

Jr. Chef Club II

Healthy Lifestyles with MyPyramid

Lesson 1



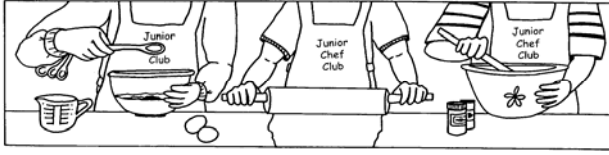
Objectives

After completing the lesson, students will be able to:

1. Describe two main components of a healthy lifestyle.
2. Explain the basic healthy eating and physical activity concepts that MyPyramid symbolizes.
3. Explain how food intake is balanced with physical activity for good health.

EALR INTEGRATION

EALRS	Program Integration
Reading 1.3 Build vocabulary through wide reading.	Read recipes and worksheets.
Reading 3.1 Read to learn new information.	Visit www.MyPyramid.gov website, "Inside MyPyramid" section.
Reading 3.2 Read to perform a task.	Complete worksheet. Read a recipe.
Writing 2.2 Write for different purposes.	Complete "compare and contrast" worksheet or write a plan to eat more foods from the bases of MyPyramid .
Writing 2.3 Write in a variety of forms.	Take notes during lecture. Write essay or research depending on worksheet selected.
Health and Fitness 1.4 Understand nutrition and nutrients and how they affect physical performance and the body.	Understand MyPyramid and the macronutrients provided for good health from each food group.
Health and Fitness 2.3 Acquire skills to live safely and reduce health risks.	Practice identifying foods good for/harmful to health and make a plan to consume additional healthy foods to reduce health risks.
Communication 1.2 Listen and observe to gain and interpret information.	Listen to educator, take notes and answer questions on worksheet related to information presented.
Communication 1.3 Check for understanding by asking questions and paraphrasing.	Participate in discussion and complete worksheets.



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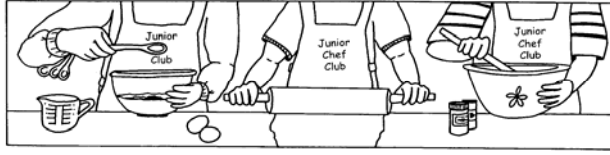
Classroom Supply List

Visual Aids

- Apron with pictures of healthy foods and people being active
- **MyPyramid** poster with movable parts, “Go,” “Glow,” and “Grow” cards, plus cards with amounts needed from each food group
- Food Group Gradient posters for each food group
- Cardboard food models from each food group with Velcro on back
- 1 Small poster of a boy
- 3 clear plastic containers—one full of a round cereal
- 1 Scoop
- Kid’s Activity Poster
- Poster paper/flip chart and pen (or access to chalkboard)

Handouts

- Lesson Script
- Lesson objectives with EALRs for teachers
- Level II Cookbooks
- MyPyramid Mini-posters
- Move It! Poster and handouts
- How Active Am I? handout
- Optional worksheets:
 - *MyPyramid* for a Healthier Me!
 - *MyPyramid* computer activity
 - Do I Eat the MyPyramid Way?
- Recipe: Fruity Vinaigrette
- Incentive: *MyPyramid* Stickers



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Cooking Supply List

Food Supplies

MyPyramid Salad (makes 30 samples)

- 10 cups spinach leaves, washed, dried and torn into bite-size pieces
- 5 oranges, peeled and diced
- 5 tablespoons sunflower seeds
- 10 slices 100% whole wheat bread
- 2 cups reduced fat grated cheese
- Vegetable oil cooking spray

Fruity Vinaigrette Dressing (makes 30 samples)

- 8 tablespoons oil
- 4 tablespoons cider vinegar
- 1 cup apple juice
- ½ teaspoon salt
- 1 teaspoon minced garlic

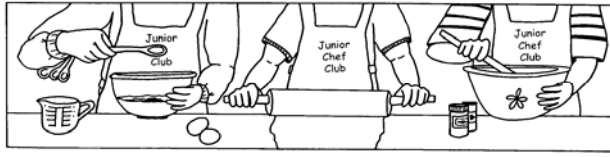
Cooking Supplies

- Colander for washing vegetables
- Cutting boards
- Plastic knives for cutting
- 1 large bowl
- 1 medium bowl
- 1 small bowl
- 1 small wire whisk
- 2 small mixing spoons
- 1 large mixing spoon
- 1 pancake turner/spatula
- 2 baking sheets

- Recipe for Cooking Table
- Teacher recipe tip sheet

Serving Supplies

- Small paper plates
- Plastic forks
- Paper napkins



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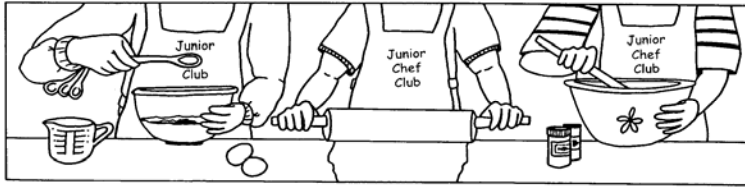
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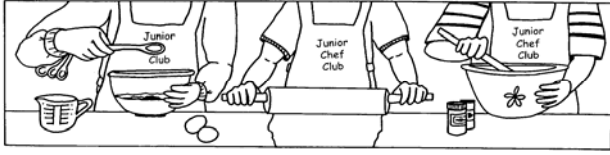
Preparation Outline

<p>Notes for Preparing Visual Aides</p>	<ul style="list-style-type: none"> • MyPyramid Poster: (Same as Level 1.) MyPyramid bulletin board set can be purchased at www.enasco.com or www.neatsolutions.com. Mount it on a 3-panel presentation board. Place strips of Velcro at the bottom of each food group so that food models can be placed beneath each section to portray the foods in that section. Put Velcro on the sides for “Go,” “Glow,” and “Grow” food words and pictures (included electronically). • MyPyramid Mini-posters: Included electronically (both adult and youth versions) or order from: https://www.ces.purdue.edu/mypyramid/. This is the official USDA MyPyramid, but offered at discount prices. • “Gradient” poster for each food group: (Same as Level 1.) Make a poster for each food group with a triangle in the same color and shape of the one on MyPyramid. Make two dashed lines across the page, separating the each triangle into thirds of equal size. Put Velcro dots in each third, spaced far apart. Attach food pictures of foods that are minimally processed and have little or no added fat/sugar in the bottom or base section; foods with some processing and/or a little added fat/sugar in the middle section; and processed foods with much added fat/sugar in the top section. • Amount Cards: (Same as Level 1.) Make colored cards coordinated to the specific food groups with a picture of the appropriate food on it as well as the recommended amount for 9–13 year olds. (See Level 2, Lesson 1 Educator Information for amounts.) Laminate and add Velcro so they can be posted near the appropriate food groups on the MyPyramid poster. • Student Incentives: (Same as Level 1.) MyPyramid Stickers: Print the MyPyramid graphic on 3-1/2 inch square labels. (Master included electronically.) Purchase removable diskette labels and print a sheet at a time. Alternatively, purchase from a source such as Washington State Dairy Council, www.eatright.org. • Small poster of a child: Print out a clip-art picture of a child. Mount on cardboard and laminate. Add a piece of folded cardboard to the back so it will stand up on its own.
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	<ul style="list-style-type: none"> • Move It! Poster: Download from the USDA Team Nutrition website: http://teamnutrition.usda.gov/Resources/feedmoveposters.html (Also included electronically as a PDF.) Print and enlarge to make a poster and print on 8-1/2" x 11" to make handouts.
<p>Day of Lesson-- Speak with Teacher</p>	<ul style="list-style-type: none"> • Introduce self to teacher and thank him/her for participating. • Collected signed Collaboration Agreement and completed pre-tests. • Ask classroom teacher to fill in Data Sheet with demographics, etc. • Ask teacher whether any children have documented food allergies. • Let teacher know that you will need five or six Jr. Chef student helpers each week so he/she can assign them.
<p>Prepare Food Preparation area</p>	<p>Use fresh sanitizing solution (3/4 teaspoon bleach in 4 cups of water in a spray bottle) to sanitize food preparation area (mist surfaces, let set one to two minutes then wipe with clean paper towel). Cover with parchment or waxed paper. Set out cooking equipment, gloves, and ingredients. (Keep chilled ingredients in refrigerator or ice chest until needed.)</p>



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Lesson Script

Introduction—Welcome Back to Jr. Chef! (5 minutes)

- Greet Students. Introduce self and WSU Extension.
- Give name of program and how often you'll be in the classroom—Jr. Chef Level 2 will run for 8 weeks for one hour each week.
- Explain that students will learn new things about eating well and being healthy—and also cook different foods this year.

Explain how classroom and activities will function—very similar to last year.

- Cook and taste foods each day.
- Wash hand before cooking eating.
- Wear gloves when touching food and replace your gloves if you touch something besides food or the cooking utensils.
- Method of determining Jr. Chefs each week.
- While Jr. Chefs prepare food, others will do a nutrition activity.

Different this year:

- In your cookbooks there are recipes, but no activity sheets like last year. This year there are pages for “Notes” about each lesson. On these pages, write down facts you feel are important. Sometimes I will tell you when to write down a fact, but most of the time you need to write down things on your own.

Note to Educators: When addressing nutrient needs, reference MyPyramid volumetric or weight measures of food—cups, ounces or equivalents portions for children their age. Avoid having them use calorie charts to identify how much to eat. Rather as the instructor plan ahead and figure out how much food from the different food groups they should be eating to get that amount of calories for the age and gender of the children you're working with or use the general amounts given in the lesson plan to tell them the actual food amounts.

Research shows that if children start to be over-concerned about calories they may restrict their food intake unnecessarily, choose food based on calories versus quality and variety. This can lead to disordered eating habits. Because children of this age are in varied stages of development, large discrepancies in body size can be noted. This is normal as their bodies may be preparing for their adolescent growth spurt. (See Educator's Notes for more detail on this subject.)

Healthy Lifestyles

Tell students that today's lesson is about healthy lifestyles. Raise your hand if you can explain what we mean by "healthy lifestyle?" (Acknowledge and praise any part of desired response, such as being active and eating healthfully.) The definition of "healthy lifestyle" would be a good thing to write in your notes section. Having a healthy lifestyle means balancing the foods we eat with physical activity; and about making healthy food choices most of the time and being active on most days. I'll explain more as we go along.

Last year we learned about the MyPyramid symbol and what it means. Let's review how it helps us remember to have a healthy lifestyle.

Distribute Jr. Chef Level 2 cookbooks. Instruct students to open the book and show them the introductory information that they can read later. Have them turn to the page for Lesson 1 Notes.

MyPyramid Review (20 minutes)

Set up **MyPyramid** poster with no food pictures attached (distribute **MyPyramid** mini-posters) and ask students to raise their hand to explain the following:

Activity

- The person walking up the side. (Reminds us to be physically active.)
- Why is it important to be active each day? (Keeps our muscles, heart and lungs strong and fit.)
- How long should you be active each day? (60 minutes or longer.)

Healthy Food Choices

State that **MyPyramid** also helps us remember to fix and eat a variety of healthy foods every day. Raise your hand if you would like to tell the class:

- Which food group is represented by each color? (Orange=Grains, Green=Vegetables, Red=Fruit, Yellow=Healthy Oils, Blue=Milk, Purple=Meat/Beans. Put up pictures of each food group.)
- Who remembers what "Go" foods are? Which food group do we call "Go" foods? (Grains.) What do "Go" foods do for our body? (Give us energy.) What do grains have in them that help keep our intestines healthy and clean? (Fiber.)
- And what about "Glow" foods, which ones are they? (Fruits and vegetables.) And what do they do? (Provide the nutrients we need for our hair, skin and eyes to glow and look healthy.) Which nutrients are abundant in fruits and vegetables? (Vitamins A and C plus the mineral potassium.)
- Who remembers which ones are the "Grow" foods? (Milk Group and Meat and Bean Group.) How do they help your body? (Help it grow and keep it in good shape—repairs hurt or worn out parts.) Which nutrient is abundant in the Milk Group? (Calcium—for strong bones.) Which nutrients are abundant in the Meat and Bean group? (Protein and iron.)

- Why are some food group bands wider than others? (Eat more of foods represented by larger color bands, less of smaller color bands.)
- Why is each food group wider at the bottom than at the top? (Fresh, whole and least processed foods form the base—eat these most often. As foods are more processed or have added fat and sugar, we should eat less of them, so they fit in the middle or the top of each food group. Middle foods are still considered healthy.) Those at the tip are highly processed (don't look much like the original food they are from) and are usually highest in fat, salt, and sugar, so we would only chose these foods infrequently.

You've remembered many things from last year—great job! Now let's put that knowledge to work!

MyPyramid Small Group Activity

Divide class into 5 groups. Give each group a Gradient poster of one food group and food models/pictures of foods in that group. Have students decide which foods belong in the base, middle or top sections of the Gradient poster and place food models on the Velcro squares in each section. After the groups have had several minutes to do this, have them show the class their poster—correct any misplaced foods and comment on why the food would be in a different section. (For specifics about which foods belong in which sections of each food group, review Jr. Chef Level I lessons that used a Food Group Gradient poster.)

You did very well on that. Let's see if you can remember a few more details about MyPyramid. Raise your hand if you can tell us:

- The slogan for each food group. (Refer to the MyPyramid mini-poster for the slogans.) As students state the slogans, such as "Make half your grains whole," ask them to explain what each slogan means.
- How much do we need to eat from each food group? (Refer to Educator Notes.) Show examples of measuring cups, deck of cards, etc. to show amounts discussed.

Excellent! Keeping MyPyramid in mind, what's a good guideline that we learned for planning what to eat at a meal? (Aim for eating at least one food from each group for meals, and one food from 3 or more groups for a snack.)

Introduce Recipe of the Day (5 minutes)

Let's get the Jr. Chefs cooking.

Distribute Jr. Chef Level II cookbooks.

Today we'll be cooking something that includes a food from each food group.

Ask: Raise you hand if you remember the first thing we need to do when making a recipe? (Read it and make sure you have all ingredients and equipment.)

Read through today's recipe as a group and discuss necessary cooking skills and safety techniques. Then have Jr. Chefs prepare food while rest of groups complete other learning activity.

Jr. Chefs Cook

Ask Jr. Chefs to come up, wash their hands, put on gloves and prepare the recipe.

Non-Cooking Students' Activities (10-15 minutes)

Physical Activity

Note to educators: Use the terminology “physical activity” and/or “be active” rather than “exercise.” The term “exercise” often has negative connotations in the minds of many people as being something hard to do and a chore, rather than enjoyable.

Also, research shows that when people focus on being less sedentary rather than more active, they automatically become more active. Encourage students to set limits on sedentary activities such as TV viewing, computer or video games, etc.

We’re going to talk more now about balancing the foods we eat with the activity we do in order to be healthy. To understand this, you need to know about calories. Calories are a unit of measure. Just like an inch measures length, calories measure energy.

- Our car engines burn fuel (gasoline) to make energy (to move down the road).
- Our bodies’ burn fuel (food) to make energy. What do we use this energy for? Being alive---breathing, thinking, digesting, heart beating, muscles moving and moving our bodies to run, play and be physically active.

Calorie Demonstration

Set up cardboard figure of a child, Sam. On one side of Sam, put a clear container full of a healthy whole grain ready-to-eat cereal (to represent calories) with a small scoop in it. In front of Sam, put an empty clear container, and on the other side of Sam, put another empty container. Explain that the pieces of cereal represent calories.

Now ask students what Sam might eat for breakfast. As they call out items, put “calories” into Sam by putting a scoop or two of cereal into the container in front of Sam for each food the students call out. After a number of breakfast foods have been mentioned, say that Sam has eaten, so now he has calories, or energy, for his body to go on.

Next demonstrate how activity uses up calories. As Sam does things throughout the morning, take out scoops of calories and put into the remaining empty container. For instance, Sam will walk to school which used up calories, (put a scoop of cereal into the empty container). Then he thinks hard in math class (another scoop), uses more calories at recess (another scoop), and uses more to think in his next class (another scoop). By now, Sam’s “calorie” container should be nearly empty. Sam is nearly out of calories, which means he’s nearly out of energy. He needs to eat lunch so that he can get more energy and calories to last the rest of the afternoon.

Calorie Balance

So we need to eat enough food to give us the calories we need to live, to think, and to move. If we sit a lot and do not move or play very much, we need fewer calories. On the other hand, if we're really active—playing sports for a few hours after school or on weekends, then we need more fuel, (more calories, more food) on those days. That's what we mean by "balance the foods we eat with the activity we do." Eat enough food to fuel your body and physical activity. If we end up eating more fuel (calories, food) than we use up being active, then our body stores it as fat. It's good to move enough (use enough calories in activity) to burn up the energy we eat.

Move It! Poster

Here's a pyramid that shows us different types of activity and how often we should do them. (Show poster and distribute handout of poster.) Different types of activity uses up more calories than others.

The activities on the bottom in the "Plenty" section are "light" and should be done every day, like walking and easy playing. These types of activities are easy to do so they use up just a small amount of calories.

Move up the activity pyramid to the "More" section and explain that activities at this level are a little harder to do and burn up more calories. These are called "Moderate" activities. Moderate is in between easy and hard. It's good to do these very often too.

Strengthening activities in the "Enough" section are considered "Vigorous." Vigorous activities are ones that make are hard to do. They take more energy, or more calories, to do them. So we use up more calories when doing "vigorous" activities than when doing "light" activities. The "Enough" activities build muscles.

It's important to do a variety of activities.

At the tip are sedentary activities. That means activities that do not use much energy, that we usually do sitting, such as watching TV or playing computer or video games. Why are these at the tip? (Because we want to do "less" of them.) They don't use up hardly any calories. After school, we should do these no more than an hour or so per day. We spend a lot of time sitting in school, so it's a good idea to move and play when we're not sitting in school—such as at recess and at home.

Our Move It! Poster also reminds us that we need 60 minutes of physical activity every day. That doesn't have to be all at one time. We can do a little bit of activity here and there. For instance, if you walk to school, it counts as activity. Playing actively at recess counts as an activity too. Then talking the dog for a walk or helping out with chores around the house count as well. Active play after school, or doing sports or dance, also count. The goal is for all our activity to add up to 60 minutes or more each day.

Activity Record

Here's a worksheet to track what kinds of activity you do and for how long. It helps you see how active you are. Distribute "How Active Am I?" worksheet and walk students through how to complete it. Show that:

- the "Light" activities are the same as "Plenty" on the Move It! Poster

- “Moderate” are the same as “More”
- “Vigorous” are the same as “Enough”

Have students keep track of how much activity they do in the next week (or number of days the classroom teacher feels is appropriate for the age). Instruct them to answer the questions on the back, write a plan for being more active and turn in to classroom teacher after the decided number of days.

There are no right or wrong answers—you will not be graded on how much activity you do or which ones, just whether you do the worksheet (if teacher is in agreement). This is a tool, a way for you to see how much activity you already do. It helps you make a plan for adding more activity, or more types of activity, so be honest and accurate as you do this.

We’ll talk about your Activity Record worksheets and more about physical activity next week.

Summary—Have a Healthy Lifestyle

Keep in mind that food gives us energy and we use that energy for the body to stay alive and be physically active. By balancing the foods we eat with physical activity we’ll be healthy. When we’re healthy we feel good, maybe get sick less often, and have the energy to do all the things we want to do.

Making smart food choices (most of the time!) and moving for an hour a day are two major parts of a healthy lifestyle. If you start doing this now, it’s likely that you’ll do it for the rest of your life. Many of the habits you start as a child will be the same when you’re an adult. So it’s smart to start good, healthy habits now.

We’ll find out more about physical activity next week so that you’ll know more about making it a healthy habit too.

Optional Activity

If time, choose one of the activities below to reinforce MyPyramid concepts. Alternatively, let the classroom teacher choose one or more of the activities to be completed during the next week. (Choose a different activity than what was done in Level 1.)

Learner-Centered Writing Activity: MyPyramid for a Healthier Me

- This worksheet asks students to identify healthy foods they like in each food group and write an action plan for eating more of them.

My Pyramid Computer Activity

- If computers are available, have students go to www.MyPyramid.gov. Scroll down and click on “Inside **MyPyramid**.” Here students can click on any food group for more information. Two or three facts come up, plus an arrow to learn “More.” Have students work in groups and one student from each group could research the tips for one food group. OR, have each student group research one food group. Afterwards, have students report back to the class some of the tips they thought were important.

Use provided worksheet utilizing information from the “Tips” section of each food group.

Extended activity for the week ahead: Do I Eat the *My Pyramid* Way?

- Using the Meal Tracking worksheet (the one provided is a typical average of the amounts of food children 9–10 years old would eat). Have students track their food intake and activity for one day. On a separate piece of paper, compare your lifestyle with MyPyramid recommendations. How did you do? What do you need to eat less of? More of? How does your activity compare to recommendations?

Sampling the Food (10 minutes)

- Remind all students to wash their hands before sampling the food. Distribute food samples and let students evaluate the recipe and indicate their responses in their Jr. Chef Cookbook. Have them color in the appropriate food groups with colored pencils.

Review (3–5 minutes)

Ask students to raise their hands and answer the following questions.

1. What do you need to do to live a healthy lifestyle? (Eat well and be active.)
2. What are two main messages of MyPyramid?
3. What is a calorie? (A way to measure energy.)
4. How do we get calories? (Eat food.)
5. How do we use calories? (Living and being active.)
6. What does it mean to balance the food we eat with the activity we do? (Eat enough food to support our lifestyle--if we sit a lot, eat less. If we're active, eat a little more.)

Closing (2 minutes)

- Distribute MyPyramid stickers—do not put on school property!
- Distribute parent newsletters.
- Distribute Fruity Vinaigrette recipe, as students enjoy it so much that they ask to have the recipe to take home since the cookbooks stay in the classroom until the end of the series. (The MyPyramid Salad recipe is in the parent newsletter.)
- Remind students to complete the “How Active Am I?” activity record and return it to their classroom teacher. Remember, you won't be graded on your answers, so be honest and accurate about how much activity you do.