 - c. Have the children write their own stories about how the Portuguese Sweet Bread came to Hawaii.

OTHER RESOURCES

Forest, Heather. THE BAKER'S DOZEN. Harcourt, Brace, Jovanovich, 1988.
Brown, Marcia. THE BUN – A TALE FROM RUSSIA. Harcourt, Brace, Jovanovich, 1972.
Lord, John. THE GIANT JAM SANDWICH. Houghton, Mifflin, 1972.

POTATOES: OVEN FRIED/MASHED

Food Guide Pyramid: Energy Foods (potato)
Caution Foods (oil for frying)

TOPIC: Discussion About All Sorts of Potatoes

1. PREPARATION/MATERIALS: Two real potatoes and a knife; and pictures of potatoes prepared in many ways (include lower fat versions)
2. KEY QUESTIONS/INFORMATION:
 - a. What is this called? (A potato)
 - b. How does it grow? (Its leaves grow above the ground and the potato grows in the dirt below the ground.)
 - c. Can you name some shapes in which we can cut potatoes and ways you can prepare them? (Teacher could cut potatoes to demonstrate.)

Baked Potato	Potato Salad (cubed)
Potato Skins	French Fries, Oven Fries*
Potato Boats	Curly Fries*
Hashed Browns*	Potato Chips*
Scalloped Potatoes	Potato Rounds*
Whipped Potatoes	Shoestring Potatoes*

*fried and high in fat

There are more than 5,000 kinds of potatoes in the world.

Potatoes provide carbohydrates (starch) for healthy low-fat energy and some vitamin C. Peeling and frying however, destroys some vitamins and adds a large amount of calories from fat.

3. CAFETERIA ASSIGNMENT: How will your potatoes be prepared today. Taste them and let's talk about how they were cut and prepared.
4. SCHOOL FOOD SERVICE SUGGESTIONS: Identify and label the oven fries and/or whipped potatoes as Energy Foods; identify the oil as Caution Food.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Purchase a 5 pound bag of potatoes. Let each child guess how many potatoes are in the bag. Count them together with the class. The children may want to sort them according to size, shape, or number of eyes – before the teacher cuts them up for a demonstration.
 - b. Teacher may carve potatoes for printing purposes.
 - c. Write a story about a potato and put it together with potato shaped pages.

- d. Leave two potatoes on the science table and let the children observe what will happen to them. (Plants will begin growing from the potatoes' eyes.)
- e. Teach the children the Potato Boogie song.
- f. Have the children create riddles for the different ways potatoes are prepared or served.
- g. Steam or microwave potatoes for tasting.

OTHER RESOURCES

Pohl, Kathleen. POTATOES. Raintree Publishers, 1987.

Scienceland. ALL ABOUT SWEET POTATOES. Vol. 13 #102. November, 1989.

POTATOES/WHOLE WHEAT ROLL

Food Guide Pyramid: Energy Foods (potatoes, whole wheat roll)

TOPIC: Starches in our Diet

1. PREPARATION/MATERIALS: Potato for teacher demonstration; knife, paper plates, brushes, iodine
2. KEY QUESTIONS/INFORMATION:
 - a. Complex carbohydrates come from starchy foods.
Starchy foods are plant foods and grains; and starchy vegetables are rich sources.
In most societies, 50-80% of people's food energy is from grains: Asia – rice; Canada, USA, and Europe – wheat; South and Central Africa – corn.
 - b. Teacher demonstration. Explain about iodine being a medicine that can be poisonous.
Cut a potato into round slices.
Brush some iodine onto the potato's cut surface. (The white part of the potato turns blue-black.)
The part that turns blue-black is where the starch is stored (plant cells).
 - c. What types of grains do we eat? (rice, wheat, rye, oats, corn, etc.)
3. CAFETERIA ASSIGNMENT: Look at your lunch carefully. See if you can determine what grains are in your lunch today.
4. SCHOOL FOOD SERVICE SUGGESTIONS: Identify and label the potatoes and whole wheat roll as Energy Foods. Place a potato in water near the School Food Service Manager's bulletin board. Let the children observe what will happen to the potato day by day.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Discuss different types of grains eaten throughout the week.
 - b. Ask students who eat school breakfast, what type of grains are in their meal?
 - c. Have the class do research on the sweet potato.

OTHER RESOURCES:

Aliki. CORN IS MAIZE – THE GIFT OF THE INDIANS. Crowell, 1976.
Carle, Eric. PANCAKES, PANCAKES. Knopf, 1970.
Galdone, Paul. THE MAGIC PORRIDGE POT. Seabury Press, 1976.
Johnson, Sylvia. RICE. Lerner Publishers, 1985.
Pane'e, Tamar Luke. E HO'OLAKO MAU – COOKING IN OLD HAWAII (THEN AND NOW...). Pacific Printers, 1990.
Pohl, Kathleen. POTATOES. Raintree Publishers, 1987.
Turner, Ann. HEDGEHOG FOR BREAKFAST. MacMillan, 1989.
Whitney & Hamilton. UNDERSTANDING NUTRITION 4E. West Publishing Company, 1987.

WHIPPED POTATOES AND WHOLE WHEAT ROLL

Food Guide Pyramid: Energy Foods (potatoes, whole wheat roll)

TOPIC: Where are the starches?

1. PREPARATION/MATERIALS: Iodine, medicine dropper, napkins, food samples such as bread, potato, rice, bagel, bun, spaghetti, breadfruit
2. KEY QUESTIONS/INFORMATION:
 - a. Have you heard or the word “starch or starches?”
(Spray starch for our clothes)
(Liquid starch for making clothes stiff or for art activities)
(Cornstarch for making gravies thick and for meats)
 - b. Today we are going to test what foods have starches.
Place a drop of iodine on bread, rice, bagel, potato.
What is happening? (The drops on the food items are blue, black or purplish.) These colors indicate a high starch content.
 - c. Starches give us energy and fiber for elimination. (These foods in today’s experiment all came from plants.)
3. CAFETERIA ASSIGNMENT: What grains and vegetables in your school lunch today have starch in them?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the whipped potatoes and whole wheat roll as Energy Foods.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Discuss some physical symptoms associated with deficiencies in carbohydrates.
(fatigue, weight loss, loss of energy, etc.)
 - b. Have each child recall what he/she ate for breakfast, lunch, and dinner yesterday. Did each meal include starches?

OTHER RESOURCES

Pohl, Kathleen. POTATOES. Raintree Publishers, 1987.
Selsam, Milicent. MORE POTATOES. Harper and Row, 1972.

POTATO SALAD

Food Guide Pyramid: Energy Foods (potatoes)
Caution Foods (mayonnaise)

TOPIC: Eye Can See You

1. PREPARATION/MATERIALS: Several real potatoes to place around the classroom for children to observe sprouting.
2. KEY QUESTIONS/INFORMATION:
 - a. What is brown, red, or white and has eyes but cannot see? (potato)
 - b. What level of the Food Guide Pyramid does it belong to? (Energy Foods – Grain Foods and Starchy Vegetables)
 - c. Which vitamin can be found in potatoes? (Vitamin C; but cooking and heating destroys some of it)
 - d. How does the potato help our bodies? (provides us with energy and potassium)
 - e. Can you name some potato products? (whipped potato, potato pancakes, hash browns, potato rolls, au gratin, shoestring potatoes, potato chips, French fries)
 - f. Can you name ways we prepare potatoes? (boiled, baked, mashed, fried, sliced, diced, and shredded)
 - g. Why do potatoes have “eyes?” (New plants develop from the “eyes.” These plants sprouts are nourished by the stored starch and protein inside the potato.)
 - h. Place potatoes at different areas of the classroom and watch for sprouting. Have different groups be assigned to a different potato. Have them record data – light, size of potato, date of sprouting, and progress. Compare data and draw conclusions in a bout a month or more.
3. CAFETERIA ASSIGNMENT: How was your potato prepared in today’s school lunch?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the potato as an Energy Food and the mayonnaise as Caution Food.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Find out the importance of the potato in Ireland.
 - b. Find out from the encyclopedia about the potato. Which country produces the most? How many kinds of potatoes are there?
 - c. Display four different kinds of potatoes – Russet, white, red, and sweet potato. Ask the children to compare their color, texture, eyes, size, and uses.
 - d. Do potato printing using purple paint on pink paper. Potatoes may be carved into a print or just print potato people with different shapes of potatoes.

OTHER RESOURCES

THE GOOD HOUSEKEEPING ILLUSTRATED COOKBOOK.

Pohl, Kathleen. POTATOES. Raintree Publishers, 1987.

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Sobol, Harriet. A BOOK OF VEGETABLES. Dodd, Mead, 1984.

Westcott, Nadine. THE GIANT VEGETABLE GARDEN. Little, Brown, 1989.

Brown, Marcia. STONE SOUP. Charles Scribner's Sons, 1947.

SPAGHETTI/FRENCH BREAD

Food Guide Pyramid: Energy Foods (spaghetti noodles/French bread)

TOPIC: Complex Carbohydrates (starches)

1. PREPARATION/MATERIALS: Pictures or actual samples of noodles, rice, potatoes, corn, breads, etc.
2. KEY QUESTIONS/INFORMATION:
 - a. What are complex carbohydrates? (starches like noodles, breads, rice, potatoes, corn, breadfruit, etc.)
 - b. Why do our bodies need carbohydrates? (to give us energy)
 - c. What kinds of people need a lot of extra energy? (People who are active like athletes and children.)
 - d. Why do you suppose some athletes eat a lot of carbohydrates before a game? (to store energy)
 - e. How do you think you will feel if you don't eat carbohydrates? (tired, sluggish)
 - f. How does carbohydrates affect our lives? (Gives us "go" energy to help us concentrate in school, have fun during playtime, participate in games, do chores, go swimming, hiking, bicycling, etc.)
3. CAFETERIA ASSIGNMENT: Ask the students to identify the carbohydrate/starch foods served in the school lunch today.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the spaghetti noodles and French bread as Energy Foods. Place a picture of complex carbohydrates (starches) on the School Food Service Manager's bulletin board.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Have the class help make a list of carbohydrates. Ask the children to keep a record of all the carbohydrates that they eat for one week, at home and school.
 - b. Make a list of the different kinds of noodles we have in Hawaii.
(soba, somen, saimin, ramen, E-mein, chow fun, rice noodles, mung bean noodles, linguine, vermicelli, etc.)
 - c. Find out who invented noodles and how it came to Hawaii.

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Corum, Ann. ETHNIC FOODS OF HAWAII. The Bess Press, 1983.
Sunset Books and Sunset Magazine Editors. SUNSET PASTA COOKBOOK.
Lane Publishing Company, 1980.
Time-Life Books Editors. FRESH WAYS WITH PASTA. Time-Life Books, Inc.,
1986.
Yee, Rhoda. DIM SUM. Taylor & Ng, 1977.

STEAMED RICE I

Food Guide Pyramid: Energy Foods (steamed rice)

TOPIC: Discussion about Rice

1. PREPARATION/MATERIALS: Rice – white and brown
2. KEY QUESTIONS/INFORMATION:
 - a. How many of you eat rice every night? Do you eat white or brown rice or a mixture of both?
 - b. Do you know that rice is a member of the grass family, like wheat, oats, barley, and corn? Rice is a grain that is a staple starch of most Eastern cultures. About half of the people in the world depend on rice.
More than 300 million tons of rice are grown every year. It takes about three months for the rice plant to grow to maturity. (RICE by Sylvia Johnson)
 - c. There are several kinds of rice:
WHITE RICE – the hull and bran have been removed by polishing
PARBOILED (CONVERTED) RICE – contains vitamins found in the husk of the brown rice but is polished like white rice; cooking time is longer than regular rice
PRECOOKED (INSTANT) RICE – commercially cooked, rinsed, and dried
BROWN RICE – vitamin rich whole grain, with only the outer hull removed; provides the body with fiber, carbohydrates, thiamin, and niacin for good digestion, energy, and a healthy nervous system
WILD RICE – long grained and dark greenish-brown, often combined with brown rice; it is actually the seed of an aquatic grass
3. CAFETERIA ASSIGNMENT: What kind of rice do you think you will have on your lunch tray today? Have someone check with the school food service manager.
4. SCHOOL FOOD SERVICE SUGGESTION: Display a picture of a rice plant or a rice field. Identify and label the steamed rice as an Energy Food.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Discuss different types of rice preparations in Hawaii. (sushi, musubi, cone sushi, jook, Spanish rice, puffed rice, rice pilaf, mochi rice)
 - b. Cook some rice in the classroom, using a rice cooker. Show the students how to wash the rice and how much water is added for cooking. Make some rice balls with some musubi or sushi molds.

OTHER RESOURCES

Corum, Ann. ETHNIC FOODS OF HAWAI'I. The Bess Press, 1983.
Johnson, Sylvia. RICE. Lerner Publication, 1985.
Mosel, Arlene. THE FUNNY LITTLE WOMAN. Dutton, 1972.

STEAMED RICE II

Food Guide Pyramid: Energy Foods (steamed rice)

TOPIC: Rice is Nice

1. PREPARATION/MATERIALS: Uncooked serving of white and brown rice; pictures of rice plants
2. KEY QUESTIONS/INFORMATION:
 - a. Show the students the grains of rice. Let them compare them according to color, size, and texture.
 - b. Point out the parts of a rice seed. (root, shoot, seed coat, hull)
 - c. Explain rice process from seed, seedling, harvest to table.
 - d. Rice is valuable to the body because it provides carbohydrates, fiber, thiamin, and niacin.
 - e. Rice is threshed and is called "bough rice." It consists of a kernel contained in a hull. When the hull is removed, you will find the pericarp. This is "brown rice." When the bran layers and germ are removed, you have polished rice (endosperm) or white rice left.
3. CAFETERIA ASSIGNMENT: Identify the type of rice you are served today in your school lunch tray.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the steamed rice as an Energy Food. Put an information sheet on the School Food Service Manager's bulletin board about how many pounds of rice is needed to serve the school's student body.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Compare mochi rice with the other types of rice.
 - b. Identify the countries that eat rice as a staple.
 - c. Name some Oriental foods in Hawaii that are made from rice. (musubi, sushi, mochi, senbei, jook, sweet rice pudding cake, Chinese tamales [jung], rice noodles [fun], gau, rice crackers [arare], tupig, bibinka, sangchu, fried rice, etc.)

OTHER RESOURCES

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Associated Chinese University Women. TRADITIONS FOR LIVING – VOL. II
Service Printers, 1989.
Johnson, Sylvia. RICE. Lerner Publications, 1985.
Yee, Rhoda. DIM SUM. Taylor & Ng, 1977.

STEAMED RICE III

Food Guide Pyramid: Energy Foods (steamed rice)

TOPIC: Fiber

1. PREPARATION/MATERIALS: Samples of rice – white, brown, long grain, short grain, mochi (glutinous)
2. KEY QUESTIONS/INFORMATION:
 - a. Write the word “fiber” on the chalkboard. Get students’ responses as to what they think it is. Record their ideas on the chalkboard or on chart paper. They can do research like looking it up in the dictionary or finding a library book with information or a definition of fiber. Then go back to the students’ responses and eliminate, amend, and generalize a statement describing fiber, relating to food. (Fiber is the parts of plants that humans cannot digest, i.e. it goes in and comes out unchanged – not broken down.)
 - b. Brown rice are grains that are full of fiber. It is used in our school lunch when available. (Brown rice is white rice with the husk still on.)
 - c. Discuss the importance of fiber emphasizing weight control.
 - 1) Obesity not found in societies where people eat large amounts of fiber.
 - 2) Foods high in fiber are usually low in fat and sugars.
 - 3) High fiber foods usually have fewer calories.
 - 4) High fiber foods satisfies hunger readily.
3. CAFETERIA ASSIGNMENT: Ask the students to check if their rice is all white or is a combination of white and brown. Encourage them to eat all of it and ask them if it satisfies their appetite till the end of the school day.
4. SCHOOL FOOD SERVICE SUGGESTIONS: Display types of rice and/or show a cup of white rice, a cup of brown rice, and a cup of the combination. Identify and label the rice as Energy Food.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Take a class survey of the types of rice that are eaten at home. Find out the reasons for their family choices. Graph the results.
 - b. Make a list of the different ways that rice is prepared. (Fried rice, rice pilaf, Spam musubi, sushi, rice pudding, mochi, jook, etc.)

OTHER RESOURCES

Corum, Ann Kondo. ETHNIC FOODS OF HAWAII. The Bess Press, 1983.
Johnson, Sylvia. RICE. Lerner Publications, 1985.
Mosel, Arlene. THE FUNNY LITTLE WOMAN. Dutton, 1972.

SUBMARINE SANDWICH

Food Guide Pyramid: Energy Foods (sandwich bun)

TOPIC: Discussion of What is a Submarine Sandwich.

1. PREPARATION/MATERIALS: Picture of a submarine sandwich and the book, THE LITTLE RED HEN.

2. KEY QUESTIONS/INFORMATION:

- a. What is a submarine sandwich? (Show a picture of a submarine sandwich. Note the shape of the bun.)
- b. Do you know how a loaf of bread is made? Read THE LITTLE RED HEN. Go over the various processes that was described in the story.

Grains supply us with carbohydrates, fiber, thiamin, and niacin for energy and healthy digestive and nervous systems.

Be aware that cured meats contain lots of salt and nitrites and are sometimes “good.”

3. CAFETERIA ASSIGNMENT: Find out what is in your submarine sandwich today at lunch. Bread, vegetables, cold cuts, cheese, or all of these. Eat your bread and let us know how it tasted.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the sandwich bun in the school lunch. Put the words “GO for ENERGY” in front of the pan of bread on the serving counter.

5. OTHER SUGGESTED ACTIVITIES:

- a. Have the children look for a picture of a submarine and discuss why the bread product is called a submarine sandwich.
- b. Have the children act out THE LITTLE RED HEN.
- c. Have the children create their own submarine sandwich with magazine pictures that start with the letter “s,” plurals, adjectives, etc.
- d. Create a submarine sandwich song.
- e. Use the lesson, “The Perfect Sandwich” from the book, FUN WITH FOODS #4, pp. 27-37. (Activities integrate Math & Science series)

OTHER RESOURCES

Brown, Marcia. THE BUN – A TALE FROM RUSSIA. Harcourt, Brace, Jovanovich, 1972.

Lord, John. THE GIANT JAM SANDWICH. Houghton, Mifflin, 1972.

Mandry, Kathy & Joe Toto. HOW TO MAKE ELEPHANT BREAD. Panthenon Books, 1971.

TORTILLAS

Food Guide Pyramid: Energy Foods (tortillas)

TOPIC: Tortillas – A Mexican Bread

1. PREPARATION/MATERIALS: World map; real samples or pictures of tortillas
2. KEY QUESTIONS/INFORMATION:
 - a. What is a tortilla? (a type of Mexican bread made from corn meal or wheat flour)
 - b. Show Mexico on the map.
 - c. Why do you think tortillas became so popular in Mexico? (corn was plentiful)
 - d. What is a taco? (a tortilla with meat filling and/or beans and vegetables)
 - e. Are there any other foods you know of that is similar to the taco? (burritos, enchiladas, tostadas, etc.)
3. CAFETERIA ASSIGNMENT: How was your tortilla prepared today?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the tortilla in the school lunch. Place a Mexican flag by the tortilla.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Discuss how tortillas are made. (How the corn is dried, grounded into tiny pieces called cornmeal, patted into shape and cooked.)
 - b. Create a story or a song of a tortilla – from corn to tortilla.
 - c. Do research about Mexico. Create a recipe using a tortilla and some filling and give it a name.

OTHER RESOURCES

Aliki. CORN IS MAIZE – THE GIFT OF THE INDIANS. Crowell, 1976.
Alvarado, Manuel. MEXICAN FOOD AND DRINK. Bookwright Press, 1988.
Kennedy, Diana. THE TORTILLA BOOK. Harper and Row, 1975.
Westcott, Nadine. THE GIANT VEGETABLE GARDEN. Little, Brown, 1981.

WHOLE WHEAT BUN

Food Guide Pyramid: Energy Foods (bun)

TOPIC: Fiber

1. PREPARATION/MATERIALS: Small amounts of uncooked brown and white rice; samples of whole grains, e.g., corn tortillas, popcorn, barley, oatmeal, cracked wheat, etc.
2. KEY QUESTIONS/INFORMATION:
 - a. Do you know what “constipation” means?
 - b. Explain that in order to avoid constipation, we need to eat foods that have fiber.
 - c. What is FIBER? (The parts of plants that humans can’t digest, i.e. it goes in and comes out unchanged – not broken down.)
 - d. Explain that when the outer covering (fiber) of wheat is removed, it is no longer called “whole wheat.”
 - e. Who can describe the difference in looks between white and whole wheat flour? (Color: white and brown)
 - f. Pass out the samples of white and brown rice.
Which kind of rice do you think still has the outer covering of fiber and is the whole grain? (brown rice)
 - g. Show the other grains to the class. Explain that cookies, cakes, and bread made from white flour do not have fiber like the examples shown.
 - h. What are other examples of plant foods besides whole grains? (fruits and vegetables) On the chalkboard, write FOODS WITH FIBER and list “whole grains,” “fruits” and “vegetables.”
 - i. There are several types of fibers and they are ONLY found in plant foods. Fiber helps move food through our digestive system and keeps it from getting stuck.
3. CAFETERIA ASSIGNMENT: Ask the students to notice what foods have fiber on their school lunch tray would be listed under whole grains, fruits, and vegetables.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the whole wheat bun. Write the word FIBER below the label.
5. OTHER SUGGESTED ACTIVITIES:
 - A. Discuss the difference between brown bread and whole wheat bread. (whole wheat bread has more fiber than brown bread, etc.)
 - B. List down what foods with fiber were eaten at breakfast, lunch, and dinner yesterday.

OTHER RESOURCES

Burnett, George. THE BREADMAN'S HEALTHY BREAD BOOK. William Morrow and Company, Inc., 1992.

Greene, Bert. THE GRAINS COOKBOOK. Workman Publishing, 1988.

WHOLE WHEAT ROLL

Food Guide Pyramid: Energy Foods (whole wheat roll)

TOPIC: Discussion on Different Grains

1. PREPARATION/MATERIALS: Picture of a rice plant; samples of wheat, oats, barley, rice, corn
2. KEY QUESTIONS/INFORMATION:
 - a. What are cereal grains? (They are dried seeds or the fruit of cultivated grasses. Show picture of a rice plant and samples of grains.)
 - b. What breakfast foods do you know of that are made from cereal grains? (corn flakes from corn, rolls from wheat, rye bread from rye, shredded wheat from wheat, pancakes from buckwheat, etc.)
 - c. What other products are made from cereal grains? (muffins, tortillas, rice balls, breads, cookies, etc.)
 - d. Why are foods made from grain good for us? (Provides us with energy and fiber.)
3. CAFETERIA ASSIGNMENT: Identify foods which are made from grains; and discuss what tastes good with grain foods.
4. SCHOOL FOOD SERVICE SUGGESTIONS: Identify and label the grain foods that are being served in the school lunch.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Have children bring in their cereal boxes. Graph results. What brand of cereal do most of the children eat? What brand the least?
 - b. Look at the contents of each cereal box. What vitamins have been added? How much sugar has been added?
 - c. Have children make two lists of cereals with and without sugar.

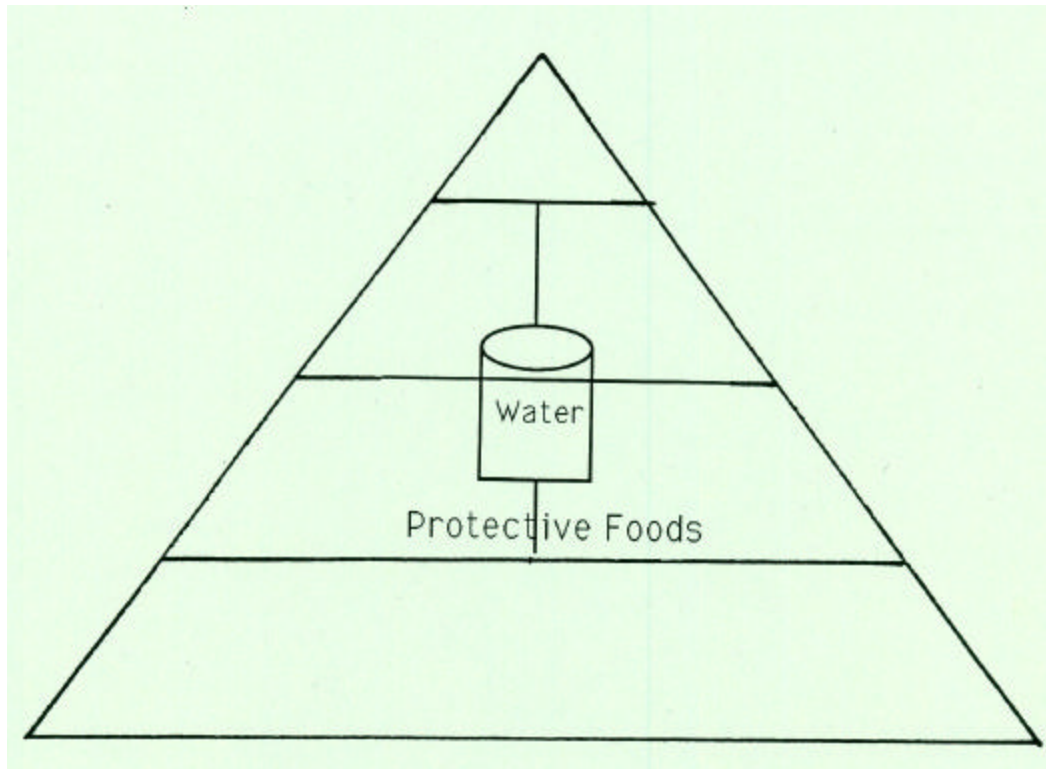
OTHER RESOURCES

Greene, Bert. THE GRAINS COOKBOOK. Workman Publishing, 1988.
McPhail, David. THE CEREAL BOX. Little Company, 1974.

PROTECTIVE FOODS: VEGETABLES AND FRUITS

The activities in this section are based on foods and focus on presenting the foods from the second level of the pyramid: vegetables and fruits; the Protective Foods Group.

Protective Foods Recommendation: Each day, choose plenty of protective foods; a variety of vegetables and fruits. Vegetables and fruits provide the vitamins, minerals, carbohydrates, and fiber we need to stay healthy.



The Food Guide Pyramid
"Build From The Bottom"

PROTECTIVE FOODS

Vegetables and Fruits

APPLE WEDGS – Apple Colors

APPLESAUCE: CHILLED – Discussion/Demonstration: How Do We Get Applesauce

BROCCOLI I – Discussion of Broccoli

BROCCOLI II – Broccoli: Raw or Cooked?

BROCCOLI III – Cruciferous Vegetables

CABBAGE AND CARROT SLAW – Reggie Rabbit's Favorites

COLE SLAW I – Discussion of Cole Slaw

COLE SLAW II – Vitamin C Rich Foods

COLE SLAW III – Cruciferous Vegetables

GARDEN GREENS – Fiber

GARDEN BEANS – Discussion of Green Beans

LETTUCE – Green Leafy Vegetables

ORANGE WEDGES I – Orange You Smart

ORANGE WEDGES II – What About Oranges?

ORANGE WEDGES III – Discussion/Demonstration of Orange Wedges

ORANGE WEDGES IV – Citrus Fruits

ORANGE WEDGES V – Vitamin C

PEACHES: SLICED I – Discussion on Peaches

PEACHES: SLICED II – Momotaro's Peach

PEAS AND CARROTS –Vitamin A

PINEAPPLE CHUNKS I – What is a Pineapple?

PINEAPPLE CHUNKS II – Fresh Foods

SALADS – A Salute to Salads

SALAD: WON BOK AND ROMAINE – Let's Learn About Lettuce

SPINACH – Vitamin A

TOMATOES – Discussion on Tomatoes

TROPICAL FRUIT: CHILLED – I'm Bananas About Fruit

APPLE WEDGES

Food Guide Pyramid: Protective Foods (apples)

TOPIC: Apple Colors

1. PREPARATION/MATERIALS: Pictures of apples; apples of various colors, knife and cutting board
2. KEY QUESTIONS/INFORMATION:
 - a. I am thinking of a fruit that's white in the inside and comes in several colors on the outside. It has seeds inside of it. It grows on a tree. Some of them are sweet and some are tart in taste. It starts with the letter "A." What am I? (an apple)
 - b. What colors are apples? (red, yellow, green, re-yellow)
 - c. Can you name some apples? (Delicious, McIntosh, Golden Delicious, Rome, Jonathan, York, Gala, Pippin, Granny Smith, etc.)
 - d. Cut the apples open. (As you cut them you can introduce the concept of wedges and fractional parts.)
 - e. Have the students describe the cut up apple wedges according to smell, texture, and taste. (Responses may be recorded on the chalkboard or on chart paper.)
There are more than 7,000 varieties of apples. They are a good source of fiber and aid digestion. They leave a clean feeling in the mouth after consumption.
3. CAFETERIA ASSIGNMENT: Predict what color apple will be served in today's lunch and how many wedges you will be served.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the apple wedges on the school lunch tray. Gather a few recipes using apples and place them in teachers' boxes. Encourage teachers to share them with students.
5. OTHER ACTIVITIES
 - a. Read the story of JOHNNY APPLESEED.
 - b. Read the enchanting tale, "The Little Red House" which displays a star inside of the apple when the apple is cut crossways. (Attached)
 - c. Take a survey to find out what color apples the students prefer.
Make a graph, using half of an apple and colored paint (red, yellow, green) to show the results of the survey.
 - d. Make an apple shaped booklet. Paste pictures of apples in different colors, shapes, and ways they are served.
 - e. Have the students find out how apples grow. Do they grow in Hawaii? Where do we get our apples from? (Which states in the USA? Australia? New Zealand?)
 - f. Is our mountain apple in Hawaii considered a type of apple?

OTHER RESOURCES

- Dineen, Jacqueline. FRUIT. Enslow publishers, 1988.
- Johnson, Sylvia. APPLE TREES. Lerner Publications, 1983.
- Kellogg, Steven. JOHNNY APPLESEED. Morrow Junior Books, 1988.
- LeSieg, Theo. TEN APPLES UP ON TOP! Random House, 1961.
- Reader's Digest Association, Inc. EAT BETTER, LIVE BETTER. 1982.
- Patent, Dorothy H. AN APPLE A DAY – FROM ORCHARD TO YOU. Cobblehill Books/Dutton, 1990.
- Watson, Clyde. APPLEBET. Sunburst, 1982.



The Little Red House

Once upon a time there was a young boy who played all day long. One day he was especially tired of playing with his toys and games, and so he asked, "Mother, what shall I do?" His dear mother, who was full of wonderful ideas, replied, "I know about a little red house with no doors and no windows and a star inside. And I think you can find it."

The young boy's eyes grew big with wonder. "Which way shall I go?" he asked. "How do I find the little red house with no doors and no windows and a star inside?"

"Go down the lane, past the farmer's house, and over the hill," said his mother. "Come back as soon as you can and tell me about your journey."

So the young boy started down the lane. He had not walked far, when he came to a merry little girl who was dancing and singing in the sunshine. "Do you know where I shall find a little red house with no doors and no windows and a star inside?" asked the boy.

The little girl laughed and said, "No, I don't know. But ask my father. He's a farmer. He might know."

So the young boy walked on until he came to a big red barn. The farmer himself was standing in the doorway looking out over his green pastures. "Do you know where I shall find a little red house with no doors and no windows and a star inside?" asked the young boy.

The farmer laughed and said, "I've lived a long time and I've never seen one. But ask Granny who lives at the foot of the hill. She knows how to make molasses taffy, popcorn balls, and red mittens. Perhaps she can help you."

So the young boy walked on until he saw Granny sitting in her pretty garden of herbs and marigolds.

She was as wrinkled as a walnut and smiling like the sunshine. "Please, dear granny," said the young boy, "where shall I find a little red house with no doors and no windows and a star inside?"

Granny was knitting a red mitten, and when she heard the boy's question she laughed so cheerily that her ball of yarn rolled out of her lap. "I should like to find that little house myself," she said. "Perhaps you should ask the wind, for the wind goes everywhere and I am sure it can help you."

The young boy waved to Granny and began walking up the hill. He sadly wondered if his dear mother had made a mistake. Soon the young boy felt the wind at his back and he called out, "Wind! Do you know where I shall find a little red house with no doors and no windows and a star inside?"

And the wind replied, "WHOOOOOOOOOO! WHOOOOOOOOOOOOOOOOOOOOOOOO! WHOOOOOOOOOOOOOOOOOOOOOOOO!" which sounded like, "Come with me!" to the young boy. So he chased after the wind through a grassy field and into an apple orchard. Here the wind blew to the top of an apple tree and gently shook a large, rosy apple to the ground. The boy picked up the large, round apple. It was as much as his two hands could hold. Then he knew! He ran all the way home, tightly grasping the apple.

"Mother! Mother!" he called as he entered his house. "I found it! I found the little red house with no doors and no windows! But, Mother, how do I know there is a star inside?"

Mother took the apple (reveal your apple) and carefully sliced it in half (cut the apple crossways). "Oh, now I see the star!" exclaimed the little boy. (Display the sliced apple to your students.) Do you?

APPLESAUCE: CHILLED

Food Guide Pyramid: Protective Foods (apples)

TOPIC: Discussion &/or Demonstration: How Do We Get Applesauce?

1. PREPARATION/MATERIALS: Pictures of apples and an apple tree; recipe for applesauce, jar of applesauce
2. KEY QUESTIONS/INFORMATION:
 - a. Do you know how we get applesauce? (from apples)
Show the pictures of apples and apple trees.
 - b. Use recipe to demonstrate how applesauce can be made at home.
 - c. Let the children taste the applesauce. Discuss how it tastes (sweet, tart, bland), how it looks (smooth or lumpy), and its color. Add some cinnamon to it. Compare the new taste.
 - d. Why are some applesauce pink in color? (peels are left on)
 - e. How many students were fed applesauce when they were babies?
 - f. Use store bought applesauce for tasting if unable to make in class.
The United States is the largest apple producing country in the world.
There are about 7,500 varieties of apples, but only 50 types of apples are grown commercially.
3. CAFETERIA ASSIGNMENT: Compare classroom made and cafeteria applesauces – texture, color, and taste.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the applesauce on the school lunch tray. Write on chart paper the steps to make fresh applesauce.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Find out other ways that apples are used for eating or drinking. (apple juice, apple cider, apple filling, dried apple chunks or rings, apple chips, apple butter, apple cider vinegar)
 - b. Have an apple party. You can serve apple sandwiches, wedges, dried apple chunks or rings, apple pie, apple juice, or apple chips.
 - c. Compare applesauces made from three different colors of apples.
 - d. Conduct a lesson, APPLES A-PEEL TO ME, from the book, Fall into Math and Science Book, pages 25-32. (Activities integrating Math & Science series)

OTHER RESOURCES

Brandenburg, Franz. FRESH CIDER AND APPLE PIE.
Johnson, Hannah. FROM APPLE SEED TO APPLESAUCE. Lothrop, Lee & Shepard Company, 1977.

Johnson, Lois. WHAT WE EAT – THE ORIGINS AND TRAVELS OF FOODS
ROUND THE WORLD.

Johnson, Sylvia. APPLE TREES. Lerner Publications, 1983.

Kellogg, Steven. JOHNNY APPLESEED. Morrow Junior Books, 1988.

Patent, Dorothy H. AN APPLE A DAY – FROM ORCHARD TO YOU. Cobblehill/
Dutton, 1990.

Scheer, Julian. RAIN MAKES APPLESAUCE. Holiday House, 1964.

BROCCOLI I

Food Guide Pyramid: Protective Foods (broccoli)

TOPIC: Discussion of Broccoli

1. PREPARATION/MATERIALS: Picture of a broccoli, broccoli in a salad or a real bunch of broccoli.
2. KEY QUESTIONS/INFORMATION:
 - a. What is broccoli? (a plant bearing tender shoots with greenish buds cooked as a vegetable, related to the cauliflower and cabbages – Webster dictionary)
 - b. When you are eating cucumbers, tomatoes, and pumpkins, you are eating the fruit. When you are eating cabbage, lettuce, and spinach, you are eating the leaves. When you are eating peas, beans, and corn, you are eating seeds. When you are eating carrots, beets, and sweet potatoes, you are eating the roots of plants. When you are eating cauliflower and broccoli, you are eating flowers.
 - c. Broccoli may be eaten cooked or uncooked.
 - d. Broccoli is an excellent source of vitamins A and C that help our bodies with healthy skin, night vision, resistance to infections, and wound healing. It is a member of the cruciferous cabbage family that may help in protecting us against cancer.
3. CAFETERIA ASSIGNMENT: Look at the broccoli on your school lunch tray today. Is it in bud form or flowers? Was it cooked or uncooked? Was anything added to it to make it taste good? (butter)
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the broccoli on the serving line.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Find out about broccoli flower.
 - b. Have a tasting party. Let the children taste cauliflower, broccoli, and broccoliflower. They can compare how they are alike and different in appearance and taste. (A dip may be served with them.)

OTHER RESOURCES

Dineen, Jaqueline. VEGETABLES AND OILS. Enslow Publisher, 1987.
Fenton, Carroll and Herminie Kitchen. PLANTS WE LIVE ON. The story of
Grains and vegetables. John Day Co., 1971.
Selsam, Millicent. THE PLANTS WE EAT. Morrow, 1981.

BROCCOLI II

Food Guide Pyramid: Protective Foods (broccoli)

TOPIC: Broccoli – raw or cooked?

1. PREPARATION/MATERIALS: Samples of uncooked and cooked broccoli; pictures of green vegetables; picture of a broccoli plant
2. KEY QUESTIONS/INFORMATION:
 - a. Name some green colored vegetables. (cucumber, pea, beans, lettuce, watercress, celery, cabbages, bell pepper, zucchini, choi sum, etc.)
 - b. Can you guess which vegetable I am describing:
It was first grown in Italy. The Etruscans or the Romans may have developed it from the cabbage plant. This vegetable was used to breed cauliflower. It is rich in vitamin A and C. It is high in fiber and low in calories. It is the highest in nutrients of the “flowering vegetables.” It is related to the cauliflower, brussel sprouts, and broccoli flower. It is a member of the cabbage family. What am I? (broccoli)
 - c. Show the students the bunch of broccoli. Identify the parts of the vegetable. (leaves, stalk, and flower buds)
 - d. Let the children taste the cooked and uncooked broccoli. What are the similarities and differences?
3. CAFETERIA ASSIGNMENT: Taste your broccoli today in the school lunch. Was it cooked or uncooked? Was anything added to change its taste?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the different parts of the broccoli.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Visit a nearby supermarket to see all of their green vegetables, especially those that belong to the cabbage family.
 - b. Do vegetable printing with the cauliflower, broccoli, and broccoli flower. You can do pattern printing.
 - c. Help the children do research on broccoli.
 - d. Teach the children about other cruciferous vegetables. Also what does “cruciferous” mean?

OTHER RESOURCES

Ehlert, Lois. GROWING VEGETABLE SOUP. Harcourt, Brace, Jovanovich, 1987.

Fenton, Carroll and Herminie Kitchen. PLANTS WE LIVE ON. John Day Co., 1971.

Selsam, Millicent. THE PLANTS WE EAT. Morrow, 1981.

BROCCOLI III

Food Guide Pyramid: Protective Foods (broccoli)

TOPIC: Cruciferous Vegetables

1. PREPARATION/MATERIALS: Pictures of broccoli, cauliflower, broccoli flower, cabbage, brussel sprouts, turnips, and rutabagas or real samples; and/or American Cancer Society poster
2. KEY QUESTIONS/INFORMATION:
 - a. Does anyone know what is a crucifix? (a cross)
 - b. Write the word "cruciferous" on the chalkboard. Explain that cruciferous vegetables are a group of vegetables named for their cross-shaped blossoms. (These vegetables have been shown to protect against cancer in laboratory animals.)
 - c. Show examples and samples of cruciferous vegetables.
Cut the vegetables up and let the children taste them.
3. CAFETERIA ASSIGNMENT: Ask the children to look for a cruciferous vegetable on their school lunch tray today.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the broccoli on the school lunch tray. Cut one of the above cruciferous vegetables and show the students the cross shaped blossom.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Offer extra credit to any student or group of students who can create a 15-second ad for one of the cruciferous vegetables. Let them present it to the class.
 - b. Schedule a cruciferous party. Have the children bring in only cruciferous vegetables. Assign some children to prepare them; while others can prepare a dip.
 - c. Have the children make classroom posters of cruciferous vegetables. They can be later posted in the health room, cafeteria, and the classroom.

OTHER RESOURCES

Dineen, Jaqueline. VEGETABLES AND OILS. Enslow Publishers, 1987.
Baldwin, Dorothy. HEALTH AND FOOD. Rourke Enterprises, 1987.
Fenton, Carroll and Herminie Kitchen. PLANTS WE LIVE ON. John Day Co., 1971.
Selsam, Millicent. THE PLANTS WE EAT. Morrow, 1981.

CABBAGE AND CARROT SLAW

Food guide Pyramid: Protective Foods (cabbage, carrots)

TOPIC: Reggie Rabbit's Favorites

1. PREPARATION/MATERIALS: Picture of Reggie Rabbit; shredded cabbage and shredded carrots
2. KEY QUESTIONS/INFORMATION:
 - a. Introduce the picture of Reggie Rabbit. Ask the class to read the words on his tee shirt: "I Love Vegetables."
 - b. Read menu to class. Which vegetables do you think Reggie loves? (cabbage and carrots)
 - c. Show pictures or actual samples of the two vegetables.
How do you harvest them and serve them? (pantomime pulling the carrots out of the dirt, shaking off the dirt, washing and shredding the carrots. For the cabbage: show the head of the cabbage being cut off, rinsing the surface, cutting it into parts, and shredding it.)
 - d. Reggie Rabbit would probably eat it plain, but we mix the shredded carrots and cabbage together and add a salad dressing to it.
 - e. Carrots are a good source of carotene which the body converts to vitamin A. Cabbage is a good source of vitamin C. Vitamins A and C help us with night vision, resisting infection and wound healing.
3. CAFETERIA ASSIGNMENT: Try your vegetables in your school lunch today and be a friend to Reggie Rabbit.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the cabbage and carrot slaw on the school lunch tray. Display a bunch of fresh carrots with their green tops and a head of cabbage.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Create a poem or song about Reggie Rabbit and his love for vegetables. Maybe the children could move to it when you mention carrots and cabbages.
 - b. An art and math suggestion: let the children do vegetable printing in a repeating pattern.
 - c. Have the children write a story about a magic carrot or cabbage.
 - d. Guide the class in writing a recipe in making a cabbage and carrot slaw. Include occasions it could be served, ways it could be served, and its nutritious value.
 - e. Ask the school food service manager to show your class how the cabbage and carrot slaw is made for many people.

OTHER RESOURCES

Kessler, Leonard. DO YOU HAVE ANY CARROTS? Garrard, 1979.
Patent, Dorothy. WHERE FOOD COMES FROM. Holiday House, 1991.
Selsam, Millicent. THE CARROT AND OTHER ROOT VEGETABLES. Morrow,
1971.
Sobol, Harriet. A BOOK OF VEGETABLES. Dodd, Mead, 1984.

COLE SLAW II

Food Guide Pyramid: Protective Foods (cabbage)

TOPIC: Vitamin C Rich Foods

1. PREPARATION/MATERIALS: Pictures or actual samples of good sources of vitamin C: oranges, papaya, broccoli/cauliflower, grapefruit, cabbage, strawberries, cantaloupe/watermelon, tomatoes, mango.
2. KEY QUESTIONS/INFORMATION:
 - a. Review question: What does Vitamin C do for our bodies? (helps us to resist infections and heals our wounds)
 - b. What foods are good sources of Vitamin C? (see list above)
 - c. Check the school lunch menu. Ask the children what items contain Vitamin C. (Be sure cole slaw is on the menu for today's discussion.)
 - d. Discuss the fruits and vegetables that you brought to class. Ask the children: do they grow on a bush, a vine or a tree; do they have seeds; do they have flowers; are they seasonal; do they grow in Hawaii?
3. CAFETERIA ASSIGNMENT: Did you eat a Vitamin C rich food today in your school lunch?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the Vitamin C foods on the school lunch tray.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Take a class survey on how many children take Vitamin C tablets daily. Also, find out how many eat a Vitamin C fresh fruit every day. Make a graph.
 - b. Have each student collect data for one week. List all the Vitamin C rich foods that they eat daily at school, home, and for snacks.
 - c. Create a Vitamin C foods song or poem.
 - d. Create some riddles about the Vitamin C rich fruits and vegetables. Share them with another class.

OTHER RESOURCES

Baldwin, Dorothy. HEALTH AND FOOD. Rourke Enterprises, 1987.
Fenton, Carroll and Herminie Kitchen. PLANTS WE LIVE ON. The Story of Grains and Vegetables. John Day Co., 1971.
Selsam, Millicent. THE PLANTS WE EAT. Morrow, 1981.

COLE SLAW I

Food Guide Pyramid: Protective Foods (cabbage)

TOPIC: Discussion of Cole Slaw

1. PREPARATION/MATERIALS: Pictures of different types of coleslaws; and pictures or actual samples of different kinds of cabbages
2. KEY QUESTIONS/INFORMATION:
 - a. What is cole slaw? (A salad made of shredded raw cabbage, often mixed with salad dressing and seasoning – Webster dictionary)
 - b. The Romans mixed their cabbage with vinegar to get coleslaw.
The Chinese soaked their cabbage in rice wine to make sour cabbage.
The Japanese salted their cabbage to make tsukemono.
The Germans soaked their cabbage in salt brine and called it sauerkraut. (Johnson, Lois. WHAT WE EAT.)
 - c. There are all kinds of cabbages that are edible. (mustard, head, white stem, red, won bok or Napa, Shanghai, etc.)
 - d. Raw cabbage is a good source of vitamin C that helps with connective tissues, wound healing and resistance to infections. Cabbages and its relatives are cruciferous vegetables that may help with cancer risk reduction.
3. CAFETERIA ASSIGNMENT: What kinds of vegetables were in your coleslaw today?
Could you tell me what was in the dressing?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the coleslaw into today's school lunch. Inform the students of what a head of cabbage looks like by placing one on a tray with label near it.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Ask the children to go home and find out if they have any types of cabbages in their refrigerators.
 - b. Ask the children to work with their parents on listing all the kinds of cabbages they can think of.
 - c. Visit a supermarket to look at the different cabbages and dressing.
 - d. Prepare coleslaw in class and have the children taste it.
 - e. Arrange with the school food service manager to watch the cafeteria workers make coleslaw for the whole school.

OTHER RESOURCES

Fenton, Carroll and Herminie Kitchen. PLANTS WE LIVE ON. The Story of Grains and Vegetables. John Day Company, 1971.
Selsam, Millicent. THE PLANTS WE EAT. Morrow, 1981.

COLE SLAW III

Food Guide Pyramid: Protective Foods (cabbage)

TOPIC: Cruciferous Vegetables

1. PREPARATION/MATERIALS: Pictures or samples of cruciferous vegetables (cabbage, cauliflower, broccoli, turnips, brussel sprouts, rutabagas, broccoli flower)
2. KEY QUESTIONS/INFORMATION:
 - a. Do you know how cruciferous vegetables got their name? (They are a part of a family of vegetables that have a cross shape as the baby vegetable develops.)
 - b. Place the pictures or actual vegetables on the table. Have the students come up and label each one of them. They can be displayed in alphabetical order.
3. CAFETERIA ASSIGNMENT: Tell the students to check their school lunch trays to see if any cruciferous vegetables were served today.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the cruciferous vegetable on the school lunch tray. Display pictures or poster of cruciferous vegetables.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Have a cruciferous vegetables tasting party. Let the children wash the vegetables. Show them how to cut them. Provide a dip to go with the vegetables.
 - b. Help the children look at their eating habits for a week. Provide a form for them to record their food consumption for a week. Ask them to check to see how often they were eating cruciferous vegetables.
 - c. Have the children work in groups cooperatively to make posters of cruciferous vegetables. Post them in the cafeteria, health room, library, and in your classroom.

OTHER RESOURCES

American Cancer Society poster on Cruciferous Vegetables.
Fenton, Carroll and Herminie Kitchen. PLANTS WE LIVE ON. The Story of
Grains and Vegetables. John Day Co., 1971.
Selsam, Millicent. THE PLANTS WE EAT. Morrow, 1981.

GARDEN GREENS

Food Guide Pyramid: Protective Foods (leafy green vegetables)

TOPIC: Fiber

1. PREPARATION/MATERIALS: Pictures of all kinds of tossed green salads
2. KEY QUESTIONS/INFORMATION:
 - a. Show the class different pictures of tossed green salads.
What common things do you see in the pictures? (leafy green vegetables)
 - b. These leafy green vegetables have "fiber" in them. (Write word on the chalkboard.)
Fiber is the tough cell walls of plants. You will find it in fruit, vegetables, and cereals. It becomes bulky and absorbent in your body. It assists the muscles of the bowel to push the waste of the body out easily. It attracts water that in turn softens our stool. It can help to prevent cancer and colitis in later life.
 - c. Name some garden greens in the pictures or what you normally eat at home, at school or in restaurants. (lettuce, spinach, endive, parsley, cabbage, won bok)
3. CAFETERIA ASSIGNMENT: Eat your salad in your school lunch today. Be able to name all the garden greens.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the garden greens on the school lunch tray. Place the word FIBER on the bulletin board and list other fiber foods.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Have the children do independent research on different garden greens.
Have a garden greens party to culminate your studies.
 - b. Find out what garden greens are grown in Hawaii and where the other types are grown out of Hawaii.
 - c. If you have some garden area near your classroom, plant some greens. Keep a plant journal. Remember to write down the problems you encounter, too. Harvest them and have a salad party.
 - d. Create a song about garden greens.
 - e. Make some nutritious salad dressings in class.

OTHER RESOURCES

Baldwin, Dorothy. HEALTH AND FOOD. Rourke Enterprises, 1987.

GREEN BEANS

Food Guide Pyramid: Protective Foods (beans)

TOPIC: Discussion of Green Beans

1. PREPARATION/MATERIALS: Pictures or actual samples of beans; book "How A Seed Grows" by Helene Jordan
2. KEY QUESTIONS/INFORMATION:
 - a. Show the students a handful of seeds. What are these? (seeds)
What do you do with them? (eat them, count them in math, glue them in art, plant them in science)
 - b. How do they grow? (Remember the story of "Jack and the Beanstalk?" They usually grow on a vine and are found in a pod.)
Discuss book "How A Seed Grows."
 - c. Can you name some of these are a vegetable that can provide our bodies with fiber to help aid digestion. Green beans may also be called "snap" or "string" beans.
 - d. Beans help our body functions – our heart, nervous system and skin.
3. CAFETERIA ASSIGNMENT: Find out what kind of beans is being served in our school lunch today. Describe its taste.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the green beans on the school lunch tray. Use a picture of a bean stalk with beans hanging from it. Label the different types of green beans.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Create a science experiment. Ask the class for suggestions on how to set up an experiment. Should we put all of the plants in the same place? Provide containers (recycle yogurt cups) and soil to plant different kinds of beans. Have each child write his/her observations in a plant journal.
 - b. Find out what products are made from soy beans. (tofu, shoyu, milk, miso, natto, etc.)
 - c. Read WHAT CAME OUT OF MY BEAN? By Brian Birchall. The Wright Group-Book series, 1992. Let the children make their own bean story books or do a class Big Book.
 - d. Use the lesson, BEANS, BEANS, BEANS in the Fall and Winter Book on page 18. (Activities Integrating Math & Science series)

OTHER RESOURCES

- Ehlert, Lois. GROWING VEGETABLE SOUP. Harcourt, Brace, Jovanovich, 1987.
- Fenton, Carroll and Herminie Kitchen. PLANTS WE LIVE ON. John Day Co., 1971.
- Lampert, L. Barber & J. THE TOFU GOURMET. Shufunotomo/Japan Publications, 1984.
- LeMaster, Leslie. NUTRITION. Children's Press, 1985.
- Patent, Dorothy. WHERE FOOD COMES FROM. Holiday House, 1991.
- Sobol, Harriet. A BOOK OF VEGETABLES. Dodd, Mead, 1984.

LETTUCE

Food Guide Pyramid: Protective Foods (lettuce)

TOPIC: Green Leafy Vegetables

1. PREPARATION/MATERIALS: Pictures or actual samples of various type of lettuce
2. KEY QUESTIONS/INFORMATION:
 - a. How do people classify the dinosaurs and their eating habits? (meat eaters, plant eaters and meat & plant eaters)
 - b. What do you think the plant eaters ate? (all kinds of leaves)
 - c. Where would you classify people? (They ate both meat and plants. Some people consider themselves as vegetarians because they do not eat meat.)
 - d. Name some kinds of green leafy plants people eat. (Cabbage, lettuce, brussel sprouts, spinach, choi sum, ung choi, Shanghai cabbage, mustard cabbage, parsley, etc.)
 - e. Green leafy vegetables contain fiber and bulk, as well as vitamins and minerals that give us healthy bodies, eyes, skin, and hair. The darker the green in the vegetables, the higher it is in food value.
 - f. There are many varieties of lettuce. Some of them are:
 - 1) CRISPHEAD – like the iceberg
 - 2) BUTTERHEAD – includes the Boston and Bibb
 - 3) ROMAINE – crisp, elongated dark leaves
 - 4) LEAF LETTUCE – red or green, with tender leafy vegetables that don't form heads(From BETTY CROCKER'S COOKBOOK, 1982)
Classify the lettuce samples with the list of lettuce varieties above.
3. CAFETERIA ASSIGNMENT: Taste your lettuce in your school lunch today. What variety was it? Was it crisp, firm or limp? Was it dark or light green? Were there other green vegetables in your school lunch?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the lettuce in the school lunch tray. Display various types of lettuce.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Wash and tear actual leafy vegetables (spinach, lettuces, parsley) and have the children taste each leafy vegetable. Then let them make their own salad. Serve it with a variety of dressings. Do the leaves taste differently in a salad?
 - b. Visit a supermarket and look at the variety of lettuces and green leafy vegetables. Look at the prices too. Why are some lettuces more expensive than others?

- c. Do research on what lettuces grow in Hawaii. Find out what other states supply us with lettuce and other green leafy vegetables. Find out what insects affect lettuce growing in Hawaii.
- d. Create a lettuce story based on how people use lettuce to decorate their dishes to making beautiful salads.

OTHER RESOURCES

Fenton, Carroll and Herminie Kitchen. PLANTS WE LIVE ON. The Story of Grains and Vegetables. John Day Co., 1971.

LeMaster, Leslie. NUTRITION. Children's Press, 1985.

Patent, Dorothy. WHERE FOOD COMES FROM. Holiday House, 1991.

Selsam, Millicent. THE PLANTS WE EAT. Morrow, 1981.

Sobol, Harriet. A BOOK OF VEGETABLES. Dodd, Mead, 1984.

ORANGE WEDGES I

Food Guide Pyramid: Protective Foods (oranges)

TOPIC: Orange you Smart

1. PREPARATION/MATERIALS: Oranges, knife, cutting board, juicer, small paper cups
2. KEY QUESTIONS/INFORMATION:
 - a. Teacher writes the word "orange" on the chalkboard.
 - b. Children can name things that are orange in color. (Pumpkin, carrots, inside the cantaloupe, peaches, crayon, paint, orange, papaya, etc.)
 - c. Why do you think people named this fruit (hold it up) an orange? (Because of its color?)
 - d. Slice the orange in half. Use the orange juicer and squeeze the orange. Show the children the juice and the pulp. Pour the juice and the pulp into cups and let the children taste it. (Check to see if anyone is allergic to orange juice.)
 - e. Inform the children that orange juice is an excellent source of vitamin C. It helps to heal wounds; keeps gums, teeth and bones healthy; and protects us against colds.
3. CAFETERIA Assignment: Ask the students to taste their orange wedges for lunch. Were they sweet or sour? Did you eat the orange with its pulp or did you just suck the juice?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the orange wedge on the school lunch tray. Serve 100% orange juice for breakfast.
5. OTHER SUGGESTED ACTIVITIES:
 - a. What would you put in a fruit salad, using only orange fruits? (oranges, cantaloupe, peaches, nectarines, apricots, papaya)
 - b. Create a song about an orange.
 - c. Compare seeds of an orange, a lemon, a lime, and a grapefruit. Plant them and see if they will grow. Keep a plant journal.
 - d. Use the lesson, "Teddy Bears and Oranges" from the book, PRIMARILY BEARS, pages 55-58. (Activities Integrating Math & Science series)

OTHER RESOURCES

Baldwin, Dorothy. HEALTH AND FOOD. Rourke Enterprises, 1987.
Beck, Barbara. THE FIRST BOOK OF FRUITS. F. Watts, 1967.
Fenton, Carroll and Herminie Kitchen. FRUITS WE EAT. John Day Co., 1961.
Scheib, Ida. THE FIRST BOOK OF FOOD. Watts, 1974.
THE GOOD HOUSEKEEPING ILLUSTRATED COOKBOOK. Hearst Books.

ORANGE WEDGES II

Food Guide Pyramid: Protective Foods (oranges)

TOPIC: What about oranges?

1. PREPARATION/MATERIALS: Paring knife, cutting board, navel orange, Valencia orange, mandarin orange, tangerine (real ones or pictures)
2. KEY QUESTIONS/INFORMATION:
 - a. Pass the different oranges around and let the students touch and feel them. Encourage them to describe what they see and feel. (large and small size, thick and thin skins, heavy and light in weight)
 - b. Cut the oranges and show the segments to the students.
 - c. Which one has seeds? Which ones do not?
 - d. Why are oranges important to our diet? (They are a rich source of Vitamin C which protects us from infections, heals wounds, and cements our body cells.)
 - e. There are three kinds of oranges with many varieties.
The Sweet Orange is round or oval with a peel that clings to the pulp.
The Tangerine has skin that comes off easily.
The Sour or Bitter Orange cannot be eaten, but used for marmalade and orangeade drinks.
3. CAFETERA ASSIGNMENT: How were your oranges served on your school lunch tray – in halves, quarter, segmented? Did you taste or eat your orange pieces?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the orange wedges on the school lunch tray. Color the picture of an orange and draw a happy face on it.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Ask the students to find out what other fruits are related to the orange family. (grapefruit, pomelo, lemons, limes, tangelo)
 - b. List ways people use or eat oranges. (juice, orange rind or flavoring, orange rinds [Chinese cooking], marmalade, desserts, etc.)
 - c. Use the lesson, "The Orange's Secret" from the book, FLOATERS AND SINKERS, pages 16-19. (Activities Integrating Science & Math series)

OTHER RESOURCES

Beck, Barbara. THE FIRST BOOK OF FRUITS. Franklin Watts, Inc., 1967.
Dineen, Jacqueline. FRUIT. Enslow Publishers, 1987.
Fenton, Carroll and Herminie Kitchen. FRUITS WE EAT. John Day Co, 1961.
Schieb, Ida. THE FIRST BOOK OF FOOD. Watts, 1974.

ORANGE WEDGES III

Food Guide Pyramid: Protective Foods (oranges)

TOPIC: Discussion and Demonstration of Orange Wedges

1. PREPARATION/MATERIALS: Choose one or two fruits to demonstrate what is a wedge, knife, cutting board
2. KEY QUESTIONS/INFORMATION:
 - a. Do you know what a wedge is? (Webster dictionary: a wooden or metal piece of material that tapers from a thick back to a thin edge that can be driven or forced into a narrow opening)
 - b. We can cut many food items into wedges like apples, oranges, watermelons, cantaloupes, pies, cakes, potatoes, pears, etc.
 - c. Why do people cut things in wedges? (Looks good, easier to serve, easier to hold and eat, etc.)
 - d. Use the sect ionizer and cut as many fruits as you can. Make a wedge fruit salad. (If sect ionizer is unavailable, use a knife to cut fruit into wedges.)
Oranges are a citrus fruit that are high in Vitamin C and it helps our body's connective tissues, wound healing and acts to help resist infections.
Papayas, mangoes, cantaloupes, broccoli, strawberries, and cabbage are other good sources.
3. CAFETERIA ASSIGNMENT: How many orange wedges will you have on your school lunch tray today?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the orange wedges on the school lunch tray. Display a sect ionizer and some orange wedges.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Name other wedges you have seen. (ramp, doorsteps, folders, etc.)
 - b. Can you think of other ways that oranges could be served? (halves, quarters, segments, mini pieces)
 - c. Use the lesson, "It's a Peeling" from the book, FUN WITH FOODS, pages 30-33. (Activities Integrating Math & Science series)

OTHER RESOURCES

Baldwin, Dorothy. HEALTH AND FOOD. Rourke Enterprises, 1987.
Beck, Barbara. THE FIRST BOOK OF FRUITS. F. Watts, 1967.
Fenton, Carroll and Herminie Kitchen. FRUITS WE EAT. John Day Co., 1961.
Scheib, Ida. THE FIRST BOOK OF FOOD. Watts, 1974.

ORANGE WEDGES IV

Food Guide Pyramid: Protective Foods (oranges)

TOPIC: Citrus Fruits

1. PREPARATION/MATERIALS: Samples of citrus fruits or pictures
2. KEY QUESTIONS/INFORMATION:
 - a. Tell the students that 250 years ago sailors who went on long voyages knew they only had half the chance of returning alive. Why?
Two thirds of the crew died of scurvy.
 - b. What is scurvy? Is it a fatal disease?
Men suffer from bleeding gums, muscle degeneration, wounds fail to heal, bones become soft, teeth fall out, and mental disorders occur.
It is caused by the lack of citrus fruits.
 - c. Dr. James Lind found the cure. Sailors needed citrus fruits. (As a result, British sailors were called limeys because they were served lime juice daily.)
 - d. Name some citrus fruits. (oranges, lemons, limes, grapefruit, pomelo, tangerine, mandarin oranges, Kona oranges, tangelo)
3. CAFETERIA ASSIGNMENT: Name the citrus fruit you will be served today.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the citrus fruit(s) on the school lunch tray. Border the bulletin board with pictures of citrus fruits.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Make a list of citrus fruits you ate last week.
 - b. Make a survey of how many children have tasted the above citrus fruits. Graph the results.
 - c. Find out if all the citrus fruits have the same kind of leaves and seeds.

OTHER RESOURCES

Asch, Frank. GOOD LEMONADE. Watts, 1976.
Beck, Barbara. THE FIRST BOOK OF FRUITS. F. Watts, 1967.
Fenton, Carroll and Herminie Kitchen. FRUITS WE EAT. John Day Co., 1961.
Mitgutsch, Ali. FROM LEMON TO LEMONADE. Carolrhoda Books, 1986.

ORANGE WEDGES V

Food Guide Pyramid: Protective Foods (oranges)

TOPIC: Vitamin C

1. PREPARATION/MATERIALS: Food samples or pictures that have Vitamin C (oranges, papaya, broccoli, strawberries, mangoes, cantaloupes, bell peppers, potatoes, spinach)
2. KEY QUESTIONS/INFORMATION:
 - a. What are the very tiniest blood vessels in our bodies called? (capillaries)
 - b. Which vitamin is needed in order to maintain the strength of the capillary walls so they don't break? (Vitamin C – hint: it's found in oranges)
 - c. If you bang your leg on something hard, and you don't break the skin, but you break the capillaries beneath the skin, what is this kind of injury called? (bruise – Vitamin C will help to heal it)
 - d. We need to eat foods with Vitamin C EVERY DAY in order to keep our capillary walls strong.
 - e. Oranges are a citrus fruit that are high in Vitamin C. It helps our body's connective tissues; heals our wounds; and acts to help resist infections.
3. CAFETERIA ASSIGNMENT: Will you remember to eat the foods that have Vitamin C in them? What were they?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the orange wedges on the school lunch tray. Place the label VITAMIN C near the oranges.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Name fruits in the Citrus Family. (oranges, grapefruit, pomelo, lime, lemon, tangerines, mandarin orange) Do they all have Vitamin C? Yes.
 - b. Find out what vegetables contain Vitamin C. (spinach, cucumber, green pepper, broccoli)
 - c. Do research and find out more about Vitamin C and its importance.

OTHER RESOURCES

Baldwin, Dorothy. HEALTH AND FOOD. Rourke Enterprises, 1987.
Dept. of Health, Nutrition Branch, "Nutrition at a Glance" (handout)
Understanding Nutrition, 1977. (1st edition)
LeMaster, Leslie J. NUTRITION. Children's Press. 1985.
Thompson, Paul. NUTRITION. F. Watts, 1981.

PEACHES: SLICED I

Food Guide Pyramid: Protective Foods (peaches)

TOPIC: Discussion on Peaches

1. PREPARATION/MATERIALS: A real peach; cans of Clingstone and Freestone peaches and/or labels of different brands of peaches; picture of a peach tree; map of the USA
2. KEY QUESTIONS/INFORMATION:
 - a. Show the students a real peach. Let them touch and feel it gently. Have them describe it. (Its round. It is yellow-orange. It has a fuzzy skin. It gets softer as it ripens. It has a seed inside?)
 - b. What do you know about peaches?
Peaches provide fiber that helps us with digestion. It contains vitamin A. It takes three years before a peach tree begins to bear fruit.
The trees live about 10-15 years bearing fruits.
Most of the peaches are grown in California, Georgia, Michigan, North Carolina, South Carolina, Utah, and Colorado, because the climate is not too harsh. (Locate states on the map.)
 - c. Look at the cans of peaches or the labels. Can you classify them into groups?
Students should come up with two types of peaches:
Clingstone (the flesh of the fruit clings to the stone and is included in the canning) and Freestone (the flesh comes away from the stone and is best for eating by hand).
 - d. Why do they add a liquid into the can of peaches? What ingredients are in the liquid?
 - e. The nectarine is a fuzz less peach. Plums and apricots belong to the same plant family.
3. CAFETERIA ASSIGNMENT: What kind of peaches will they serve in our school lunch today – Clingstone or Freestone?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the sliced peaches on the school lunch tray. Display pictures or cans of different types of peaches.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Assign the students to do research about peaches.
 - b. Experiment: use a dehydrator to dry peaches.
 - c. Find out ways people eat or use peaches. (strained peaches for babies, filling for pies, peach cobbler, peach nectar, fruit salads, jello, on top of cereal or oatmeal)
 - d. Find out why the peach is a very popular fruit in China. Why do they give a ceramic peach to a birthday honoree?

- e. Have the students do creative writing about a peach, using information they discovered during their research on peaches.
- f. Have the children create or share recipes, using peaches.
- g. What does “peachy” mean?
- h. Is the color peach related to the peach fruit?

OTHER RESOURCES

Beck, Barbara. THE FIRST BOOK OF FRUIT.
Dineen, Jacqueline. FRUIT. Enslow Publishers, 1988.
Japanese Fairy Tales. MOMOTARO.

PEACHES: SLICED II

Food Guide Pyramid: Protective Foods (peaches)

TOPIC: Momotaro's Peach

1. PREPARATION/MATERIALS: Momotaro storybook, peach and nectarine
2. KEY QUESTIONS/INFORMATION:
 - a. Read the story of Momotaro, a Japanese folktale.
 - b. Inside what fruit did they find Momotaro? (in a peach)
 - c. Describe a peach. (It's a fruit that is usually round. It has a fuzzy skin. It has a seed in it. They change from green to yellow-orange.)
 - d. Peaches have fiber that helps us with digestion and vitamins A, B, & C.
 - e. Let the children touch and feel the peach lightly. Cut it open to show the seed and the fruit under the skin.
 - f. Compare a peach with a nectarine. (nectarines are fuzz less peaches) Plums and apricots belong to the same family of plants like the peaches and nectarines.
3. CAFETERIA ASSIGNMENT: How will the peaches be served in today's lunch whole, halves, or slices?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the sliced peaches on the school lunch tray. Color the picture of a peach (golden yellow).
5. OTHER SUGGESTED ACTIVITIES:
 - a. How many seeds are in a peach? (one)
Name other fruits that have a single seed. (Nectarine, mango, avocado, plum, lychee, cherry, mountain apple, apricot)
Make a fruit chart – single seed and multiple seeds.
 - b. Experiment: can you make a peach seed sprout roots?
 - c. Find out where we get our peaches from. Ask the children to find out from books, the supermarkets, and parents.
 - d. Find out why the peach is a very popular fruit in China.

OTHER RESOURCES

Beck, Barbara. THE FIRST BOOK OF FRUIT.
Dineen, Jacqueline. FRUIT. Enslow Publishers, 1988.

PEAS AND CARROTS

Food Guide Pyramid: Protective Foods (peas, carrots)

TOPIC: Vitamin A

1. PREPARATION/MATERIALS: Pictures or samples of fruits and vegetables that are rich in Vitamin A
2. KEY QUESTIONS/INFORMATION:
 - a. Ask students to name any dark green or deep yellow-orange fruits or vegetables. List them on the chalkboard or on chart paper. (be sure carrots are named)
 - b. Most of these vegetables are rich in Vitamin A.
 - c. What does Vitamin A do for our body?
 - 1) Makes retinal that is good for our eyes.
 - 2) Keeps our bones and teeth strong.
 - 3) Helps the pores of our skin stay clean.
 - d. What foods in our school lunch menu today do we find Vitamin A? (peas and carrots)
3. CAFETERIA ASSIGNMENT: Taste and eat your foods rich in Vitamin A in today's lunch. Find out if they were raw or cooked.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the peas and carrots on the school lunch tray. Post a list of fruits and vegetables rich in Vitamin A.
5. OTHER SUGGESTED ACTIVITIES:
 - a. What shape is a pea? (sphere) Can you name other fruits or vegetables that are shaped like a sphere? (Oranges, cherries, tomatoes, onions, cantaloupes, melons, beets, radishes, etc.)
What shape is a carrot in today's lunch? (Cube) Can you name some fruits or vegetables that you cut into cubes? (Potatoes, melons, squash, turnips, pineapple, mango, papaya, apple, etc.)
 - b. Provide orange and green play dough for the children to make peas and carrots for their doll corner play or for patterning and sorting for math time.
 - c. Have the children make a sequence picture of peas and carrots, from the growing plant to the canning process. They can make it into a Big Book or a reading book for their class library.
 - d. Have the children create a song or poem about peas and carrots.

OTHER RESOURCES

Patent, Dorothy. WHERE FOOD COMES FROM. Holiday House, 1991.

PINEAPPLE CHUNKS I

Food Guide Pyramid: Protective Foods (fruits: pineapple)

TOPIC: What Is A Pineapple?

1. PREPARATION/MATERIALS: Pineapple or picture of a pineapple, knife, cutting board, cans of crushed, chunk, sliced pineapple
2. KEY QUESTIONS/INFORMATION:
 - a. What is a pineapple? (It is shaped like a pine cone and is about 6-10 inches in height and 5-8 pounds in weight. It grows in the middle of a low stalk of leaves. It grows best during the summer months.)
 - b. What is its nutritive value? (pineapple supplies Vitamin C and fiber)
 - c. Can you name ways you have seen pineapple served? (Slices, chunks, crushed, wedges, in jams, fruit cocktail, salads, jello molds, fruit punch, cakes, chutneys, marmalade, ice tea, sauces, and as a juice.)
 - d. Cut up a real pineapple in class. Twist the top off. Cut off the sides. Cut out the eyes in a diagonal fashion. Cut in wedges. Remove the core. Refrigerate for later eating.
3. CAFETERIA ASSIGNMENT: Try your pineapple chunks in your school lunch today. Does it taste like the fresh pineapple we tasted in class?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the pineapple chunks on the school lunch tray.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Have the class research the pineapple industry in Hawaii.
On what islands do we grow pineapple?
How long does it take for a pineapple to grow?
Find out how the pineapple came to Hawaii and was developed into an industry.
 - b. Visit the Dole Cannery to see how pineapple is processed.
 - c. Have a pineapple tasting party. Groups of children could bring in various foods with pineapple in them. They can share recipes with each other or make a class pineapple cookbook.

OTHER RESOURCES

Corum, Ann K. ETHNIC FOODS OF HAWAI'I. The Bess Press, 1984.
Goodman, Robert. THE HAWAIIANS. Island Heritage, Limited, 1970.
Miller, Carey. FRUITS OF HAWAII. University of Hawaii Press, 1965.

PINEAPPLE CHUNKS II

Food Guide Pyramid: Protective Foods (fruits: pineapple)

TOPIC: Fresh Foods

1. PREPARATION/MATERIALS: Pineapple and various types of canned pineapple
2. KEY QUESTIONS/INFORMATION:
 - a. When you go grocery shopping, what are the ways that you see food sold in the stores? (fresh, canned, frozen, refrigerated, dried, bottled, preserved, boxed, packaged)
 - b. Many times our parents need to prepare the food that they bought before we can eat it. What are the different ways we can cook food? (boil, bake, fry, convection, microwave, barbecue, parboil, steam, roast)
 - c. Discuss the trade-off in food processing. It makes food safer to eat and helps it last longer. Processed foods also lose some vitamins.
 - d. Freezing and canning are methods to preserve foods.
 - e. Look at your menu for today. Which items are fresh foods and which are from cans?
3. CAFETERIA ASSIGNMENT: Were you correct in predicting which foods were fresh and which were from cans? How could you tell?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the pineapple chunks on the school lunch tray. Display a fresh pineapple and a #10 can of pineapple.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Have each child make a sequenced story about a canned fruit or vegetable – from the plant to the can.
 - b. Visit a supermarket. Partner the students and assign them certain fruits and vegetables to check on how they are sold (canned, dried, packaged, fresh, frozen, etc.) and record the price for each. Return to class and discuss and compare information.
 - c. Have the children work in groups and create a crossword puzzle on either fruits or vegetables, fresh and canned. Share it with another class; also within the class.
 - d. Have the class plan a menu using fresh and canned food for a three day camp.

SALADS

Food Guide Pyramid: Protective Foods (fruits, leafy greens)

TOPIC: A Salute to Salads

1. PREPARATION/MATERIALS: Old magazines with food pictures, scissors, glue, chart paper
2. KEY QUESTION/INFORMATION:
 - a. Name some different kinds of salads. Teacher writes responses on the chalkboard or on chart paper. (Fruit, potato, macaroni, pasta, seafood, chef's vegetable, chicken, tossed, bean, tofu, jello, ogo)
 - b. What are the main ingredients in each in each salad? (go through each salad or assign to students to get ingredients for various salads)
 - c. Distribute magazines and let students locate and identify salad pictures. Have them glue them on to the chart paper.
3. CAFETERIA ASSIGNMENT: Find out what kind of salad you are having on your school lunch tray today. Taste or eat it. Name the ingredients.
4. SCHOOL FOOD SERVICES SUGGESTION: Identify and label the salad that is being served today. Place the label on the bulletin board or serving counter.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Have students illustrate their favorite salad. List all the ingredients. Arrange the salads in a graph. Find out what is the favorite salad of your class.
 - b. Read FRUIT SALAD by Helen Depree, from The Wright Group (Wonder World II series), 1993. Have the students create their own salad books.
 - c. Make a salad in class. Ask the children to bring in the ingredients. Guide them in the preparation. Serve with a variety of dressings.
 - d. Use lesson, "Salad Daze" from the book, FUN WITH FOODS #4, pages 9-14. (Activities Integrating Math & Science series)

OTHER RESOURCES

Sunset Magazines

SALAD: WON BOK AND ROMAINE

Food Guide Pyramid: Protective Foods (won bok, romaine)

TOPIC: Let's Learn About Lettuce

1. PREPARATION/MATERIALS: Samples or pictures of cabbages, romaine lettuce and other heads of lettuce
2. KEY QUESTIONS/INFORMATION:
 - a. Tell me all you know about lettuce. (green, sometimes red edges, soft, leafy, easy to separate leaves)
 - b. Can you name the different kinds of lettuce we have in Hawaii? (Manoa, romaine, iceberg, red leaf, butter, curly leaf, etc.)
 - c. Display the lettuce pictures or show the actual heads of lettuce. Discuss likenesses and differences; and ways they can be recognized.
 - d. Lettuce is a vegetable. The dark green lettuces are high in Vitamin A and important for growth and health. Loose leaf lettuces are generally more nutritious than head lettuce because it is greener.
 - e. Let the children look at the won bok and romaine heads of lettuce. Show them how to wash it and cut or tear it to make a salad. Serve it with a simple salad dressing.
3. CAFETERIA ASSIGNMENT: Ask the students to taste their salad in their school lunches and compare it with the salad prepared in class.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the won bok and Romaine salad. Put a head of won bok and romaine lettuce near the School Food Service Manager's bulletin board. Label each.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Conduct a survey of what kinds of lettuce are served at home. Create a graph for your class. Another survey of the type of dressing used at home or most preferred could be conducted.
 - b. Visit a supermarket to see the different types that are sold.
 - c. Visit a fast food store to see how salads are made.
 - d. Read FRUIT SALAD by Helen Depree (The Wright Group, Wonder World II series). Have the children make a big class book or individual books about a leafy salad.
 - e. Have the children cut out magazine pictures of the different kinds of salads. Put it together as a salad book – like a big reading book.

OTHER RESOURCES

Fenton, Carroll and Herminie Kitchen. PLANTS WE LIVE ON. John Day Co., 1971.

Selsam, Millicent. THE PLANTS WE EAT. Morrow, 1981.

Sobol, Harriet. A BOOK OF VEGETABLES. Dodd, Mead, 1984

SPINACH

Food Guide Pyramid: Protective Foods (spinach)

TOPIC: Vitamin A

1. PREPARATION/MATERIALS: Samples or pictures of spinach
2. KEY QUESTIONS/INFORMATION:
 - a. Vitamin A helps us to have healthy eyes and skin. Without it we would develop night blindness (slow recovery of vision after flashes of bright light, especially at night) and develop dry, rough, scaly skin.
 - b. We find Vitamin A in dark green leafy vegetables (green beans, too) and rich yellow or deep orange vegetables.
 - c. Spinach is a dark green leafy vegetable. It can be eaten cooked or raw. It is very rich in vitamin A. It may have been brought to North America by the English and French colonists. The state of Texas is known to be the spinach capital of the world.
3. CAFETERIA ASSIGNMENT: Check which vegetable you are having for lunch today. Is it one that is rich in vitamin A?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the spinach in the school lunch tray. Display a fresh bunch of spinach.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Make a list of dark green leafy vegetables, rich yellow vegetables and deep orange vegetables. Check to see if they are rich in vitamin A.
 - b. Find out more about spinach. Does it grow in Hawaii? Name some types of spinach. Where do the grocery stores and supermarkets get their supply? How is it processed into a baby food jar or can?
 - c. Make posters that are rich in vitamin A foods. Post them in the health room, cafeteria, library and classroom.
 - d. Make a salad using spinach leaves and cook some spinach. Let the children taste them and get their reactions as to which they preferred.
 - e. Have the children create their own recipes using spinach. (Salads, dips, casseroles, rolls, etc.)

OTHER RESOURCES

Fenton, Carroll and Herminie Kitchen. PLANTS WE LIVE ON. John Day Co. 1971.

TOMATOES

Food Guide Pyramid: Protective Foods (tomatoes)

TOPIC: Discussion on Tomatoes

1. PREPARATION/MATERIALS: Pictures of tomatoes – whole, sliced, wedged, diced; canned tomatoes, tomato sauce, catsup, tomato juice, tomato soup, tomato paste, spaghetti sauce; real tomato, knife, cutting board
2. KEY QUESTIONS/INFORMATION:
 - a. Can you guess what I am?
I am a red fruit that is used as a vegetable.
I come in different shapes. Sometimes I look like a cherry, a pear and also a plum.
The French people grew me as ornaments in their gardens. They treated me as objects of affection and that's why I am sometimes called "love apples."
President Thomas Jefferson was one of the first Americans to grow me for food. I grow on a bush but I have weak stems so I sometimes look like I am growing on a vine. I am considered a night shade plant. I provide Vitamins A and C for your bodies. I help you to have healthy skin, good night vision, resistance to infections and aid in healing wounds. People eat me a lot. You can usually find me in salads, and parts of me in catsup, juice, soups, lomi-lomi salmon, sandwiches, etc.
What am I? (TOMATO)
 - b. Cut a real tomato into slices, wedges and diced cubes.
 - c. Ask the children to help you list products that have tomatoes in them.
3. CAFETERIA ASSIGNMENT: How was your tomato presented in your school lunch today?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the tomato on the school lunch tray.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Do research on how the tomato came to America.
 - b. Take a survey as to why people eat catsup with their French fries, eggs, hamburger, and hash paddies.
 - c. Create a song or poem about tomatoes.
 - d. Plant tomatoes seeds. Keep a plant journal.
 - e. Make a tomato book about how it grows and what it is used for.
 - f. Check the lesson, "Fruit Salad" from the book, FLOATERS AND SINKERS, pages 21-25. (Activities Integrating Math & Sciences series)

OTHER RESOURCES

- Ehlert, Lois. GROWING VEGETABLE SOUP. Harcourt Brace Jovanovich, 1987.
- Fenton, Carroll and Herminie Kitchen. PLANTS WE LIVE ON. The Story of Grains and Vegetables. John Day Co., 1971.
- Sobol, Harriet. A BOOK OF VEGETABLES. Dodd, Mead, 1984.

TROPICAL FRUIT: CHILLED

Food Guide Pyramid: Protective Foods (oranges, pineapple, papaya)

TOPIC: I'm Bananas About Fruit

1. PREPARATION/MATERIALS: Samples or pictures of tropical fruits, chart paper, magazines
2. KEY QUESTIONS/INFORMATION:
 - a. Write the names of some fruits that are yellow. (banana, lemon, pineapple, apple, grapefruit)
 - b. Write the names of some fruit that are orange. (apricot, mango, nectarine, peach, cantaloupe, papaya, persimmon, tangelo)
 - c. Write the names of some fruits that are red. (apple, grapes, watermelon, plums, strawberries, cherries)
 - d. Write the names of some fruits that are green. (grapes, pears, kiwi fruit, plums, honeydew)
 - e. Fruits contain fiber and key nutrients, vitamins A and C. They help our bodies by aiding digestion, and resisting infections, providing night vision, and assisting in healing wounds.
 - f. Chart the fruits according to their colors. Find pictures of the fruits and paste them next to their names. Indicate which fruits are tropical.
3. CAFETERA ASSIGNMENT: Ask students to name their fruits in their fruit salad in their school lunch today.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the chilled tropical salad. Write the names of the fruits.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Ask the children to bring in a fruit. Have cooperative groups create their own fruit salad with the fruits their group has brought in. They can write the directions out as a recipe and give their creation a unique name. (Remember to wash hands before preparation and safety rules for using a knife.)
 - b. Read FRUIT SALAD by Helen Depree (The Wright Group, 1993). Have the class, or groups or each child create their own fruit salad books. Children could draw their fruits or cut pictures from the magazines.
 - c. Find out if Hawaii is a tropical region and what fruits grow in Hawaii.

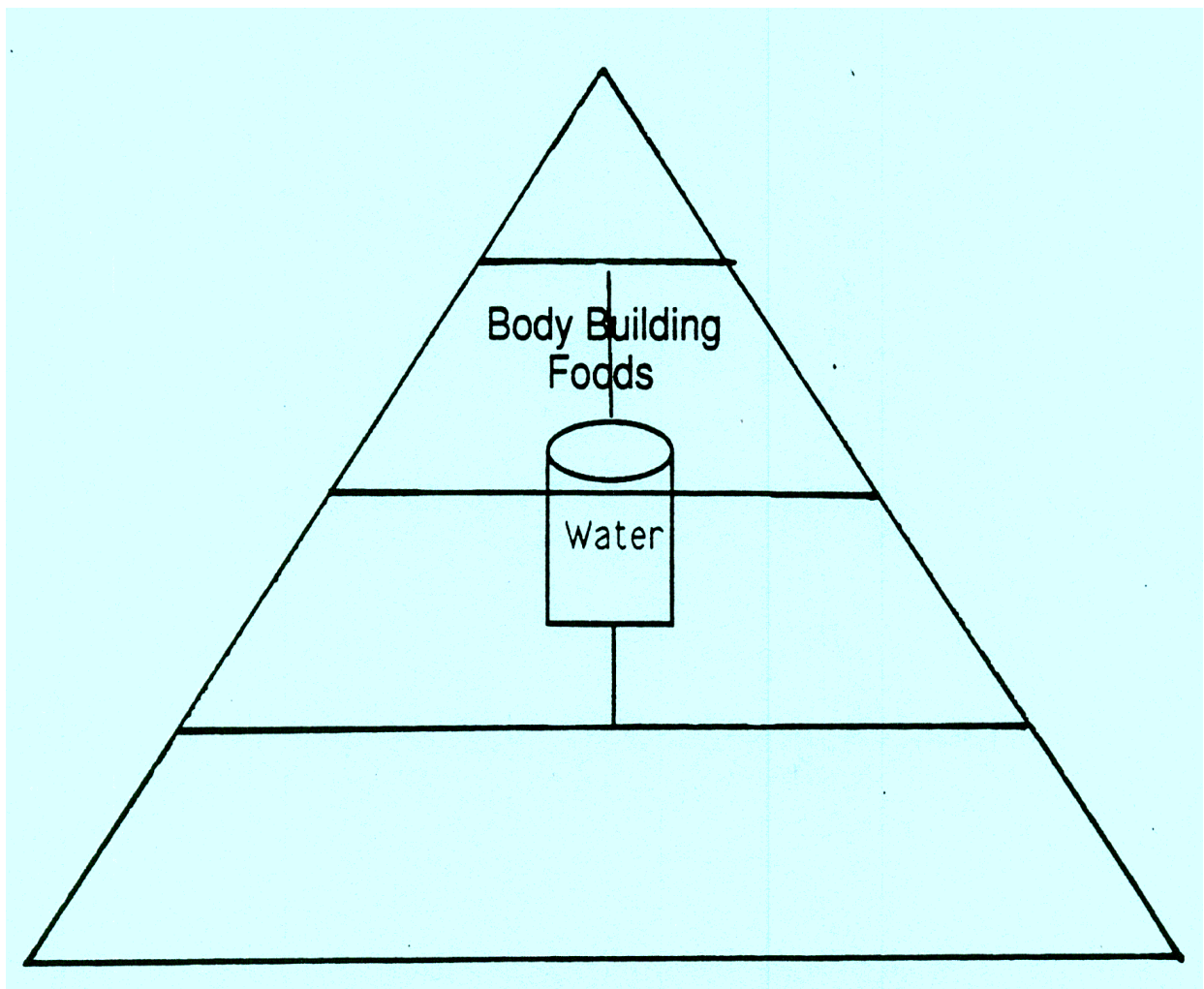
OTHER RESOURCES

Beck, Barbara. THE FIRST BOOK OF FRUITS. F. Watts, 1967.
Fenton, Carroll. FRUITS WE EAT. John Day Co., 1961.

BODY BUILDING FOODS: PROTEIN AND CALCIUM

The activities in this section are based on foods and focus on presenting the foods from the 3rd level of the pyramid: protein and calcium foods; the Body Building group.

Body Building Foods Each day, choose a moderate amount of body building foods; a variety of lower fat/lean protein and calcium foods. These foods help to build, maintain, and repair bones, teeth, muscle, and blood.



**The Food Guide Pyramid
"Build From The Bottom"**

BODY BUILDING FOODS

Protein and Calcium Foods

BEEF PATTY – Iron

BEEF STEW – Where Does Beef Come From?

CHINESE – From Milk to Cheese

CHEESEBURGER – Say Cheese--Burger!

CHICKEN: OVEN BAKED I – Who's A Chicken?

CHICKEN: OVEN BAKED II – Protein: How Much Do We Eat Per Day?

CHICKEN OR TURKEY ALA KING – Foods From Animals

CHILI CON CARNE I – Beans

CHILI CON CARNE II – Beans, Beans, Beans! – Protein From Plants

CHILI CON CARNE III – Legumes

CORN CHOWDER Milk: Variety and Value

FISH I – Let's Go Fishing

FISH II – Fishes in Hawaii

FISH III – Protein: It Helps Me Grow

MILK I – Milk and Milk Products

MILK II – How Do We Get Our Milk?

PEANUTS – Peanuts, Anyone?

PEANUT BUTTER – Peanut butter

PEPPERONI SAUSAGE PIZZA – What's In a Sausage?

PORK – Pork Dishes

ROAST TURKEY WITH GRAVY I – Gobble the Turkey

ROAST TURKEY WITH GRAVY II – Animal Protein Foods

TERI BEEF – Protein

TERRI BEEF PATTY – Terrific Teri Beef Patty

TUNA SANDWICH – Tuna, the "Chicken of the Sea"

BEEF PATTY

Food Guide Pyramid: Body Building Foods (beef)

TOPIC: Iron

1. PREPARATION/MATERIALS: Magazine pictures of iron foods (example: meat and beans)
2. KEY QUESTIONS/INFORMATION:
 - a. All people need iron. It is important to our red blood cells. Iron helps carry oxygen that gives us energy. Anemia is a disease that people get when they do not have enough iron in their blood.
 - b. Hamburger is one of the foods that contain iron that helps our body when we eat it. Beans also have iron.
 - c. Can you name some other school lunch foods that have iron? (spaghetti, sloppy joe, nachos, pizza, teri beef patty, chili, lasagna, tacos)
3. CAFETERIA ASSIGNMENT: Did you have your iron at lunch?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the beef patty and write the word IRON next to it.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Have the children bring in empty food boxes and cans with label to check on the amount in each container. Take note of those with high amounts.
 - b. Make a list of iron rich foods. Ask the children to bring some iron rich snacks to school to share and taste.
 - c. Make a crossword puzzle using iron rich foods.
 - d. Make posters of iron rich foods. Post them in the health room, library, cafeteria, and in the classroom.
 - e. Have the children record the times they have eaten iron rich foods. Discuss the necessity of eating more iron rich foods as you enter the early teen years. Bodies are changing and the risk of anemia is possible. Girls will be starting their menstruation and need extra iron in their diets.

OTHER RESOURCES

Baldwin, Dorothy. HEALTH AND FOOD. Rourke Enterprises, 1987.
LeMaster, Leslie. NUTRITION. Children's Press, 1985.

BEEF STEW

Food Guide Pyramid: Body Building Foods (beef)

TOPIC: Where Does Beef Come From?

1. PREPARATION/MATERIALS: Pictures of an ox, cow, bull, steer (male cattle); pictures of beef cuts; pictures of beef dishes
2. KEY QUESTIONS/INFORMATION:
 - a. Does anyone know where beef comes from?
How can we find out? (Ask the school food service manager, ask our parents, find out from library books, look in the encyclopedia, etc. – teacher can follow children's suggestions)
 - b. Responses should include ox, cow, bull, or steer. Teacher can show pictures of each.
 - c. How do we get our beef from these animals? (The animals are slaughtered and the butcher cuts up the animal for certain beef cuts.) Teacher can show students the picture of beef cuts and name them.
 - d. Can you name some beef dishes? (steak, beef stew, meat loaf, chili, hamburger, sloppy joes, tacos, roast beef, teriyaki beef, barbecue meat, chopped steak, beef broccoli, beef tomato, meatballs, beef curry, lasagna, etc.) Teacher can show a variety of beef dishes to his/her students or have them bring in their own pictures.
 - e. Beef is important for our bodies because it provide protein and iron needed for body growth and helps repair body tissues; such as muscle organs, blood, skin, and hair. (Johns, Suttan & Webster: HEALTH FOR EFFECTIVE LIVING.)
 - f. Caution: High fat and cured meats can increase the risk of heart disease and cancer.
3. CAFETERIA ASSIGNMENT: How was your beef dish prepared today? What was it called? How did it taste?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the beef stew. Post a chart of different cuts of beef on the bulletin board. Indicate where the beef stew meat comes from.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Take a survey as to what are the children's three favorite beef dishes. Why do they like them? What ingredients are in them? Make a graph. Do it with another class. Compare results.
 - b. Find out where our beef in Hawaii comes from. How is it shipped to Hawaii? How does it get to our supermarkets?
 - c. Create a poem about the animals that give us certain beef cuts.
 - d. Find out what beef cuts each of the above animals give us.

OTHER RESOURCES

McFarland, Cynthia. COWS IN THE PARLOR. Atheneum, 1990.

Rose, Anne. AKIMBA AND THE MAGIC COW.

Scheib, Ida. THE FIRST BOOK OF FOOD. Watts, 1974.

CHEESE

Food Guide Pyramid: Body Building Foods (milk)

TOPIC: From Milk to Cheese

1. PREPARATION/MATERIALS: pictures or samples of cheese; milk; empty containers of cheese products.
2. KEY QUESTIONS/INFORMATION:
 - a. Hold up a small carton of milk. Pour out some milk. Ask the class to describe the milk. (white, liquid, had a light smell)
 - b. Show the students several kinds of cheeses. Ask the class to describe the cheese. (different colors, solid, lots of holes, has a strong smell)
 - c. Does anyone know how we get cheese?
Cheese is made from the milk of cows, goats, and ewes. Milk with enzyme rennin can separate curds and whey. Curd collected and pressed may later be slated or cured. Curing (also called aging or ripening) develops flavor and texture of the cheese by keeping it for a certain time at controlled temperature and humidity levels. Some cheese develops a protective skin or rind, during curing; others are dipped in wax. The longer the cheese is cured, the harder the texture and stronger the flavor. Cheese is a source of high quality protein, calcium and riboflavin; and it also contains fat.
 - d. Name some cheeses. (cottage cheese, Parmesan, Swiss cheese, Monterey Jack, Mozzarella, Provolone, Brie, Cheddar, processed)
3. CAFETERIA ASSIGNMENT: What dairy products will you be served on your school lunch tray? (milk and cheese)
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the cheese in the school lunch.
5. OTHER SUGGETED ACTIVITIES:
 - a. Form a circle and play "The Farmer In the Dell." When the child who ends up standing alone as the cheese or everyone picked in the song must name a cheese product or say why eating cheese is important.
 - b. Visit a milk processing plant.
 - c. Find out where the supermarkets (Safeway, Foodland, Times, and Star Markets) get their cheeses from. Point it out on the map.
 - d. Cut out magazine pictures of cheese products. Chart and label them. Take a survey and ask different classes in the school what is their favorite cheese or cheese product. Record it on your chart. Post results in the cafeteria.

- e. Visit the school food service manager and find out what school lunches have cheese in them. (Pizza, lasagna, taco, nachos, spaghetti).

OTHER RESOURCES

Bunting, Eve. THE BIG CHEESE. Macmillan, 1977.

Gurney, Nancy & Eric. THE KING, THE MICE AND THE CHEESE.

Meyer, Carolyn. MILK, BUTTER, AND CHEESE. Morrow, 1974.

CHEESEBURGER

Food Guide Pyramid: Body Building Foods (beef, cheese)

TOPIC: Say Cheese-----Burger!

1. PREPARATION/MATERIALS: Picture of the Food Guide Pyramid
2. KEY QUESTIONS/INFORMATION:
 - a. We are having cheeseburger for lunch today. What is a cheeseburger? (Record responses on paper.) How is it different from a regular hamburger? (cheese)
 - b. How do you make a cheeseburger? You will need:
 - 1) a bun = energy food
 - 2) tomato = protective food
 - 3) lettuce = protective food
 - 4) cheese = body building food
 - 5) hamburger = body building food
 - 6) mayonnaise = caution food
 - c. How would you sequence putting the items into the cheeseburger?
 - d. Which animal did the meat and the cheese come from? (cow)
 - e. Which items came from plants? (bun, lettuce, tomato)
3. CAFETRIA ASSIGNMENT: Enjoy your cheeseburger. Check to see if all the ingredients we talked about were in your cheeseburger. Don't forget that the cheeseburger can have foods from all levels of the Food Guide Pyramid. Eat it all!
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the cheeseburger on the school lunch tray. Decorate your bulletin board to show that people enjoy eating burgers (especially teenagers).
5. OTHER SUGGESTED ACTIVITIES:
 - a. Have the children create their own hamburgers with their favorite foods. Examine the ingredients carefully to see if they come from all levels of the Food Guide Pyramid. Encourage the children to write a story of their unique or funny hamburger.
 - b. Read THE GREAT, ENORMOUS HAMBURGER by Jillian Cutting, The Wright Group, the Sunshine series, 1988. Have the children write a story of a teeny, tiny hamburger.
 - c. Read and discuss digestion with WHAT HAPPENS TO A HAMBURGER by Paul Showers, Crowell, 1970.
 - d. Encourage the children to do research by asking parents, visiting eating places, looking into cookbooks to find out some names of local hamburgers. See how they measure up to the Food Guide Pyramid. Find out which ones are the healthy burgers. (Teri burger, tofu burger, vegetarian burger, etc.)

CHICKEN: OVEN BAKED I

Food Guide Pyramid: Body Building Foods (chicken)

TOPIC: Who's A Chicken?

1. PREPARATION/MATERIALS: Pictures of a live chicken, a cut-up chicken, some chicken parts and some chicken entrees.

2. KEY QUESTIONS/INFORMATION:

- a. Here's a riddle: I am a farm animal. If I am a boy animal, I can wake people up in the morning. If I am a girl animal, I can lay eggs. I belong to the poultry family. What am I? (chicken)
- b. Before a chicken is cut up into pieces, the head and feet are chopped off. The feathers are removed and also the inner organs (heart, kidney, liver and gizzard). Then, the different parts are cut. Can you name some of the chicken parts that you can eat? (neck, breasts, thighs, drumsticks, and wings)
Which part has the most meat? (Breast)
Which part has the least meat? (Wing)
- c. Chicken is important for our bodies because it is a protein needed for growth and repair of body tissues such as muscle organs, blood, skin and hair. (John, Skutton & Webster: HEALTH FOR EFFECTIVE LIVING)
- d. Can you name some ways that you have seen chicken prepared? (Fried, broiled, barbecued, baked, in salads, in soups, patties, nuggets in hot dogs, in burgers, slices, huli-huli, stir fried, etc.)

3. CAFETERIA ASSIGNMENT: How was your chicken on your school lunch tray prepared today? What chicken parts were you served today?

4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the chicken on the school lunch tray.

5. OTHER SUGGESTED ACTIVITIES:

- a. Discuss how people use parts of the chicken. (eggs, chicken meat-parts and ground, chicken feathers for Hawaiian ipu gourd, feet for soup)
- b. Have the class do research on different types of poultry-capon, hen, rooster, turkey, duck, Cornish game hen, squab, pheasant, goose)
- c. Take a survey on the class' favorite way of eating chicken. Make predictions and graph the results. Compare your class results with another class. Use magazine pictures to take your survey and on your graph.
- d. Create a poem or song about preparing or eating chicken.

- e. Write a story about a chicken as a pet. Find out what it eats and how it behaves. Check to see if anyone has a chicken for a pet. Check if any class in school is hatching eggs, especially near Easter time. Volunteer to care for a chick or chicken for a day so the children can make some observations.

OTHER RESOURCES:

Coldrey, Jennifer. THE WORLD OF CHICKENS. G. Stevens publishers, 1987.

CHICKEN: OVEN BAKED II

Food Guide Pyramid: Body Building Foods (chicken)

1. PREPARATION/MATERIALS: Food Guide Pyramid poster; pictures of protein foods
2. KEY QUESTIONS/INFORMATION:
 - a. Name some foods that provide protein for us. (fish, meat, cheese, milk, nuts, beans)
 - b. Where do these body building foods belong on the Food Guide Pyramid? (the Protein and Calcium Foods level – third level from the bottom)
 - c. Why is protein important for us? (It builds working body tissues. It forms parts of the structures of muscles, hair, skin, nails, connective tissue, and glands.)
 - d. A growing child needs two servings of protein per day. If you eat your chicken at lunch today, you will need one more serving at dinner.
 - e. What does the RDA mean? It stands for “recommended dietary allowance.” It means the recommended intake of nutrients for normal healthy people in the USA.
3. CAFETERIA ASSIGNMENT: Be sure to eat all of your serving of protein food at lunch today.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the protein item on the school lunch tray.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Plan a daily menu for lunch and dinner with protein foods as its main dish. Check with the Food Guide Pyramid and include energy foods and protective foods. For the older children, make a daily plan for a week. If time permits, have the children cut out magazine pictures or let them draw pictures and glue each menu on a sheet of paper.
 - b. Have the children bring in canned food label or empty containers to check the protein contents. Let them compare their findings and make a list of the protein rich foods.

OTHER RESOURCES

Baldwin, Dorothy. HEALTH AND FOOD. Rourke Enterprises, Inc., 1987.

CHICKEN OR TURKEY ALA KING

Food Guide Pyramid: Body Building Foods (chicken or turkey)

TOPIC: Foods from Animals

1. PREPARATION/MATERIALS: Pictures of animals and food products that we eat; chart paper, old magazines, school lunch menu, food advertisement tabloids
2. KEY QUESTIONS/INFORMATION:
 - a. We have learned that we eat many foods from animals. Name some animals that we eat? (cow, pig, sheep, fish, chicken, duck, quail, rabbit, frog) List them on the chalkboard or on chart paper. Put animal pictures by its name.
 - b. What kinds of products do these animals provide us? (Steaks, chops, fillets, legs, wings, drumsticks, breast meat, etc.)
 - c. Let's look at this week's school lunch menu to see what animal products we have or will be eating.
 - d. What does "ala king" mean? (diced and served in a cream sauce)
3. CAFETERIA ASSIGNMENT: Name all the products from animals in today's school lunch (chicken or turkey, cheese, milk).
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the chicken or turkey dish. Post the picture graphic of the chicken on the bulletin board.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Discuss the ingredients to find out the animal and plant sources of such foods as nachos, sloppy joes, submarine sandwiches, pizzas, corn chowder, beef stew, tacos, chicken nuggets, spaghetti, etc.
 - b. Work in communities and study animals that give us food, what are their food products, from what sections from the animal are they cut, ways they are prepared, and what cultures in Hawaii are known to use them in special dishes (Filipinos = pork adobo, Chinese = chicken long rice, Japanese = sashimi, Hawaiians = kalua pig, Portuguese = linguica, Koreans = kalbi, Samoan = povi masima, etc.).

OTHER RESOURCES

Corum, Ann K. ETHNIC FOODS OF HAWAII. Bess Press, 1984.
The Junior League of Honolulu, Inc. A TASTE OF ALOHA. S.C. Toof and Company, 1983.

CHILI CON CARNE I

Food Guide Pyramid: Body Building Foods (beans)

TOPIC: Beans

1. PREPARATION/MATERIAS: Ask the children to bring in different types of beans (soy beans, kidney beans, pinto beans, mung beans, etc.)
2. KEY QUESTIONS/INFORMATION:
 - a. Label and display beans and peas that the children brought in.
 - b. Find out if the children have tasted all of these beans. You can also ask them in what foods.
 - c. Beans have lots of protein and iron.
 - d. Read the school lunch menu. What food(s) in today's lunch contain beans?
3. CAFETERIA ASSIGNMENT: Eat the food that contains beans.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the beans on the school lunch tray. Display different kinds of beans with their names.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Prepare a bean dish in class. Involve the students in choosing the recipe to follow, using the food ads to shop, shopping for the ingredients, preparing the ingredients, cooking and serving the finished product.
 - b. Have the children keep a record of the beans they consume for a week. Share findings. Compare records for males and females. You might want to write the amount eaten too.

OTHER RESOURCES

Berger, Melvin & Gilda. THE NEW FOOD BOOK. Crowell, 1978.

CHILI CON CARNE II

Food Guide Pyramid: Body Building Foods (beans)

TOPIC: Beans, Beans, Beans! – Protein from Plants

1. PREPARATION/MATERIALS: Pictures and/or samples of beans (pinto beans, kidney beans, soybeans, mung beans, garbanzo beans)
2. KEY QUESTIONS/INFORMATION:
 - a. How many kinds of beans can you name? (show pictures or bean samples as the children name them)
 - b. How do we eat them? (boiled, baked, cooked in casseroles, in burritos, in soups)
 - c. How do beans help us grow? (They are rich in protein and iron.)
 - d. What kinds of foods prepared with beans have you eaten or seen? (Boston baked beans, chili con carne, mochi, manju, Portuguese bean soup, burritos, etc.)
 - e. Where do beans come from? (The bean seed is placed into the soil. A vine emerges over a period of time, flowers and pods filled with beans appear. Beans are plant seeds.)
3. CAFETERIA ASSIGNMENT: What kinds of beans did you find in today's school lunch? In what dish did you find it?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the beans on the school lunch tray or serving counter.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Provide a cup, soil and bean seeds for each child. Teach them how to plant a seed. Have them keep a plant journal. Send it home when it begins to grow before the vine crawls on the ground.
 - b. Do a class experiment. Grow a variety of beans in class. Keep a plant journal. Compare the type of leaves and how fast the seeds grow.
 - c. Read Steven Kellogg's JACK AND THE BEANSTALK. Have the children create different things that they found in the home above the clouds.
 - d. Read WHAT CAME OUT OF MY BEAN? By Brian Birchall from The Wright Group Book Bank series, 1992. Have the children make individual or a class Big Book using the same style like the book.

OTHER RESOURCES

Fenton, Carroll and Herminie Kitchen. PLANTS WE LIVE ON. – The Story of Grains and Vegetables. John Day Co., 1971.

CHILI CON CARNE III

Food Guide Pyramid: Body Building Foods (legumes)

TOPIC: Legumes

1. PREPARATION/MATERIALS: Samples of legumes
2. KEY QUESTIONS/INFORMATION:
 - a. Show samples of the legumes. (pinto beans, soy beans, peanuts, kidney, lima) Label beans.
 - b. What foods are made from these legumes?
Pinto beans = Mexican refried beans
Soy beans = tofu
Peanuts = peanut butter
 - c. Legumes provide protein for our bodies. Legumes always grow in pods. Peanuts are legumes.
 - d. Which level does it belong to in the Food Guide Pyramid? (the Protein and Calcium or Body Building Foods level – third level from the bottom)
 - e. What other foods belong to this level? (fish, milk products, lentils, beef, pork, eggs, turkey, nuts)
3. CAFETERIA ASSIGNMENT: Did you taste any kinds of beans in your school lunch? What kind of bean was it?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the beans on the school lunch tray. Put the word “legumes” with its definition on the bulletin board.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Research the tofu process from bean to product. Have the students bring in recipes using tofu (dips, burgers, lasagna, soups, dressings, desserts)
 - b. Have the students name as many different legumes as they can. Ask them to get help from their parents, library books and to visit the supermarket. Put them in teams and see which team can come up with the most names. Extra points can be given if they can state what dishes or recipes they are used in.
 - c. Have the students make a legume crossword puzzle.
 - d. Have the students create a legume song or poem.

OTHER RESOURCES

Barber, L. & J. Lampert. THE TOFU GOURMET. Shufunomoto/Japan Publications, 1984.

Fenton, Carroll & Herminie Kitchen. PLANTS WE LIVE ON. The Story of Grains and Vegetables. John Day Co., 1971.

CORN CHOWDER

Food Guide Pyramid: Body Building Foods (milk)

TOPIC: Milk – Variety and Value

1. PREPARATION/MATERIALS: Samples of empty milk carton (various sizes and types)
2. KEY QUESTIONS/INFORMATION:
 - a. When you buy your school lunch how many milk choices do you have? (two – the red carton [whole milk] or the blue carton [2% less fat])
 - b. When you go to the supermarket, how many milk choices do you have? (WHOLE, 2%, 1%, SKIM, BUTTERMILK, ACIDOPHILUS, etc.)
 - c. Show the various empty milk cartons to the students. Name them and tell the students how the cartons of milk differ.
 - d. Milk is very important for us to have healthy bones and teeth.
 - e. Milk is not only for drinking but we can use milk in food dishes, too. Can you name some dishes or foods? (corn or clam chowder, custard, pancakes, waffles, milk shakes, puddings, sauces)
3. CAFETERIA ASSIGNMENT: Be able to tell us what foods had milk in them today. (corn chowder and milk) Did they all taste the same?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the milk in corn chowder. Post the words of “Drink, Drink, Drink Your Milk” on the bulletin board.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Explain what chowder is. How it is made and what is in it. If time and facilities permit, make chowder in the classroom. Let everyone taste it.
 - b. Have the children select their favorite dish or food that uses milk and write a story about it and include illustrations.
 - c. Teach the children the song, “Drink, Drink, Drink Your Milk.”

OTHER RESOURCES

Gurney, Nancy & Eric. THE KING, THE MICE, AND THE CHEESE.
Meyer, Carolyn. MILK, BUTTER, AND CHEESE. Morrow, 1974.

FISH I

Food Guide Pyramid: Body Building Foods (fish)

TOPIC: Let's Go Fishing

1. PREPARATION/MATERIALS: pictures of different kinds and shapes of fishes
2. KEY QUESTIONS/INFORMATION:
 - a. Let's look at a picture of a fish.
Can you name the parts of a fish? (Head, tail, fins, eyes, mouth, scales)
Point out the parts on different fishes.
 - b. Fish can be eaten whole or the head, tail, skin and bones can be removed. Then it is cut into filet pieces and into nugget size pieces.
 - c. Fish is important for our bodies because it can be a lower fat source of protein that is needed for growth and for the repair of body tissues.
Frying fish, however adds fats and calories to our bodies.
3. CAFETERIA ASSIGNMENT: How many fish nuggets or pieces will you have on your school lunch tray today? Find out how it tastes. Do you use a sauce to eat it?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the fish on the school lunch tray. Use a fishing pole with a fish to call attention to the fish that is being served for lunch.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Create a song or poem about fishing and ending up eating the fish.
 - b. Use a fish song and make up movements to it. For example:
"Hukilau," "Humuhumunukunukuapuaa."
 - c. Have the children find out how many ways fish can be prepared.
(poached, steamed, baked, raw, fried, micro waved, convectioned)
 - d. Have the children create a fish story. Encourage to put in some local words and places.
 - e. If you have a parent that is a fisherman, ask him or her to come to class and cut up a fish to show its parts. Ask him or her if it's possible to bring in other creatures from the sea: octopus, squid, crab, etc.
 - f. Have the children research the importance of the fish in old Hawaii.
 - g. Teacher can go to the fish market to video tape how the fishes are auctioned off early in the morning.
 - h. Use the lesson, "Gone Fishing" from the book, CRITTERS, page 109.
(Activities Integrating Math & Science series)

OTHER RESOURCES

- Darby, Gene. WHAT IS A FISH? Benefic Press, 1958.
Eastman, David. WHAT IS A FISH? Troll Associates, 1982.
SWIMMY. Pantheon, 1970.
Palmer, Helen. A FISH OUT OF WATER. Random House, 1961.
Selsam, Millicent. PLENTY OF FISH. Harper, 1960.
Seuss, Dr. ONE FISH, TWO FISH, RED FISH, BLUE FISH.
Wildsmith, Brian. FISHES. Watts, 1968.
Yorinks, Arthur. LOIS THE FISH. Sunburst, 1980.

FISH II

Food Guide Pyramid: Body Building Foods (fish)

TOPIC: Fishes in Hawaii

1. PREPARATION/MATERIALS: Picture graphic of fish
2. KEY QUESTIONS/INFORMATION:
 - a. How many of you eat fish at home, in the restaurants, or at parties?
What kinds of fish do you eat?
 - 1) At Home: Mullet, Butterfish, Akule (mackerel), Ahi (tuna), Papio and Ulua (trevally), Opakapaka (pink snapper), Mahimahi (dolphin fish), Salmon, Weke or Moana or Kumu (goatfish), Taape (blue line snapper), Uhu (parrotfish), Au (marlin), catfish
 - 2) In the Restaurants: Mahimahi (dolphin fish), Opakapaka (pink snapper), Onaga (red snapper), Uhu (gray snapper), Sea Bass, Sun Perch (tilapia), Ono, Oio (bonefish), Oama (goatfish)
 - 3) At Parties: Sashimi, Poke, Lomi-lomi salmon, Dried fish, Taegu
 - b. Fish is important in our diet because they contain body building proteins that help to build us up and help to replace worn out cells and damaged tissue in our bodies.
3. CAFETERIA ASSIGNMENT: Find out what kind of fish you are having in your school lunch today.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the fish on the school lunch tray. Display the picture graphics of fish on your School Food Service Manager's bulletin board. If it is May, display some flying fishes for Boy's Day.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Invite Hari Kojima from the Let's Go Fishing Show to talk and demonstrate to your class about preparing fish for eating.
 - b. Invite someone from the University Of Hawaii Medical School Department Of Pathology to speak to the class about detecting if a fish is unfit to eat.
 - c. Have the children research and list popular fish dishes that different cultures have contributed to Hawaii's lifestyle. (Chinese=steamed fish; Japanese=sashimi, kamaboko; Portuguese=codfish; Korean=taegu; Filipinos=escabeche; Hawaiians=dried fish, poke aku, lomi salmon.)
 - d. Discuss fish poster from the Department of Land and Natural Resources or the Waikiki Aquarium.

OTHER RESOURCES

- Corum, Ann K. ETHNIC FOODS OF HAWAI'I. The Bess Press, 1984.
- Dineen, Jacqueline. FOOD FROM THE SEA. Enslow Publishers, 1988.
- Goldstein, Marilyn. FISH FOR SUPPER. Dial Press, 1976.
- Randall, John E. UNDERWATER GUIDE TO HAWAIIAN REEF FISHES.
Harwood Books, 1981.
- Rizzuto, Shirley. FISH DISHES OF THE PACIFIC...FROM THE FISHWIFE.
Hawaii Fishing News, 1986.
- Saunders, Susan. FISH FRY. Viking, 1982.

FISH III

Food Guide Pyramid: Body Building Foods (fish)

TOPIC: Protein – It Helps Me Grow

1. PREPARATION/MATERIALS: Egg white, scraps of hair or feathers, aluminum foil, matches, hot plate, safety goggles
2. KEY QUESTIONS/INFORMATION:
 - a. What do proteins do for our bodies? (They build and repair body tissues and provide energy.)
 - b. We are going to be scientists and test some items for protein.
 - c. Experiment #1: Burn a feather or hairs with a match. The smell is that of animal protein burning. (caution: fire safety)
 - d. Experiment #2: Put a small amount of egg white on foil. Let it burn while on the hot plate. If it smells like the earlier burned items, it contains protein. (caution: fire safety)
3. CAFETERIA ASSIGNMENT: Did you taste and eat your protein in your school lunch today? (fish, cheese, milk)
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the fish on the school lunch tray. Also indicate that the fish contains protein that build and repair body tissues and gives us energy.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Discuss the effects of protein deficiency. (lack of energy and body growth) Look at last week's school menu. Let the children recall and record their daily protein intake.
 - b. Make a fish crossword puzzle.
 - c. Create some fish riddles and share it with another class.

OTHER RESOURCES

Baldwin, Dorothy. HEALTH AND FOOD. Rourke Enterprises, 1987.
LeMaster, Leslie. NUTRITION. Children's Press, 1985.

MILK I

Food Guide Pyramid: Body Building Foods (milk)

TOPIC: Milk and Milk Products

1. PREPARATION/MATERIALS: Pictures of milk products or their empty containers: 2% milk, non-fat dry milk, yogurt, cottage cheese, butter, buttermilk, ice cream, cheese, evaporated milk)
2. KEY QUESTIONS/INFORMATION:
 - a. Can you name the different kinds of milk that you may find at the supermarket or grocery store? (whole, 2%, 1%, skim, acidophilus, buttermilk)
 - b. Did you know that milk is used to make other products we enjoy?
 - 1) EVAPORATED MILK=unsweetened milk thickened by evaporation to about half its weight, then canned and sterilized
 - 2) COTTAGE CHEESE=a soft white cheese made by straining and seasoning the curds of sour milk
 - 3) YOGURT=a thick, semi-solid food made from milk fermented by a bacterium believed to have a beneficial effect on the intestines
 - 4) BUTTERMILK=the milk liquid left after churning butter from milk (like skim milk)
 - 5) CHEESE=food made from the curds of milk pressed together to form a solid that is usually allowed to ripen
 - c. How many of you have tasted these milk products before? How many used these milk products with other foods? (Milk with cereal or on strawberries, cottage cheese with papaya, yogurt with fruit, buttermilk in pancakes, cheese on hamburgers, etc.)
 - d. Milk is an excellent source of calcium, the bone builder that is so important to the body during the growing years. Even after we stop growing, the muscles, nerves, blood, and skeleton still needs a regular supply of calcium. Milk helps our bones and teeth and gives us most of the protein needed to make and repair body tissue. A quart of milk provides half of the vitamin A needed to help fight body infections (not including skim milk or buttermilk). The quart of milk also provides riboflavin that promotes body growth. (Carolyn Meyer)
3. CAFETERIA ASSIGNMENT: Name the milk products that are on your school lunch tray today. Find out what they taste like.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the milk on the school lunch tray. Display empty cartons of different milk products.

5. OTHER SUGGESTED ACTIVITIES:

- a. Divide the class into teams. Assign them to make a list of milk products. They can look in library books, magazines, talk to their parents, or go to the supermarket. Compare lists the next day.
- b. Have a milk and milk product tasting party. Include milk, buttermilk, cottage cheese on peaches, cubes of cheese, yogurt dip with vegetables
- c. Divide the class into groups. Have them plan what ingredients they would put into a milkshake using milk and fruits in a blender.

OTHER RESOURCES

Bunting, Eve. THE BIG CHEESE. Macmillan, 1977.

Gurney, Nancy and Eric. THE KING, THE MICE AND THE CHEESE.

Meyer, Carolyn. MILK, BUTTER AND CHEESE. The Story of Dairy Products.
Morrow, 1974.

MILK II

Food Guide Pyramid: Body Building Foods (milk)

TOPIC: How Do We Get Our Milk?

1. PREPARATION/MATERIALS: Library books about the milk process; milk consumption record sheet in State Nutrition Guide
2. KEY QUESTIONS/INFORMATION:
 - a. How do we get our milk? (record responses on chart paper)
 - b. Show the video tape or use the library books to get answers.
 - c. Return to responses to cross out or add in answers. Cut out responses in strips. Have the children sequence process from cow to milk carton.
 - d. "Milk for most students is the most common source of the mineral: calcium. A single glass of ½ pint provides about 1/3 of the recommended daily needs of the student. Milk is also an excellent source of nutrients for the day." (Hawaii State Department of Education, Nutrition Education Instructional Guide, page K-71)
 - e. Have the children keep a record of their milk consumption at lunch for 5 days.
3. CAFETERIA ASSIGNMENT: Taste and drink your milk today. It will give you energy and help your teeth and your bones.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the milk on the school lunch tray. To encourage the students to drink their milk, have the children raise their milk cartons and drink to good teeth and bones.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Find out the different kinds of milk they have in the supermarkets.
 - b. Name some ways in which we use milk to make other things. (milkshakes, puddings, custards, ice cream, butter, cheese, buttermilk, yogurt, sour cream, chowder, eggnog, cream cheese, cottage cheese, cream)
 - c. Name other sources of milk for those who are allergic to cow's milk or if no cows were available. (goat, soybean, sebu water buffalo, yak, pien niu [cross between a yak and yellow cow], sheet reindeer, camel, llama)

OTHER RESOURCES

Gibbons, Gail. THE MILK MAKERS. Collier Macmillan, 1985.

Meyer, Carolyn. MILK, BUTTER, AND CHEESE. The Story of Dairy Products. Morrows, 1974.

PEANUTS

Food Guide Pyramid: Body Building Foods (peanuts)

TOPIC: Peanuts, Anyone?

1. PREPARATION.MATERIALS: Map of the USA; picture of a peanut
2. KEY QUESTIONS/INFORMATION:
 - a. How much do you know about peanuts? (record responses on paper)
You eat them at ball games and at the movies.
You find them in Cracker Jack.
You find them in peanut butter.
You find them in their shells; in cans, bottles, and snack packages.
 - b. Do you know that they grow in the USA? (use map) They grow in Alabama, Florida, Georgia, Texas, Oklahoma, Virginia, North Carolina and South Carolina.
 - c. What can you do with peanuts? Over ½ are used for peanut butter in the USA; peanut oil; peanut hulls are used as feed for animals; and as a conditioner for fertilizer.
 - d. What do peanuts do for you? It is high in protein that is needed for body growth and repair of your body. Peanuts are also a source of fat (peanut oil).
3. CAFETERIA ASSIGNMENT: Find a food with peanuts in your school breakfast or lunch today. Check whether it was sweet, hard, soft, sticky, or crunchy.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the peanut product. Post the picture graphic of the peanut on the bulletin board.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Plant some raw peanuts and keep a plant journal on their growth. Check with the school custodian if you can plant them in the school gardens.
 - b. Have the children eat peanuts from their shells. Save the shells and make finger puppets with the half shells.
 - c. List favorite ways of eating peanut butter. (on crackers, in sandwiches with slices of apples or bananas, in a marinating sauce for chicken, in celery sticks, in dipping sauces for spring rolls, etc.)
 - d. Make a crossword puzzle or riddles about peanut products.
 - e. Find an easy and nutritious peanut butter cookie recipe. Check with your school food service manager to bake it in the cafeteria.
 - f. Have the children bring in labels from different brands of peanut butter. Compare the contents and the prices.

OTHER RESOURCES

Fenton, Carroll & Herminie Kitchen. PLANTS WE LIVE ON. The story of Grains and Vegetables. John Day Company, 1971.
Selsam, Millicent. THE PLANTS WE EAT. Morrow, 1981.

PEANUT BUTTER

Food Guide Pyramid: Body Building Foods (peanuts)

TOPIC: Peanut Butter

1. PREPARATION/MATERIALS: Peanut picture; bag of peanuts in shells
2. KEY QUESTIONS/INFORMATION:
 - a. Show some peanuts to the class. What are these?
How do they grow? (The plant part grows above the ground, but the peanuts grow underground, attached to the roots.)
 - b. Peanuts are also called goober peas, monkey nuts, and ground nuts. They are really not nuts like walnuts, chestnuts, and almonds. They are legumes like beans. They are a rich source of vegetable protein and also a source of fat (peanut oil).
 - c. In 1980, a St. Louis doctor invented peanut butter when he was looking for a food with nutritional value that he could recommend to his young patients.
 - d. Dr George Washington Carver, a black scientist, developed over 300 products from peanuts.
3. CAFETERIA ASSIGNMENT: Taste your peanut butter toast or peanut butter chew cookie and see if you can taste the peanut butter. Drink it with your milk.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the peanut item on the breakfast and lunch trays.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Have the children do research into the products Dr. George Washington Carver developed from peanuts.
 - b. Create a song about peanuts.
 - c. Check with your school custodian and grow peanuts in a garden.
 - d. Teach the lesson "Goober Peas," from the book *Glide Into Winter*, pp. 22-24. (Activities Integrating Math & Science series)
 - e. Prepare peanut butter as a class project. Put about a cup of peanuts into a blender. Blend till smooth. Add a few tablespoons of cooking oil and a little salt. Mix. Serve on crackers.

OTHER RESOURCES

Fenton, Carroll & Herminie Kitchen. *PLANTS WE LIVE ON. The Story of Grains And Vegetables.* John Day Company, 1971.
Selsam, Millicent. *THE PLANTS WE EAT.* Morrow, 1981.

PEPPERONI SAUSAGE PIZZA

Food Guide Pyramid: Body Building Foods (sausage)

TOPIC: What's In a Sausage?

1. PREPARATION/MATERIALS: Pictures of different types and sizes of sausages; red play dough; plastic knife; waxed paper
2. KEY QUESTIONS/INFORMATION:
 - a. What is a sausage? (It is chopped or ground meat that is flavored with seasonings and stuffed into a casing that is usually edible.)
 - b. Can you name some kinds of sausages? (pepperoni, Portuguese, smoked, turkey, chicken, pork, breakfast, Polish, beef – show pictures)
 - c. Use the play dough to demonstrate how sausages are made.
 - 1) bits of meat are chopped or ground together
 - 2) seasonings are added
 - 3) mixture is stuffed into a casing (roll it in waxed paper)
 - 4) it is smoked and dried
 - 5) we slice it to put it on our pizzas (slice it = circles)
 - d. Most sausages are made of pork or pork and other meats. They are high in fat and should be eaten in moderation.
3. CAFETERIA ASSIGNMENT: Don't forget to taste the pepperoni sausage on your pizza today. Can you tell us what other ingredients were on the pizza?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the sausage on the school lunch tray. Use a white disposable apron and write the name of the pizza on it. Use several paper towels to make a chef's hat. Pin them on the bulletin board or entrance door to publicize the main dish for lunch.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Teacher can discuss the nutritive value of pizza. (MEAT = protein; CHEESE=protein, calcium, riboflavin; TOMATO SAUCE=vitamin A & C; CRUST=carbohydrate, fiber, niacin, thiamin)
 - b. Name other foods that are rolled and come out as circles when you cut them. (bread, Pillsbury dough cookies, bananas, cucumbers, carrots, zucchini, cheeses)
 - c. Name other kinds of pizzas. What kinds of protein are on them? (Supreme, Gourmet Teri-Chicken, Great Hawaiian, Vegetarian, All American, Bacon Cheddar Cheese Burger, Mexi-Deluxe, Pan)
 - d. Have each child create his/her pizza in book form. Requirement: each level of the Food Guide Pyramid must be represented.
 - e. Visit a pizza establishment to watch pizza being made.

OTHER RESOURCES

Basso, Bill. THE TOP OF THE PIZZAS. Dodd, 1977.
Brochures from Pizza Hut, Little Caesar's, Domino's

PORK

Food Guide Pyramid: Body Building Foods (pork)

TOPIC: Pork Dishes

1. PREPARATION/MATERIALS: Pictures of pork entrees; picture of a sectioned pig that shows the different cuts of pork
2. KEY QUESTIONS/INFORMATION:
 - a. How many of you like pork chops? Pork adobo? Ham? Kalua pig?
 - b. Did you know that we get all of those meats from the pig? Show the picture of the sectioned pig. Can you name some pork dishes that are served in school or in your home or in a restaurant?
 - 1) In School: kalua pork and cabbage, pork adobo, roast pork with gravy, barbecue pork patty
 - 2) At Home: pork chops, pork hash, pork cutlet, pork spareribs, roast pork, char siu pork, pickled pork (Portuguese carne vinha d'alhos), kalua pig, pork turnovers (Puerto Rican pastelillos), pork adobo, pork stuffed omelets (Thai Kai Yat Sai), pork tofu, Okinawa pork (Rafute), pork guisantes (Filipino dish), pork jook
 - 3) At Restaurants: Ma Po Tofu (pork tofu), dim sum, sweet sour pork, Chinese kau yuk, kau gee and won ton, mandoo, stuffed pork shops, pork tonkatsu, pork chop suey, roasted pork tenderloin
 - c. What level of the Food Guide Pyramid would you classify "pork?" (Body Building Foods)
3. CAFETERIA ASSIGNMENT: What kind of pork dish were you served in today's school lunch?
4. SCHOOL FOOD SERVICE SUGGESTION: Display the sectioned pig of different cut of pork on the School Food Service Manager's bulletin board. Identify and label the pork dish.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Compare hoe kalua pig was prepared long ago and today.
 - b. Discuss the need for pork dishes to be cooked thoroughly.
 - c. Find out what pork dishes are prepared at home.
 - d. Make a list of favorite pork dishes at different grade levels. Share list with your School Food Service Manager.

OTHER RESOURCES

Corum, Ann. ETHNIC FOODS OF HAWAI'I. The Bess Press, 1984.
MORE EASY COOKING...THE ISLAND WAY. The Bess Press, 1990.

Dayrit, Pat. FAVORITE FILIPINO RECIPES. Books for Pleasure, 1975.
Hawaiian Electric Co. A HUNDRED YEARS OF ISLAND COOKING.
Junior League of Hawaii. A TASTE OF ALOHA. S.C. Toof & Co., 1983.
Tong, June. POPO'S KITCHEN. 1988.
Editors of Time-Life Books. FRESH WAYS WITH PORK. Time-Life Books Inc.,
1988.

ROAST TURKEY WITH GRAVY I

Food guide Pyramid: Body Building Foods (turkey)

TOPIC: Gobble the Turkey

1. PREPARATION/MATERIALS: Pictures of a live turkey and a turkey prepared for dinner; a dictionary
2. KEY QUESTIONS/INFORMATION:
 - a. Many people think about Thanksgiving when they think about a turkey. It was one of the main dishes served at the first Thanksgiving. It is currently available all year round. It is the leanest of all the poultry products (chicken, duck, goose).
 - b. It is interesting to note that Benjamin Franklin wanted the turkey to be our national symbol instead of the bald eagle. Also Thomas Jefferson wrote the Declaration of Independence with a turkey feather as a pen.
 - c. Turkey is important for our bodies because it can be a lower-fat source of protein that is needed for growth and repair of body tissues such as muscle, organs, blood, skin, and hair. It is easily digested.
 - d. Can you make a sound like a turkey? (gobble, gobble, gobble)
Use the dictionary and look up the word "gobble." (Vt.: to eat hurriedly or greedily; n: the throaty, gurgling cry of the turkey cock.)
3. CAFETERIA ASSIGNMENT: Remember to use good manners at the lunch table and do not "gobble" your food.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the turkey on the school lunch tray. Make a coconut or paper bag turkey, with the school lunch menu on its feathers.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Have the children do research on the first Thanksgiving. Let them reenact the first Thanksgiving, featuring the hunting and preparation of the turkey.
 - b. Let the children pretend that they are Indians and Pilgrims, eating turkey at the first Thanksgiving. Encourage them to mention their favorite turkey part and how it tastes.
 - c. Have the children write a turkey story with an unexpected ending.
 - d. Let the children make a hand tracing for a turkey. Assist them in labeling the different parts, including the wattle – and if it is a tom turkey or a hen turkey or a poultry.
 - e. Write on the chalkboard a Thanksgiving menu the students may have at their house. Label the foods using the Food Guide Pyramid. (Turkey, cranberries, whipped potato, pumpkin pie, salad greens, corn, stuffing, vegetables with dip, etc.)

OTHER RESOURCES

Patent, Dorothy. WILD TURKEY TAME TURKEY. Clarion Books, 1989.

ROAST TURKEY WITH GRAVY II

Food Guide Pyramid: Body Building Foods (turkey)

TOPIC: Animal Protein Foods

1. PREPARATION/MATERIALS: Pictures of protein rich foods; food advertisement tabloids
2. KEY QUESTIONS/INFORMATION:
 - a. What are proteins? (Nutrient that helps to build and repair tissues.)
 - b. Where do most Americans get their protein from? (meats, fish, and poultry)
 - c. Are these foods expensive? What makes you think so? (Some foods need to be fed with grain, need to be cared for, slaughtered, packaged, shipped, and marketed. These are the entrees on your restaurants' menus.)
 - d. Which do you think is more expensive – beef or turkey? Why?
 - e. The turkey in today's menu is an easily digested, low-fat protein food.
 - f. Use old magazines to cut out pictures of protein rich foods. Work in cooperative groups. Glue and label pictures on posters. Display posters in your cafeteria, health room, library, and classroom.
 - g. Name other foods rich in proteins which have their sources in plants: beans, tofu, nuts, peas, lentils.
3. CAFETERIA ASSIGNMENT: Name some protein foods in your school lunch tray today. Discuss its source and methods of preparation.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the turkey on the school lunch tray.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Name some ways that turkey can be prepared: roast, kalua; ground turkey is used in meatballs, meat loaves, spaghetti sauces, burgers, sausages, casseroles, burritos.
 - b. Have them look for information about the turkey – its origin, how it got to America, different parts, ways it's prepared and used, its nutritional value.
 - c. List the foods that the students may be eating at their Thanksgiving dinners. Label the foods using the Food Guide Pyramid levels. Discuss its sources. (Turkey, ham, cranberries, mashed potato, pumpkin pie, salad greens, corn stuffing, vegetables with dip, etc.)

OTHER RESOURCES

Baldwin, Dorothy. HEALTH AND FOOD. Rourke Enterprises, 1987.
Berger, Melvin & Gilda. THE NEW FOOD BOOK. Crowell, 1978.
Fenton, Carroll & Herminie Kitchen. PLANTS WE LIVE ON. The Story of Grains and Vegetables. John Day Co., 1971.
LeMaster, Leslie. NUTRITION. Children's Press, 1985.

TERI BEEF

Food Guide Pyramid: Body Building Foods (beef)

TOPIC: Protein

1. PREPARATION/MATERIALS: Food Guide Pyramid

2. KEY QUESTIONS/INFORMATION:

- a. If we trim our fingernails or cut our hair, will they grow back? (yes)
- b. What kind of cells must be made in order for our nails and hair to grow longer? (fingernail, toenail, and hair cells)
- c. Whenever we take a bath, we wash off old skin cells and they must be replaced with new skin cells. (A person's skin is totally replaced every seven years.)
- d. When you are growing, you normally end each day with more blood cells, more muscle cells, and more skin cells than you had at the beginning of the day.
- e. All of these new cells need a nutrient called "protein."
- f. We get protein when we eat foods from the body building section of the Food Guide Pyramid.
- g. In our school lunch menu, teri beef and milk are your protein foods at lunch. What are other sources of protein?

3. CAFETERIA ASSIGNMENT: Did you eat your protein at lunch today? Will you have more blood, muscle and skin cells at the end of today?

4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the teri beef as a protein for body building.

5. OTHER SUGGESTED ACTIVITIES:

- a. Do more research about protein and its importance to our health.
- b. Create a skit about the importance of protein.
- c. Make posters with foods with protein.
- d. Have children bring in food boxes and canned food labels to check on the amount of protein in them. Put up a display to show the ones with the most and the least.
- e. Discuss the importance of the complete protein that is needed for growth.

TERI BEEF PATTY

Food Guide Pyramid: Body Building Foods (beef)

TOPIC: Terrific Teri Beef Patty

1. PREPARATION/MATERIALS: Picture of beef cuts
2. KEY QUESTIONS/INFORMATION:
3. CAFETERIA ASSIGNMENT: Taste and eat your teri beef patty on your school lunch tray. How did it taste? Did you eat all your protein from lunch?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the beef patty on the school lunch tray.
5. OTHER SUGGESTED ACTIVITIES:
 - a. What are some other foods that have a teriyaki flavor? (Barbecue meat, chicken, ribs, pork, tofu burgers, meatballs, etc.)
 - b. Name some other kinds of burgers. (Tuna, cheese, tofu, etc.)
 - c. Create a new kind of patty. It must contain protein. Give a unique name and state why it is so good.

OTHER RESOURCES

Cookbooks

Kahalewai, Marilyn. MAUI MOUSE'S SUPPER. Bess Press, 1988.

TUNA SANDWICH

Food Guide Pyramid: Body Building Foods (fish)

TOPIC: Tuna, the “Chicken of the Sea”

1. PREPARATION/MATERIALS: Cans of tuna in oil and in water; or two slices of bread with a stuffed paper fish in the middle
2. KEY QUESTIONS/INFORMATION:
 - a. Show the cans of tuna or the stuffed tuna sandwich. What do you think we are going to talk about? (tuna)
 - b. What is tuna? (It is a “large, ocean, food and game fish of the mackerel found with coarse, somewhat oily flesh, weighing up to 1,000 pounds and found in the Atlantic and Pacific waters” – Webster dictionary). If it is packed in water it can be a lower fat source of protein that is needed for body growth and the repair of body tissue.
 - c. Would you eat a sandwich with a fish like that in the middle? How do you suppose we can get the fish like the one in the can? (explain the process from the sea to the tuna packing cannery) Tuna used to be packed here in Honolulu but it is now done on the Mainland.
 - d. How can we prepare the tuna that is spread between the two slices of bread? (mix it with mayonnaise, pickle relish, celery, and chopped round onions)
3. CAFETERIA ASSIGNMENT: Taste the tuna sandwich at lunch today. Does it taste like mom’s fresh fish at home? What was added to the flaked fish?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the tuna sandwich. Have a class draw pictures of different fishes and tack them up along the route to the cafeteria.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Let the children taste tuna packed in water and tuna packed in oil. Record their responses. Which is healthier? Why?
 - b. Can you think of any other fish sandwich we can make? (sardines, salmon)
 - c. Break down the different items in a tuna sandwich and see how the Food Guide Pyramid fits in it.
 - 1) Bread = energy food
 - 2) Lettuce = protective food
 - 3) Tuna = body building food
 - d. Have the children create pretend sandwiches related to their current studies. (Types of dinosaurs, alphabet letters, parts of speech, etc.)

OTHER RESOURCES

Fishes in Hawaiian Water poster from the Waikiki Aquarium

Goffstein, Marilyn. FISH FOR SUPPER. Dial Press, 1976.

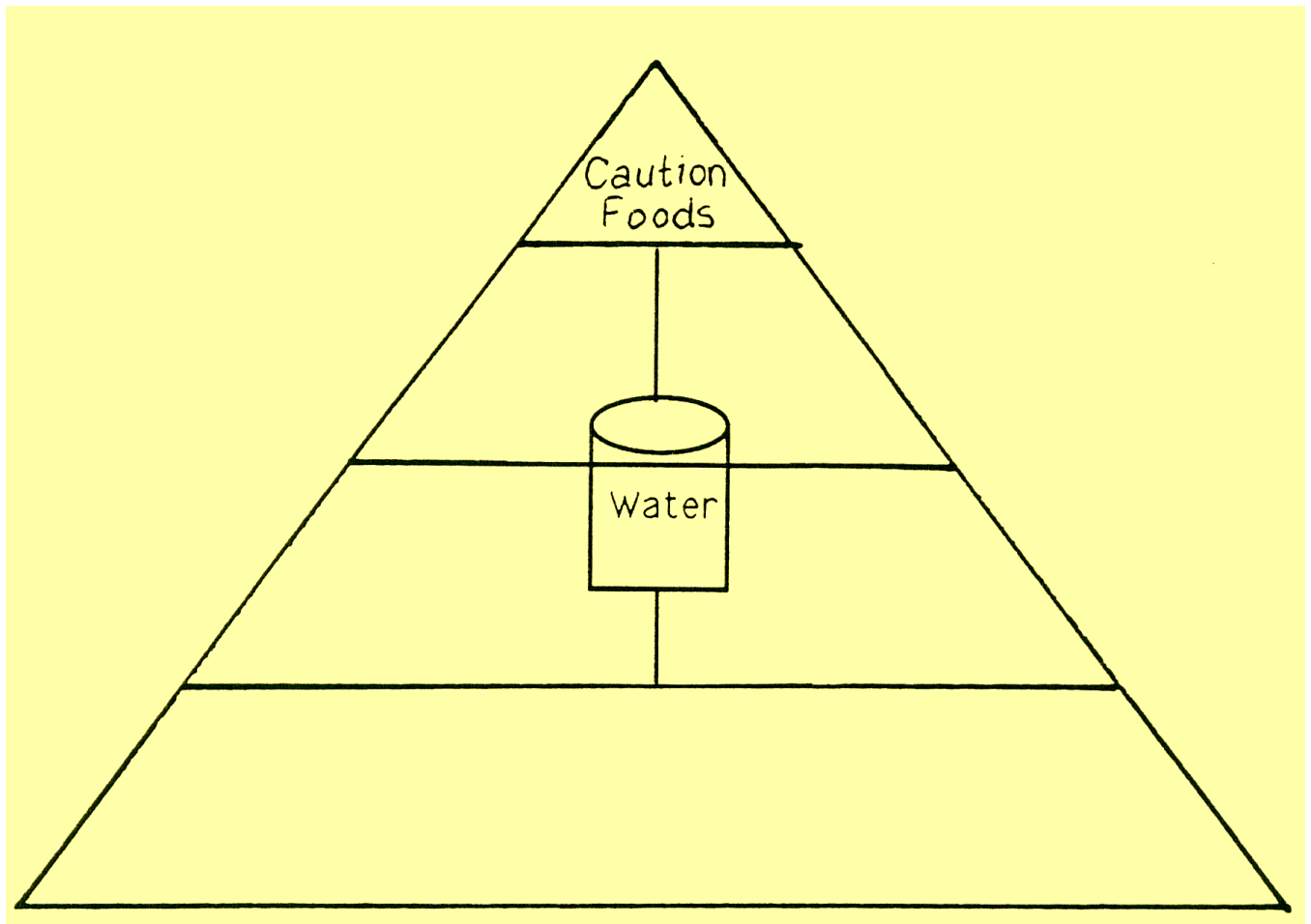
Stubis, Patricia & Talivaldis. SANDWICHERY. Parents' Magazine Press, 1975.

CAUTION FOODS

The activities in this section are based on foods that are high in fats, oils, salt, and sweets.

Caution Foods Recommendations:

Foods that are high in fats, oils, salt, and sweets need to be eaten with caution. They should not replace the nutrient-rich food choices. In moderation however, these foods can fit into a healthy diet.



**The Food Guide Pyramid
“Build From The Bottom”**

CAUTION FOODS

Foods High in Fat, Salt, and Sugar

CANDY – Can I have Candy?

CHIPS – How Much Fat and Salt?

COOKIES – I'm Kooky About Cookies

FATS AND OILS – Do We Need Fats?

FRIES – A Sometimes Food

SODA – How much Sugar?

TARTAR SAUCE – High Fat Food

CANDY

Food Guide Pyramid: Caution Food (fats, sugar)

TOPIC: Can I Have Candy?

1. PREPARATION/MATERIALS: Samples of bar candies, bag of loose candies, hard candy, chocolates
2. KEY QUESTIONS/INFORMATION:
 - a. What is candy? (List responses on chart paper.)
Something that is edible and sweet tasting.
Something that comes in different shapes and sizes.
Sometimes people eat it for snacks.
You can make it or buy it.
Sometimes they are hard, soft, chewy, nutty, or crunchy.
Sometimes it melts in your mouth.
Something that can cause tooth decay.
(Webster's dictionary says that candy is a sweet food, usually in small pieces or bars, made mainly from sugar or syrup, with flavoring, fruit, chocolate, nuts, etc. added.)
 - b. Crème and chocolate candies have fat and sugar in them. Hard candy is mostly sugar in content.
 - c. Candy is a "sometimes food." It is alright to eat it – sometimes.
Remember too many sweets is damaging to your teeth and your health.
They do not have nutrients, although they do supply some energy to the body.
 - d. Compare candy labels. Note the sugar and fat content.
3. CAFETERIA ASSIGNMENT: None.
4. SCHOOL FOOD SERVICE SUGGESTION: None.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Find out the role of sugar in tooth decay. Call the dental hygienist.
 - b. Name some of your favorite candies. Find out what the favorite candies are at your school. You can also graph the results according to age groups or males and females.
 - c. Categorize as many candies as you can think of, according to hard candy, bag of loose candies, crèmes, chocolates, candy bars, etc.
 - d. Write a card or story to someone, using the names of the candies. ("Kudos" for a "\$100,000" job!)

OTHER RESOURCES

Huges, Peter. THE KING WHO LOVED CANDY. Abelard-Schuman, 1964.
Carle, Eric. THE HUNGRY CATERPILLAR.

CHIPS

Food Guide Pyramid: Caution Foods

TOPIC: How Much Fat and Salt?

1. PREPARATION/MATERIALS: A variety of bags of chips (corn, potato, taro, cheese, tortilla, multi-grain, shrimp, won ton)
2. KEY QUESTIONS/INFORMATION:
 - a. Make a list of all the kinds of chips you have eaten or seen at parties or at the supermarkets. Categorize them according to their origin. (Corn, potato, etc.)
 - b. Examine the labels of the bags of chips. Compare the ingredients. Note the high amount of salt and fat.
3. CAFETERIA ASSIGNMENT: None.
4. SCHOOL FOOD SERVICE SUGGESTION: None.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Demonstrate smashing different kinds of chips between two pieces of brown bag papers. Notice the amount of oil from them.
 - b. Take a survey on how often the students in the class eat chips.

COOKIE

Food Guide Pyramid: Caution Foods

TOPIC: I'm Kooky About Cookies

1. PREPARATION/MATERIALS: Pictures of a variety of cookies
2. KEY QUESTIONS/INFORMATION:
 - a. What is a cookie? (List responses on chart paper.)
Something you can eat for snack time.
Sometimes it has candies or nuts in it or on it.
They are usually brown but they do come in colors sometimes.
They come in different shapes – circles, squares, ovals, cubes, etc.
You can buy them at a bakery, store, bake sales or they can be homemade.
Sometimes they are hard, or soft, or chewy, or crunchy.
They are usually sweet.
 - b. Name some of your favorite cookies. Let us find out the favorite of our class. Let's make a graph.
 - c. Be aware that too many sweets is damaging to our teeth and our health. Also they are not rich in nutrients, although they do supply some energy to the body.
 - d. Almost all cookies are made with refined white flour. More than $\frac{1}{2}$ of the weight of a cookie may be sugar and up to $\frac{1}{3}$ of the weight in fat. Filled and chocolate cookies have lots of sugar and fat.
3. CAFETERIA ASSIGNMENT? Taste and eat your cookie in your school lunch tray. What shape was it? Was it sweet? Can you name some ingredients in it?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the cookie on the school lunch tray.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Collect packages or wrappers. Have the children find the fat and sugar content in each package or wrapper. Find out which ones have the highest amount of fat and sugar; and the least.
 - b. Mix the ingredients for a cookie recipe in class during math time. Make arrangements with your school food service manager to bake the cookies in the cafeteria oven. (Gingerbread men are perfect.)
 - c. Homework: find some recipes for cookies – may be high in sugar and fat but should be nutrient dense (for example: oatmeal). Have the children vote for the one they would like to make in class. Or, divide the class into groups to determine their own favorite nutritious cookie. Let each group demonstrate the mixing of ingredients and the baking. Let everyone taste the different cookies.

OTHER RESOURCES

Baldwin, Dorothy. HEALTH AND FOOD. Rourke Enterprises, 1987.

Galdone, Paul. THE GINGERBREAD BOY.

Numeroff, Laura J. IF YOU GIVE A MOUSE A COOKIE.

Seixas, Judith. JUNK FOOD-WHAT IT IS, WHAT IT DOES. Greenwillow, 1984.

FATS AND OILS

Food Guide Pyramid: Caution Foods

TOPIC: Do We Need FATS?

1. PREPARATION/MATERIALS: Brown wrapping paper (precut into 6 inch squares), medicine dropper, water in a container, butter, shortening or oil
2. KEY QUESTIONS/INFORMATION:
 - a. Many of us have been told that we should not eat fatty foods.
 - b. Are fats really bad for us? (We need fats for some vitamins, for body temperature control and to cushion our organs. Too much fat may cause trouble with breathing, exercising, walking, and heart diseases; also causes obesity.)
 - c. Fat is the nutrient highest in calories. Our bodies store fat. Some is used for energy and some form a layer under skin to keep heat in and cold out, and to cushion parts of our bodies. We get fats from both plants and animals.
 - d. Plant fats usually come in the form of oil. (olives, corn, peanuts, soybeans, cottonseeds, and nuts)
 - e. Animal fats are found in butter, cream, and fatty meats.
 - f. EXPERIMENT: to test for fats in foods.
 - 1) Rub butter onto a piece of brown paper.
 - 2) Rub shortening onto another piece of brown paper.
 - 3) Rub oil onto another piece of brown paper.
 - 4) Rub various foods onto the other pieces of brown paper.
 - 5) If a greasy or oily stain occurs after drying, the food contains fat.
 - 6) Rub water onto a brown paper. Will it leave an oily stain? (no)
 - g. Name some foods that have fat in them. (French fries, butter, potato chips, chocolate, olives, peanuts, ice cream, sausage, pastry, fried wonton, baloney, doughnuts, mayonnaise, etc.)
3. CAFETERIA ASSIGNMENT: Name foods in your school lunch tray that contain fats.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the foods on the school lunch tray that contain fats and oil.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Let the children do some research about fats. Let them share their findings creatively, like in a skit, with a song, a story, and a poster.
 - b. Make a list of foods that contain fats. The students may discover that some of these foods are their favorites. (Ice cream, French fries, hot dogs, cheese, pizza, steak, pork chops, bacon, etc.)
 - c. Is it possible to make a pizza without too much fat? (yes)
Experiment – lower fat sausages and cheeses.

OTHER RESOURCES

Baldwin, Dorothy. HEALTH AND FOOD. Rourke Enterprises, 1987.

Berger, Melvin & Gilda. THE NEW FOOD BOOK. Crowell, 1978.

Seixas, Judith. JUNK FOOD – WHAT IT IS, WHAT IT DOES. Greenwillow, 1984.

FRIES

Food guide Pyramid: Caution Foods

TOPIC: A Sometimes Food

1. PREPARATION/MATERIALS: Pictures of potatoes prepared in various ways
2. KEY QUESTIONS/INFORMATION:
 - a. How many different kinds of fried potatoes can you name?
(Curly fries, potato wedges, potato rounds, oven fries, tater tots, hash browns, shoestring potatoes, French fries)
 - b. Other fried foods at fast food stores include onion rings, apple pie, egg rolls, etc.
 - c. Fries are categorized as caution foods because it is prepared with lots of fat and salt.
 - d. Hawaii schools served some of the above mentioned foods by baking them so no more fat is added. (They come to Hawaii processed with fat on them because they have been previously fried.)
3. CAFETERIA ASSIGNMENT: Check the school lunch menu for any caution foods being served. Remember they are all right to eat – sometimes.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the “fried” food on your school lunch tray. Remind the children that they have been baked before serving today.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Have the children find out what fast foods are fried at several different fast food restaurants.
 - b. Have the children examine their dinners at home for the last week. How many of them included fried foods?

SODA

Food Guide Pyramid: Caution Foods

TOPIC: How Much Sugar?

1. PREPARATION/MATERIALS: Different kinds of soda

2. KEY QUESTIONS/INFORMATION:

a. Can you guess what it is?

It has a large amount of sugar in it. (9 teaspoons per 12 oz. can)

It is carbonated. Many of them have caffeine in them.

They come in many artificial flavors and colors.

People like to drink them at meals, at picnics, at movies, or any time when they are thirsty.

What am I? (Soda water, soda pop, carbonated drink or SODA)

b. There are two types of sodas – regular and diet. Growing children should not drink diet sodas.

c. Soda is a “sometimes food.” It is all right to drink – sometimes.

d. Write down as many sodas you can think of. Sort them as being regular or diet.

3. CAFETERIA ASSIGNMENT: None.

4. SCHOOL FOOD SERVICE SUGGESTION:

5. OTHER SUGGESTED ACTIVITIES:

a. Compare the labels of different sodas. What are the similar and different ingredients? Which ones are caffeine free?

b. Take a survey on how often the children drink sodas – daily, weekends, only at parties. Another survey on which soda do most of them prefer and why.

TARTAR SAUCE

Food Guide Pyramid: Caution Foods

TOPIC: High Fat Foods

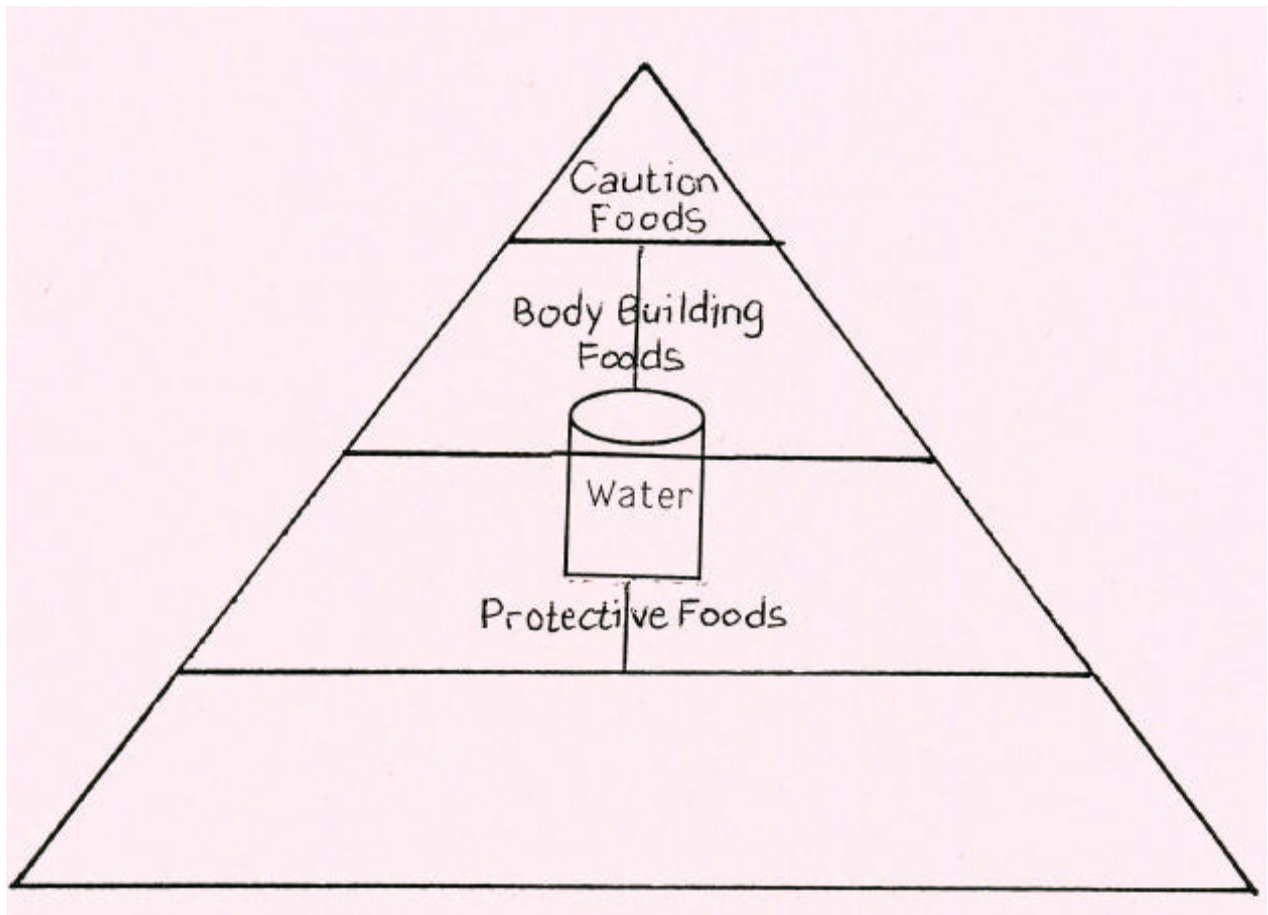
1. PREPARATION/MATERIALS: Pictures of foods that are high fat (French fries, butter, tartar sauce, dressings, ice cream, etc.) and foods low in fat (fish, fruits, vegetables, grains)
2. KEY QUESTIONS/INFORMATION:
3. CAFETERIA ASSIGNMENT: Read the school lunch menu. Which foods are high in fat?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the tartar sauce on the school lunch tray.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Keep a journal of what is eaten for a week. Be sure to include all snacks. Circle the high fat foods with a red pencil. Discuss ways to reduce high fat and substitute lower fat foods.

OTHER RESOURCES

Baldwin, Dorothy. HEALTH AND FOOD. Rourke Enterprises, 1987.
Berger, Melvin & Gilda. THE NEW FOOD BOOK. Crowell, 1978.

COMBINATION DISHES

The activities in this section are based on foods from the different groups that are combined into combination dishes. Individual foods and the combinations are highlighted for their contributions to healthy eating.



The Food Guide Pyramid
"Build From The Bottom"

COMBINATION DISHES

BEEF STEW – Stewing Over Beef Stew

CHILI DOG – Chili Dog

LASAGNA – Lasagna

NACHOS – What is Nachos?

PEPPERONI SAUSAGE PIZZA – Let's Make Pizza

TACOS – A Taste of Mexico

Please refer to other combination dishes:

INTRODUCTION: Eating the Basic Pyramid Way

- Chicken Burrito

- Chicken Parmesan

- Ground Beef & Spaghetti

- Pepperoni & Ground Beef Pizza

- Turkey Pastrami on Whole Wheat Bun

BODY BUILDING

- Cheeseburger

BEEF STEW

Food Guide Pyramid: Combination Dish

TOPIC: Stewing Over Beef Stew

1. PREPARATION/MATERIALS: Pictures of beef stew; old magazines, chart paper, STONE SOUP storybook
2. KEY QUESTIONS/INFORMATION:
 - a. Read the story, STONE SOUP by Marcia Brown.
What were some of the ingredients that the soldiers added to the pot to make the soup?
 - b. Draw a giant pot on a large sheet of butcher or chart paper. Ask the students what ingredients they would add into the pot. Find pictures of vegetables in the magazines and tape them to the paper. If pictures cannot be found, have the children draw them. Label the pictures.
 - c. Name the ingredients in our beef stew and place them in the Food Guide Pyramid.
 - 1) potato = Energy Food
 - 2) onion, carrot, celery, other vegetables = Protective Foods
 - 3) meat = Body Building Food
3. CAFETERIA ASSIGNMENT: Examine your beef stew carefully in today's school lunch. Check to see what ingredients were in the stew and taste them.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the beef stew on the school lunch tray or serving counter. Walk around the cafeteria and encourage the children to try the different ingredients in the beef stew.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Let the children do research to find out different kinds of stews and how they originated. (beef, curry, lamb, veal, pork, codfish) Let them work in groups and report their findings creatively (dress up as an ingredient, do a demonstration and let their classmates taste it, make up their own stone soup story).
 - b. Match the stew ingredients to where they would fit in the Food Guide Pyramid.

OTHER RESOURCES

Coulson, Zoe. THE GOOD HOUSEKEEPING ILLUSTRATED COOKBOOK. Hearst Books.
Hale, Linda. THE GLORIOUS CHRISTMAS SOUP PARTY. Viking, 1962.
Hitte, Kathryn. MEXICALLIE SOUP. Parents, 1977.
Komoda, Beverly. SIMON'S SOUP. Parents, 1978.
Lasker, Joe. LENTIL SOUP. Albert Whitman, 1977.

CHILI DOG

Food Guide Pyramid: Combination Dish

TOPIC: Chili Dog

1. PREPARATION/MATERIALS: Picture of a dish of chili dog
2. KEY QUESTION/INFORMATION:
 - a. What is a chili dog? (a hamburger chili sauce poured over a hot dog and its bun)
 - b. What ingredients are in this dish?
 - 1) hot dog bun – energy food
 - 2) tomato sauce – protective food
 - 3) hamburger – body building food
 - 4) beans – body building food
 - 5) hot dog – body building and caution food
 - c. Discuss the hot dog's high fat and sodium content.
3. CAFETERIA ASSIGNMENT: Examine your chili dog carefully. Check to see what ingredients are in the dish and taste them.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the chili dog on the school lunch tray or serving counter.
5. OTHER SUGGESTED ACTIVITIES:
 - a. List other fillings for hot dog buns.
 - b. List the ways you can serve chili. (over rice, with crackers, on a bun)

OTHER RESOURCES

Cookbooks

LASAGNA

Food Guide Pyramid: Combination Dish

TOPIC: Lasagna

1. PREPARATION/MATERIALS: Samples or pictures of lasagna noodles
2. KEY QUESTIONS/INFORMATION:
 - a. What is lasagna? (Italian dish comprised of wide, flat noodles baked in layers with cheese, tomato sauce and ground meat)
 - b. Why is lasagna a good choice for healthy eating? (It contains foods from the Energy, Body Building, and Protective levels of the Food Guide Pyramid.)
Energy Food (lasagna noodle)
Protective Foods (tomato sauce)
Body Building Foods (ground beef and cheese)
3. CAFETERIA ASSIGNMENT: Did you make a good choice at lunch and ate your lasagna noodles (Energy Food). Display different types of noodles.
4. OTHER SUGGESTED ACTIVITIES:
 - a. Research and find out how the lasagna noodle was invented.
 - b. Have the students bring in lasagna recipes. Compare ingredients. Find out what different ingredients people have added to the original.
 - c. Make a lasagna crossword puzzle. Be sure to include these ingredients: ground beef, chicken, or turkey; chopped onions; tomato sauce; cottage cheese or ricotta cheese; mozzarella cheese; Parmesan cheese and lasagna noodles.

OTHER RESOURCES

Sunset Books and Sunset Magazine Editors. SUNSET PASTA COOKBOOK.
Lane Publishing Co., 1980.

Time-Life Books Editors. FRESH WAYS WITH PASTA. Time-Life Books, 1986.

NACHOS

Food Guide Pyramid: Combination Dish

TOPIC: What is Nachos?

1. PREPARATION/MATERIALS: Picture of nachos
2. KEY QUESTIONS/INFORMATION:
 - a. Describe nachos.
 - b. Name the ingredients in a nacho and do they fit in the Food Guide Pyramid as choices for healthy eating.
 - 1) whole wheat roll = grains (Energy Foods)
 - 2) lettuce, tomato = vegetables (Protective Foods)
 - 3) hamburger = protein (Body Building Foods)
 - 4) cheese = dairy product (Body Building Foods)
 - 5) beans = protein (Body Building Foods)
 - 6) corn tortilla chip = fat (Caution Foods)
 - c. Which ingredients came from plant and animal sources?
3. CAFETERIA ASSIGNMENT: What ingredients did you taste in your nachos?
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the nachos on the school lunch tray.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Find out how and who invented the nachos. Create a different kind of nachos, using your favorite ingredients. Give it a new name. Make sure it meets the standards of the Food Guide Pyramid.
 - b. List other Mexican foods and see if they meet the standards of the Food Guide Pyramid.

PEPPERONI SAUSAGE PIZZA

Food Guide Pyramid: Combination Dish

TOPIC: Let's Make Pizza

1. PREPARATION/MATERIALS: Picture of a pizza; construction paper cut out as a giant pizza crust (light brown); mushrooms, bell pepper pieces, sausage slices, hamburger, anchovies, tomatoes and cheese.
2. KEY QUESTIONS/INFORMATION:
 - a. What is pizza? (An Italian dish made by baking a layer of dough covered with a spiced preparation of tomatoes, cheese, and often sausage, mushrooms, green peppers, etc.)
It was first invented with scraps of dough in Naples, Italy. Our soldiers had some there during World War II and brought the idea home to America.
 - b. Let's make a pretend pizza and see where they fit in the Food Guide Pyramid.
 - 1) Crust = flour from the Energy Foods
 - 2) Tomato sauce = tomatoes from the Protective Foods
 - 3) Bell peppers = from Protective Foods
 - 4) Hamburger = meat from the Body Building Foods
 - 5) Cheese = from the Body Building Foods
 - 6) Sausage = Caution Foods
3. CAFETERIA ASSIGNMENT: Eat your pizza today and you would have made great choices for healthy eating!
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the pizza on the school lunch tray. Post a Food Guide Pyramid with the above ingredients in the proper sections.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Ask the children how they would make pizzas. They may share ideas of how their moms make mini pizzas at home – with English muffins or slices of French bread. Try making the mini pizzas in class.
 - b. Research the types of pizzas that the pizza stores are making.
 - c. Create a pizza song.
 - d. Make a crossword puzzle using the ingredients you can put in a pizza.

TACOS

Food Guide Pyramid: Combination Dish

TOPIC: A Taste of Mexico

1. PREPARATION/MATERIALS: Picture of a taco
2. KEY QUESTIONS/INFORMATION:
 - a. How many of you enjoy eating tacos? What ingredients are in tacos?
 - 1) Corn taco shell = Energy Food
 - 2) Lettuce = Protective Food
 - 3) Tomato = Protective Food
 - 4) Meat = Body Building Food
 - 5) Cheese = Body Building Food
 - b. Name other Mexican dishes. (Fajita, Enchilada, Burrito, Nachos, Tortilla, Refried Beans, Tostadas)
3. CAFETERIA ASSIGNMENT: Eat your taco today at lunch and see if you can taste all the ingredients that we mentioned in class.
4. SCHOOL FOOD SERVICE SUGGESTION: Identify and label the tacos on the school lunch tray serving counter. Hang or place a piñata near the bulletin board.
5. OTHER SUGGESTED ACTIVITIES:
 - a. Locate Mexico on a map. Find out how and why the Mexican people invented the tacos.
 - b. Take a survey on the preference of hard and soft tacos. Find out the reasons for the preferences.

TAB

**ACTIVITIES:
SCHOOL
FOOD
SERVICES**

VIII. ACTIVITIES: FOR SCHOOL FOOD SERVICES

“The Healthy Child, Our Challenge”

As stated in the introduction, the basic mission of the NET Program is to provide students with opportunities to acquire the knowledge, attitudes, and behaviors necessary to make healthy food choices that contribute to lifelong wellness. The NET Program is required to fully utilize the school lunch and other child nutrition programs as learning laboratories.

School Food Services, therefore, need to be as integrated part of nutrition education in our schools. School cafeterias, as “nutrition learning laboratories,” and school food services staffs need to be part of the nutrition education teaching teams. The uniqueness of School Food Services that differentiates it from food services in general lies in its focus of providing healthy foods and nutrition education for our young people.

School Food Services in Hawaii

School Food Services in Hawaii is part of the State of Hawaii Department of Education. We have seven school districts and a School Food Services Branch. Administrative personnel include a State School Food Services Director and School Food Services Supervisors for each school district.

The School Food Services in the State of Hawaii is nutritionally planned. Each district has a menu planning committee and selects one person to be part of the state menu planning committee. This state committee develops a 5-week cycle menu for the breakfast and lunch.

In developing the cycle menus, consideration is given to nutrition, cost, variety, color, texture, flavor, and regional and cultural food preferences. Items include well-liked and familiar foods as well as foods within our budget constraints. Menus are analyzed for nutritional adequacy and percentage of fat content.

The DOE participates in the National Breakfast Program and the National School Lunch Program. All schools serve lunch, with 85% of all students participating.

Many schools offer breakfast. The goal of our school food service program is to provide nutritious and attractive meals to a maximum number of students at the lowest meal cost.

SCHOOL LUNCH MEAL PATTERN

LUNCH

	<u>K-2</u>	<u>3-12</u>
Meat or Meat Alternate	1 – 1 ½ oz.	2 oz.
Vegetable and/or Fruit	½ cup	¾ cup
Bread or Bread Alternate	8 servings per wk.	8 servings per wk.
Fluid Milk	½ pint	½ pint

Prices (as of July 1, 1993)

Student Breakfast	\$.35
Adult Breakfast	\$1.00
Student Lunch	\$.75
Adult Lunch	\$2.25

It currently costs approximately \$2.15 to produce a lunch. This includes food, labor, supplies, etc. Food cost for lunch is approximately \$.87. The DOE receives no federal or state subsidies for adult meals or for meals contracted by nonprofit organizations (Elderly, Head Start, Child Care Programs, Summer Food Service Programs). The charges to these programs are set to recover the cost of production.

Federal commodities are donated by USDA to the schools for use in the lunch program. These commodities represent about 17% of all food used by the schools. The remaining 77% are purchased through local vendors.

The efforts of competent school food service managers, the high productivity of cafeteria staff, and the generous support from the State Legislature combine to make Hawaii's School Lunch Program one of the most successful in the nation. Hawaii has a high student participation and a low production cost.

SUGGESTIONS FOR SCHOOL FOOD SERVICES ACTIVITIES

1. Learn From Lunch

In LEARN FROM LUNCH activities, there are cafeteria assignments and school food service suggestions. These are the basic nutrition education activities necessary to integrate classroom teaching with school lunch eating. Choices for involvement are: Level I – Awareness; Level II – Education; and Level III – Participation.

Other activity suggestions for school food services functioning as nutrition educators and school cafeterias being nutrition learning laboratories are as follows:

2. New Student and Kindergarten Orientation

Orientation for new and incoming kindergarten students is an essential part of helping students feel comfortable and relieving some of the anxiety of being in a new situation. The grade level chairperson could schedule a date and time with the School Food Services Manager in which students may come into the cafeteria for the orientation.

3. Suggested Orientation Topics

- GENERAL:**
- How and where to line up.
 - Lunch money and ticket collection procedure.
 - How to pick up silverware and napkin to place on tray.
 - How to carry the lunch tray.
 - How to place the lunch tray on the table and then sit down at the table.
- MANAGERS:**
- How to sit with feet in front of you.
 - How to place the lunch tray in front of you when eating.
 - How to use the silverware to cut food and to eat properly.
 - Try to taste all the food on the lunch tray because it is nutritionally balanced and nourishes every part of your body.
 - How to speak softly to your friends at your table (not with food in your mouth).
 - No playing at the table.
- CLEANING UP:**
- Procedures may vary from school to school on how to clean up. They may include scraping leftovers into the large compartment; moving tray to the center of the table; folding your arms or putting your head down till excused.
 - Procedures may vary from school to school regarding how to dispose of lunch trays. They may include checking to see that no coins are left on the trays. They may include checking to see that no coins are left on the tray, placing utensils and rubbish in proper receptacles, and what to do with leftover milk.

SAFETY: How to use a fork properly.
 What to do when food is spilled on the floor.
 How to wipe the tables.
 How to sweep the floor.
 How to leave cafeteria (walk – do not run to playground).

4. Calendar

Set up a calendar with available dates and times. Have a list of suggested topics, time required, location, equipment, and materials needed. Consider: PTSA funding, classroom assessment, and students contributing supplies.

5. Ideas to Promote School Food Services

- A. Speak to faculty at the general meeting on the first day.
- B. Speak to kindergarten parents at their orientation meeting.
- C. Speak at the first general Parents Teachers Students Association meeting.
- D. Tours of cafeteria and kitchen.
- E. Posters and displays.
- F. Food service functions show-cased.
 - 1) delivery and storage of foods
 - 2) institutional food preparation
 - 3) food service sanitation
- G. Participation in school activities and functions.

TAB

APPENDIX

X. APPENDIX

A. Sample School Lunch Menus

B. Songs

C. Evaluation Form

A. SAMPLE SCHOOL LUNCH MENUS

Statewide menus are developed annually by a menu committee with representatives from all school districts, school food services administration, and technical nutrition consultants. Menus are analyzed for nutrition content to monitor adequacy and dietary guidelines promotion.

STATEWIDE CYCLE MENU

All menus include ½ pt. milk

FISH BURGER Seasoned Fries Cole slaw Fruit Cocktail	BEEF STEW Steamed Rice Orange Wedges Biscuit	SLOPPY JOE Lettuce/Cabbage Salad Sliced Peaches Oatmeal Cookies	ROAST TURKEY W/GRAVY Steamed Rice Broccoli w/Crinkle Carrots Pineapple Chunks Whole Wheat Roll	TACOS Potato Rounds Lettuce and Tomato Fruited Muffin
CHICKEN PATTY W/GRAVY Whipped Potatoes Green Peas & Corn Orange Wedges Whole Wheat Roll	SPANISH GROUND BEEF WITH VEGETABLES Rice Cole Slaw Cinnamon Applesauce Whole Wheat Roll	LASAGNA Carrot & Celery Pineapple & Banana French roll	BEEF PATTY ON W/W BUN Oven Fries Lettuce & Tomato Orange Wedges	TERI BEEF ON SHRDDED CABBAGE Steamed Rice Cut Broccoli* Sliced Peaches Portuguese Sweet Bread
NACHOS Lettuce & Tomato Fruited Muffin	CHICKEN NUGGETS Rice Apple Wedges Cornbread	GROUND BEEF & SPAGHETTI Watercress/Won Bok Salad <OR> Tossed Salad Sliced Peaches French Bread	ORIENTAL CHICKEN Steamed Rice *Peas and Carrots Pineapple Chunks Whole Wheat Roll	SUBMARINE SANDWICH Oven Fries Lettuce Leaf Apple Wedge
CHICKEN PARMESAN ON WHOLE WHEAT BUN Oven Fries Cabbage & Lettuce Salad Fruit Cocktail	BATTER FRIED FISH Steamed Rice <OR> Seasoned Rice Cole Slaw Sliced Peaches <OR> Fruit Juice Whole Wheat Roll	PEPPERONI & GROUND BEEF PIZZA Won Bok/Romaine Salad Applesauce Flavored Jello	WEINER IN ROLL Oven Fries <OR> Seasoned Potato Wedge Tossed Salad Orange Wedges	ROAST TURKEY W/GRAVY (A) Whipped Potatoes Mixed Vegetable* Pineapple Chunks Whole Wheat Roll
TURKEY PASTRAMI ON WHOLE WHEAT BUN Oven Fries Tossed Salad Sliced Peaches	KALUA PORK Steamed Rice Chopped Spinach Pineapple Chunks Raisin Roll	CHICKEN BURRITO Mexicali Corn Carrot Sticks Apple Crisp	CHILI CON CARNE Rice Lettuce/Romaine Salad Fruit Cocktail Corn Bread	OVEN BAKED CHICKEN Whipped Potatoes Italian Seasoned Green Beans Orange Wedges Whole Wheat Roll

SAMPLE ALTERNATE MENUS

All menus include ½ pt. milk

<p>FOR CHILI CON CARNE</p> <p>Salisbury Steak w/Gravy Whipped Potatoes Peas and Carrots Orange Wedges Whole Wheat Roll</p>	<p>FOR OVEN BAKED CHICKEN</p> <p>Western BBQ Chicken Whipped Potatoes Seasoned Green Beans Orange Wedges Angel Biscuit</p>	<p>FOR FISH BURGER</p> <p>Baked Fish Portion Rice Cole Slaw Fruit Cocktail Raisin Roll</p>	<p>FOR BEEF STEW</p> <p>Beef with Vegetables Steamed Rice Orange Wedges Biscuit</p>	<p>FOR BEEF STEW</p> <p>Roast Beef with Gravy Steamed Rice Mixed Vegetables <OR> Tossed Green Salad Orange Wedges Biscuit</p>
<p>FOR SLOPPY JOE</p> <p>Chow Fun Tossed Salad Sliced Peaches Roll</p>	<p>FOR SLOPPY JOE</p> <p>Meatloaf w/Gravy Rice Peas and Carrots Sliced Peaches Whole Wheat Roll</p>	<p>FOR SLOPPY JOE</p> <p>School Made Meatballs With Gravy <OR> Sauce Steamed Rice Peas and Carrots Chilled Sliced Peaches Whole Wheat Roll</p>	<p>FOR SPANISH GROUND BEEF</p> <p>Ground Beef Fajita Pita Potato Rounds Lettuce and Tomato Fruited Muffin</p>	<p>FOR LASAGNA</p> <p>Creole Macaroni <OR> Spaghetti Tossed Salad Pineapple Chunks French Bread</p>
<p>FOR ROAST TURKEY WITH GRAVY</p> <p>Kalua Turkey Steamed Rice Spinach Pineapple Chunks Whole Wheat Roll</p>	<p>FOR ROAST TURKEY WITH GRAVY</p> <p>Turkey Sandwich Potato Macaroni Salad Lettuce Leaf Carrot Sticks Sliced Peaches</p>	<p>FOR ROAST TURKEY WITH GRAVY</p> <p>Chicken <OR> Turkey Fajita Pita Potato Rounds Shredded Lettuce Diced Tomatoes Fruited Muffin</p>	<p>FOR BEEF PATTY ON WHOLE WHEAT BUN</p> <p>Cheeseburger <OR> BBQ Beef Burger <OR> Pizza Burger <OR> Teri Burger Tater Wedge <OR> Oven Fries Lettuce Leaf Orange Wedges</p>	<p>FOR BEEF PATTY ON WHOLE WHEAT BUN</p> <p>Cheeseburger <OR> BBQ Beef Burger <OR> Pizza Burger <OR> Teri Burger Tater Wedge <OR> Oven Fries Lettuce Leaf Orange Wedges</p>
<p>FOR TACOS</p> <p>School Made Chicken <OR> Beef Burrito Potato Rounds Lettuce and Tomato Fruited Muffin</p>	<p>FOR TACOS</p> <p>Soft Shell Tacos Potato Rounds Shredded Lettuce Diced Tomatoes Fruited Muffin</p>	<p>FOR TACOS</p> <p>Taco Salad (Rectangular Shell) Potato Rounds Pineapple & Peach Cup Grandmother Cookie</p>	<p>FOR TACOS</p> <p>Taco Burger Potato Rounds Pineapple & Peach Cup Grandmother Cookie</p>	<p>FOR TERI BEEF</p> <p>Western BBQ Beef Steamed Rice *Cut Broccoli Sliced Peaches Portuguese Sweet Roll</p>

B. SONGS

Drink, Drink, Drink, Your Milk

Fish Tale

Gobble Gobble

Leafy Greens and Juicy Fruits

Lettuce Lullaby

Potato Boogie

What's for Lunch

Drink, Drink, Drink, Drink Your Milk

Drink! drink! drink your milk!

Night and morning, too.

Building, building bones and teeth.

Milk is good for you.

Tune: Row Row Your Boat

Fish Tale

Fishy fishy on my plate

You forgot and took the bait.

Now you are a lunch delight.

Appetizing to my sight.

Fishy, fishy what a treat

Tasty, healthy food to eat.

Tune: Twinkle Twinkle Little Star

Gobble Gobble

Gobble! Gobble!
Turkey cry
I know why
Tom or hen to roast now
Put it in to roast now
Put it in the oven
Gobble! Gobble!
Gobble! Gobble!

Tune: Are You Sleeping?

Leafy Greens And Juicy Fruits

Leafy greens and juice fruits.
They're delicious and good for you.
Lots of vitamins A and C.
Helping cuts and healing sight,
Leafy greens and juicy fruits, they're delicious and good for you.

Tune: Twinkle, Twinkle Little Star

Lettuce Lullaby

Let us learn about lettuce.
Let us learn about lettuce.
Romaine, iceberg, manoa
Leafy greens, nutritious.

Tune: Happy Birthday To You

Potato Boogie

I have eyes but can not see
There's a skin on me
Bake me, boil me, fry me, mash me.
Call me PO – TA – TO

Tune: Row, Row, Row Your Boat

What's For Lunch?

Who knows what's for lunch today?
Lunch today, lunch today
Teri beef for lunch today
Beef filled with protein.

Tune: Mary Had A Little Lamb

EVALUATION FORM: “LEARN FROM LUNCH”

FOOD ITEM: _____ PYRAMID CATEGORY: _____

1. Grade level appropriate? Comments/suggestions.
2. Ease of preparation/materials? Comments/suggestions.
3. Practicality/clarity of procedures?
4. Cafeteria assignment? Comments/suggestions.
5. School food service suggestion: Comments/suggestions.
6. Other activities? Utilized? Comments/suggestions.
7. References to other guides utilized? Comments/suggestions.
8. Other resources utilized? Comments/suggestions.
9. Overall activity evaluation/comments/suggestions.

PLEASE SUBMIT TO:

NUTRITION EDUCATION & TRAINING PROGRAM
OFFICE OF INSTRUCTIONAL SERVICES
189 LUNALILO HOME ROAD, 2ND FLOOR
HONOLULU, HAWAII 96825

TAB

**PICTURE
GRAPHICS**

IX. PICTURE GRAPHICS

The attached picture graphics are foods served by our schools; other foods from the Food Guide Pyramid have also been added. Use these food graphics with nutrition education activities from this curriculum and/or with other nutrition and health related activities.

A. Introduction and Miscellaneous

B. Energy Foods

C. Protective Foods

Vegetables

Fruits

D. Body Building Foods

Protein

Calcium

E. Caution Foods

F. Combination Dishes

A. Graphics: Introduction and Miscellaneous

Advertisements-Does it Affect you?

Black Pyramid

Digestive System

Food Preparation Methods

Glass of Water

How Senses Affect Our Appetites

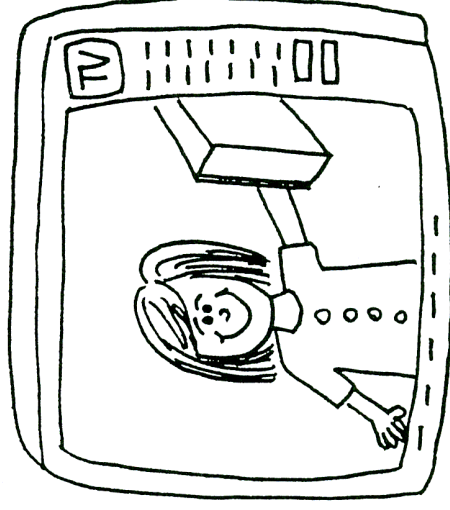
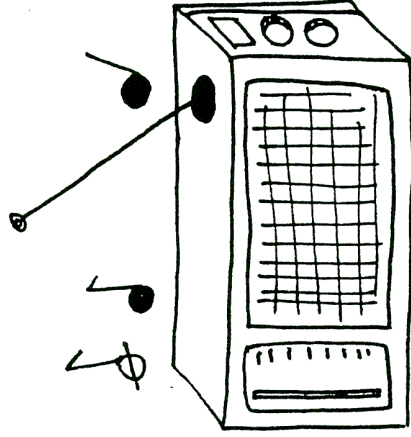
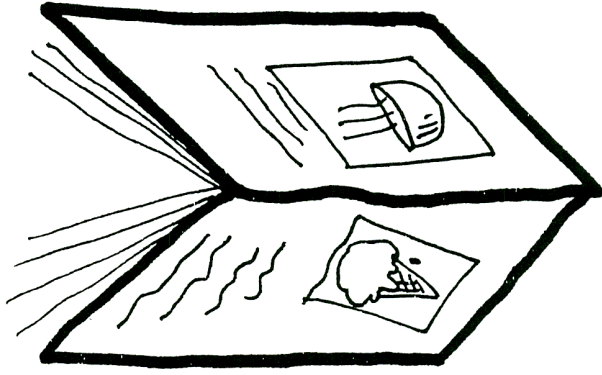
Likes & Dislikes in Food

School Lunch Tray

Washing Hands

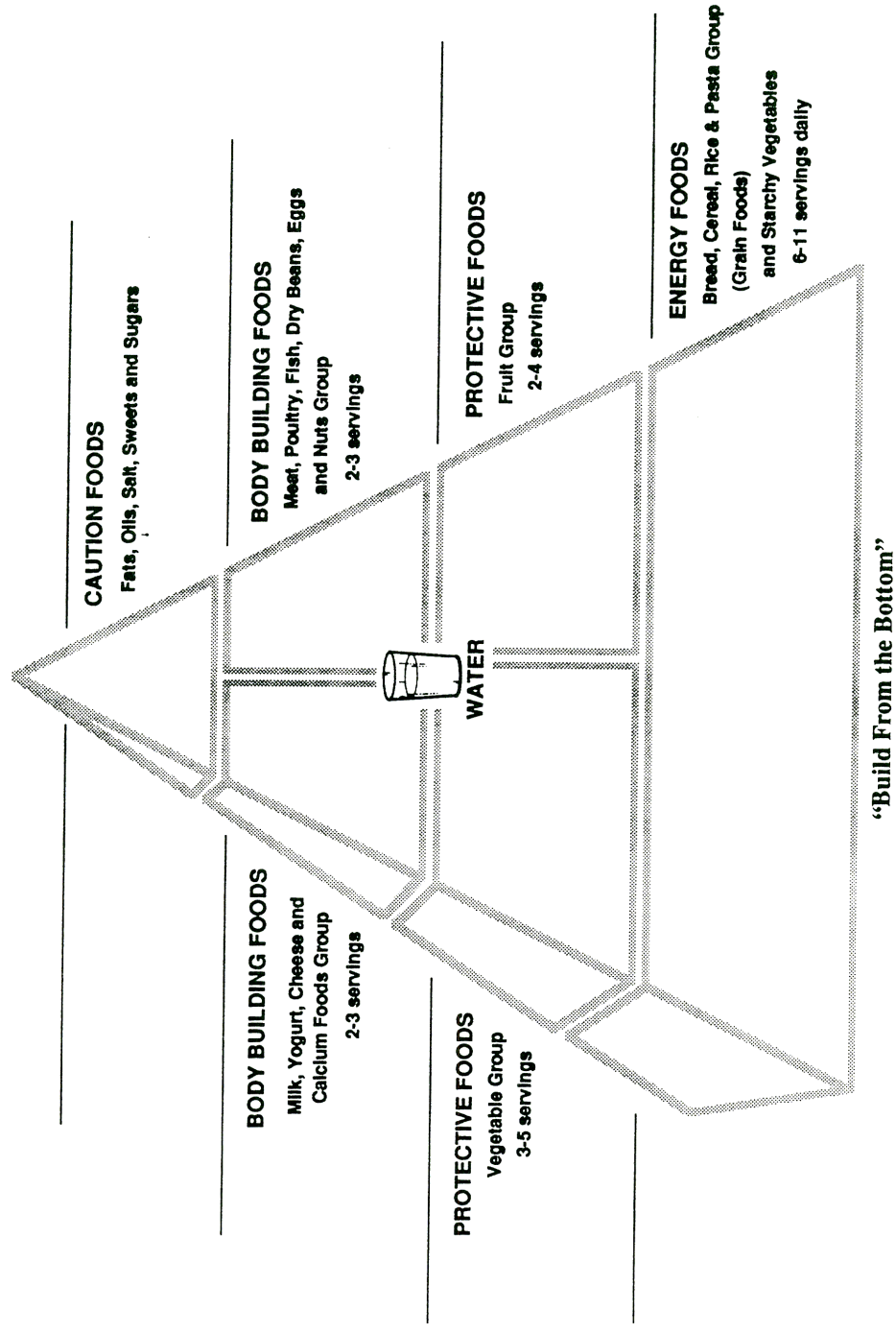
Water

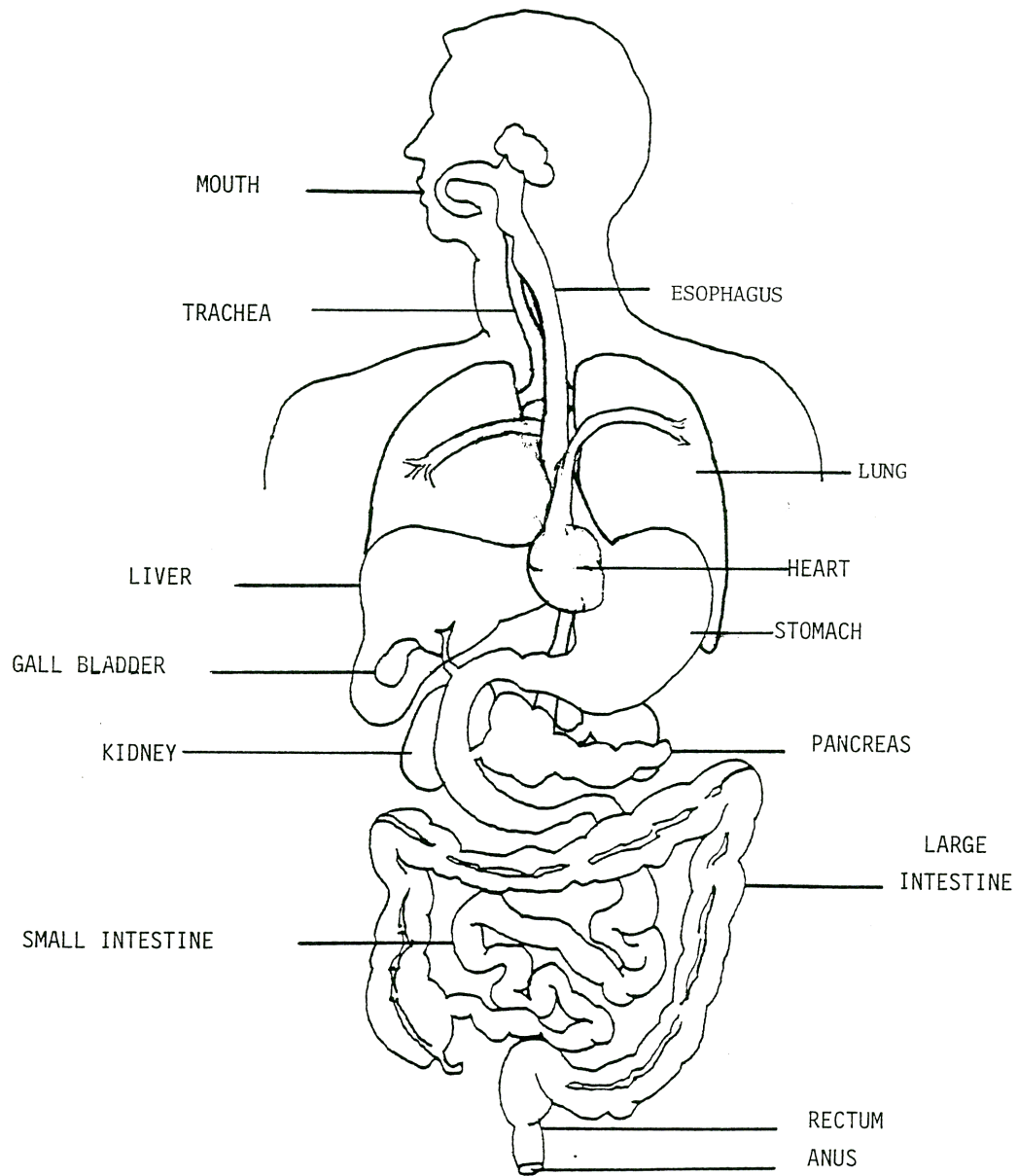
Advertisements - Does It Affect You?



Foods for Wellness: A Food Guide Pyramid

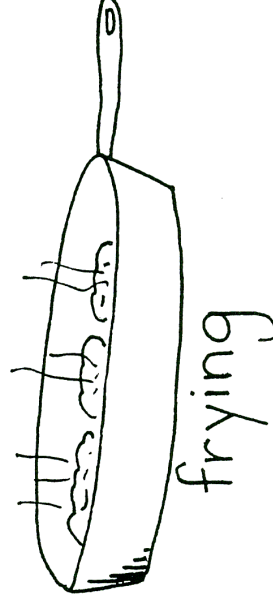
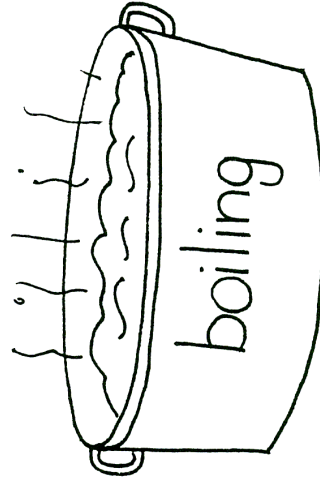
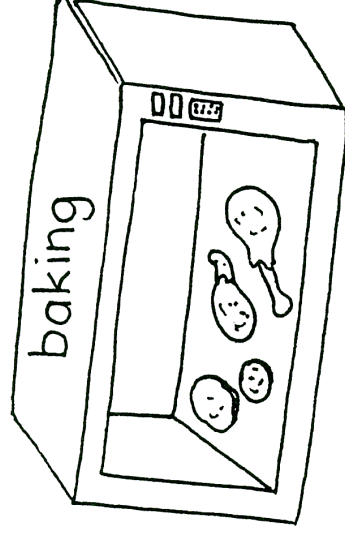
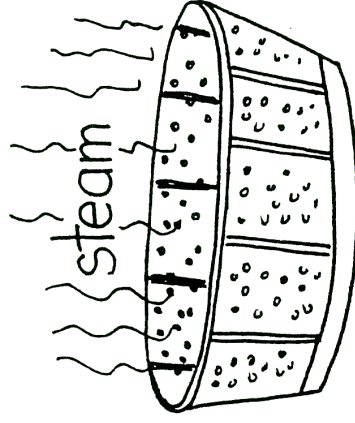
Choices for Healthy Eating





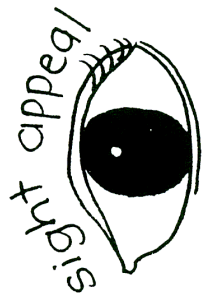
Digestive System

Food Preparation Methods

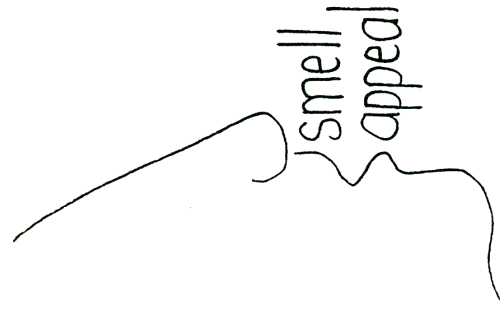




Glass of Water



sight appeal



smell
appeal



taste appeal



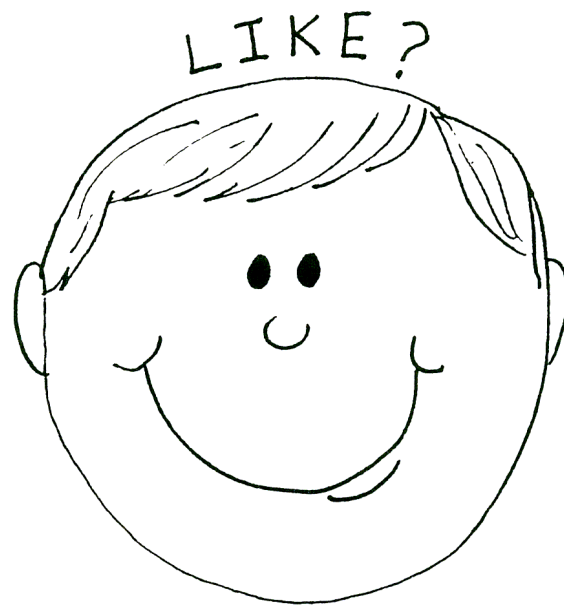
touch
appeal



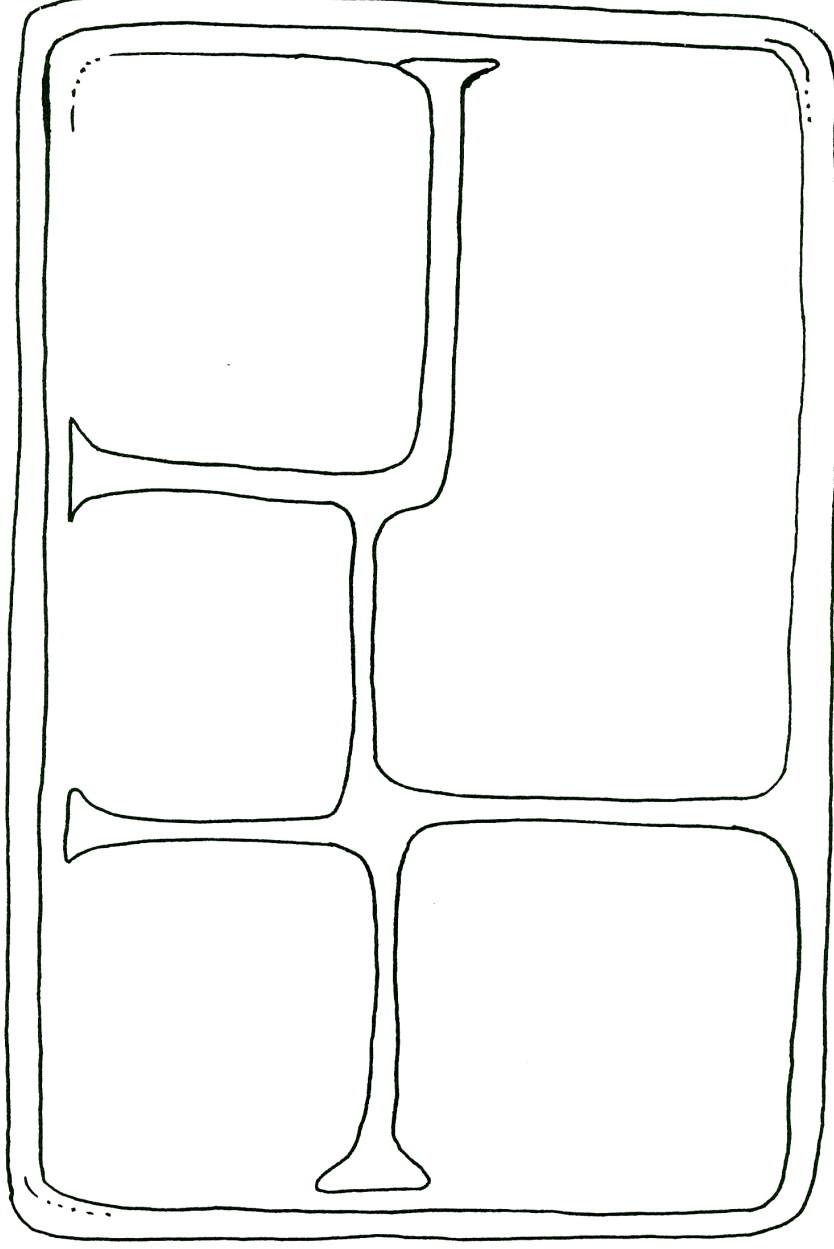
sound
appeal

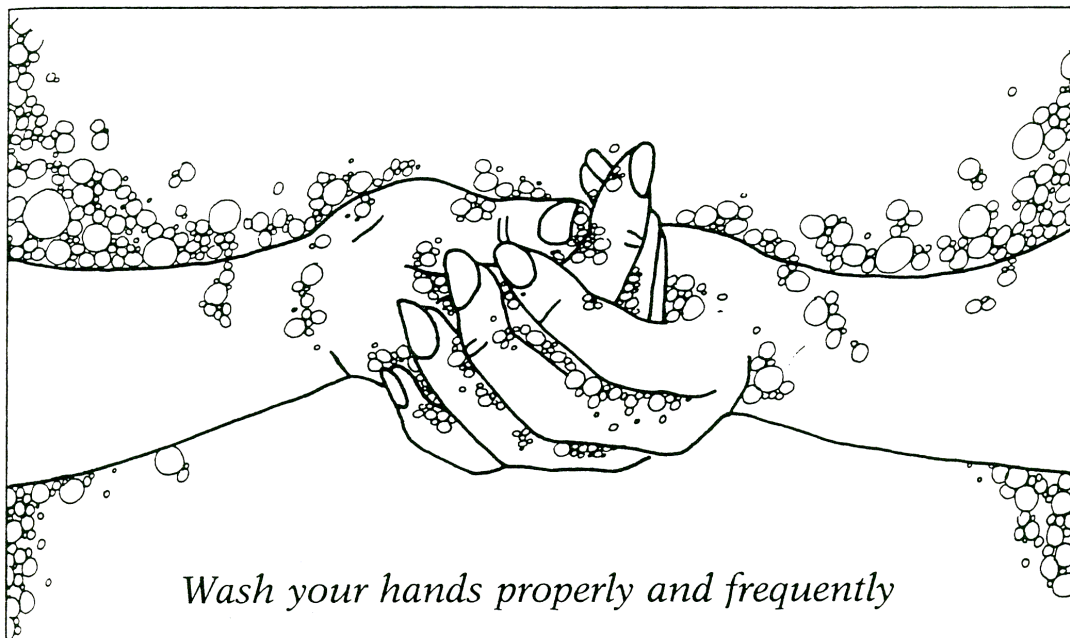
How Senses Affect Our Appetites

Likes and Dislikes in Food



SCHOOL LUNCH TRAY





Wash your hands properly and frequently

Use soap and running water.

Rub your hands vigorously.

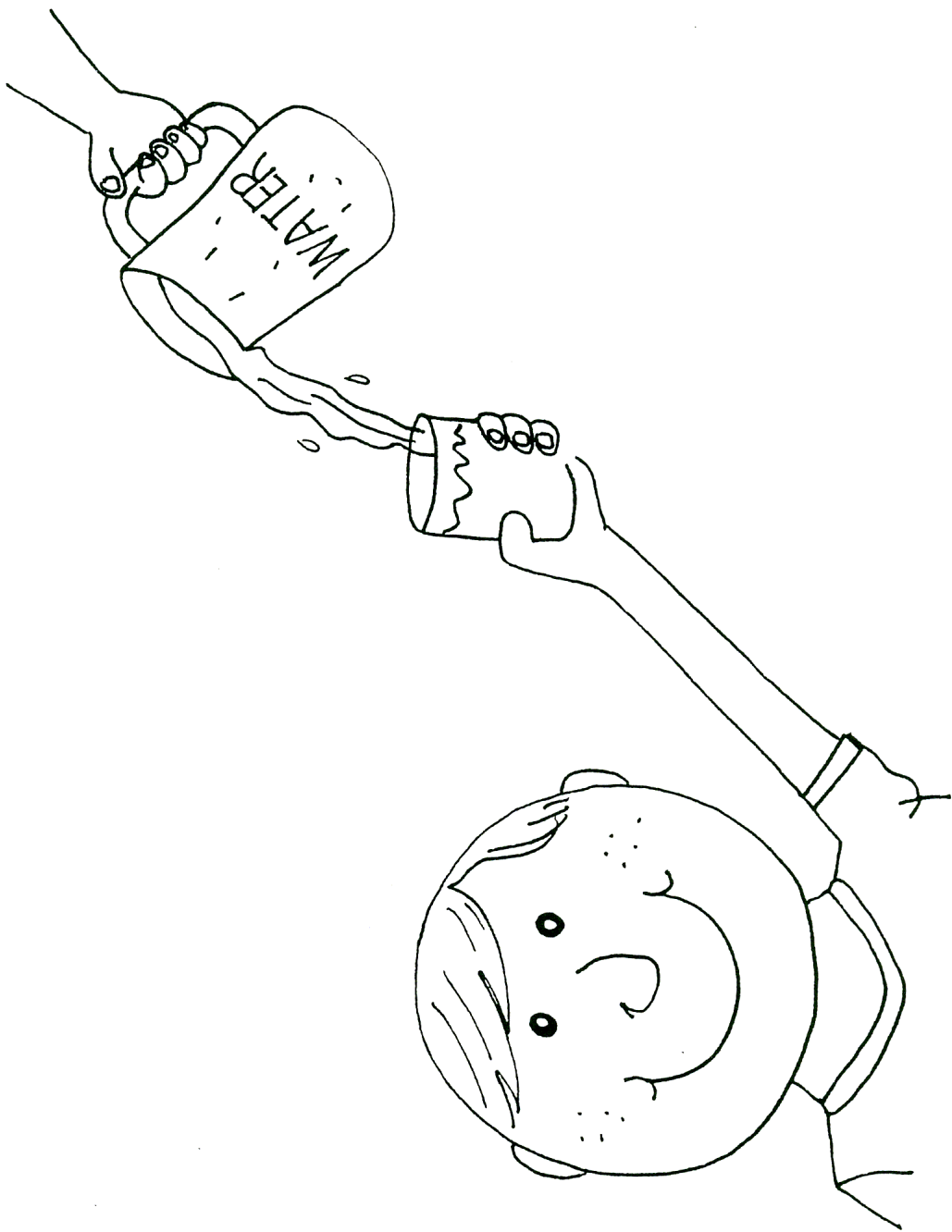
Wash all surfaces, including

- backs of hands
- wrists
- between fingers
- under fingernails

Rinse well.

Dry hands with a paper towel.

Turn off the water using a paper towel, not your clean hands.

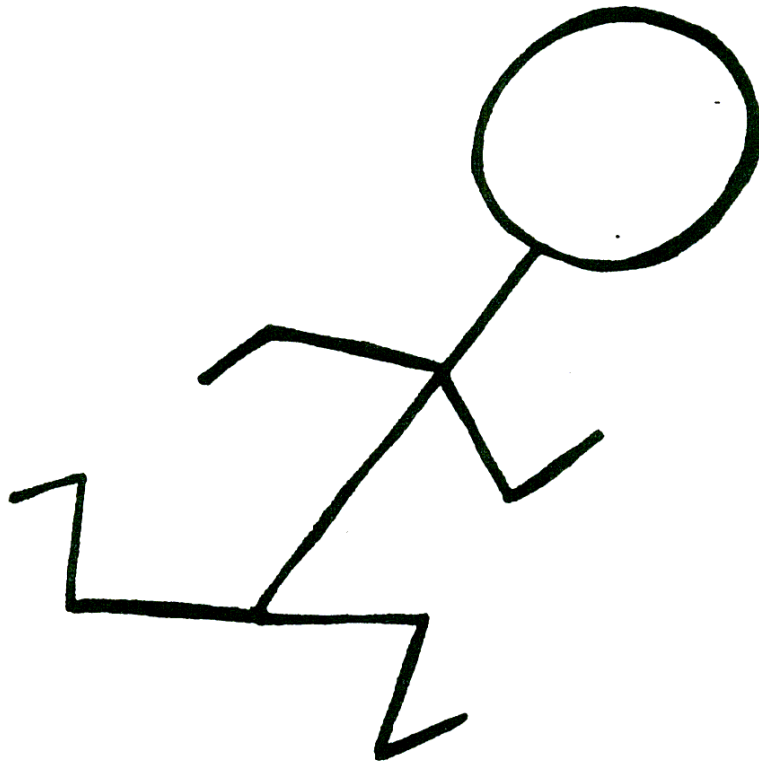


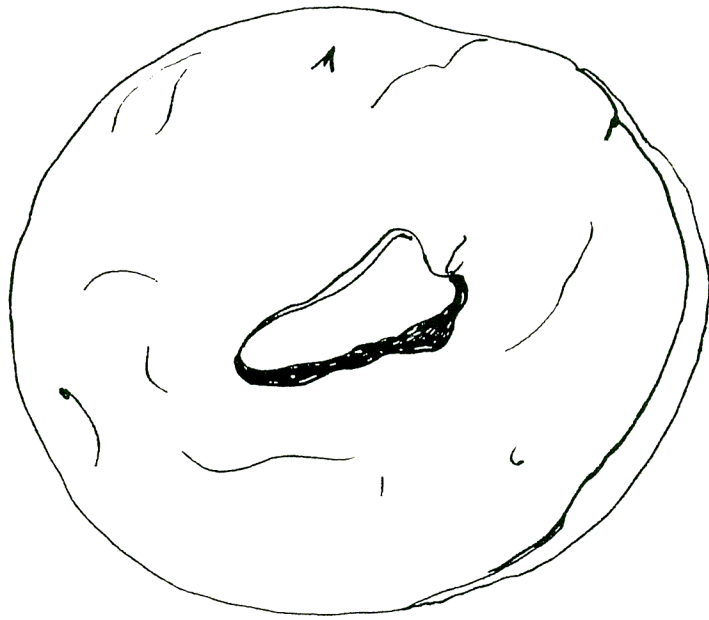
B. GRAPHICS: ENERGY FOODS

“ENERGY FOODS TO GO”

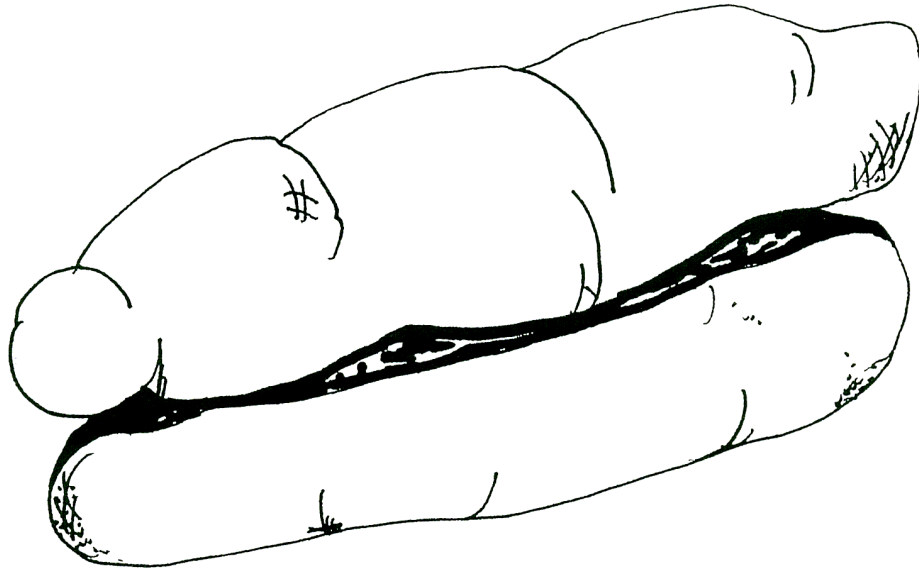
Bagel
Bread: French, Pita, Slice
Breadfruit
Cereal
Cereal: Bowl of
Corn
Crackers: Animal, Creme, Ritz, Saloon, Soda
English Muffins
Grain Products
Macaroni
Muffin
Noodles
Noodle: Lasagna
Noodles: Wide
Pancakes
Pasta Variety –1
Pasta Variety –2
Poi
Potato Baked
Potato Cubed
Potato: Mashed
Rich: Bowl of
Rice Plant
Rice Seed
Roll
Taco Shell
Taro

Energy Foods
to
GO

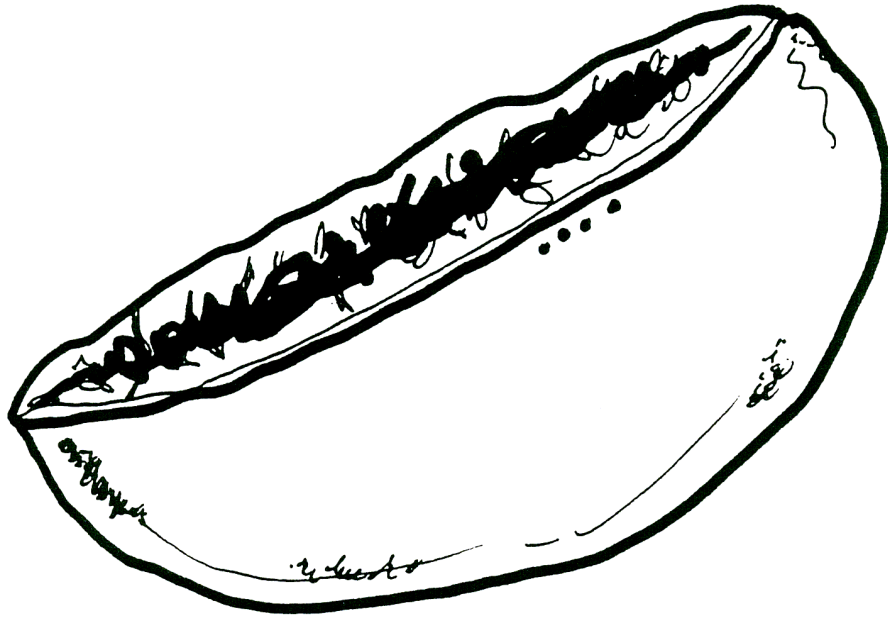




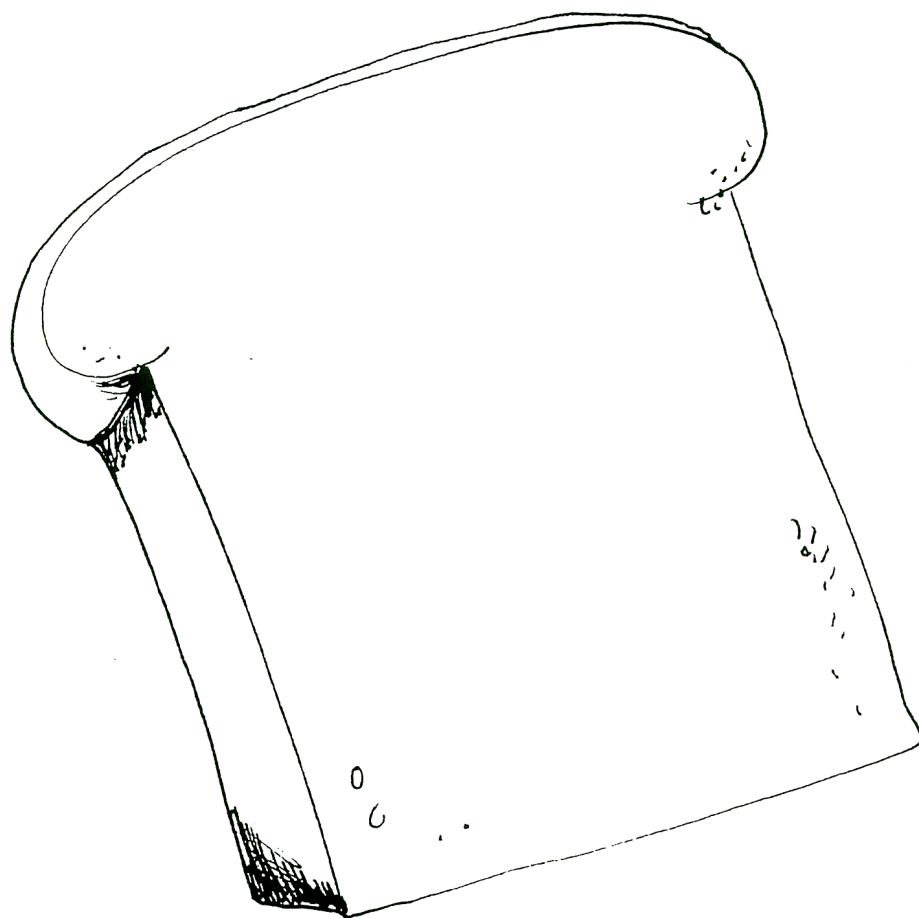
Bagel



Bread: French



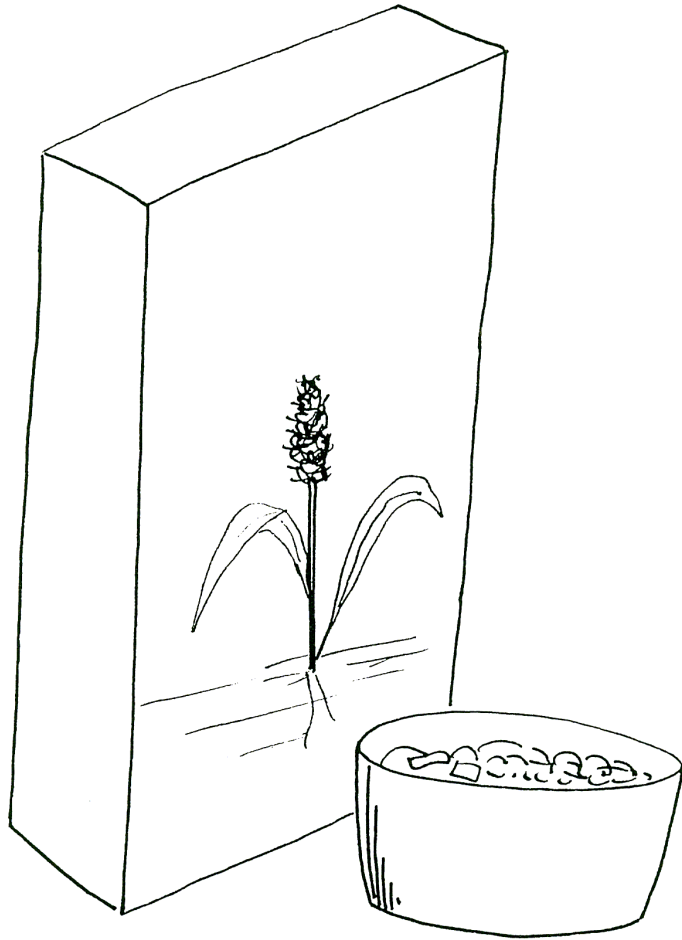
Bread: Pita



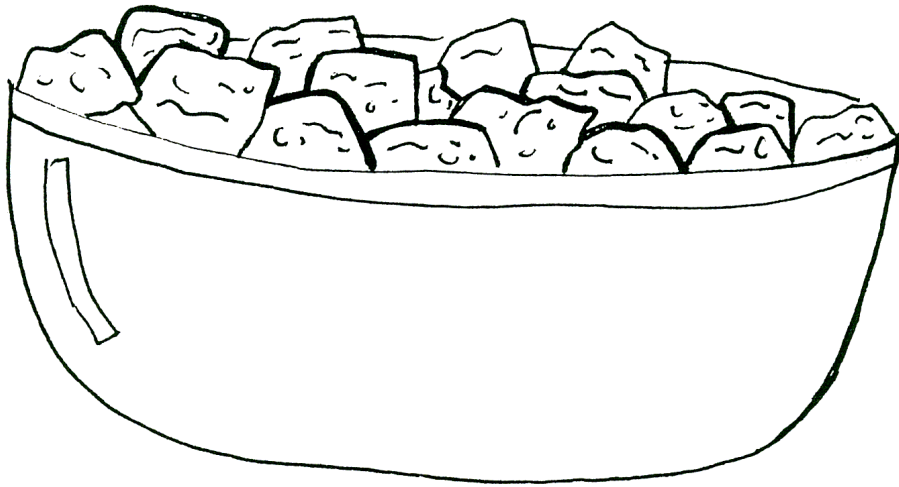
Bread: Slice



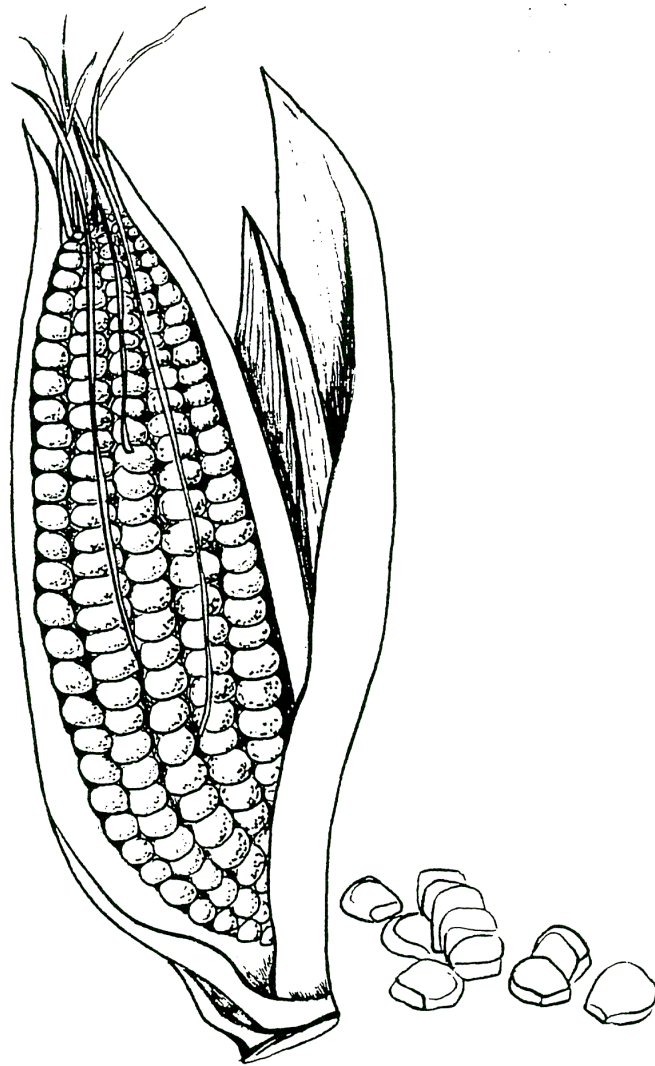
Breadfruit



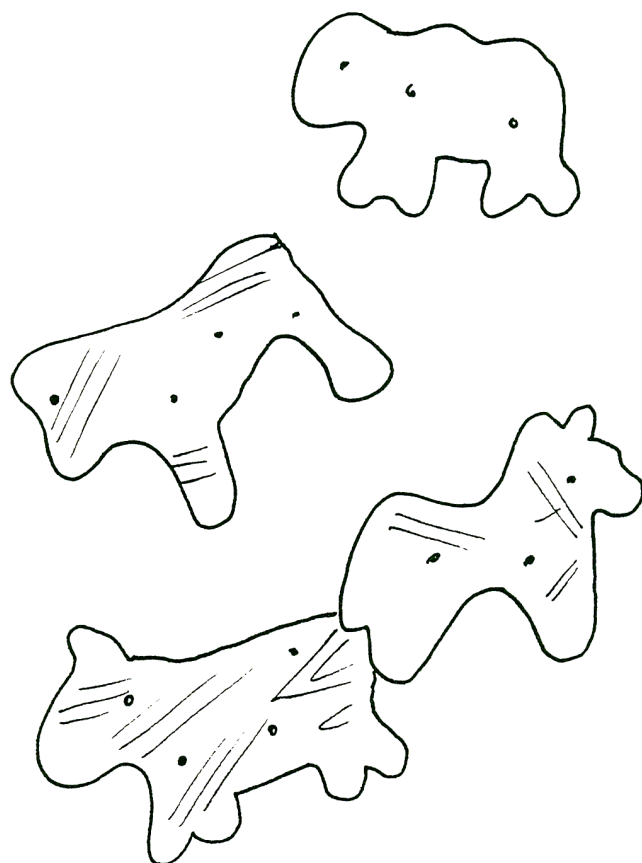
Cereal



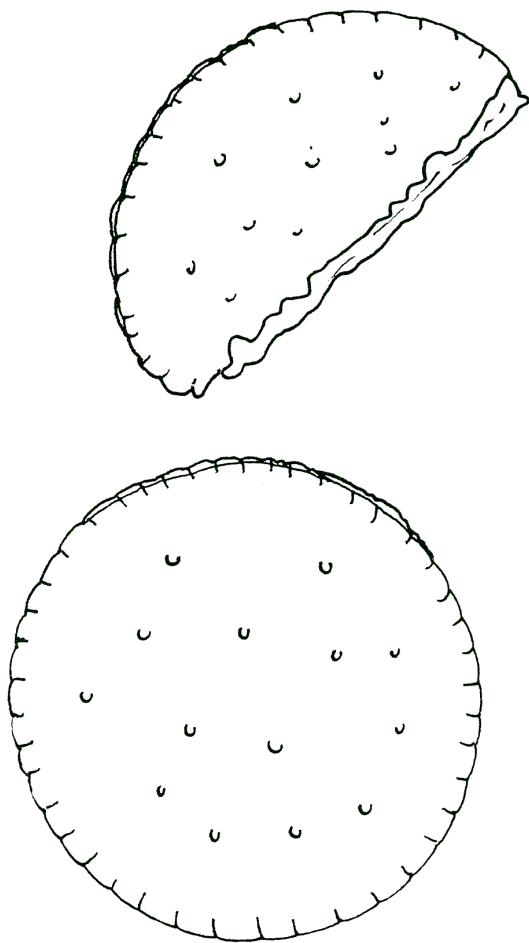
Cereal: Bowl of



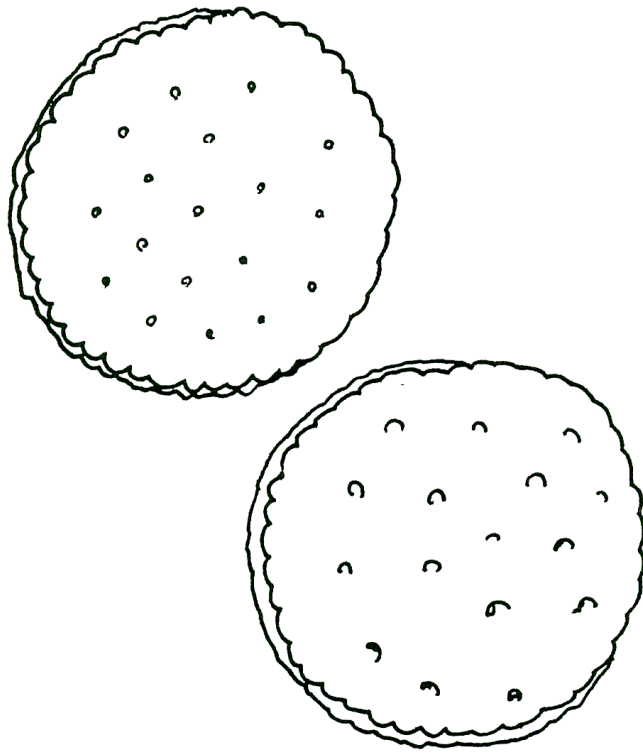
Corn



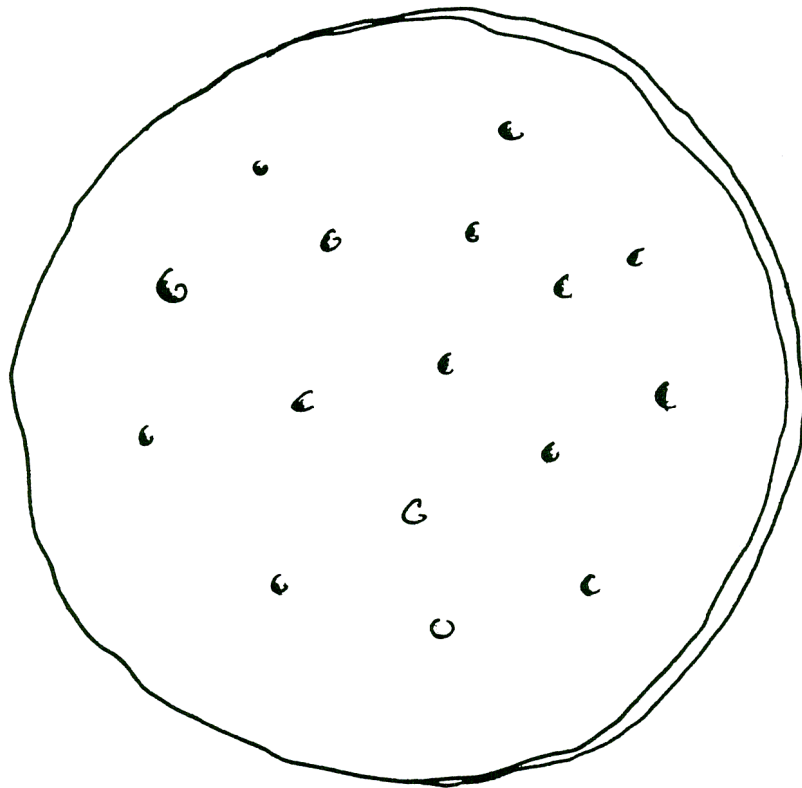
Crackers: Animal



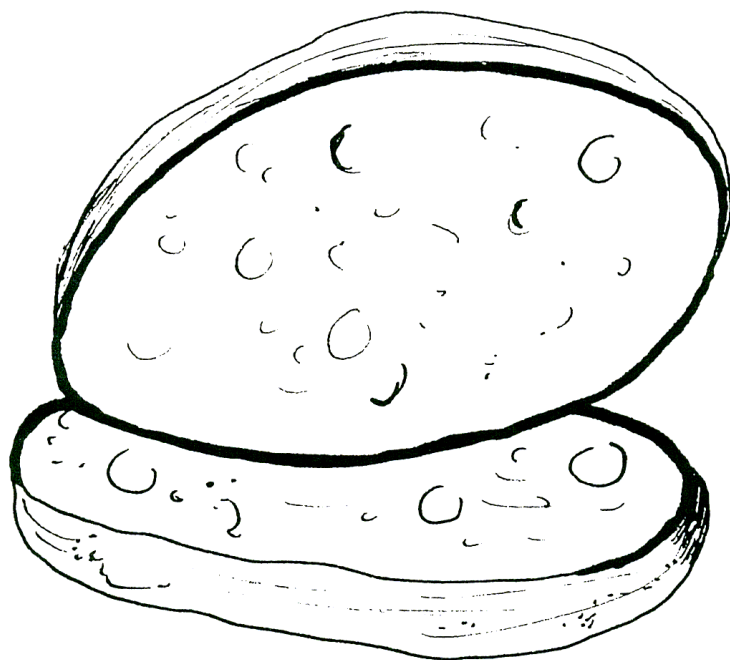
Crackers: Creme



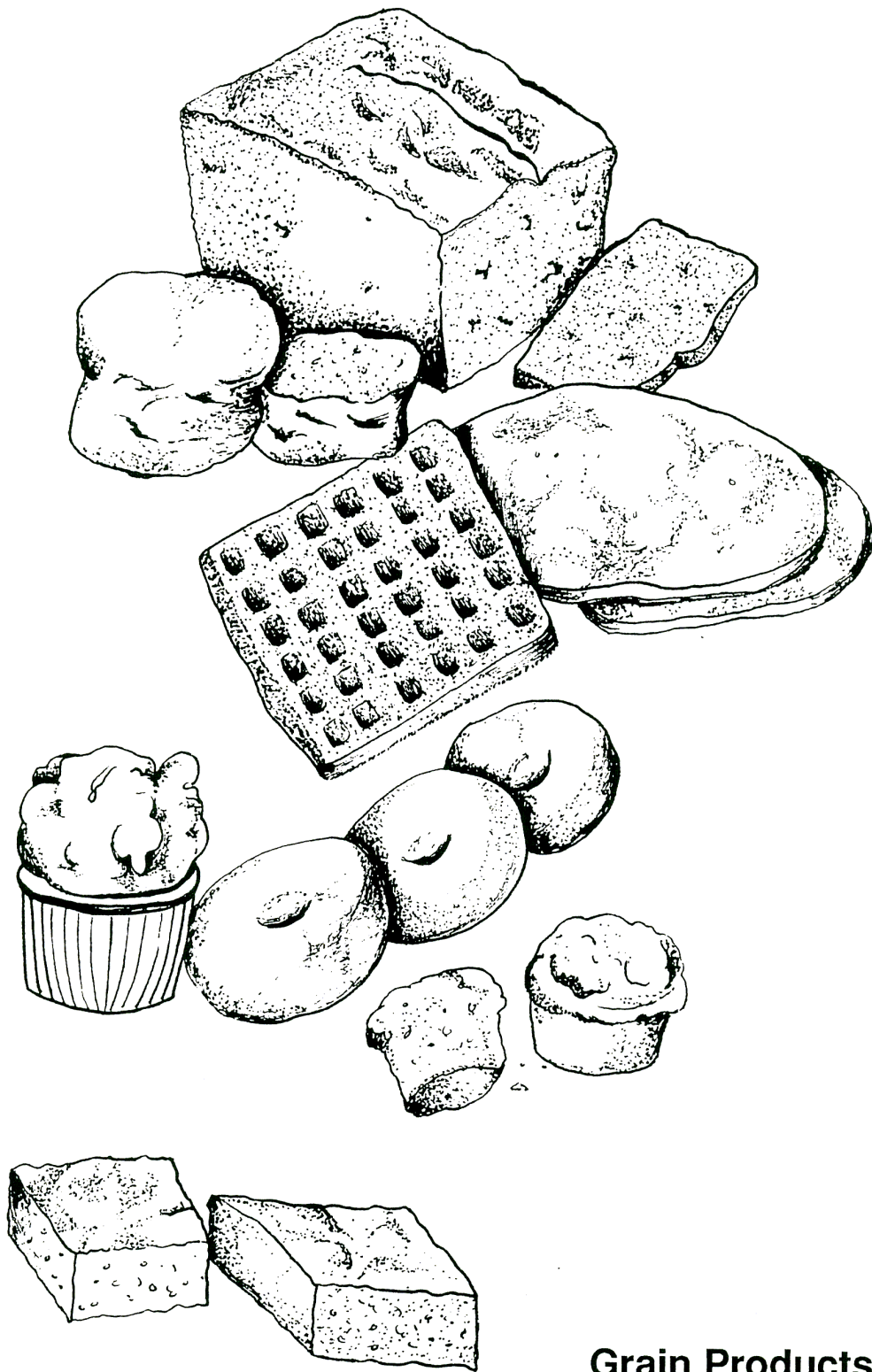
Crackers: Ritz



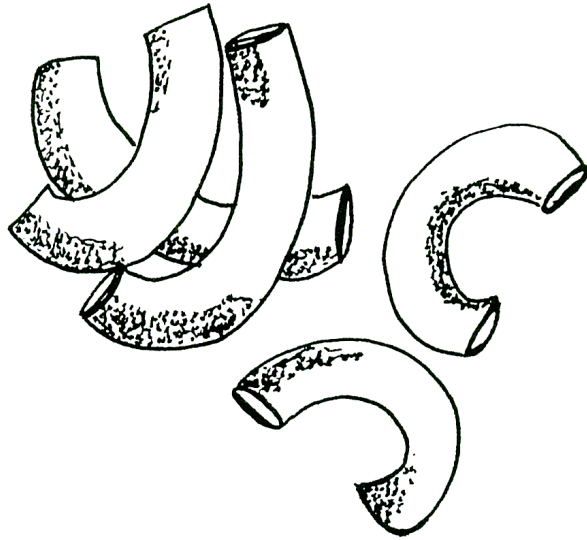
Crackers: Saloon Pilot



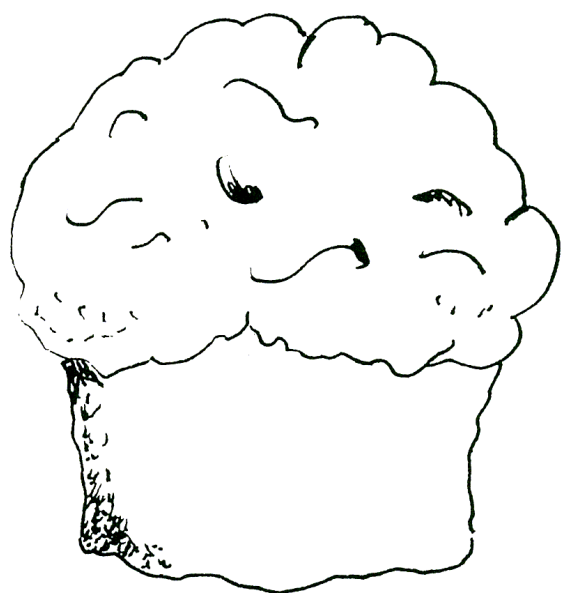
English Muffin



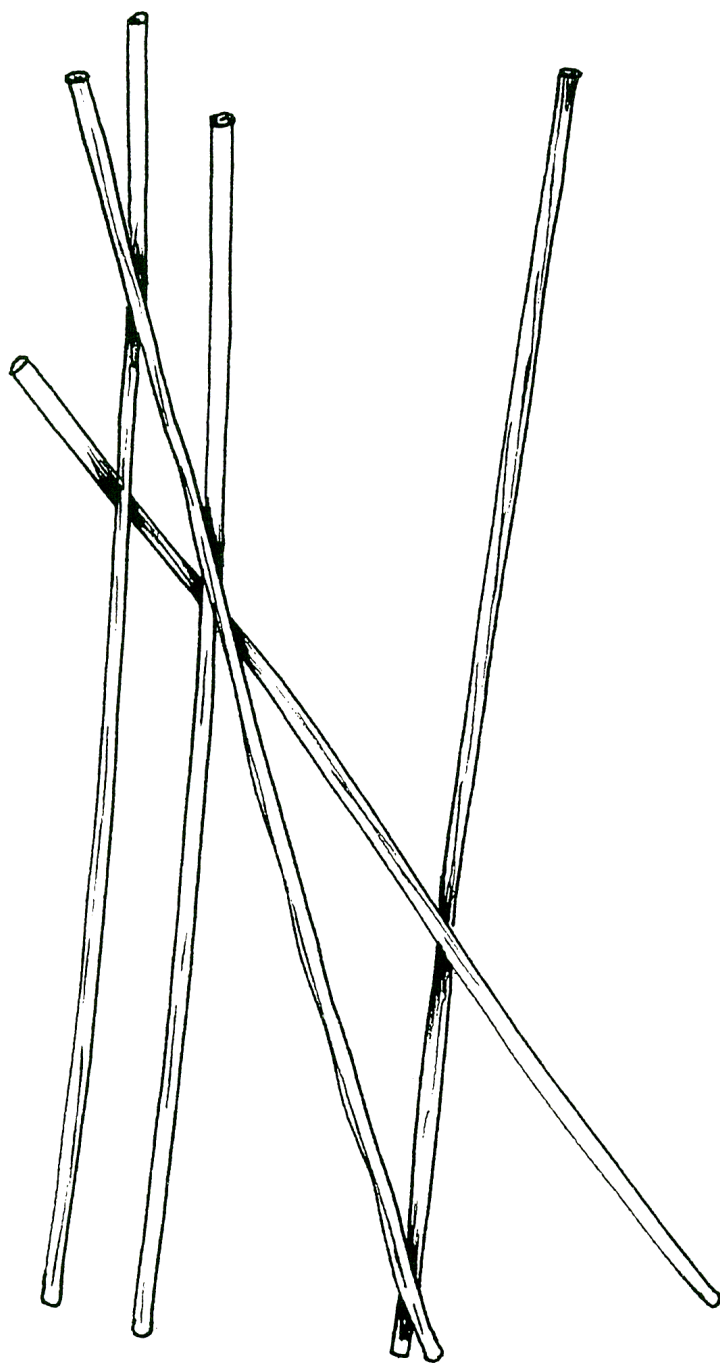
Grain Products



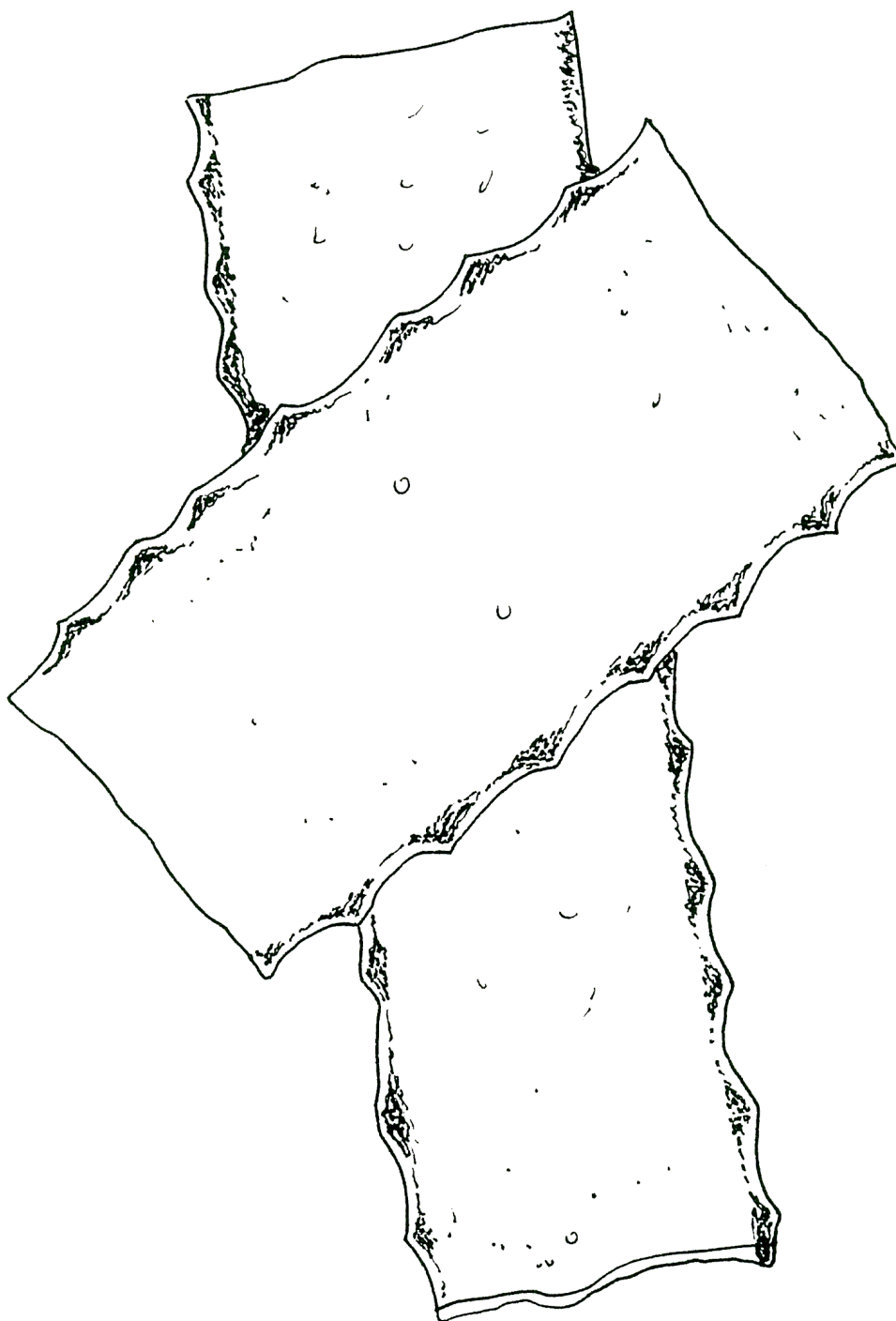
Macaroni



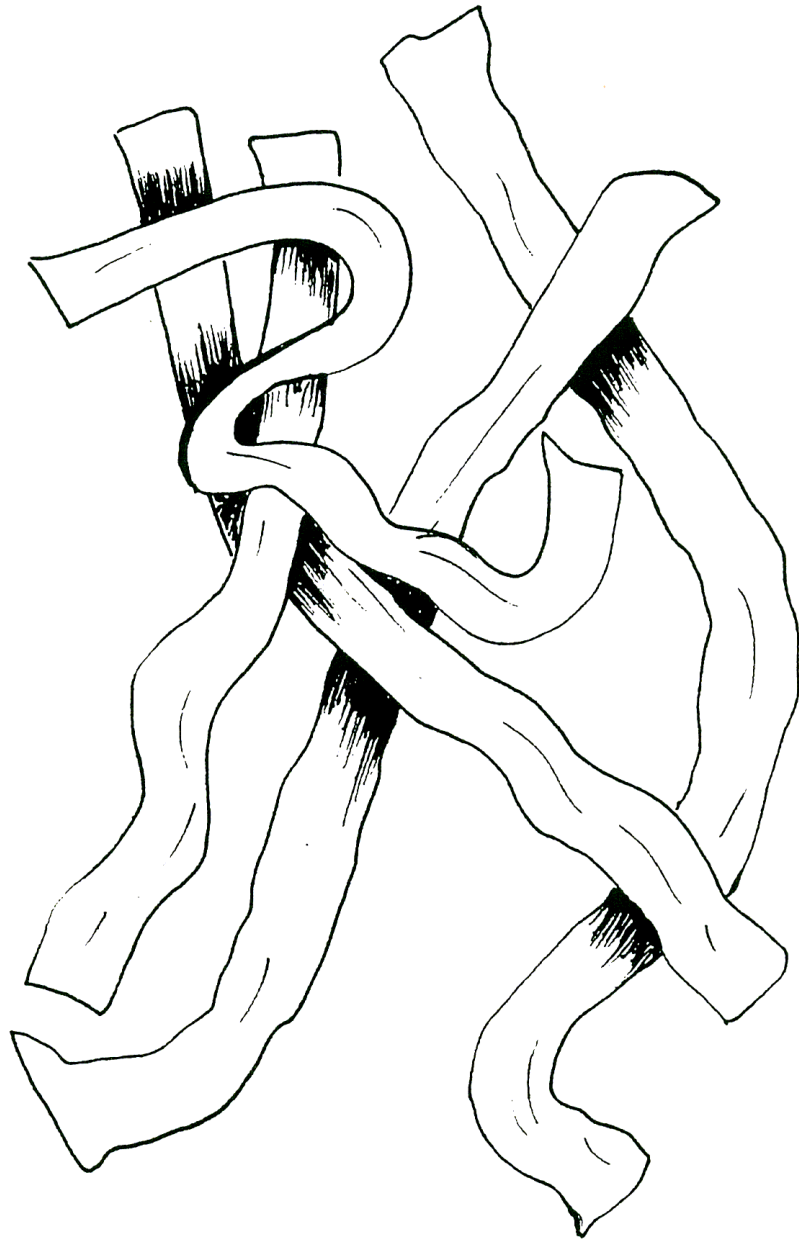
Muffin



Noodles



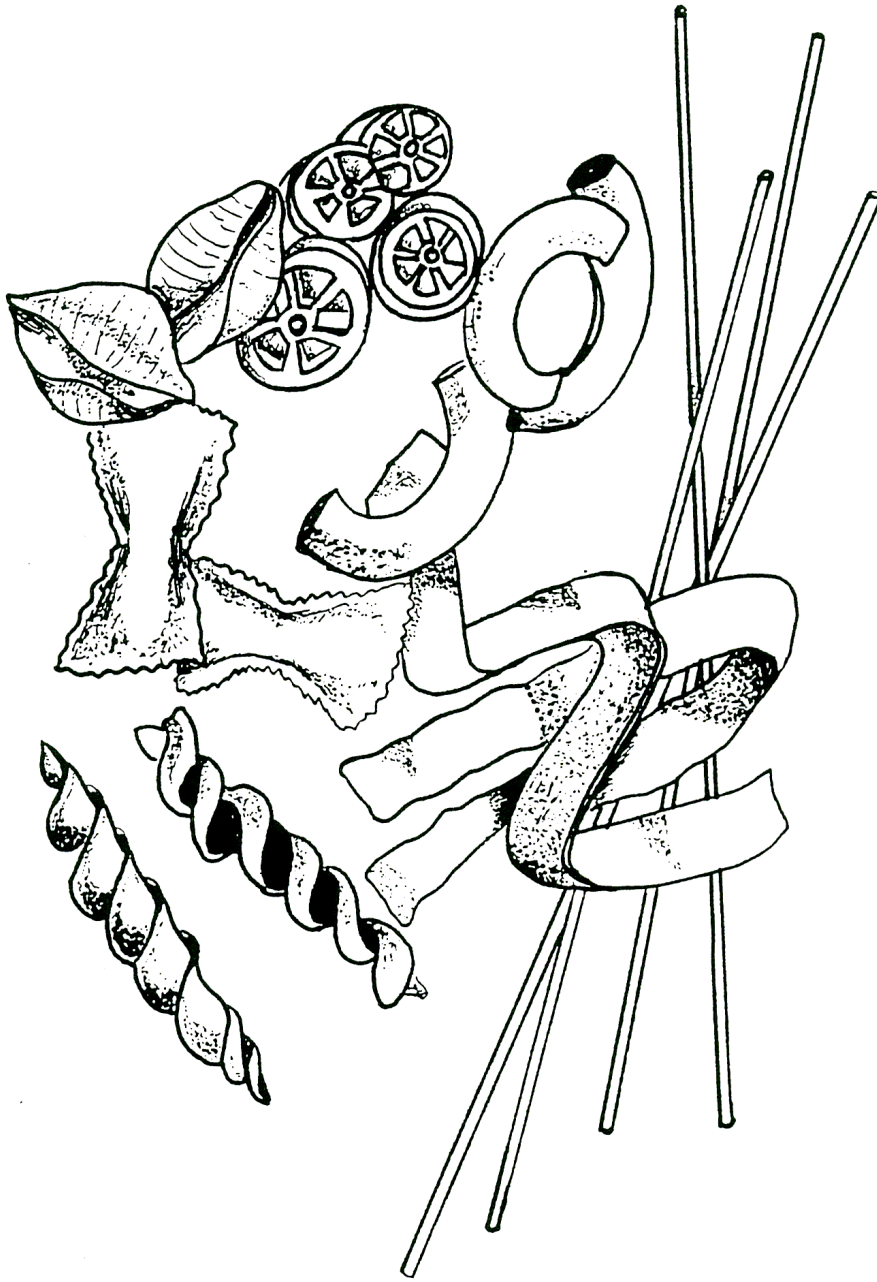
Noodle: Lasagna



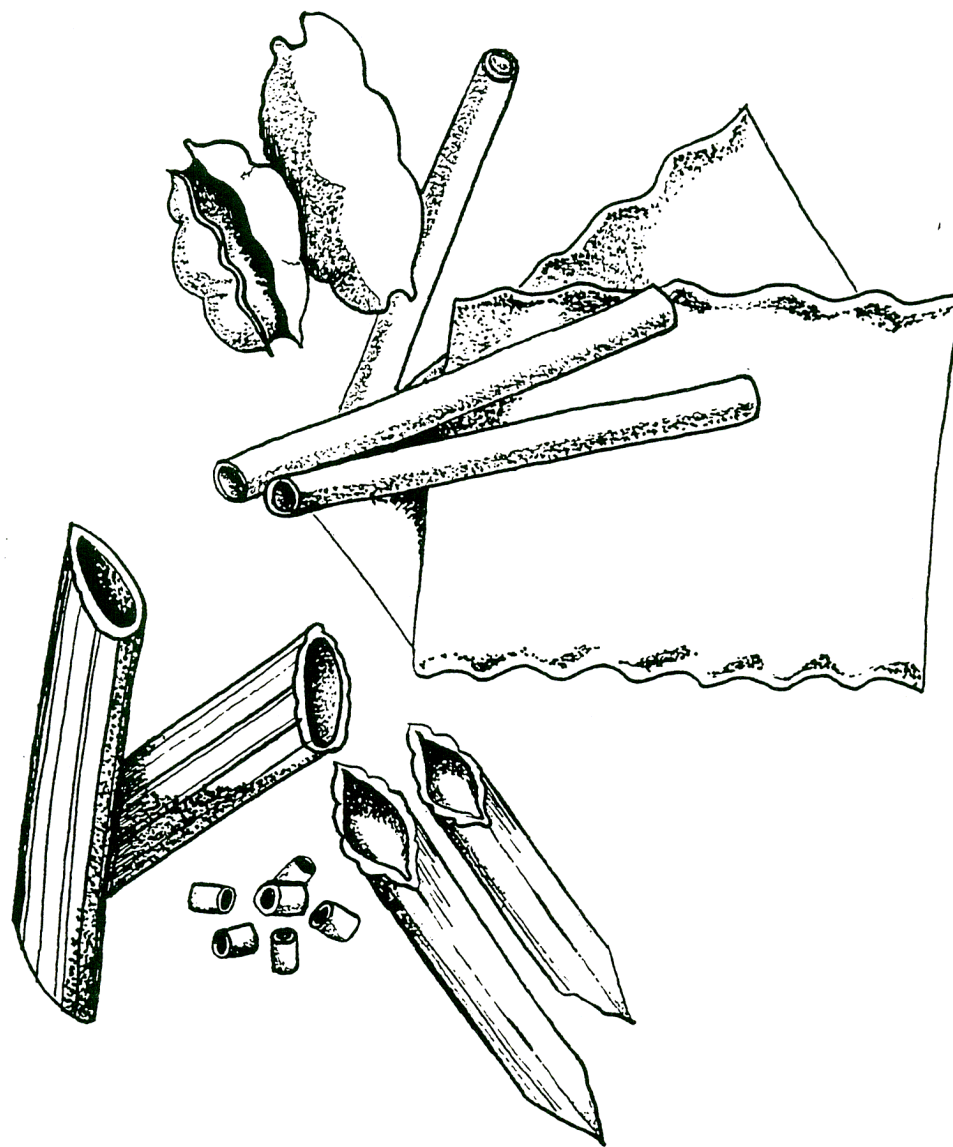
Noodles: Wide



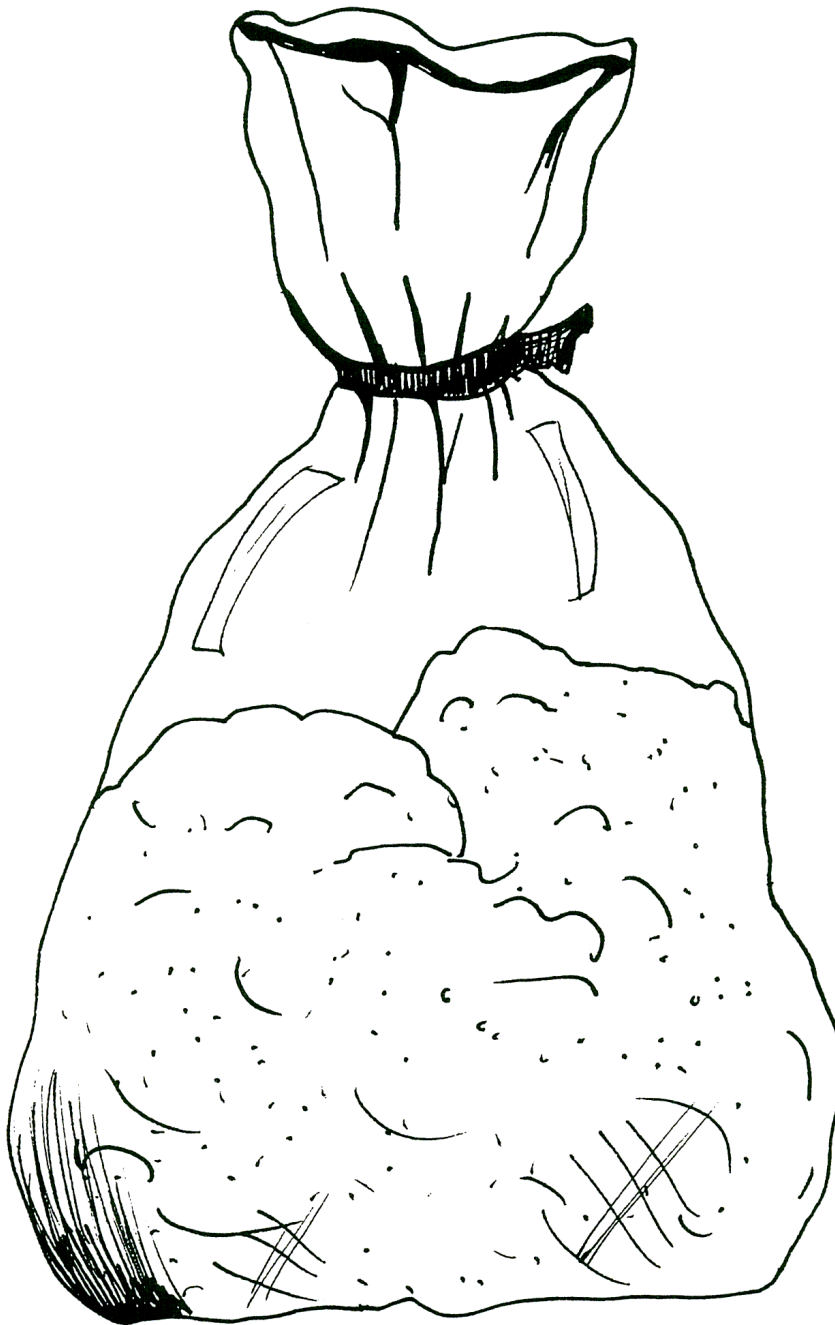
Pancakes



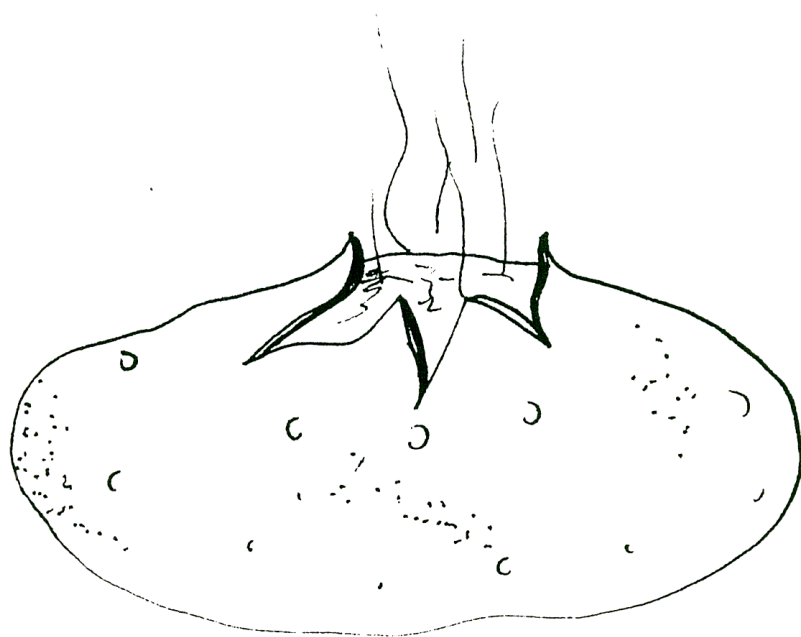
Pasta Variety - 1



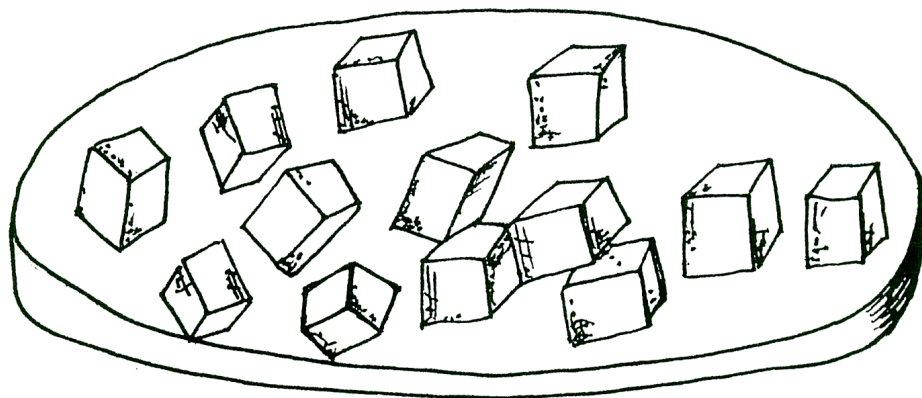
Pasta Variety - 2



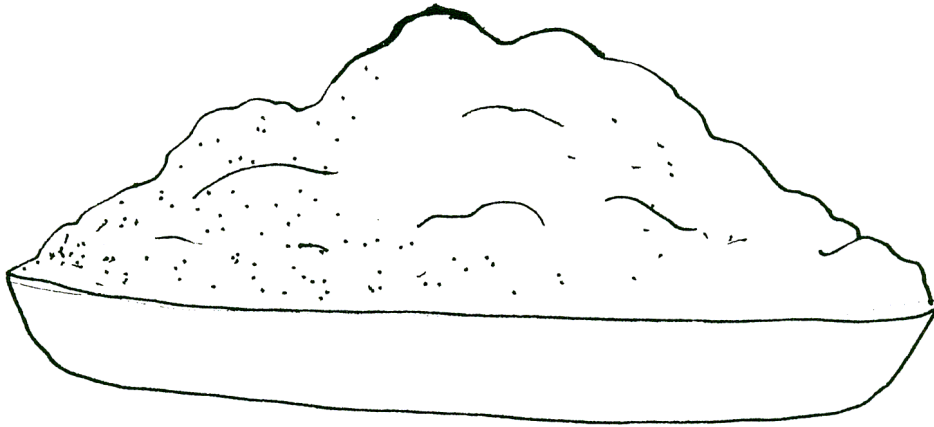
Poi



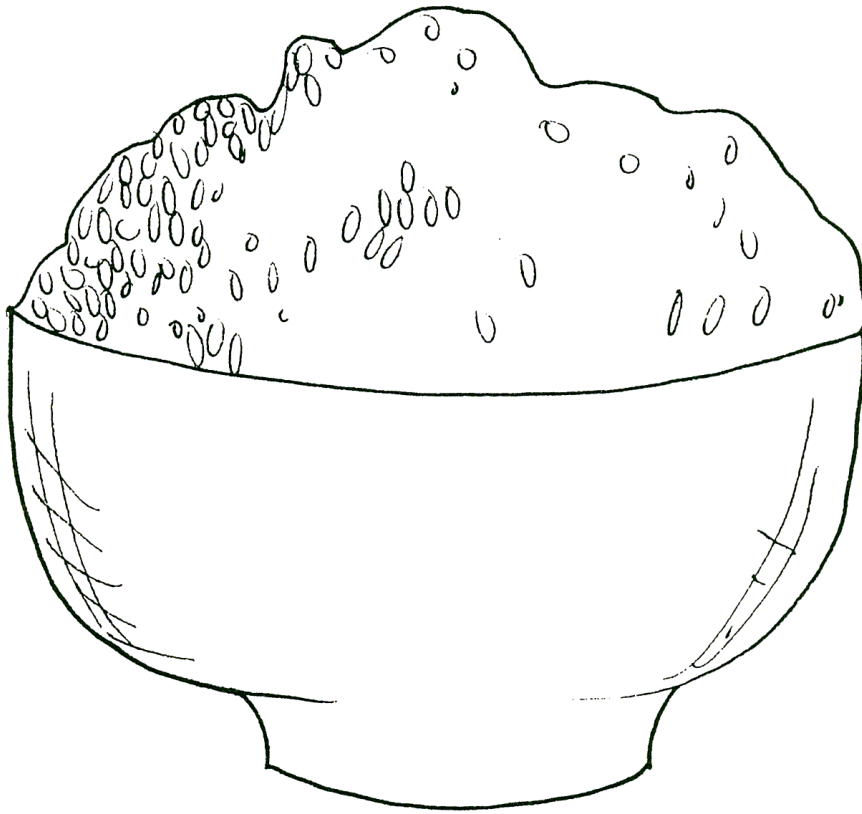
Potato: Baked



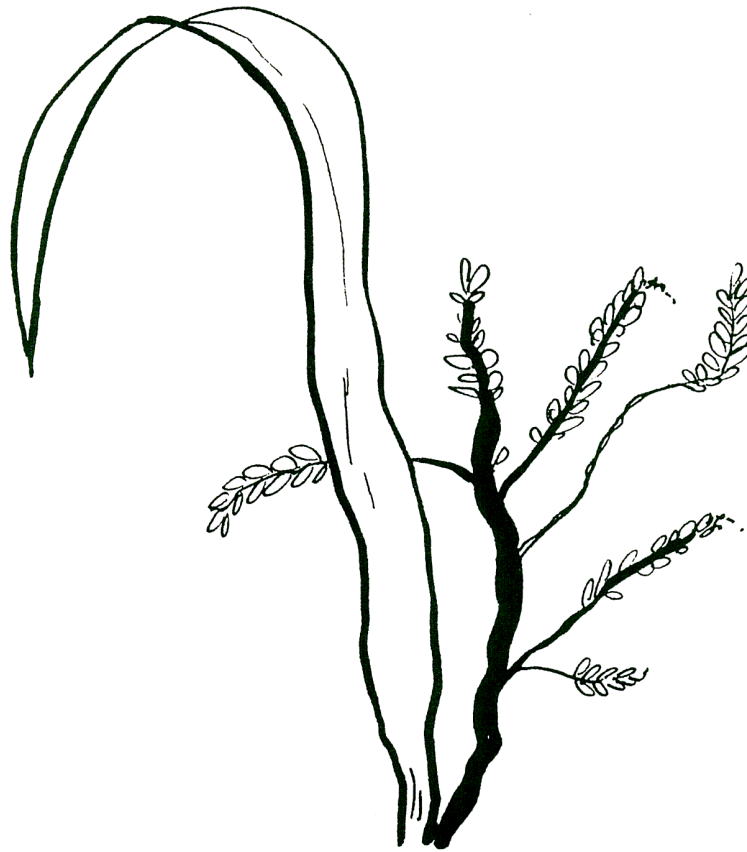
Potato: Cubed



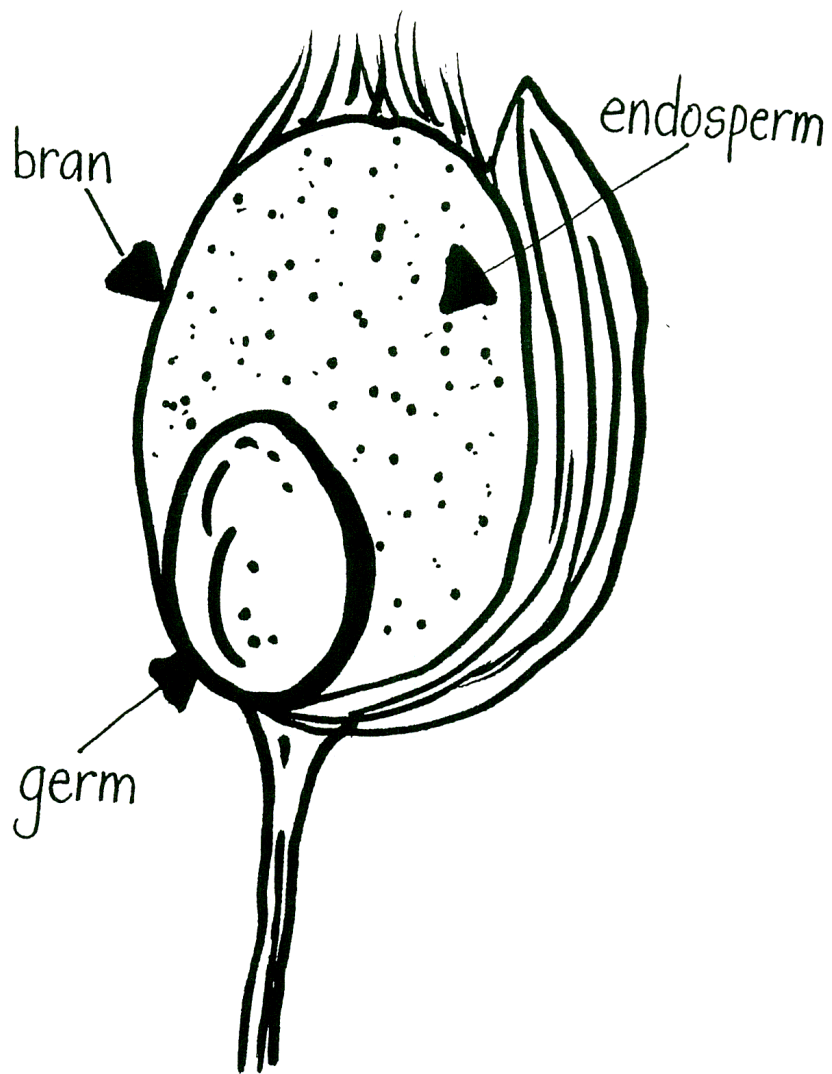
Potato: Mashed



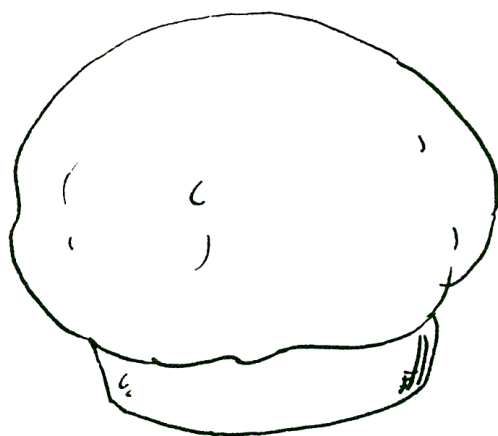
Rice: Bowl of



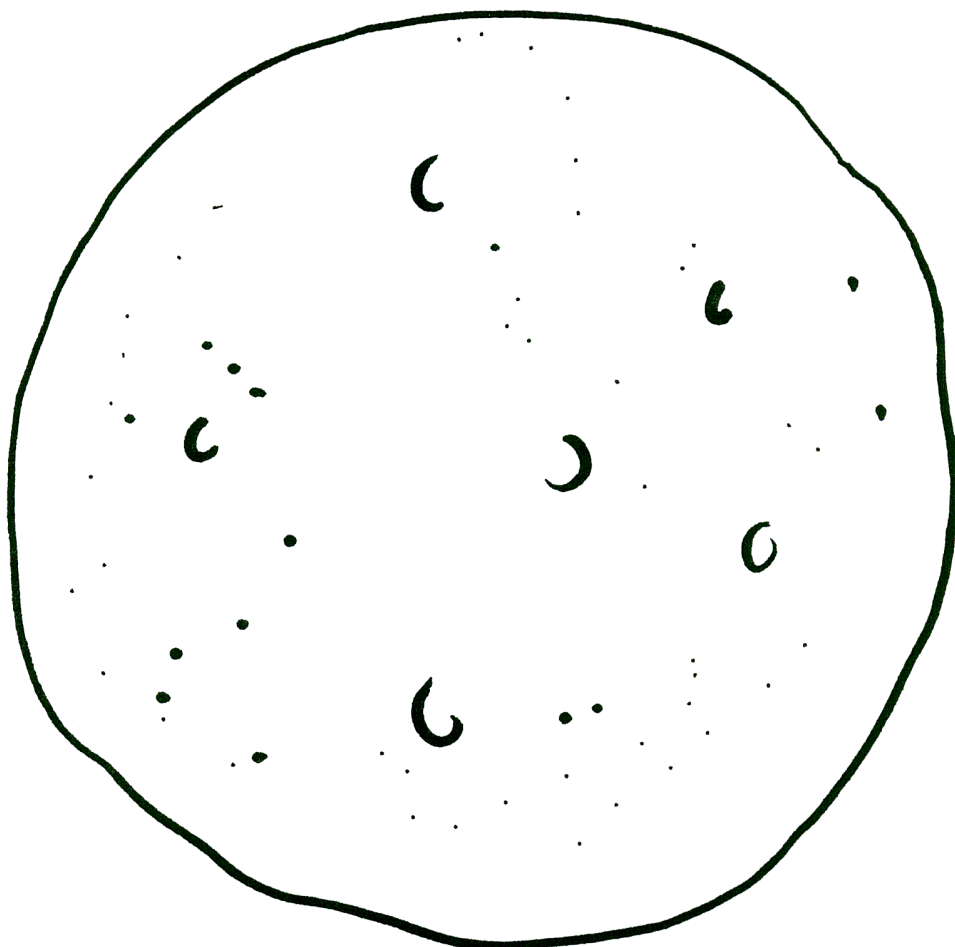
Rice Plant



Rice Seed



Roll



Taco Shell



Taro

C. Graphics: Protective Foods

“Protective Foods To Glow”

Vegetables

Reggie Rabbit

Beet

Bell Peppers

Broccoli

Cabbage

Carrots

Cauliflower

Celery

Chinese Cabbage

Cucumber

Eggplant

Green Beans

Leafy Greens

Lettuce Leaf

Manoa Lettuce

Marungay Leaves

Okra

Peas

Salad Greens

Seaweed

Spinach

Squash: Acorn, Chayote, Gooseneck, Pumpkin, Summer, Zucchini

Sweet Potato

Taro Leaves – Cooked

Tomato

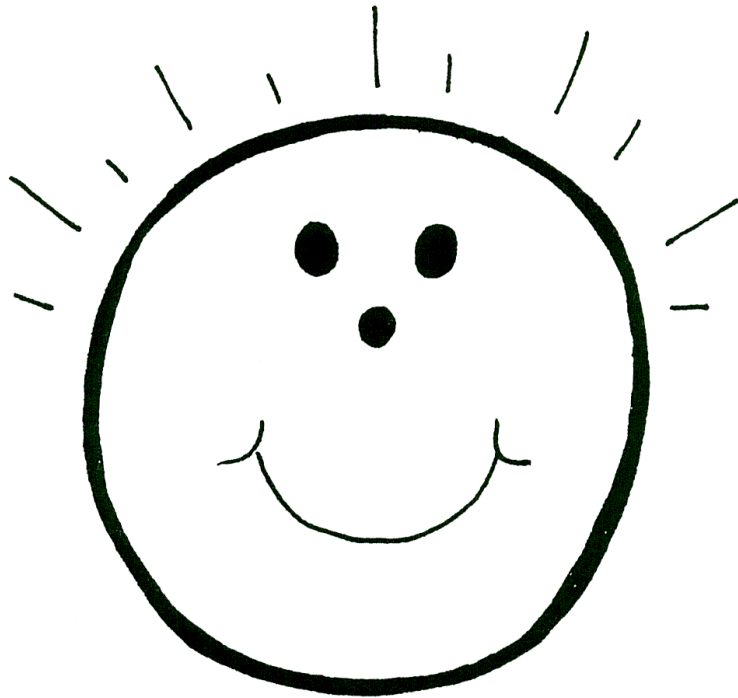
Turnip (Daikon)

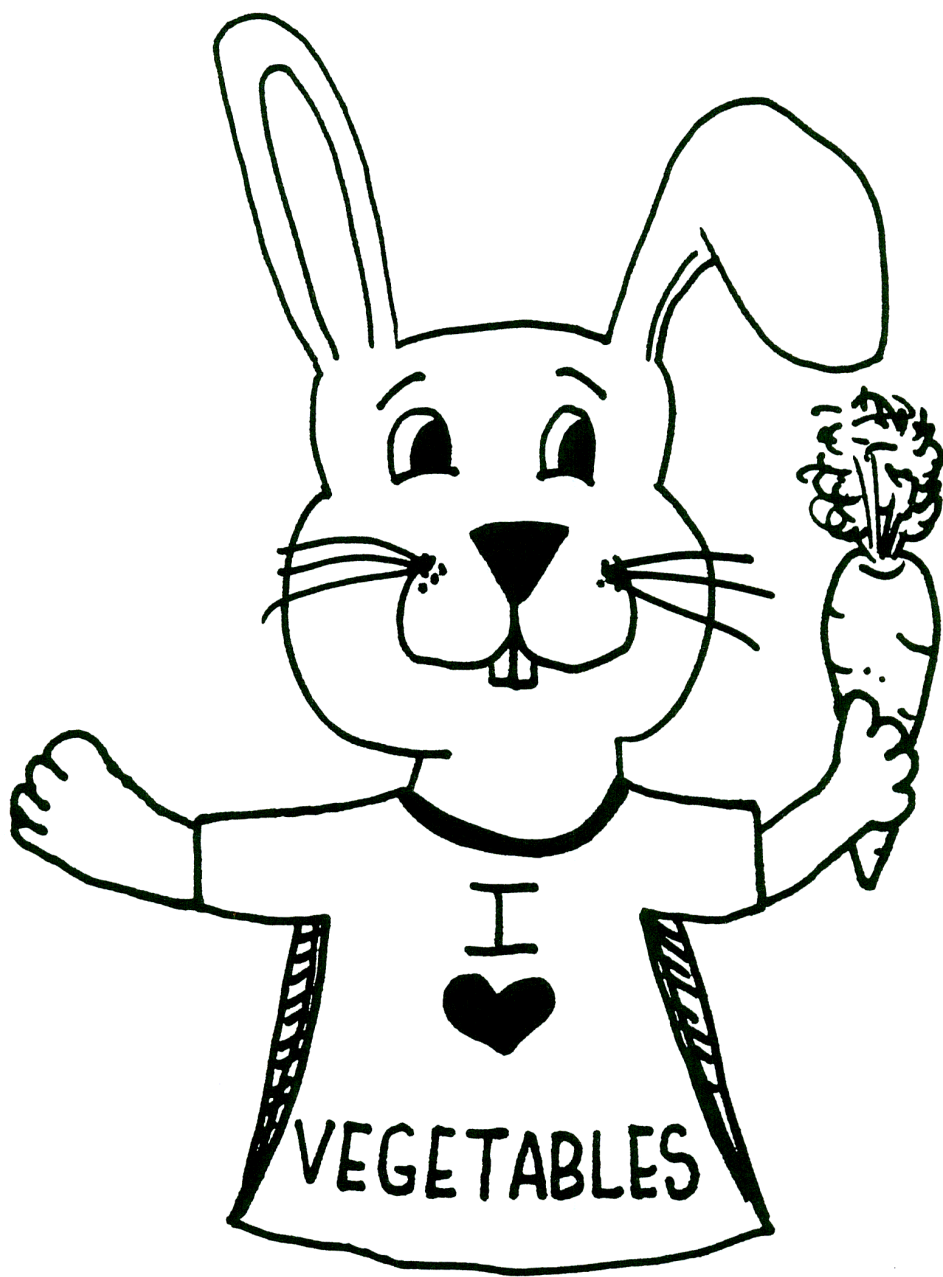
Ung Choi

Watercress

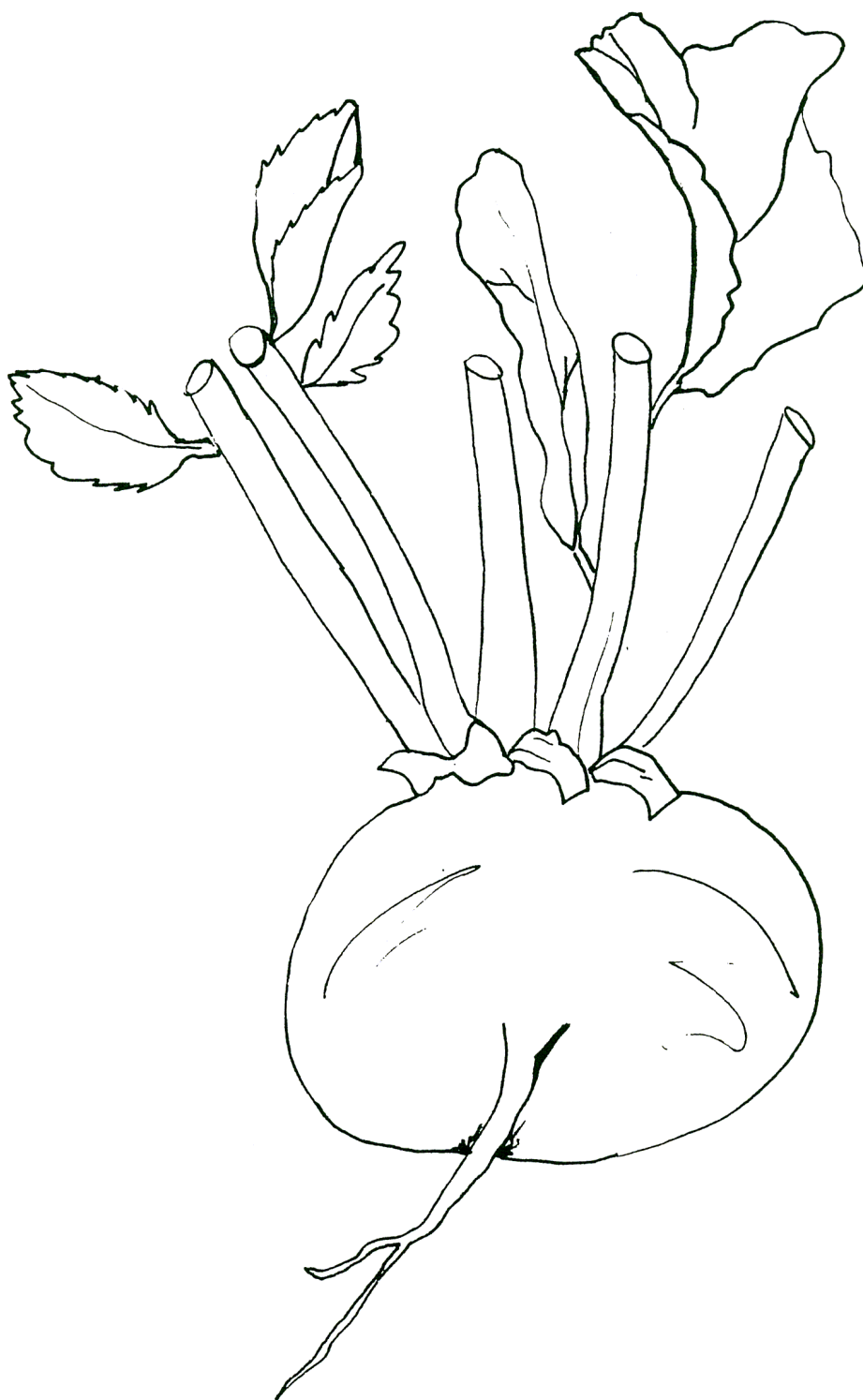
Winged Beans

Protective Foods
to
GLOW





Reggie Rabbit



Beet



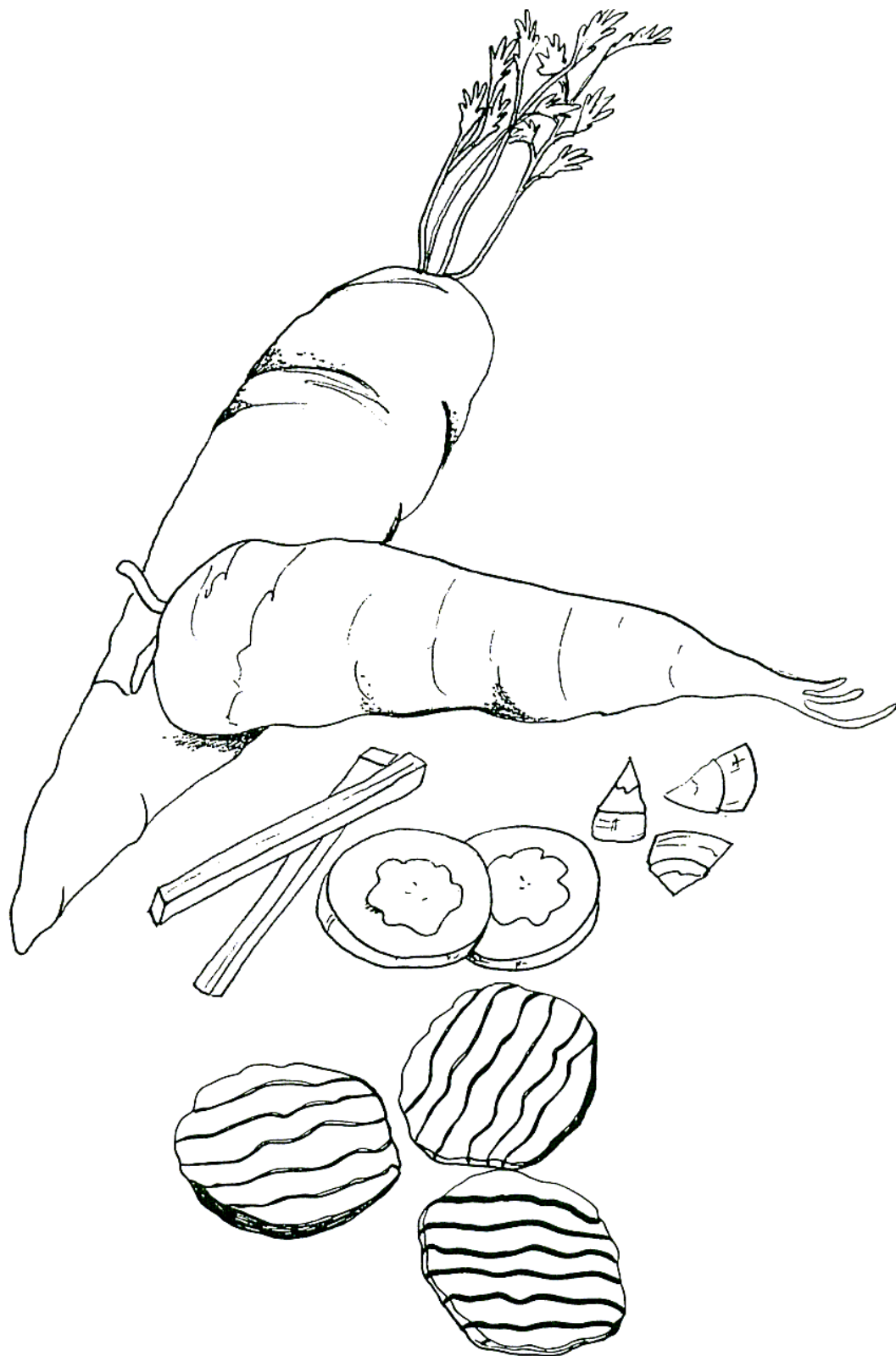
Bell Peppers



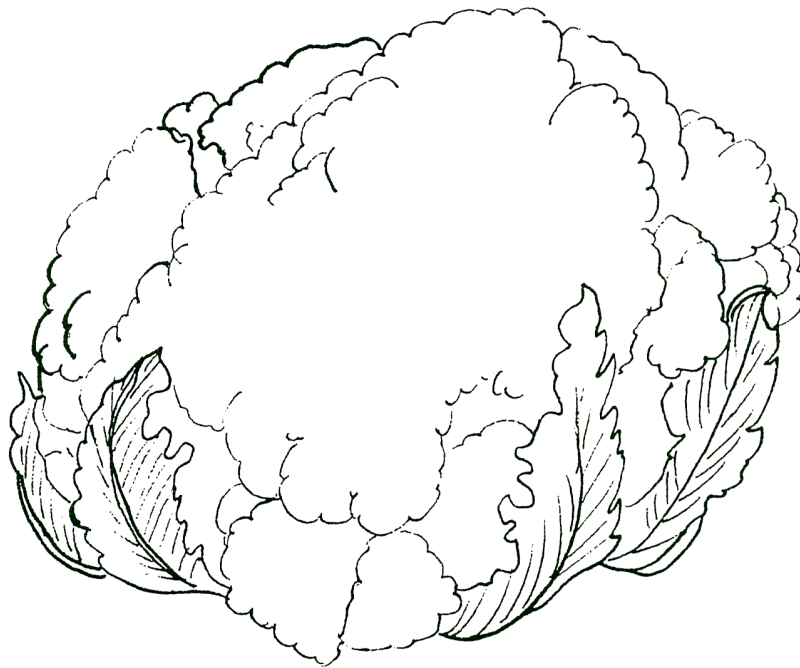
Broccoli



Cabbage



Carrots



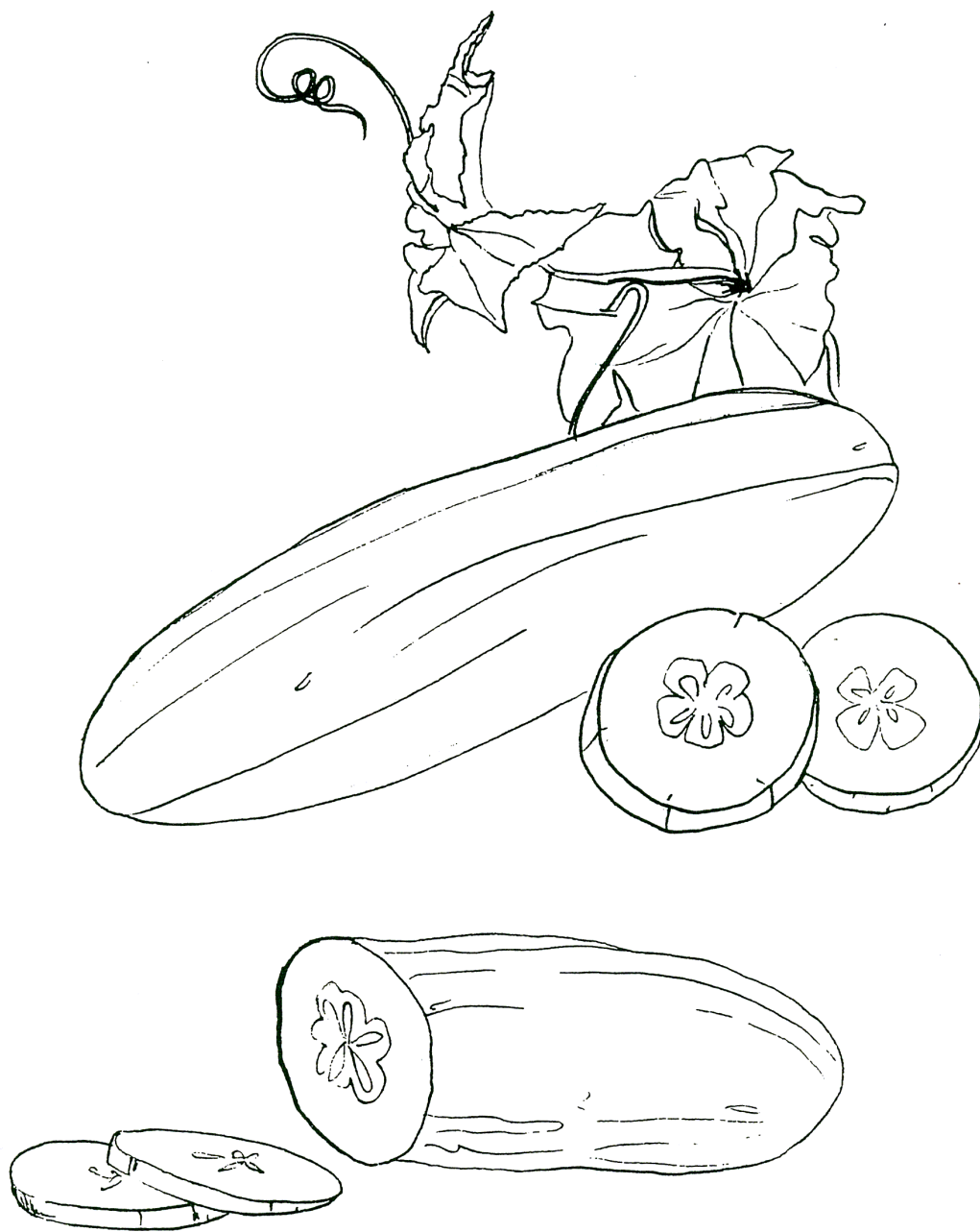
Cauliflower



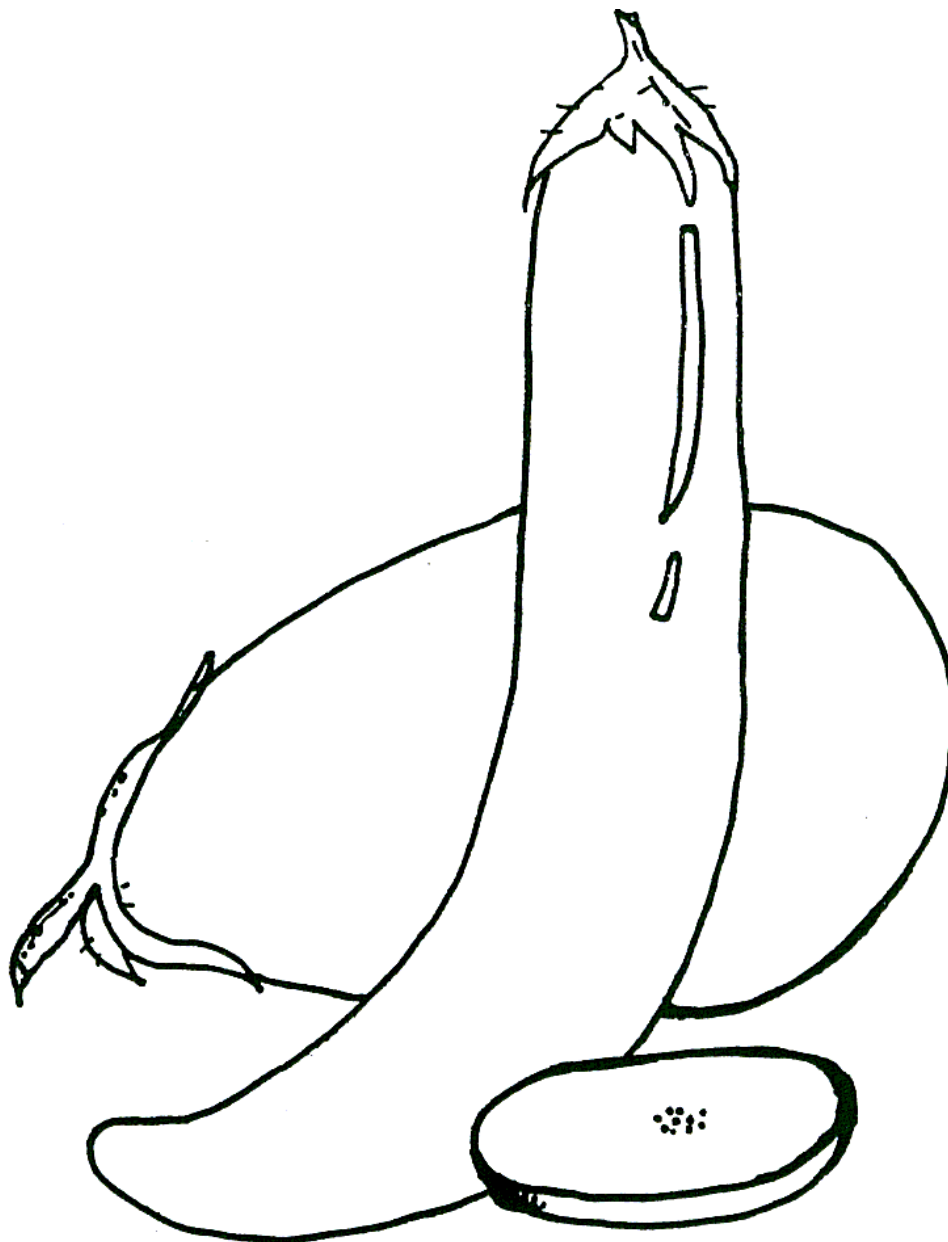
Celery



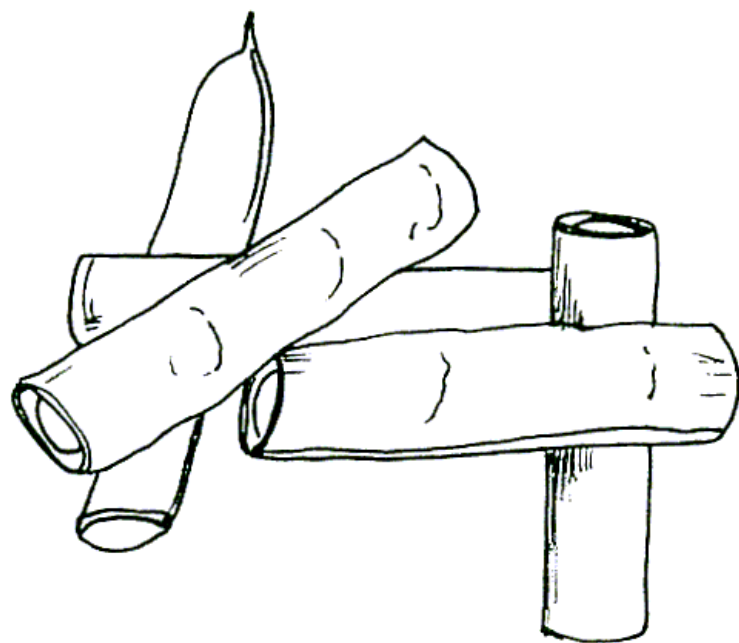
Chinese Cabbage



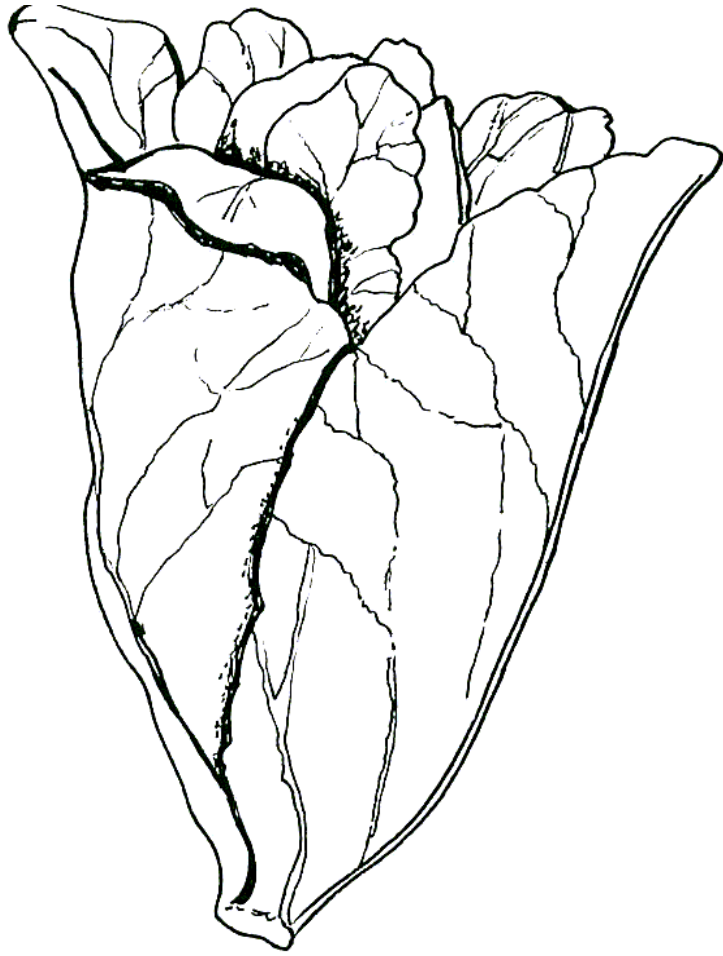
Cucumber



Eggplant



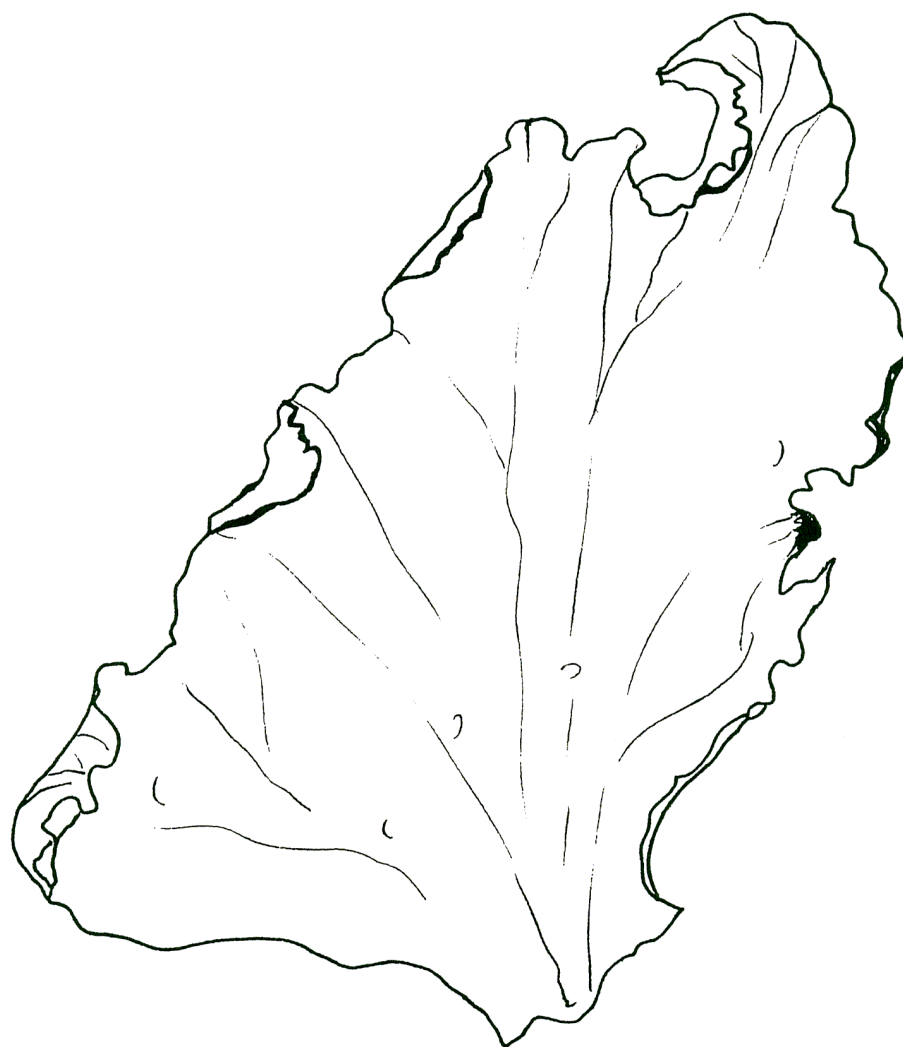
Green Beans



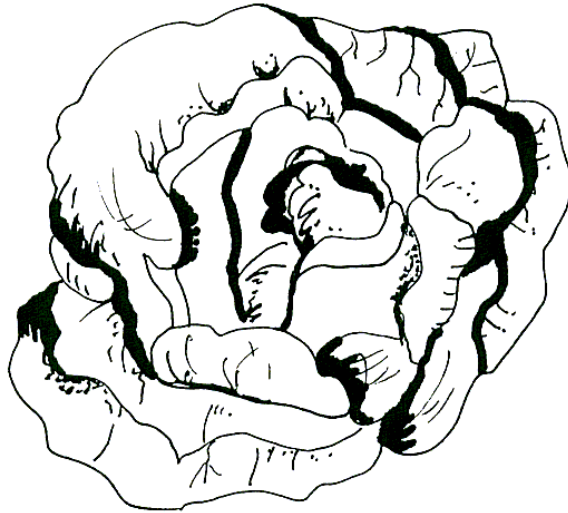
Leafy Greens



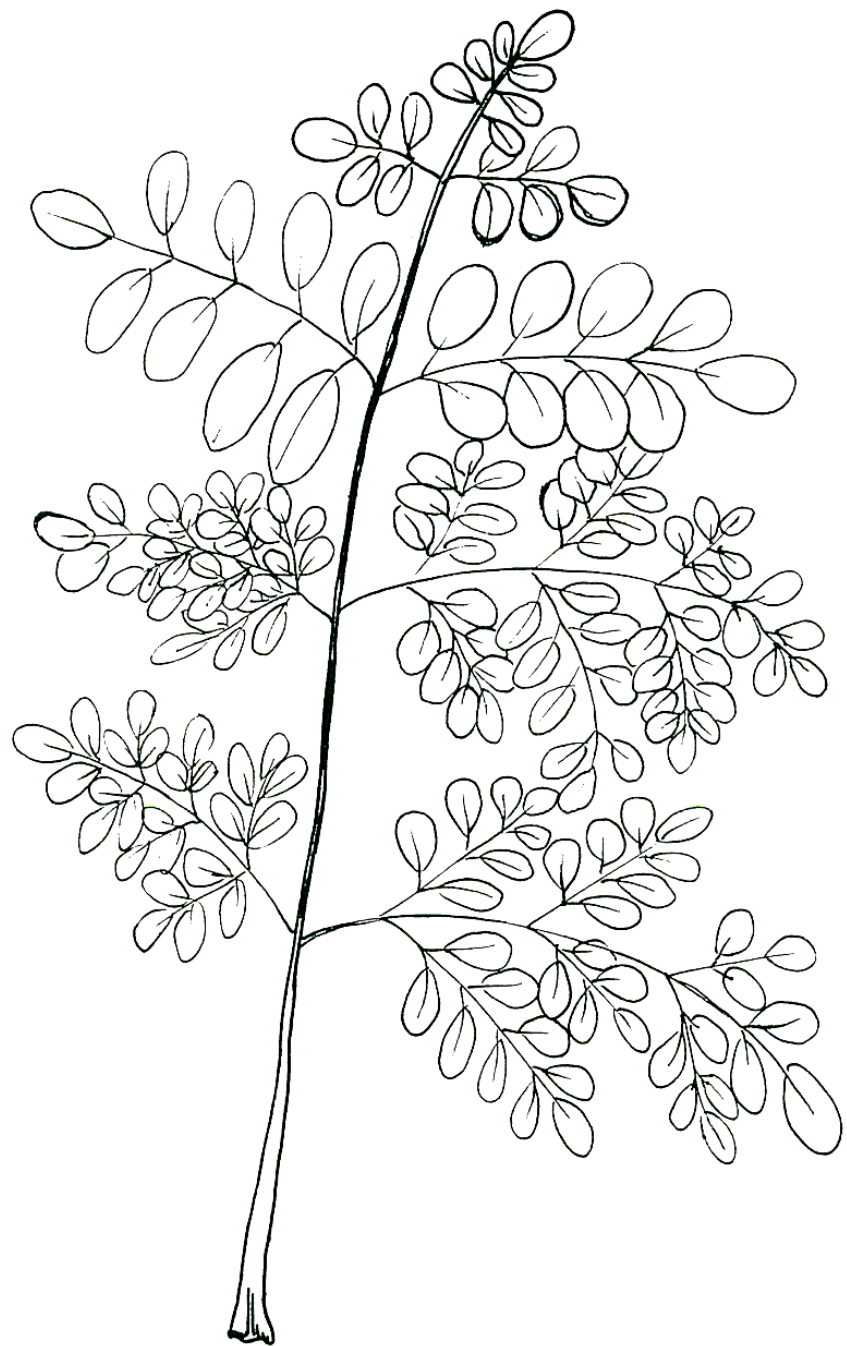
Lettuce



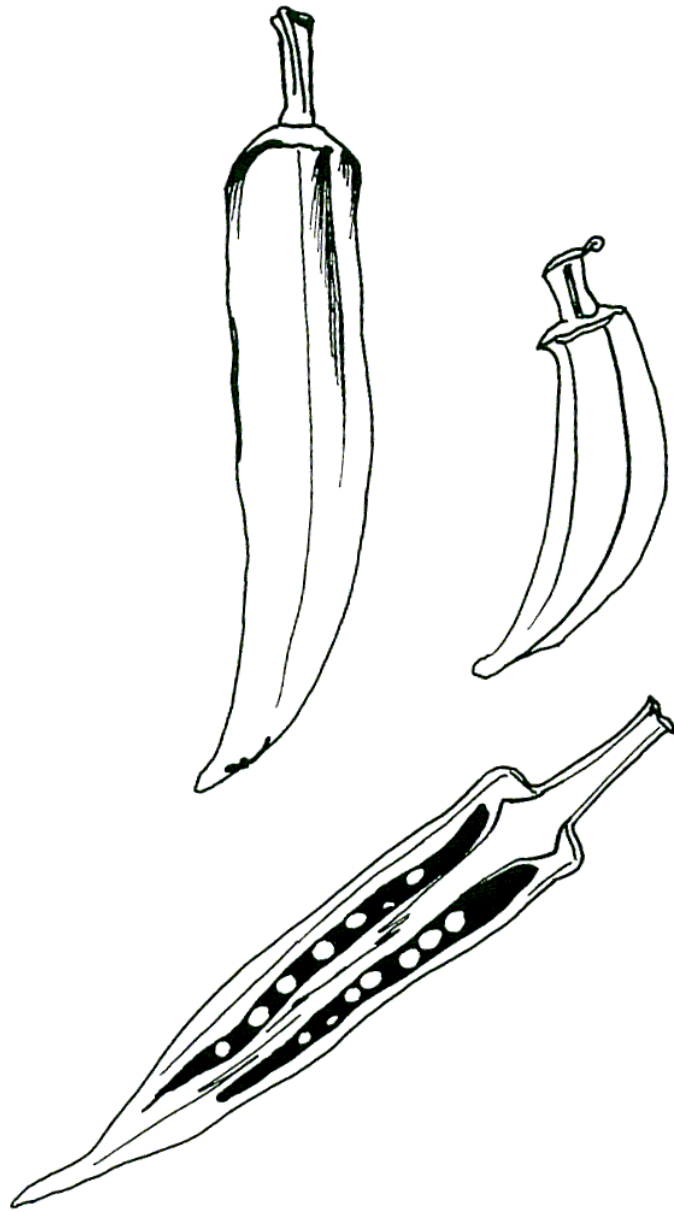
Lettuce Leaf



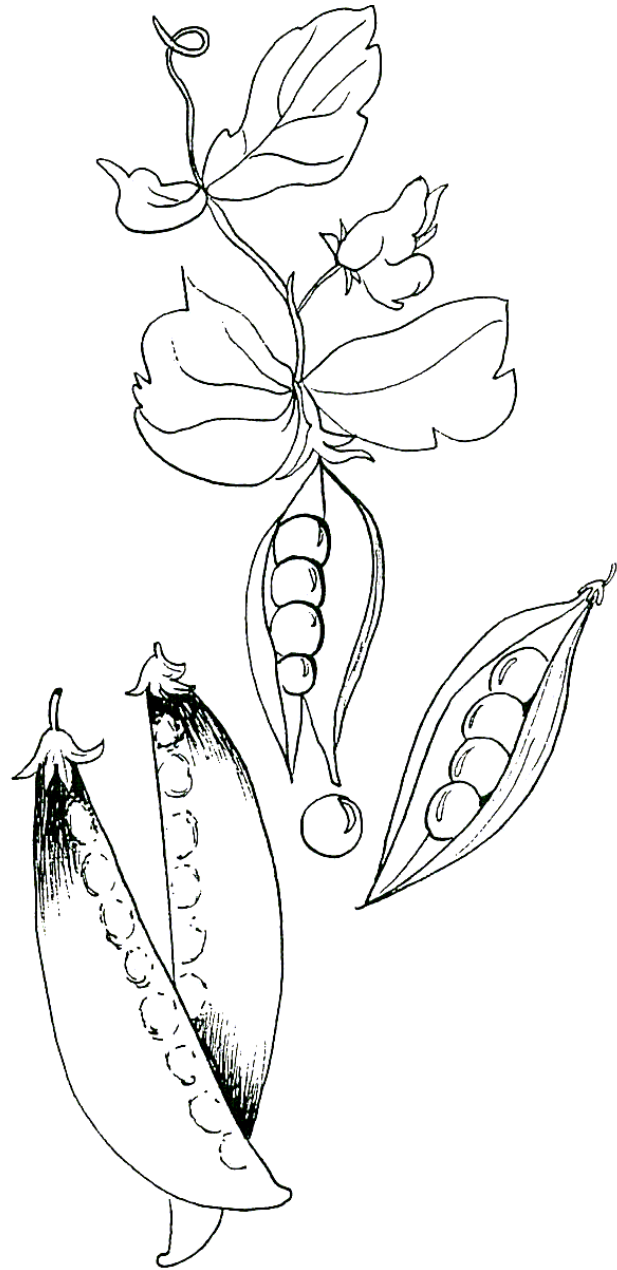
Manoa Lettuce



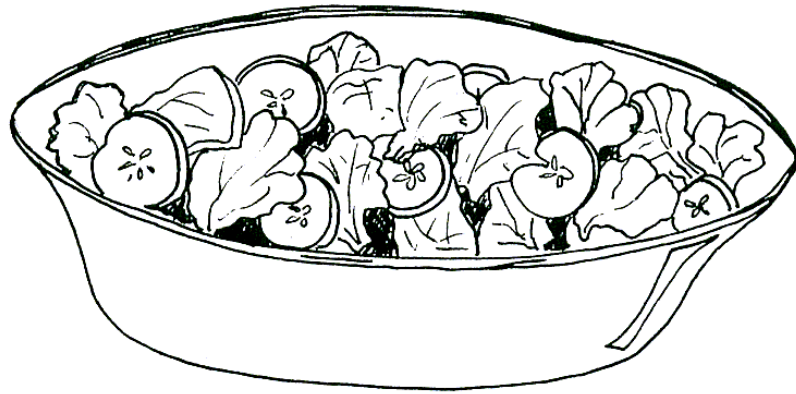
Marungay Leaves



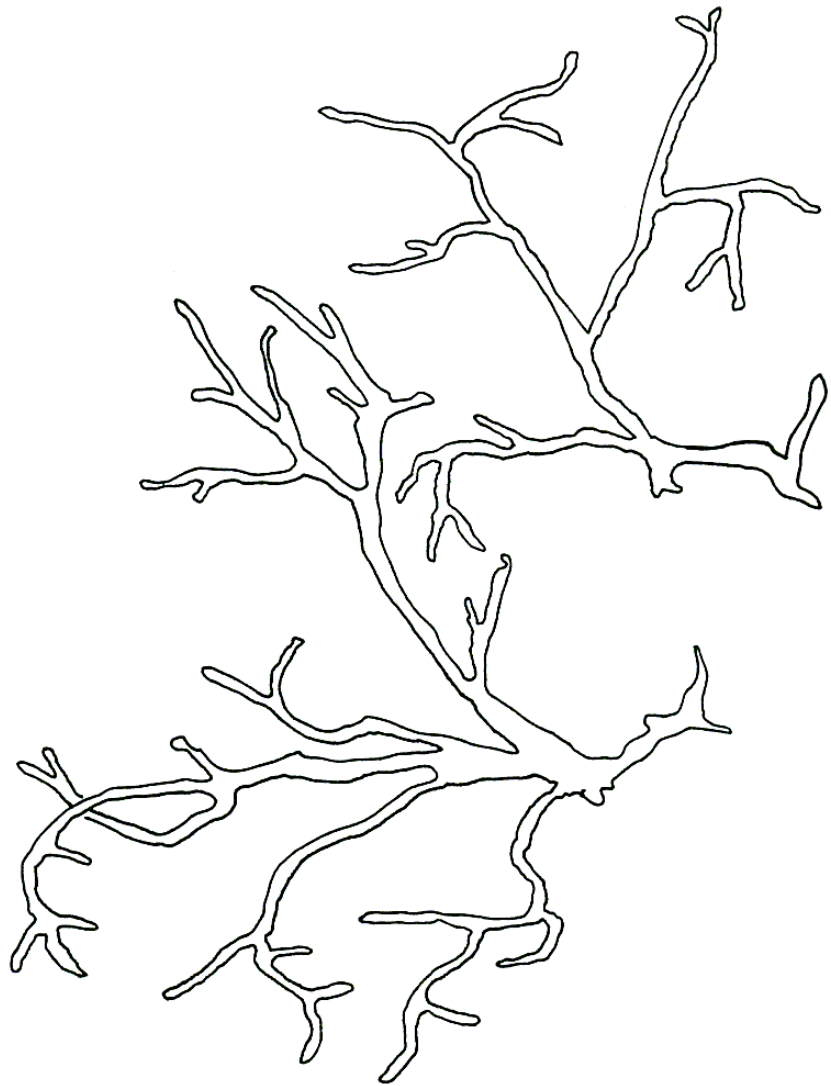
Okra



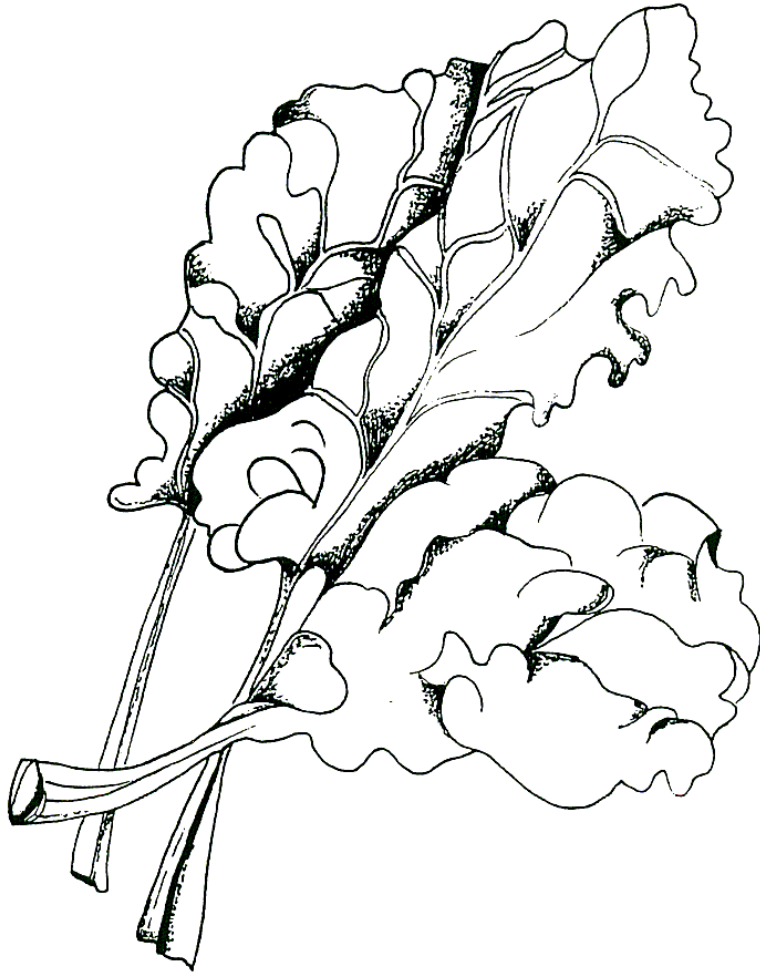
Peas



Salad Greens



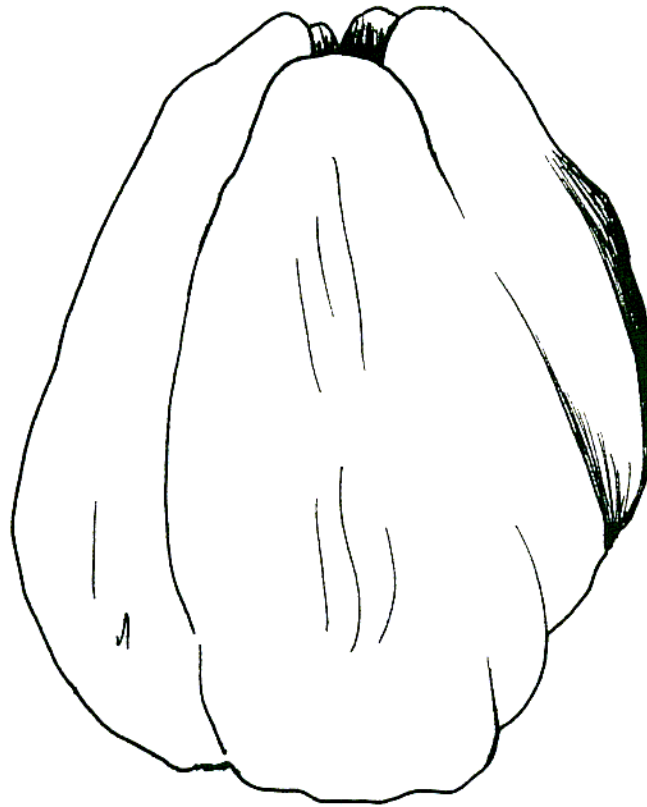
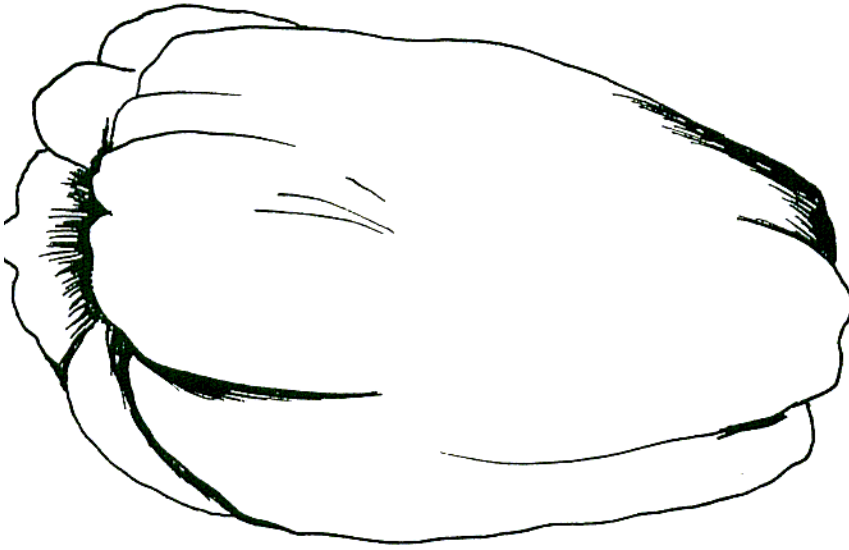
Seaweed



Spinach



Squash: Acorn



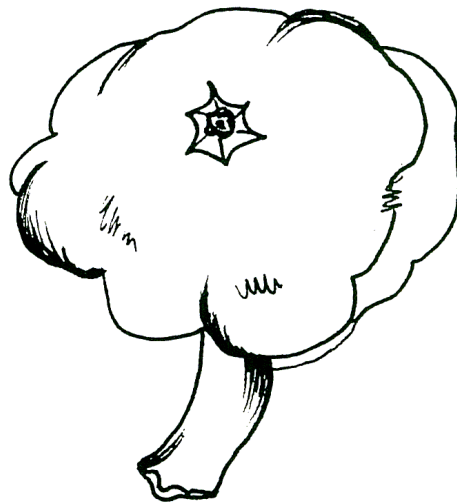
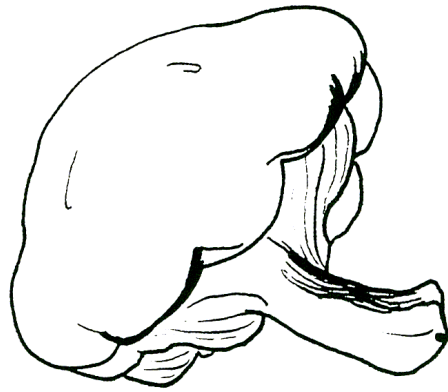
Squash: Chayote



Squash: Gooseneck



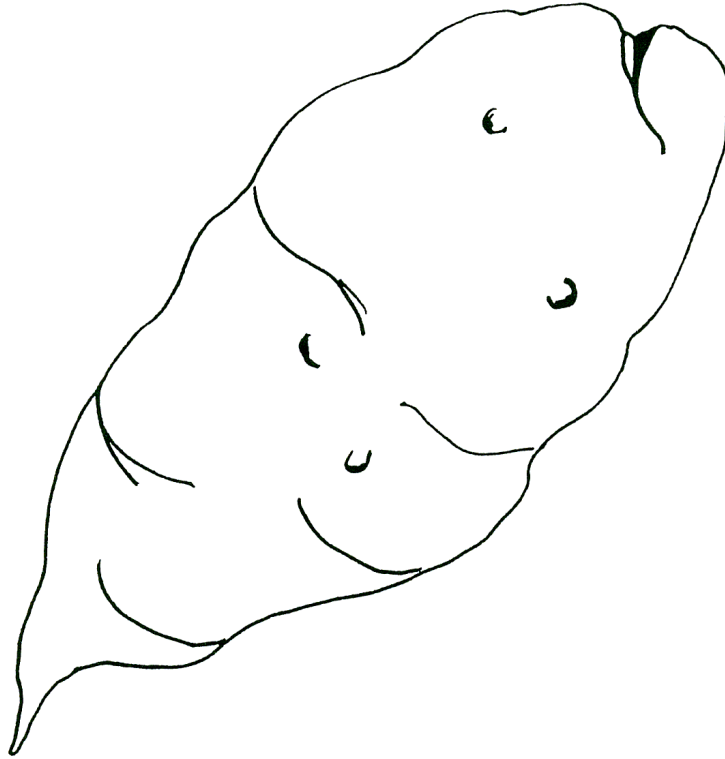
Squash: Pumpkin



Squash: Summer



Squash: Zucchini



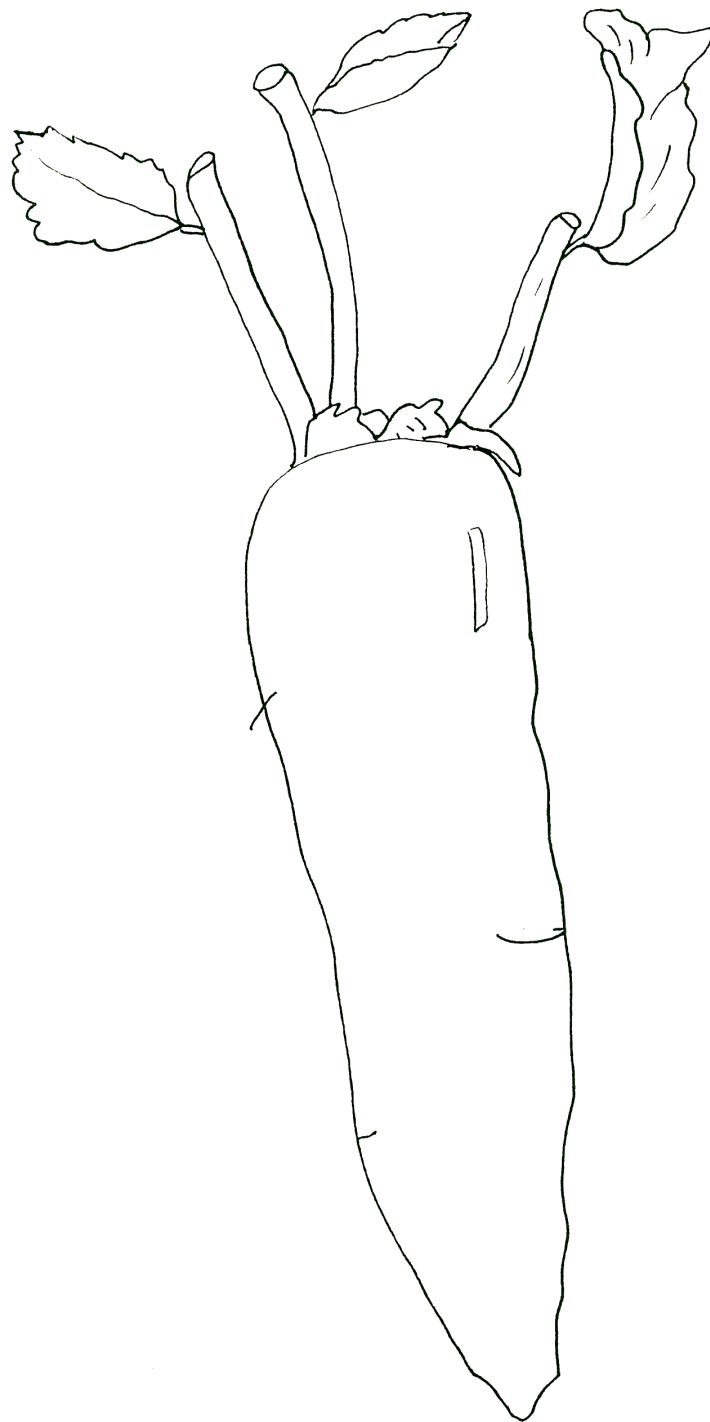
Sweet Potato



Taro Leaves - Cooked



Tomatoes



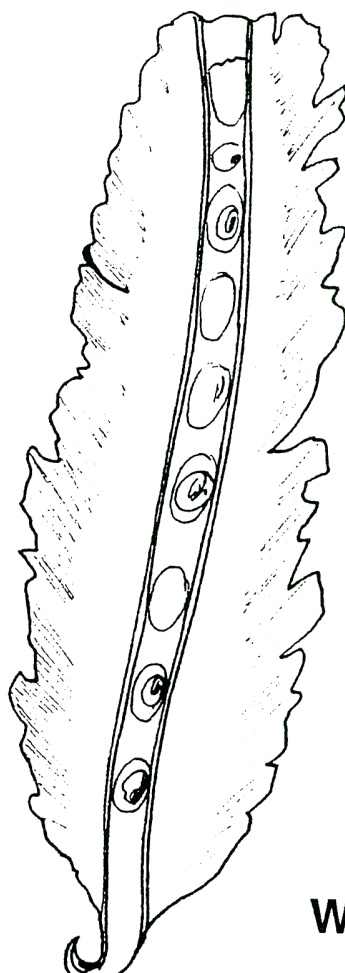
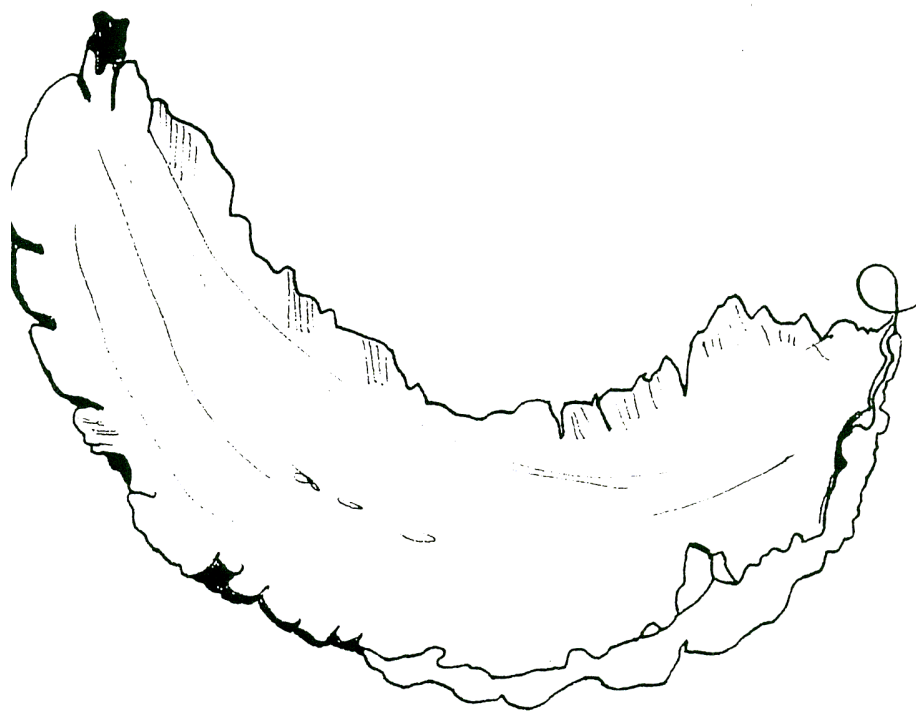
Turnip (Daikon)



Ung Choi



Watercress

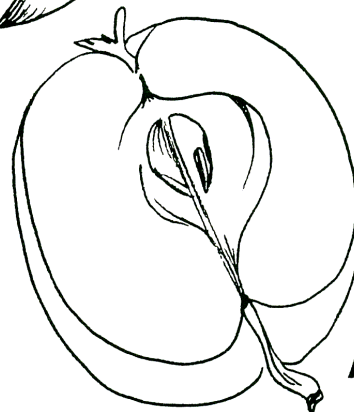
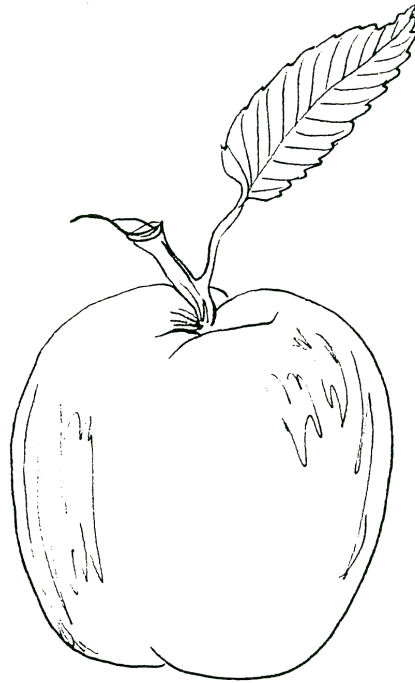


Winged Beans

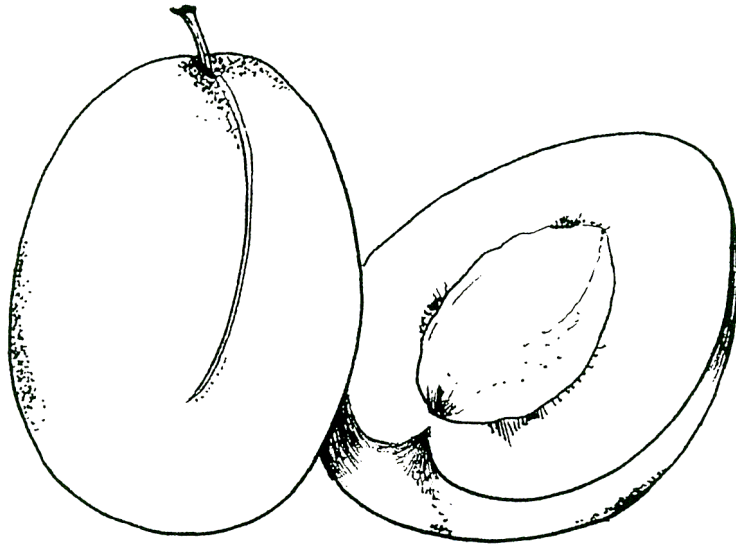
Graphics: Protective Foods

"Protective Foods To Glow" Fruits

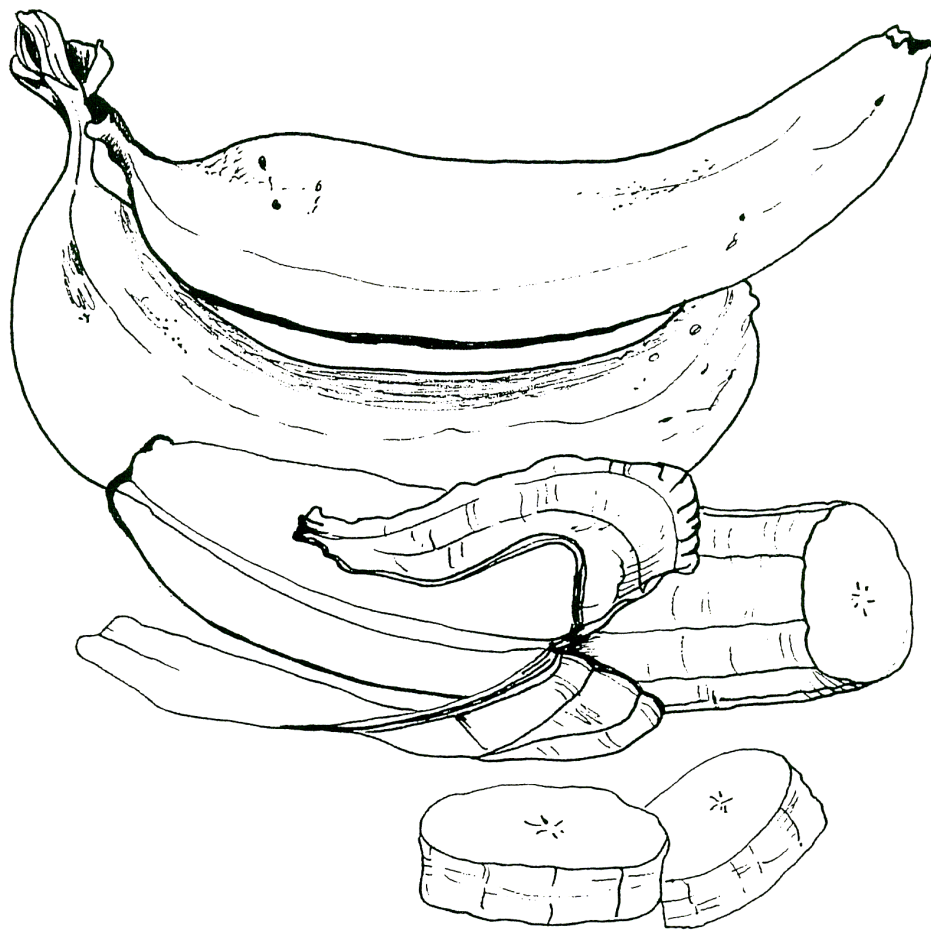
Apples
Apricot
Banana
Banana- Whole
Cherimoya
Grapes
Guava
Kiwi
Lychee
Mango
Mango- Whole
Melons: Cantaloupe/Wedge, Watermelon/Wedge
Orange/Wedge
Papaya
Peach/Wedges
Pear Half
Persimmon
Pineapple
Pineapple Chunks
Pomegranate
Prickly Pear
Starfruit
Strawberries
Tamarind
Tangerine



Apples



Apricot



Banana



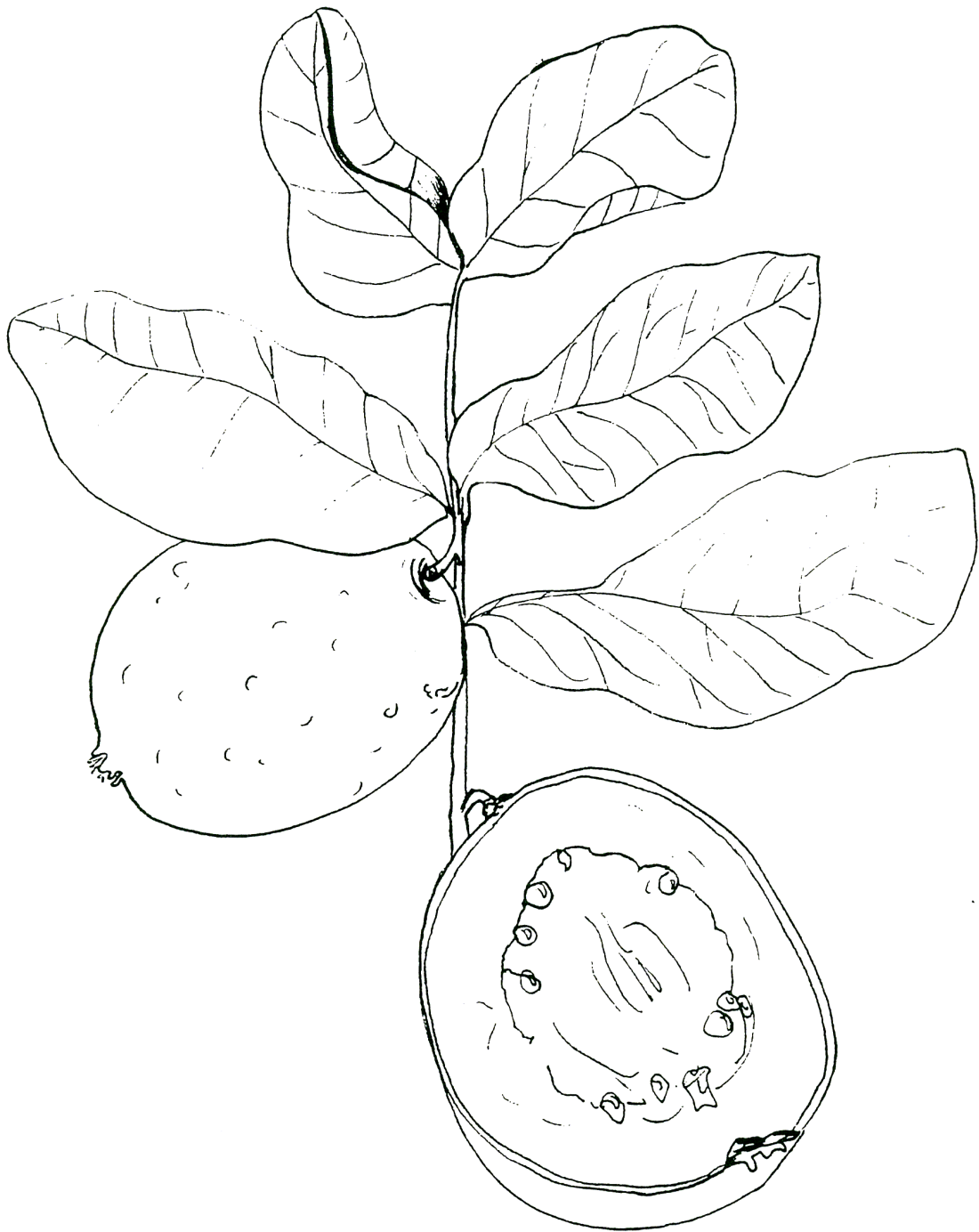
Banana - Whole



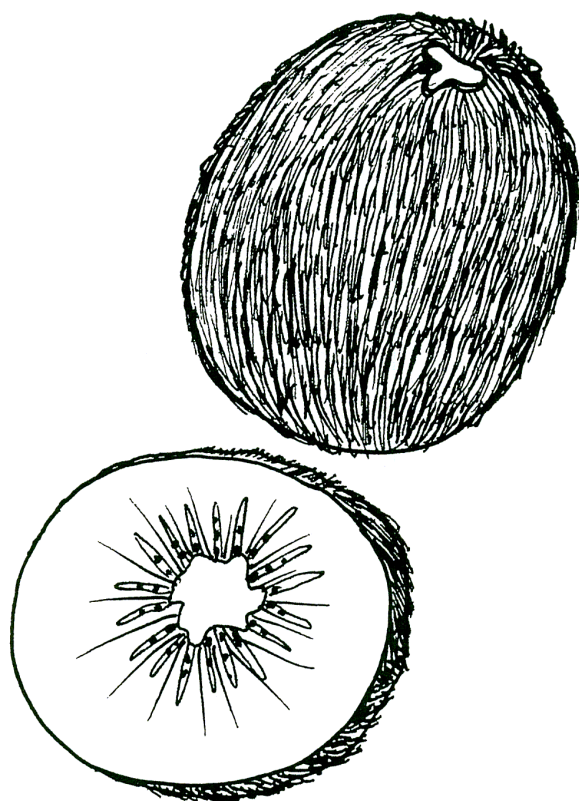
Cherimoya



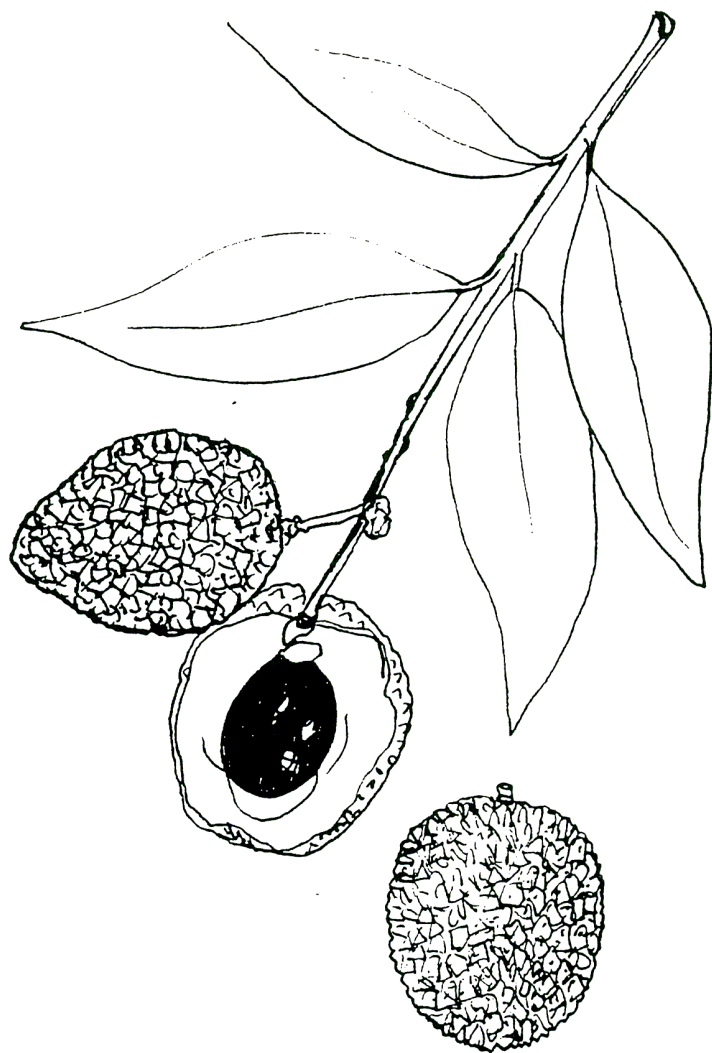
Grapes



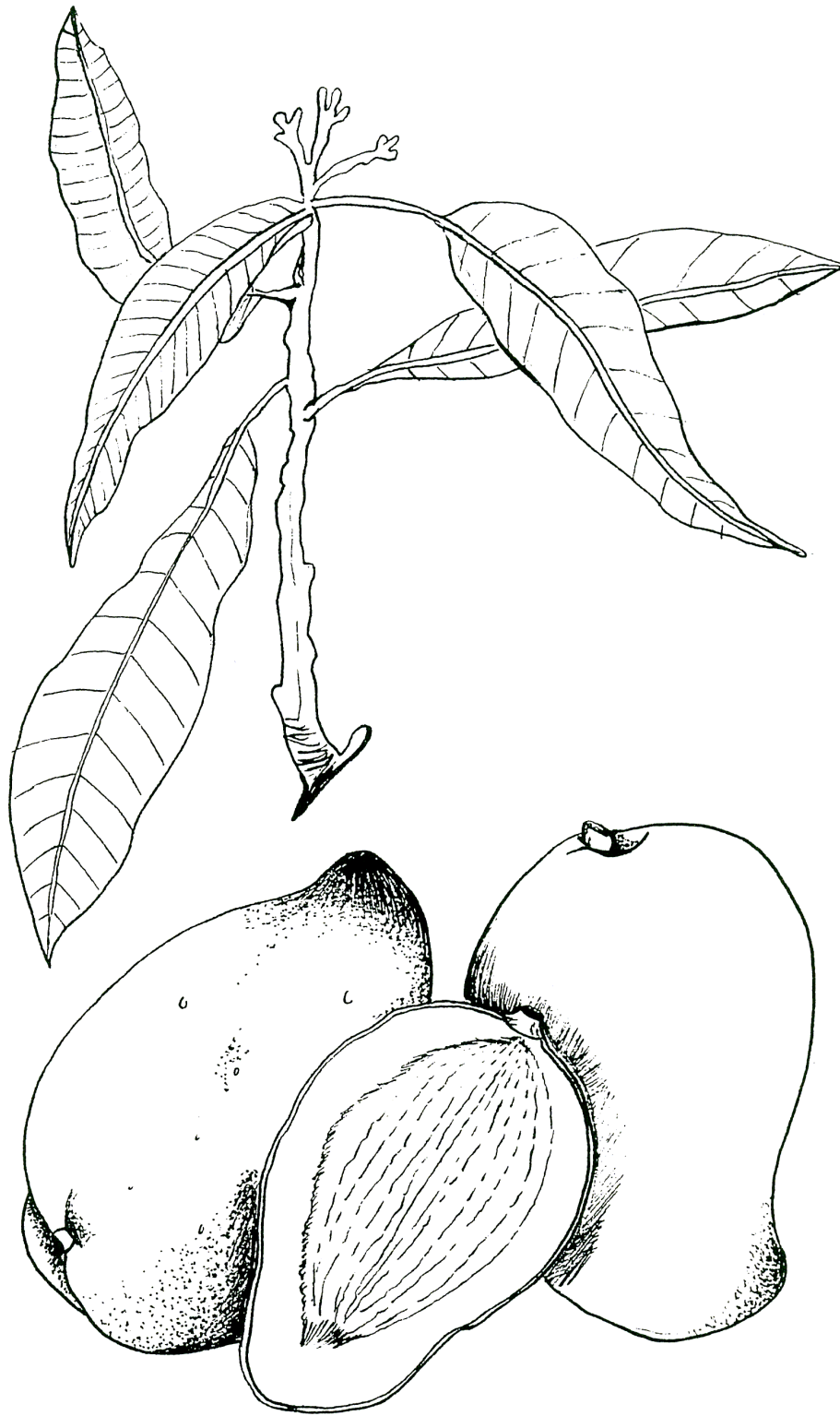
Guava



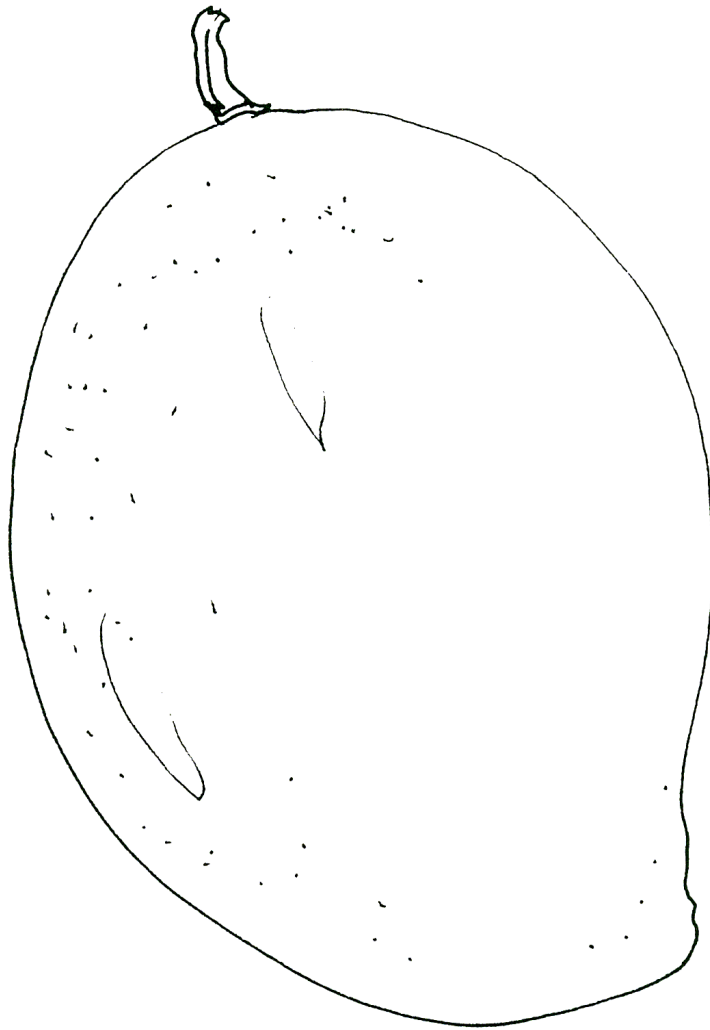
Kiwi



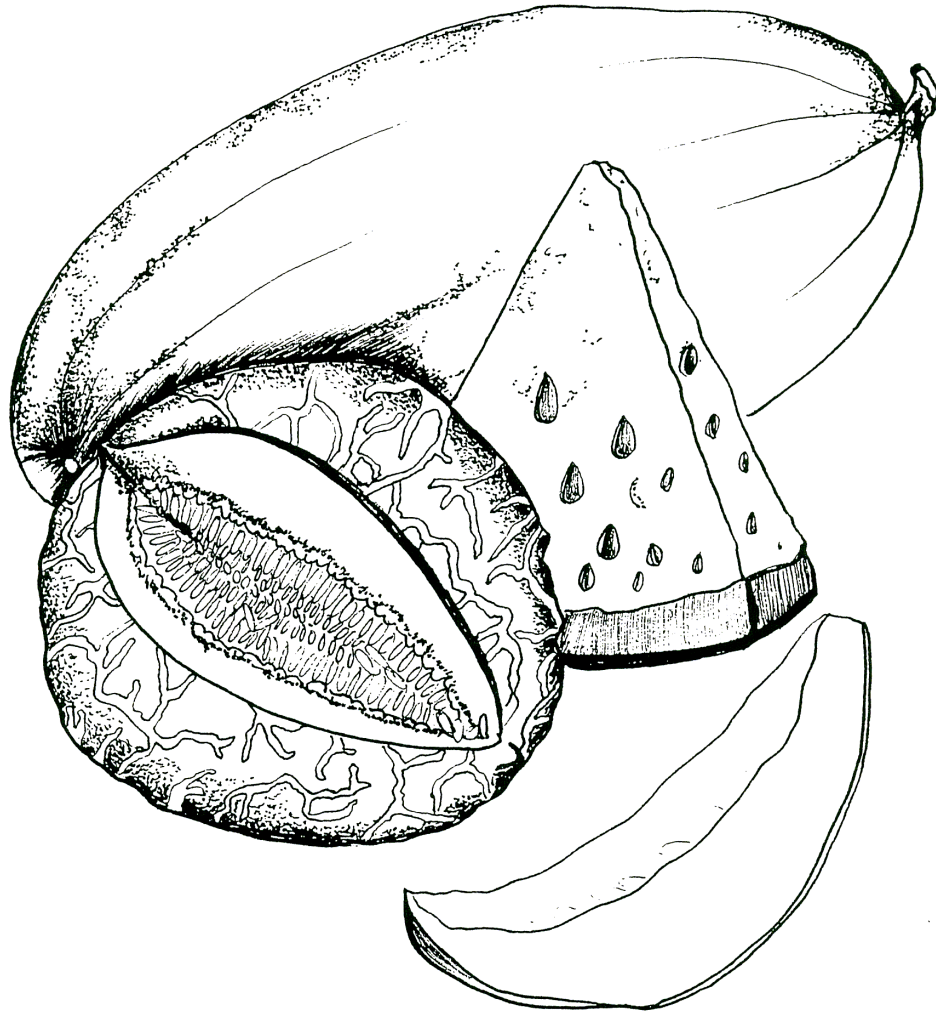
Lychee



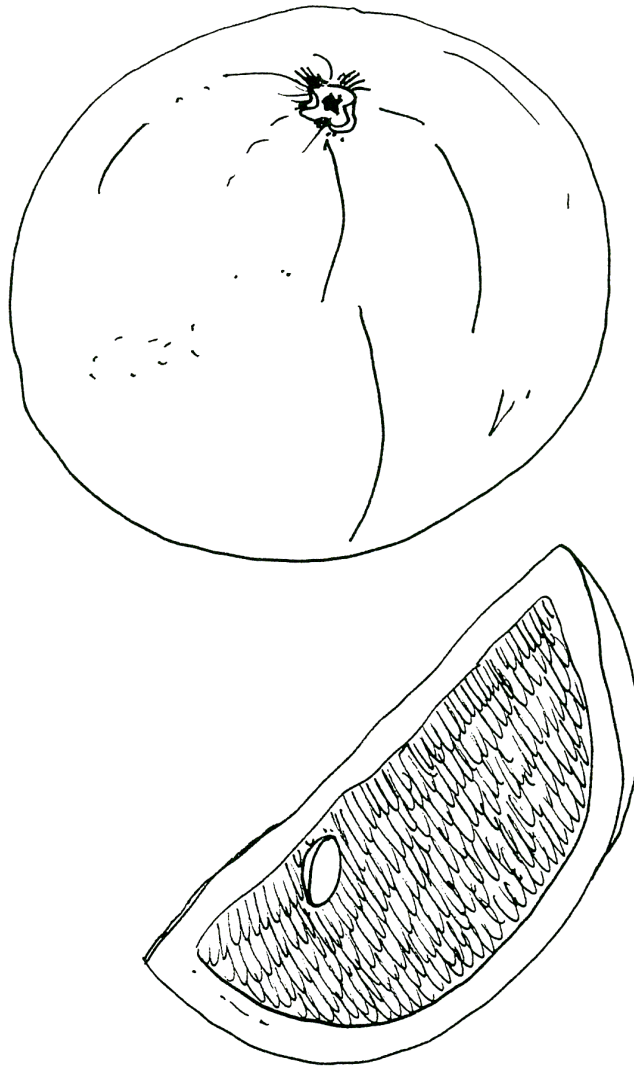
Mango



Mango - Whole



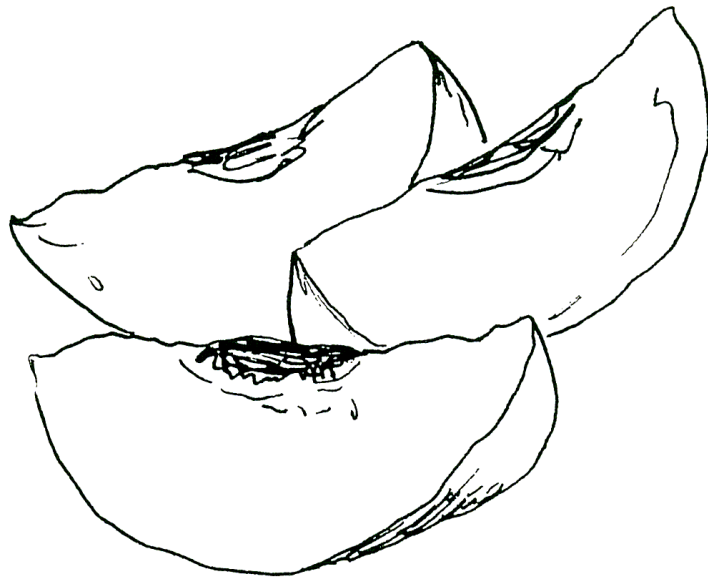
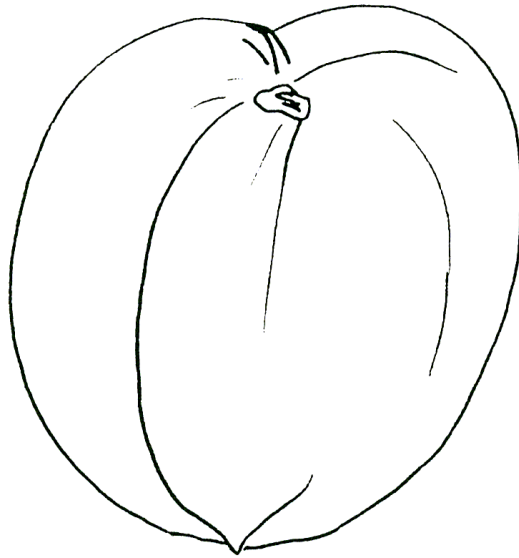
**Melons: Watermelon/Wedge
Cantaloupe/Wedge**



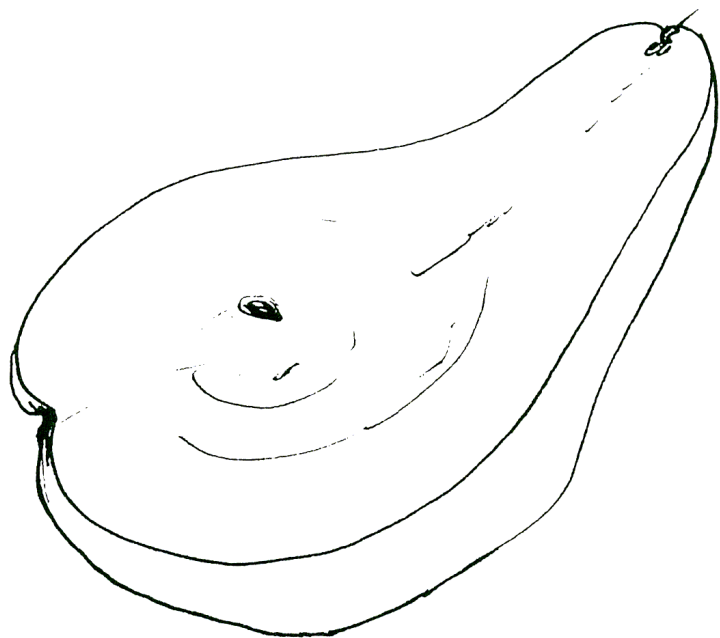
Orange/Wedge



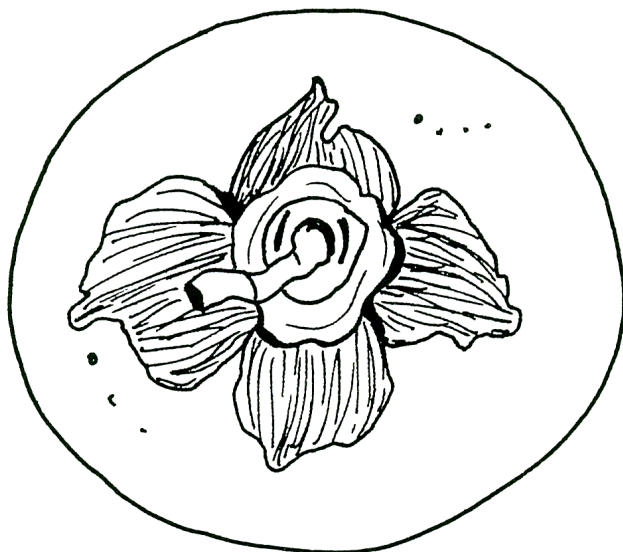
Papaya



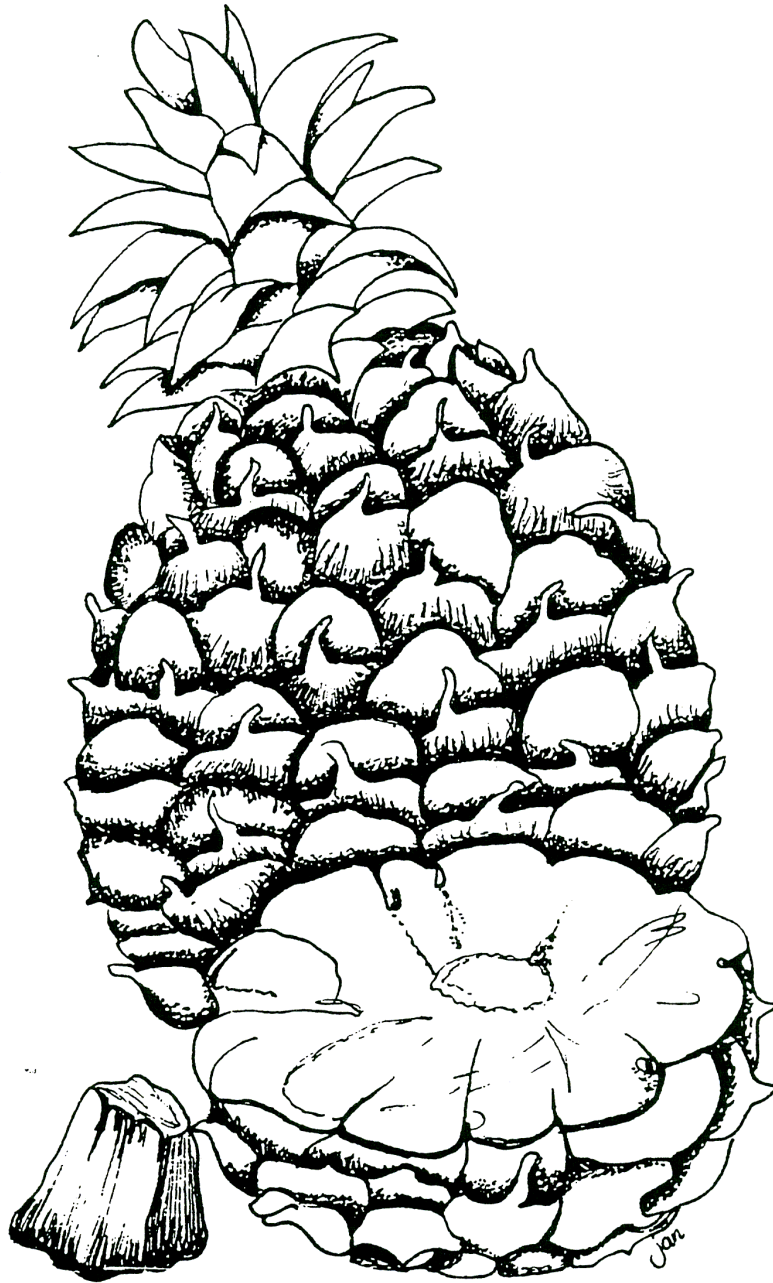
Peach/Wedges



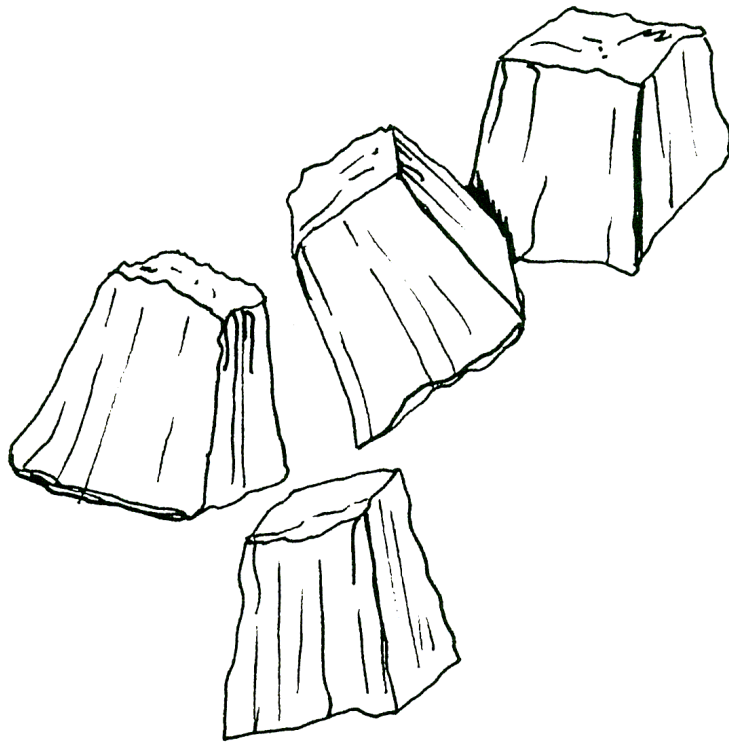
Pear Half



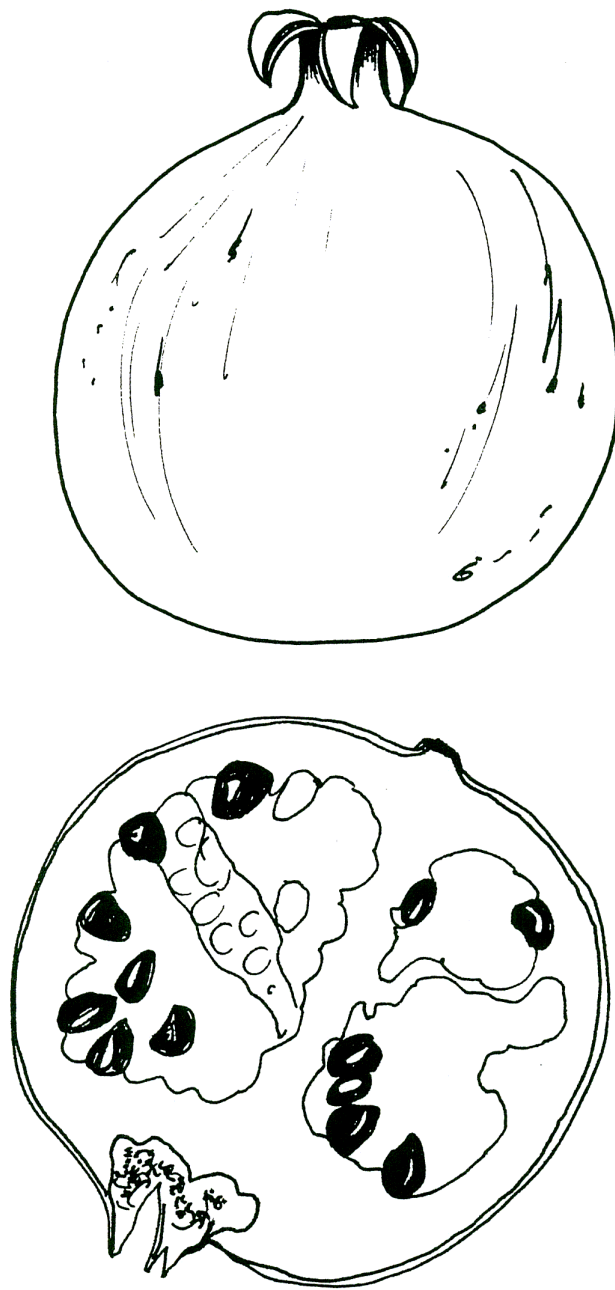
Persimmon



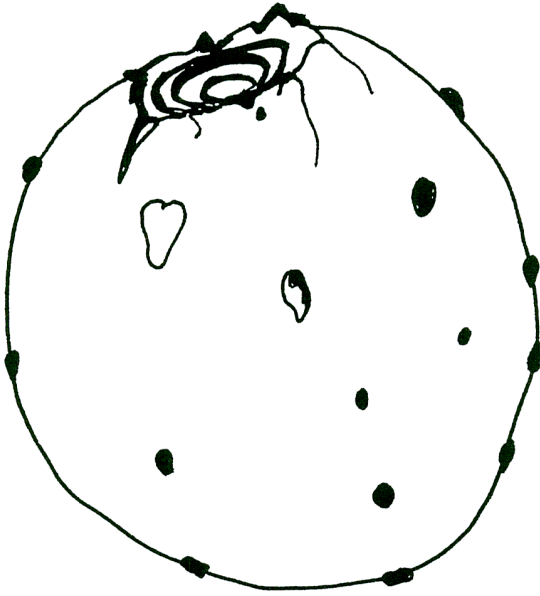
Pineapple



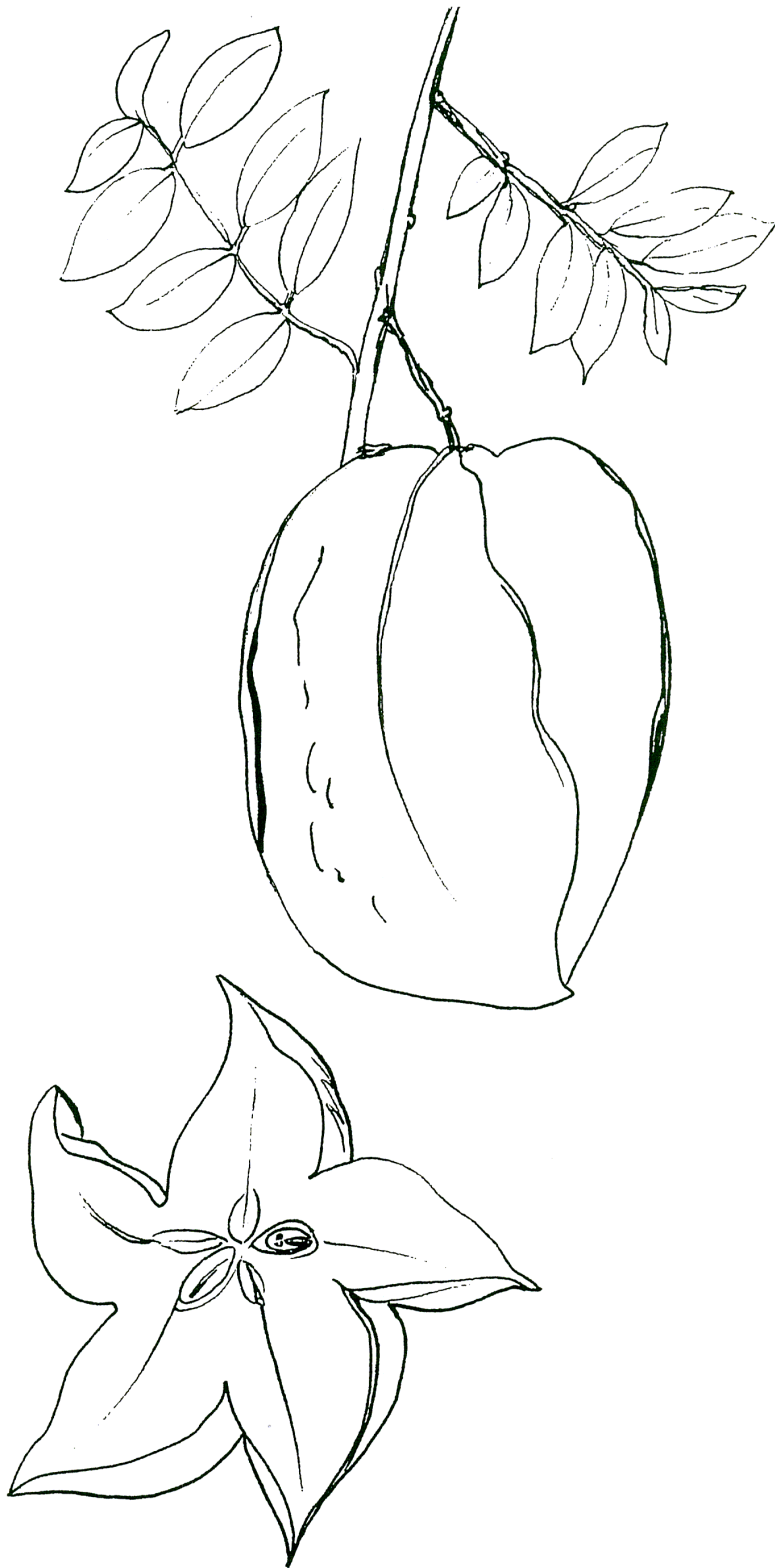
Pineapple Chunks



Pomegranate



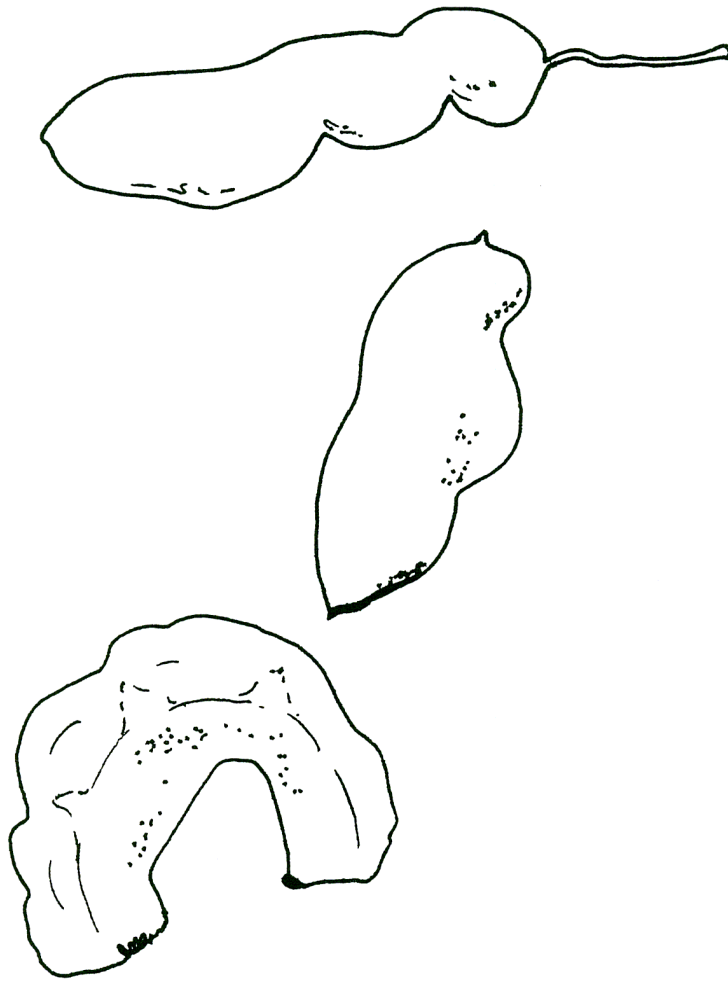
Prickly Pear



Starfruit



Strawberries



Tamarind



Tangerine

D. Graphics: Body Building Foods

“Body Building Foods To Grow”
Protein

Beans

Beans: String

Burger

Egg

Fish: Akule

Fish on Platter

Fish: Parts of

Fish: Sardines

Fish: Tuna

Meat

Meat: Chunks

Peanut

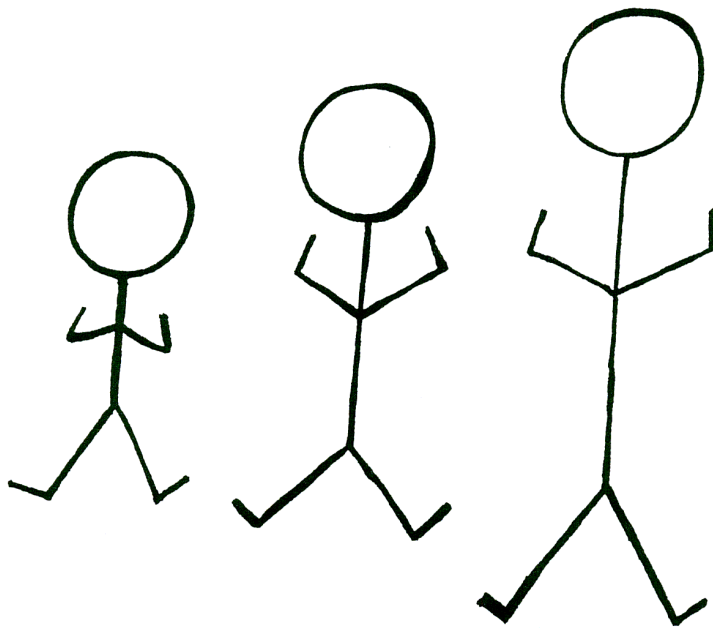
Peanut Butter

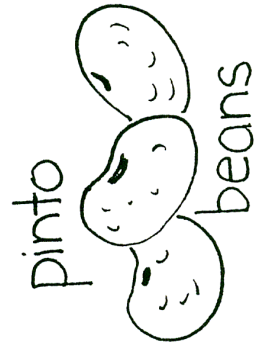
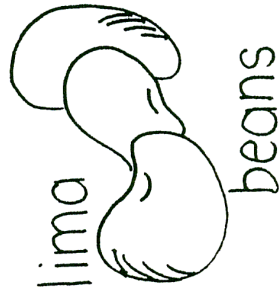
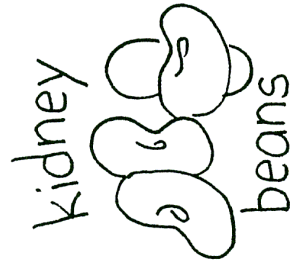
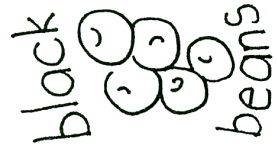
Pig = Pork

Poultry – Whole, Thigh & Drumstick

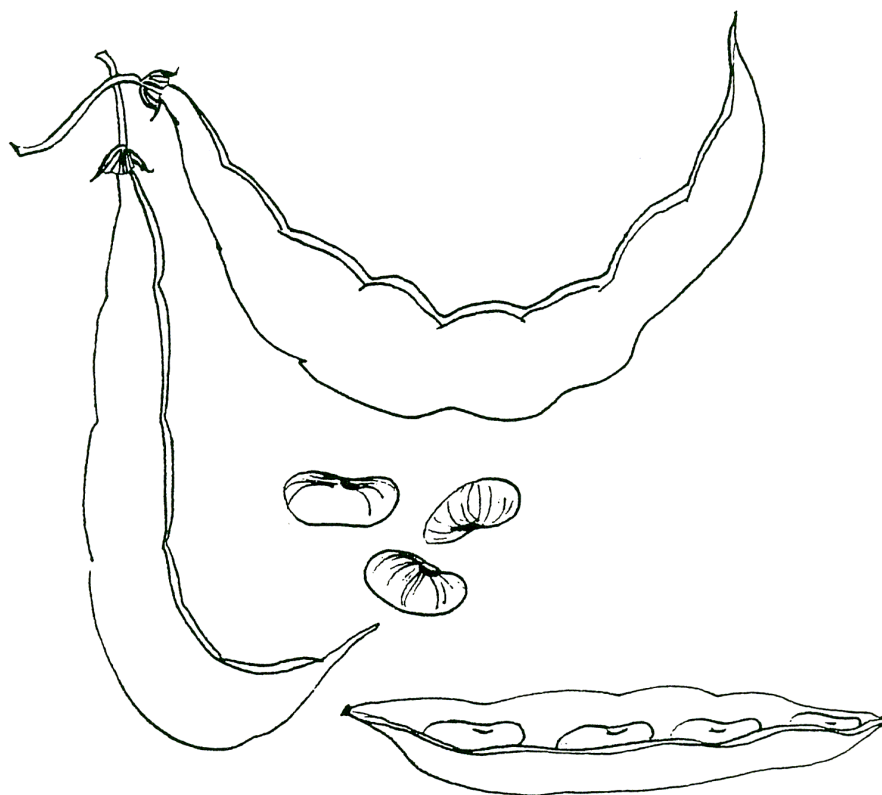
Tofu

Body Building Foods
to
GROW

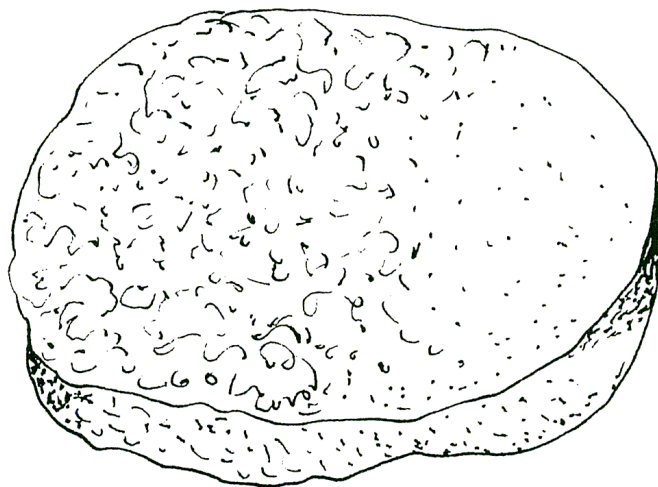




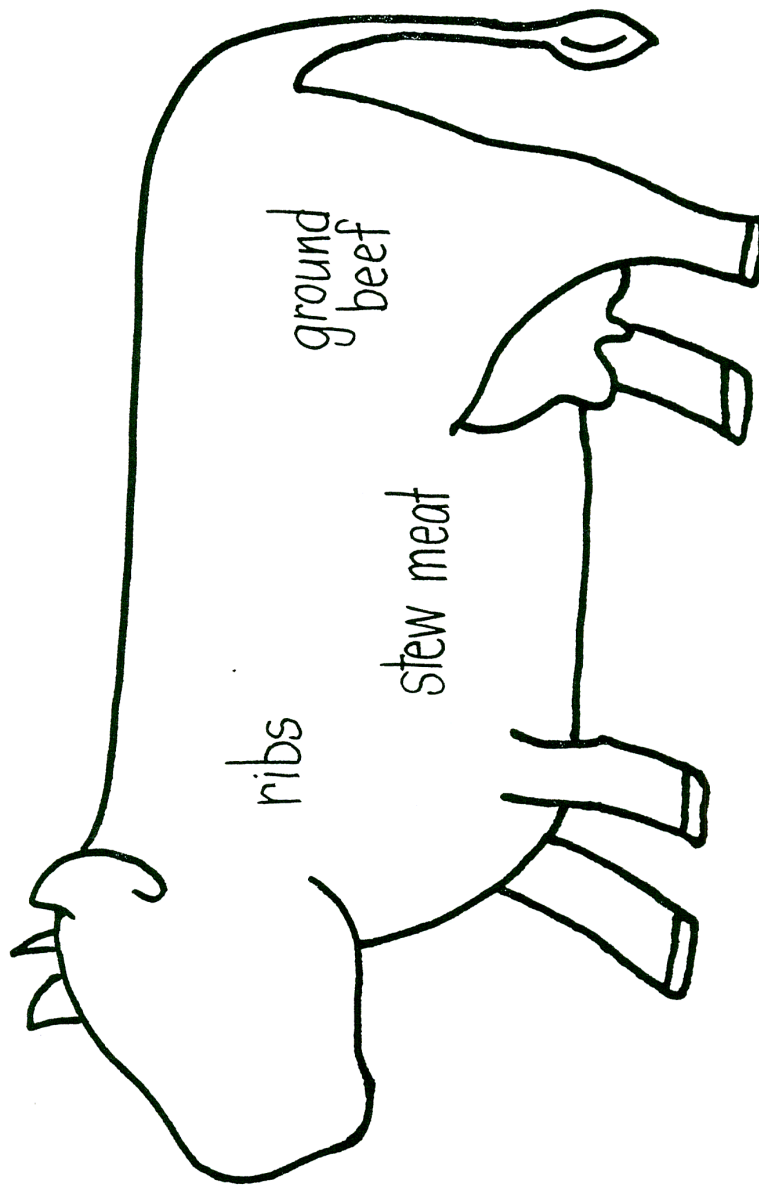
Beans



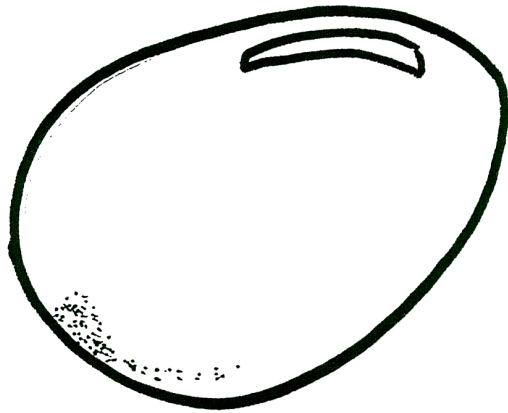
Beans: String



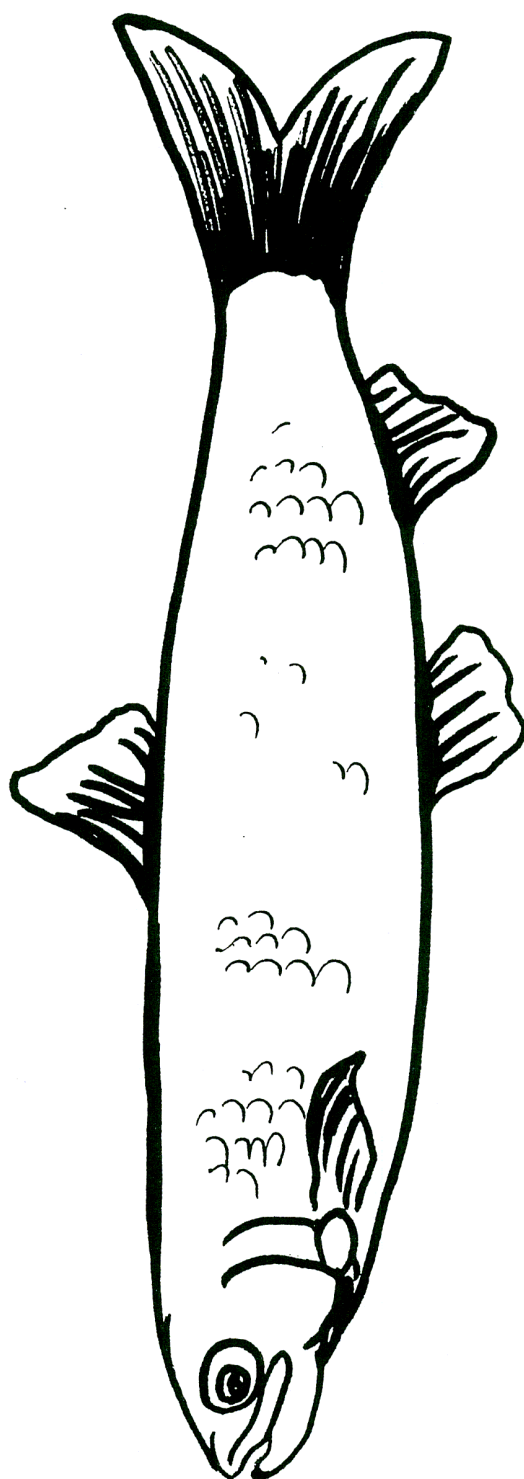
Burger



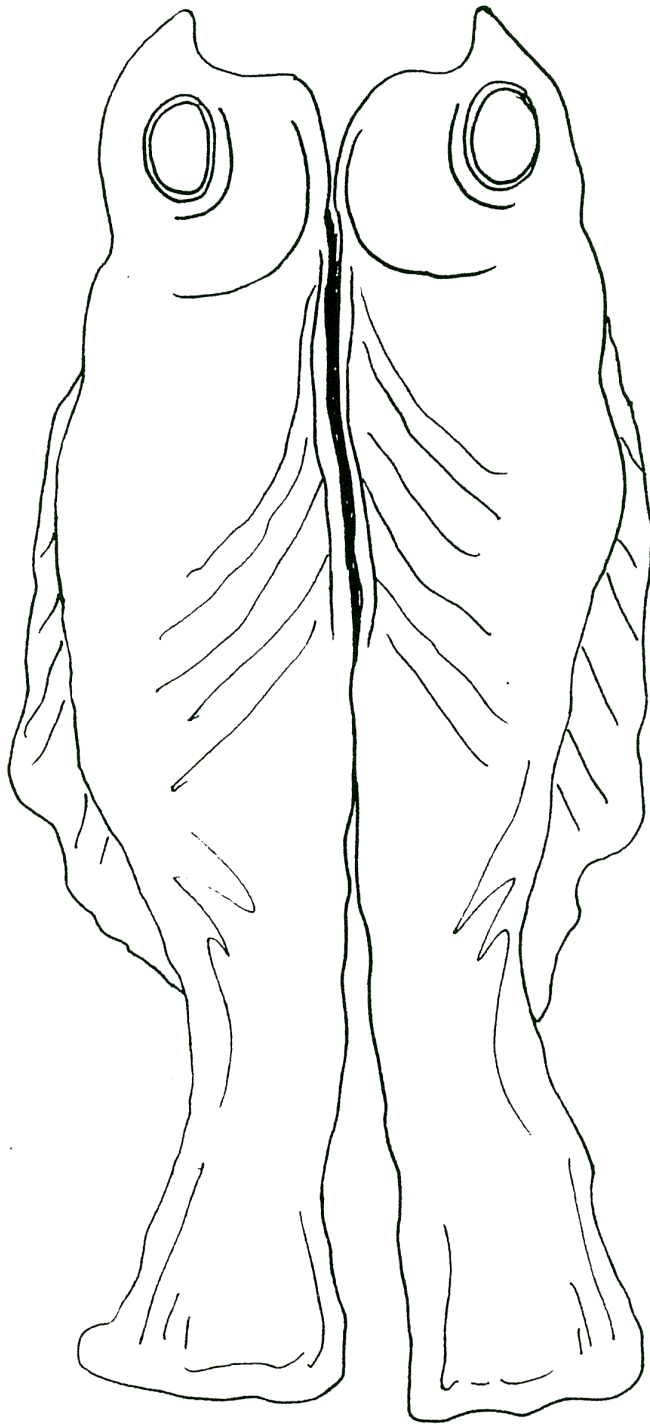
Cow = Beef



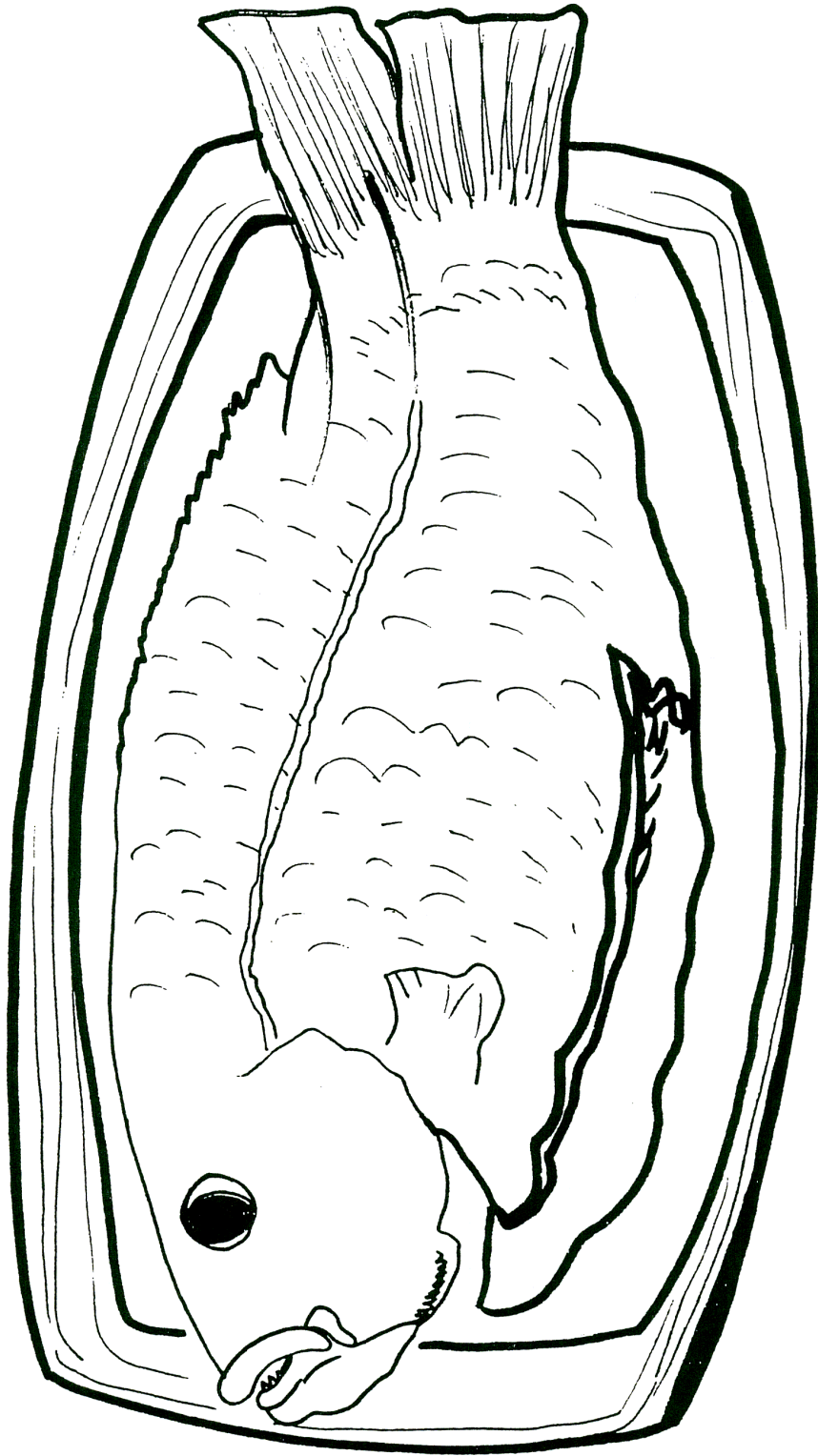
Egg



Fish

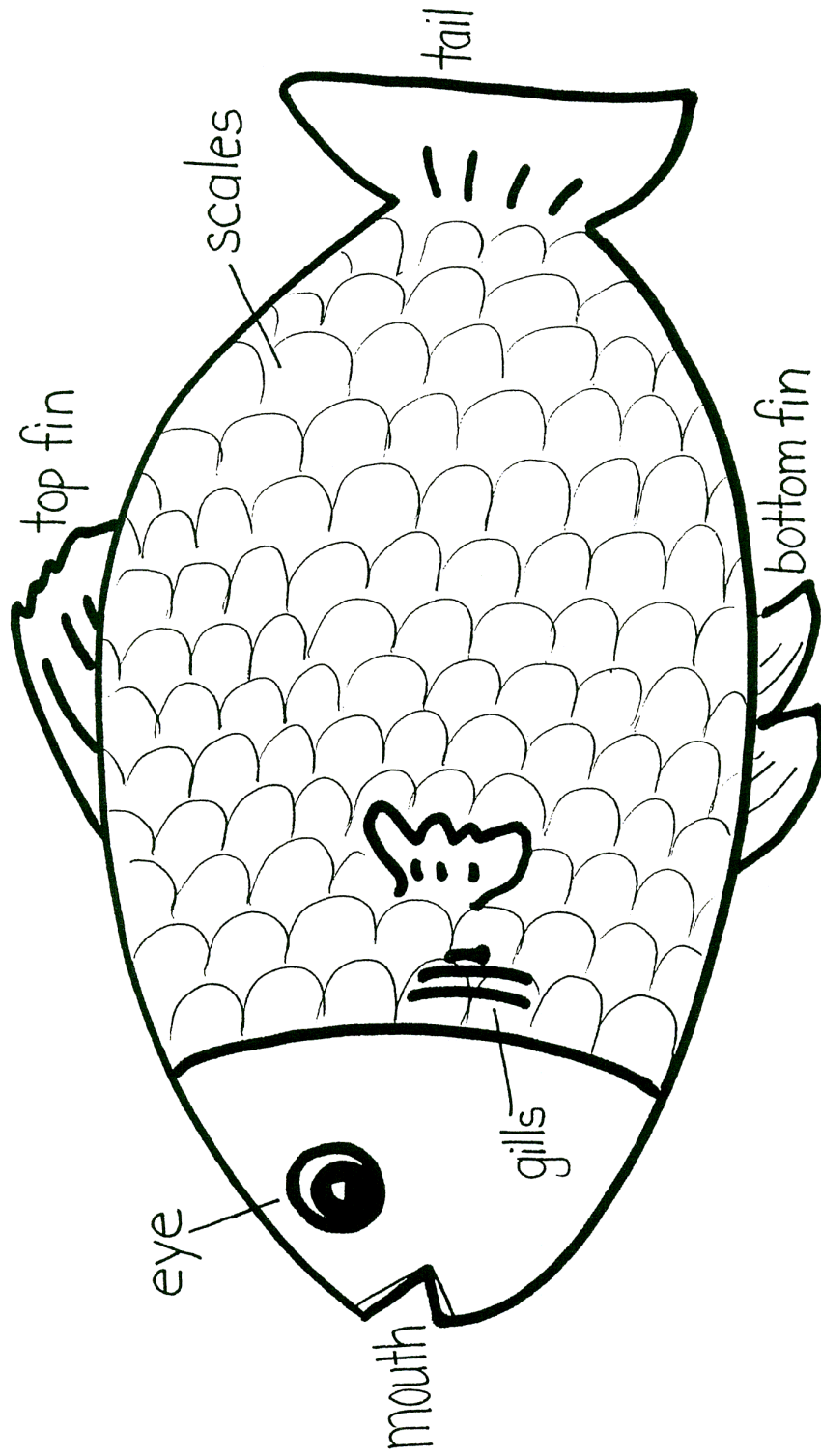


Fish: Akule



Fish on Platter

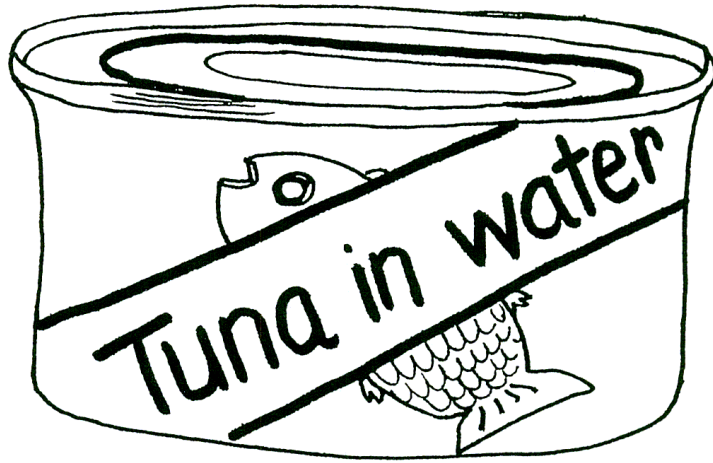
Fish



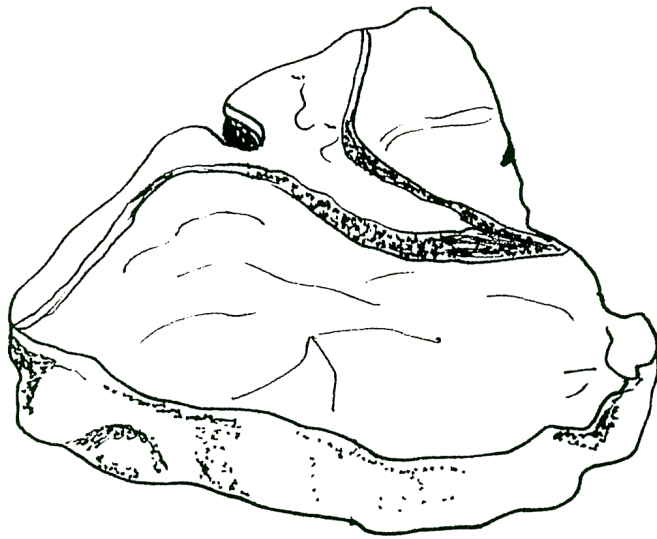
Fish: Parts of



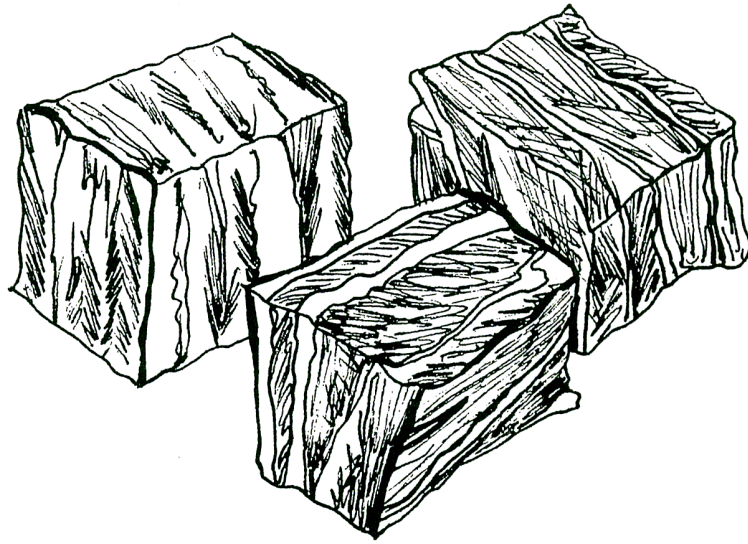
Fish: Sardines



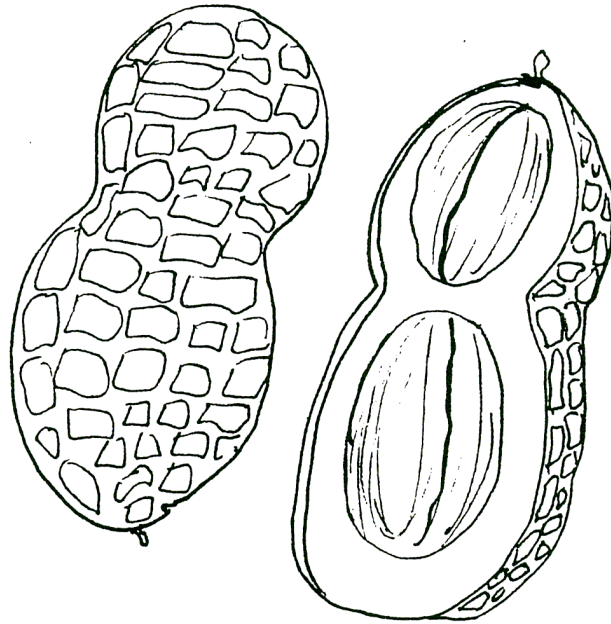
Fish: Tuna



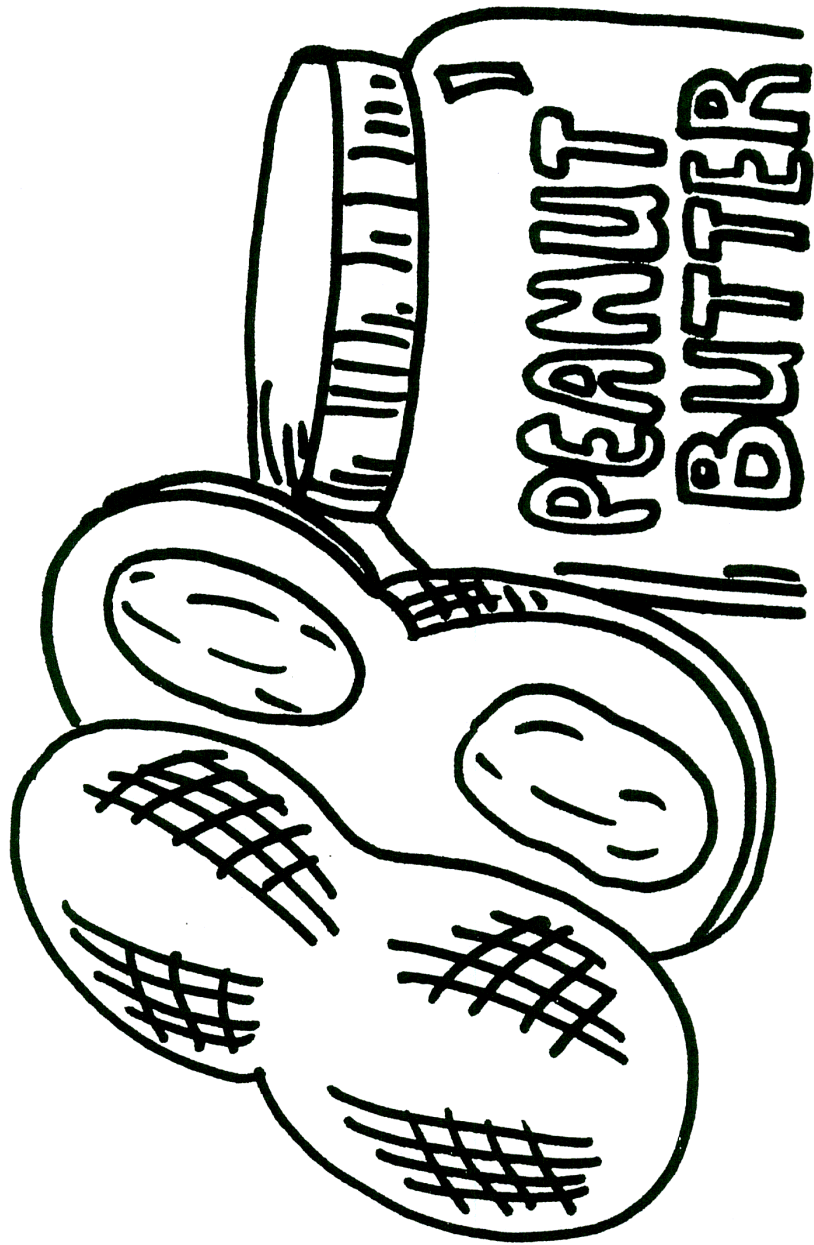
Meat



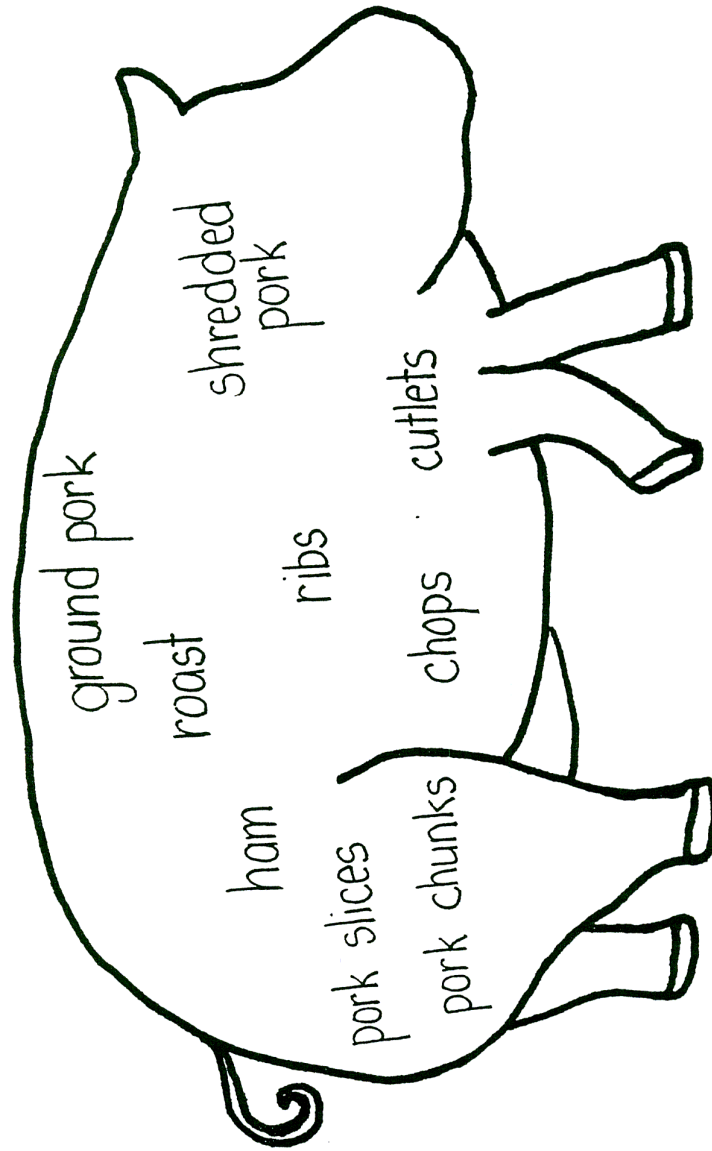
Meat: Chunks



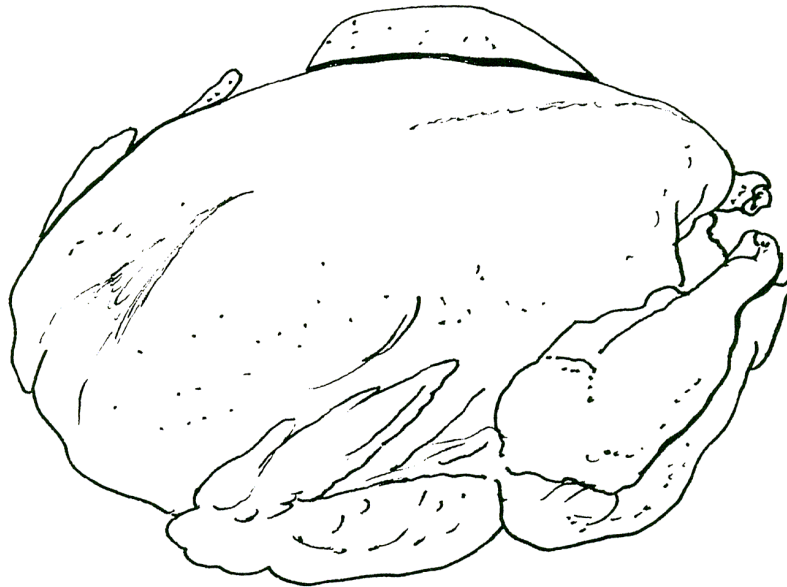
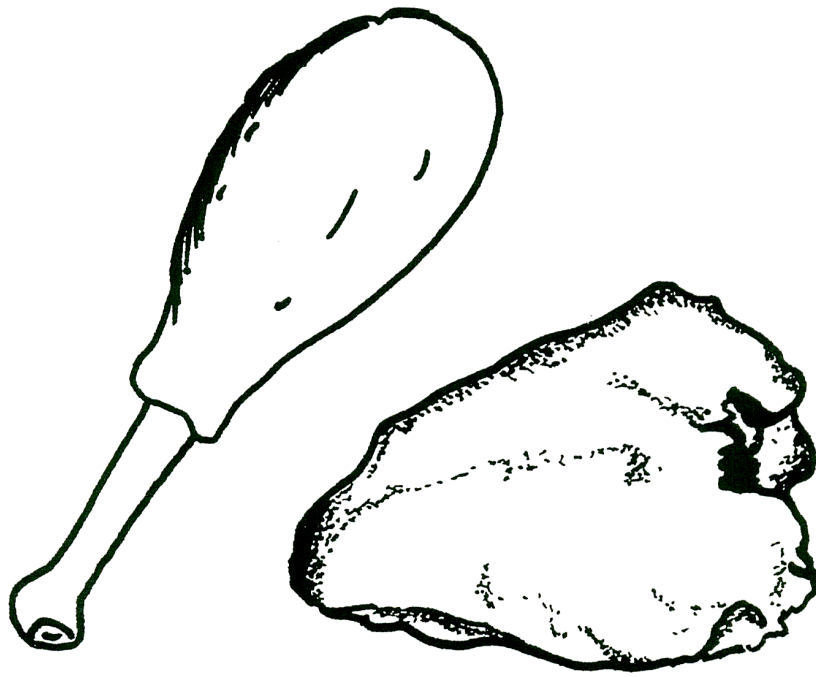
Peanut



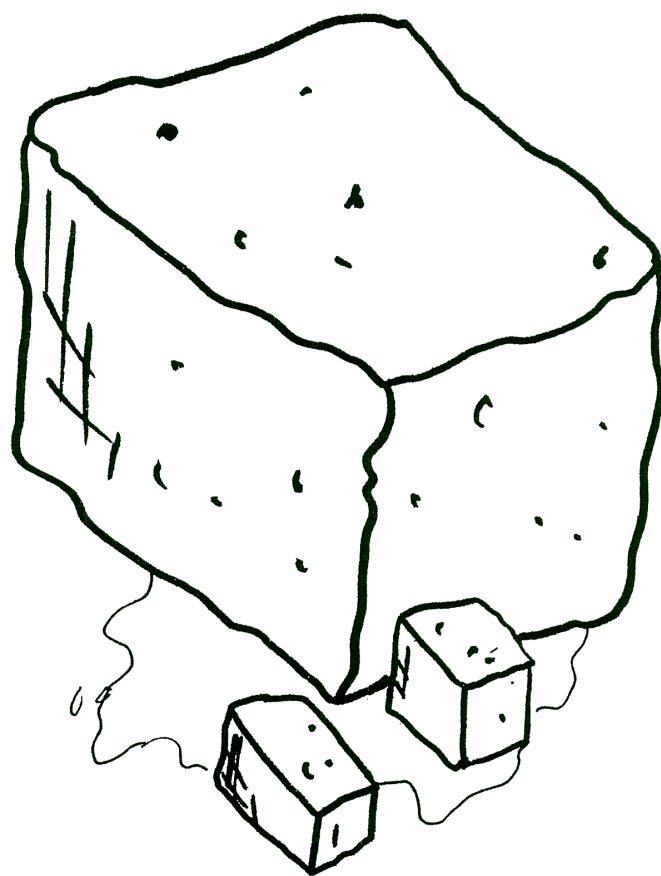
Peanut Butter



Pig = Pork



Poultry
Whole, Thigh & Drumstick



Tofu

Graphics: Body Building Foods

“Body Building Foods To Grow”
Calcium

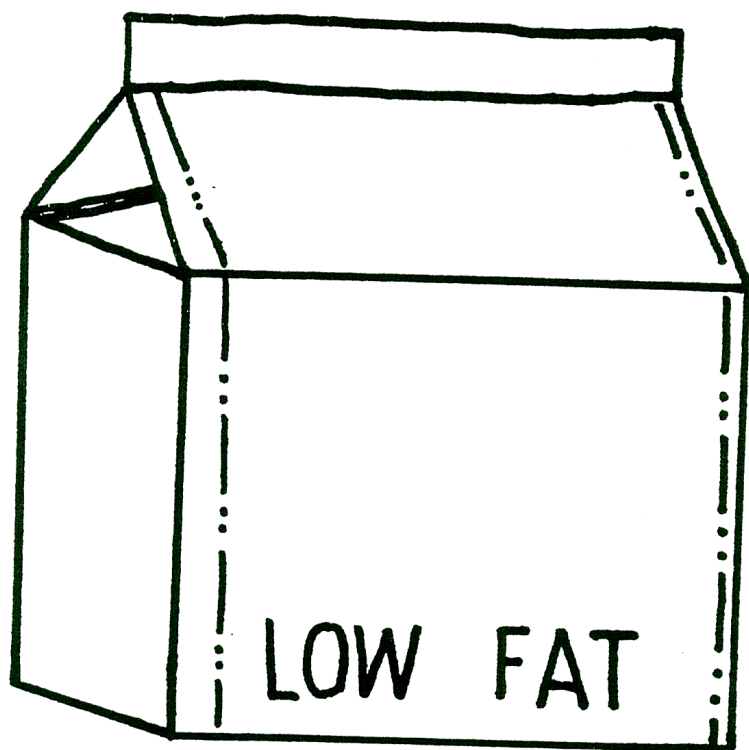
Milk: Carton

Milk: Types

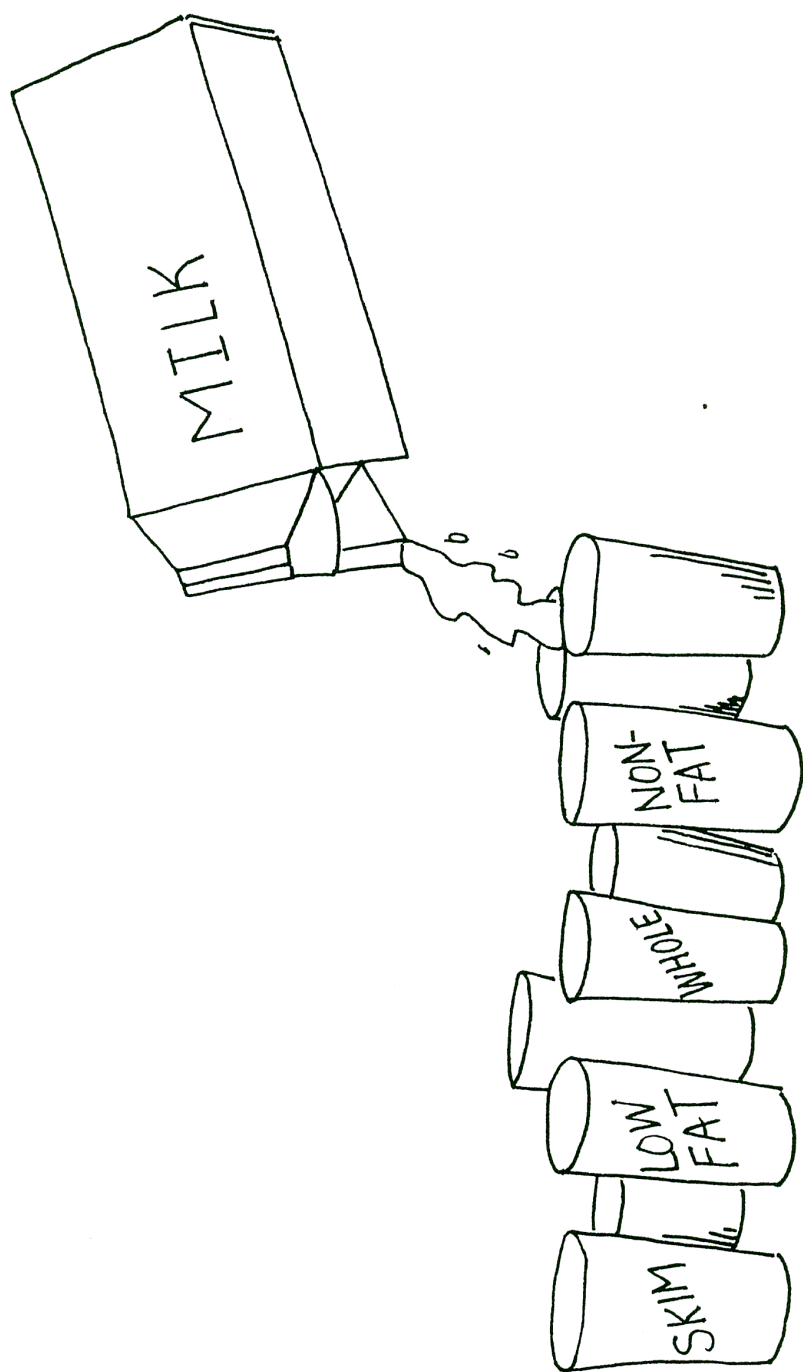
Cheese Stick, Slice, Wedge

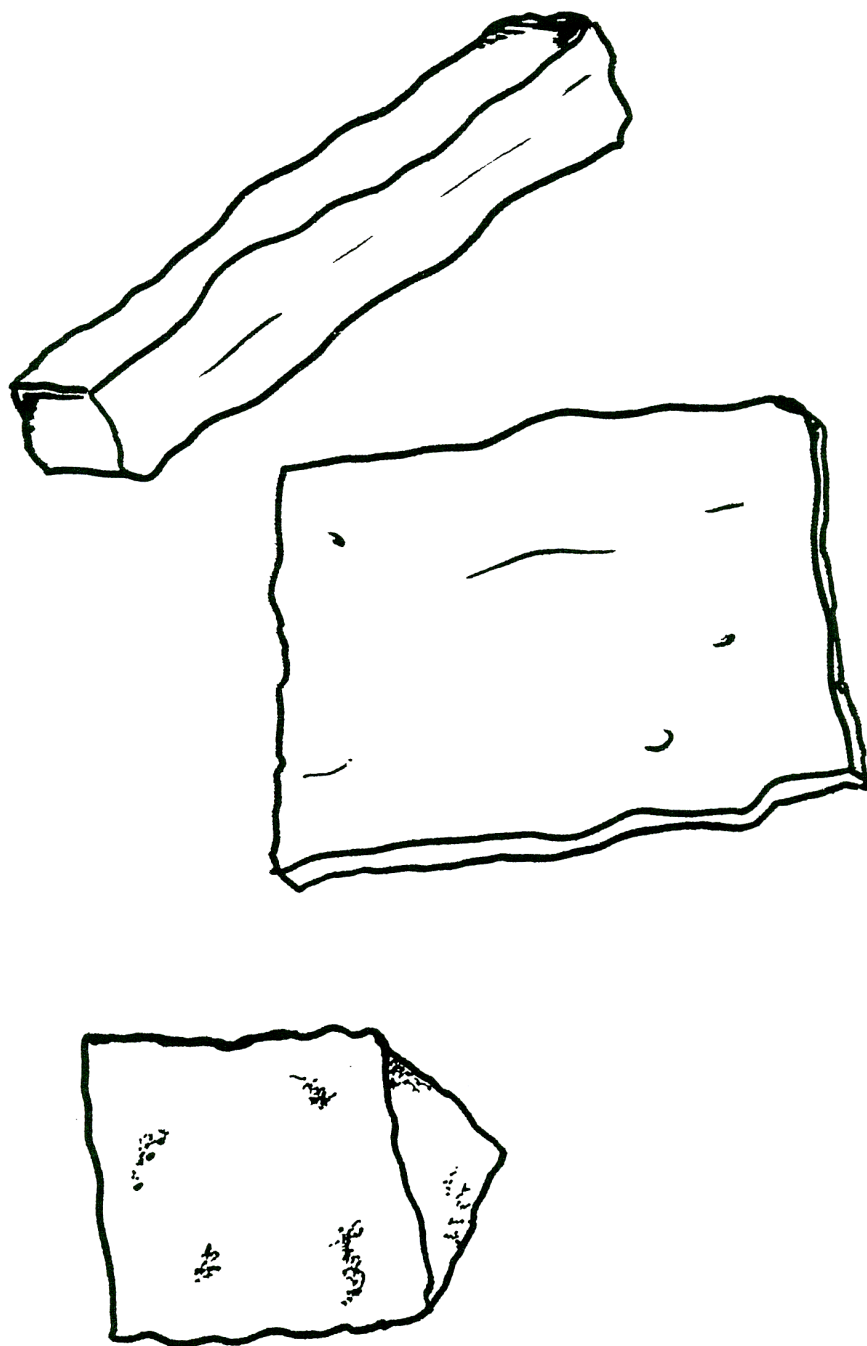
Cottage Cheese

Yogurt

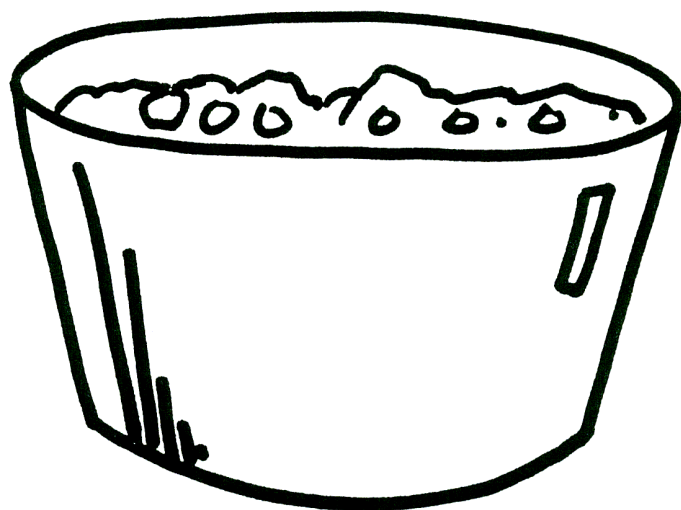


Milk: Carton

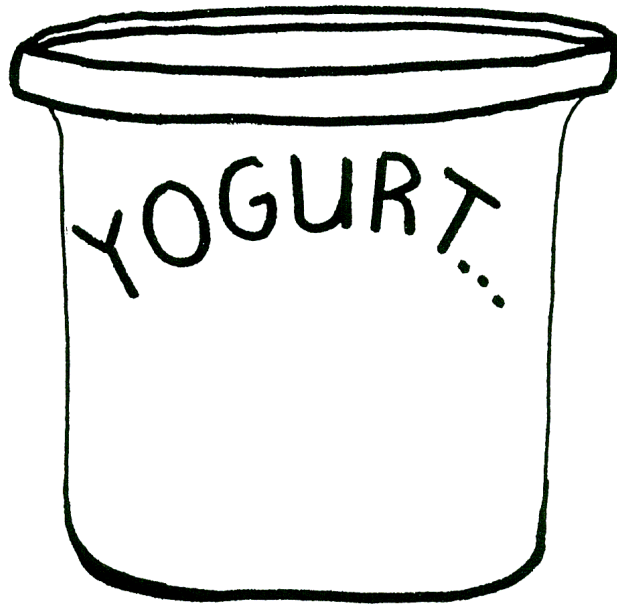




Cheese Stick, Slice, Wedge



Cottage Cheese



E. Graphics: Caution Foods

Bacon

Butter

Cake/Pie

Candy: Hard/Bar

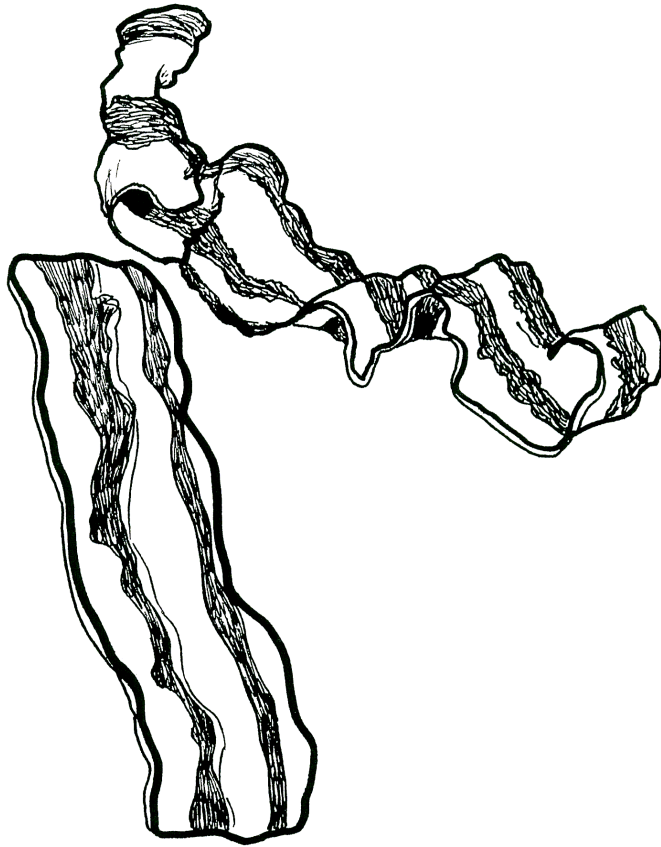
Mayonnaise

Oil

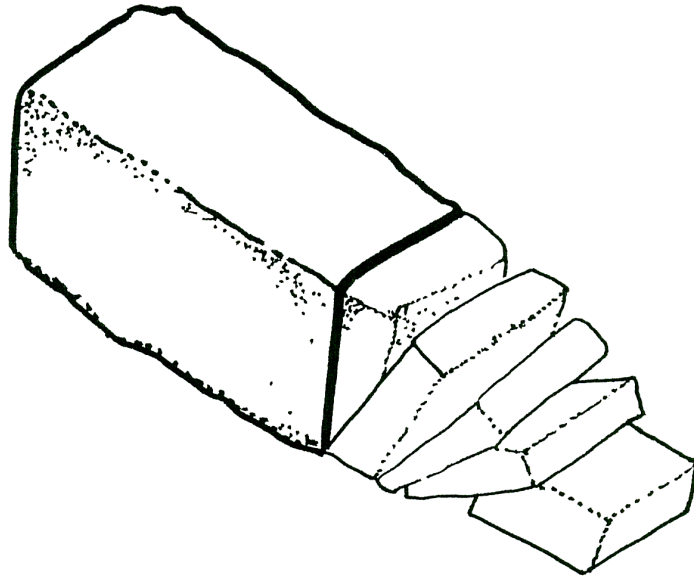
Potato Fries

Potato Wedge

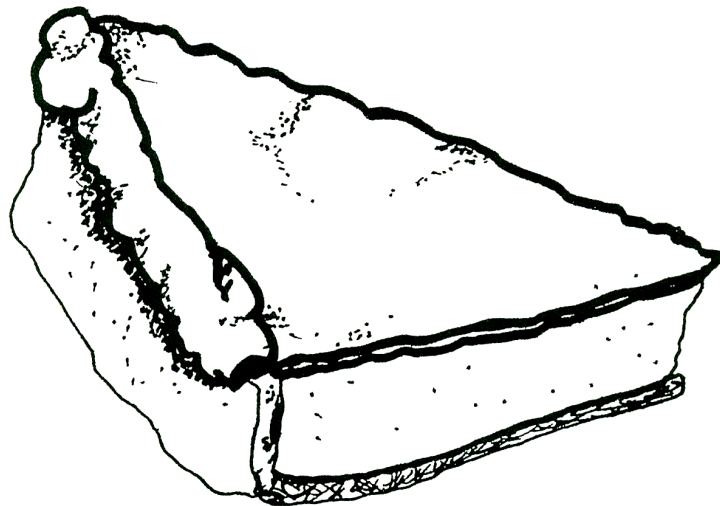
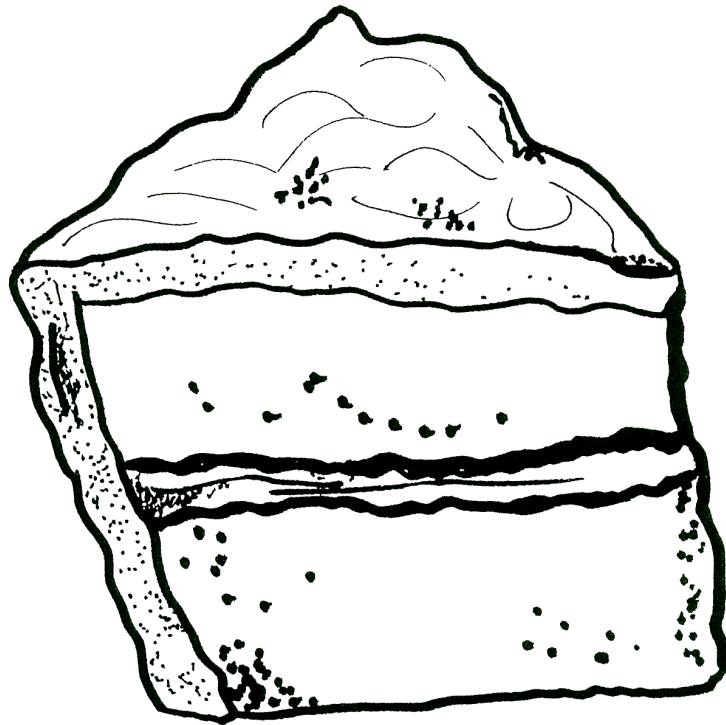
Soda



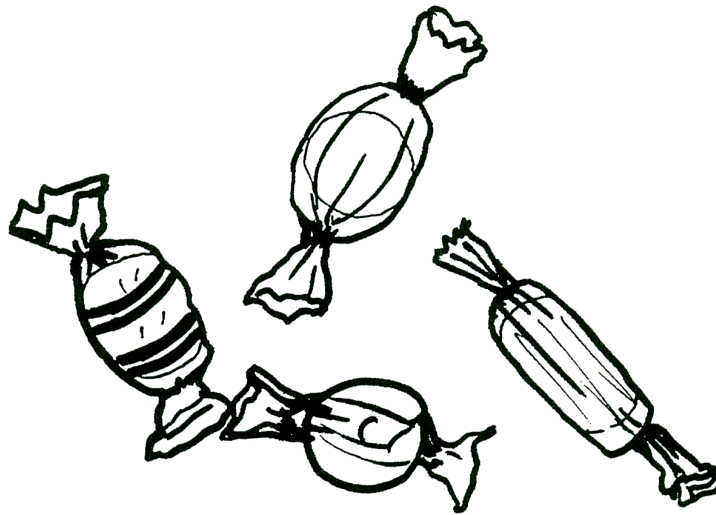
Bacon



Butter



Cake/Pie

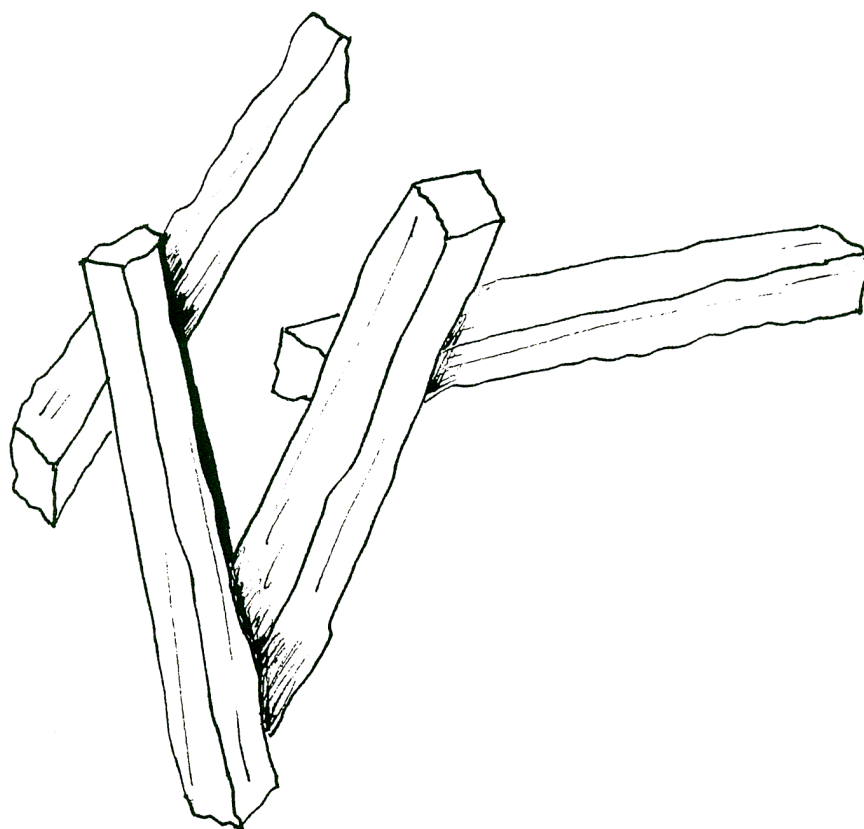


Candy: Hard/Bar

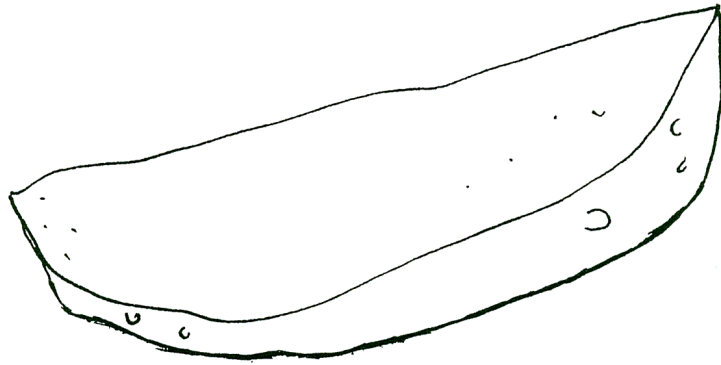




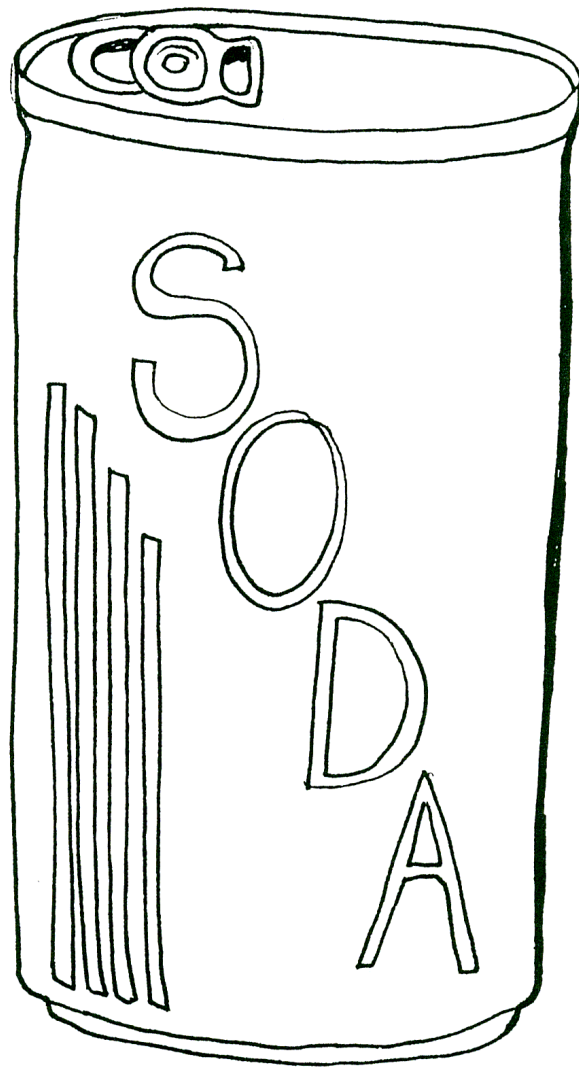
Oil



Potato Fries



Potato Wedge



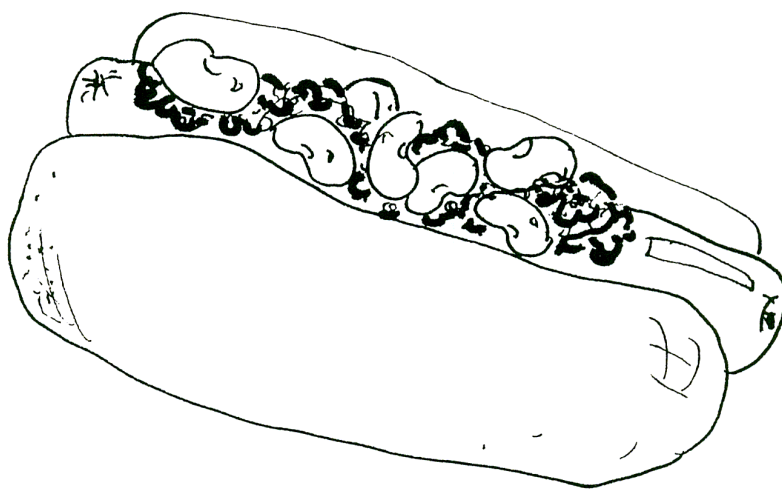
Soda

F. Graphics: Combination Dishes

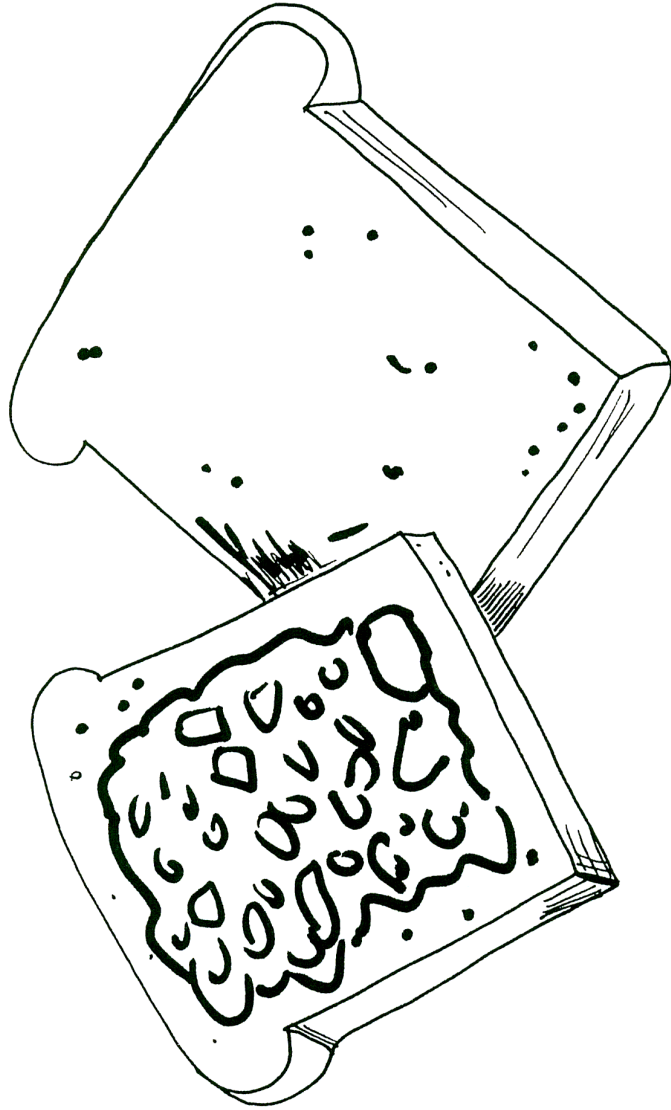
Chili
Chili Dog
French Toast
Hamburger Deluxe
Nachos
Pizza
Sloppy Joe
Stew
Tacos



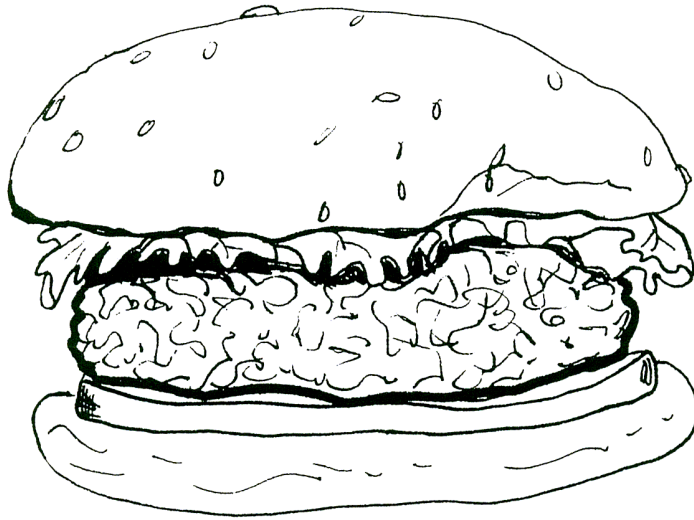
Chili



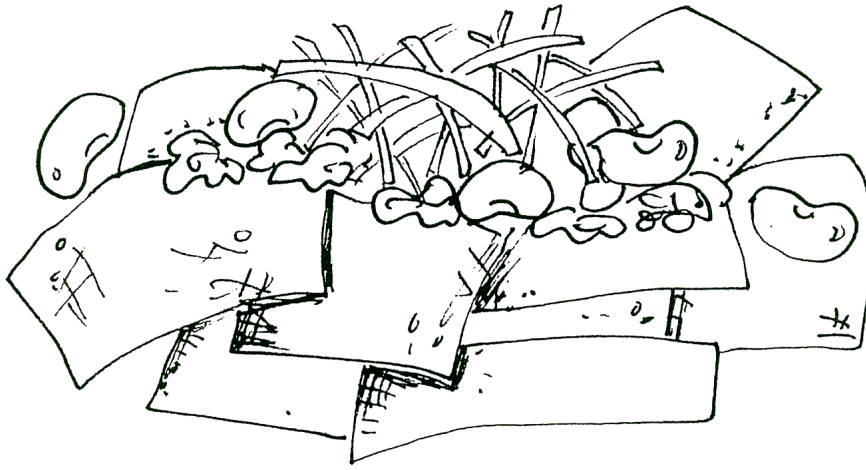
Chili Dog



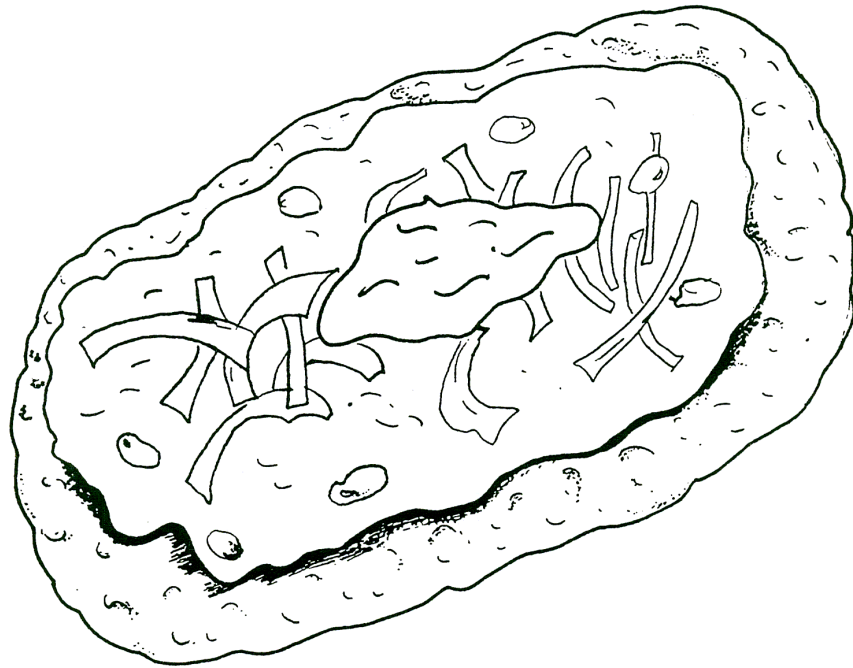
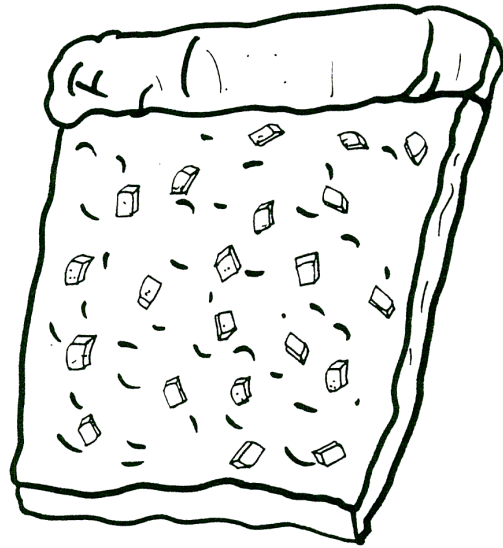
French Toast



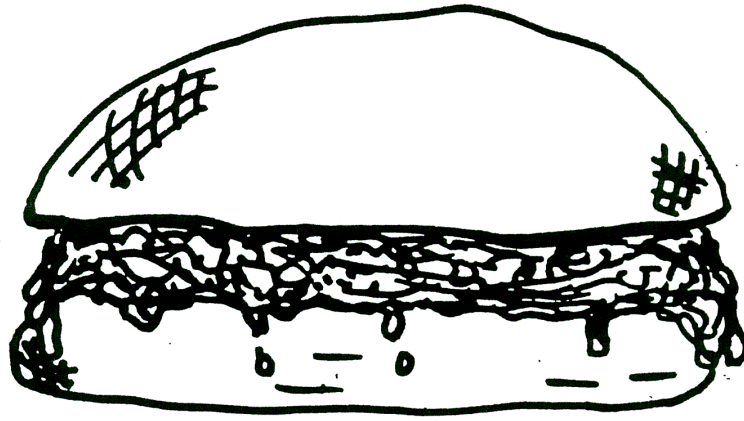
Hamburger Deluxe



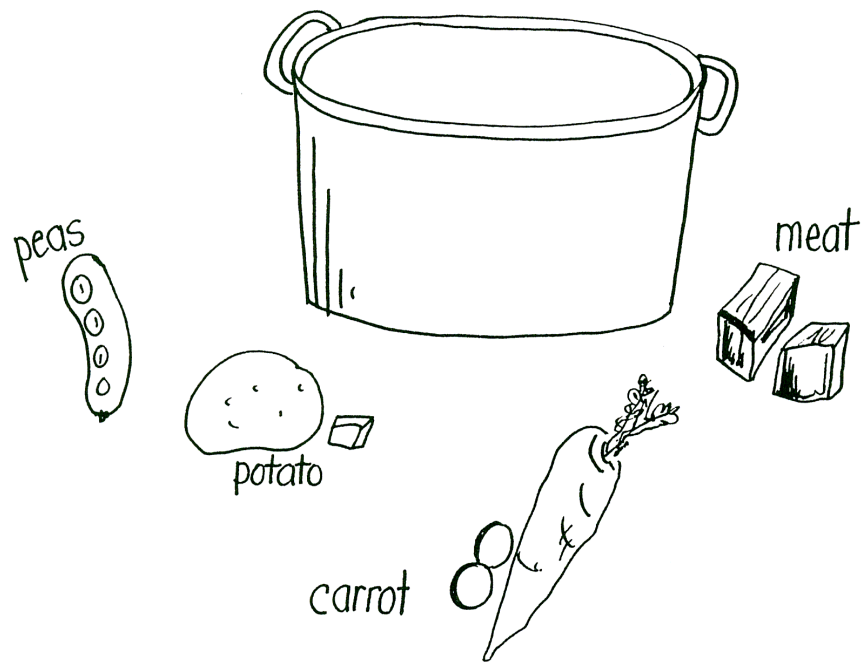
Nachos



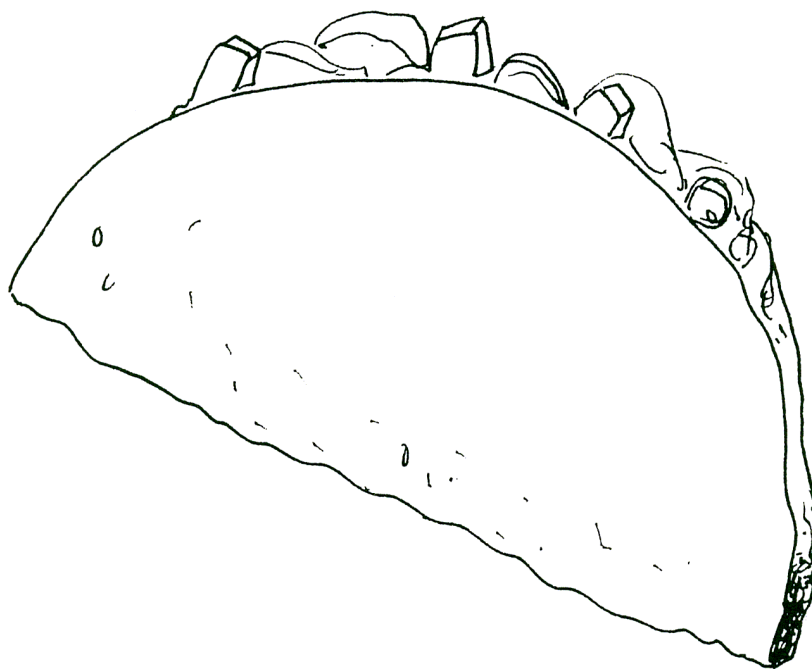
Pizza



Sloppy Joe



Stew



Tacos

