

# KIDS IN THE KITCHEN

FACILITATOR GUIDE





# WELCOME TO KIDS IN THE KITCHEN!

We are so glad you are here. This facilitator guide is a blueprint to prepare for an interactive, six-lesson series.

*Note: Lesson wall posters are provided in a separate document.*

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# LOWCOUNTRY FOOD BANK NUTRITION INITIATIVES

The Lowcountry Food Bank (LCFB) has a vision of a nourished and thriving coastal South Carolina. The goal of LCFB Nutrition Education programming is to engage individuals and families living on a limited budget in selecting, preparing, and eating delicious and nutritious meals. The LCFB Nutrition Education team provides training, materials, and programs for community partners. Together, we create environments that empower our neighbors with knowledge, tools, and skills to create healthy lifestyles.

## KIDS IN THE KITCHEN

Kids in the Kitchen is a 6-lesson nutrition education curriculum designed for children in 2nd and 3rd grade. Each lesson is 1-hour long and consists of nutrition exploration and a snack-tivity. The lessons cover topics from MyPlate to physical activity, and children have a chance to engage in each lesson through hands-on learning activities. A suggested educational enhancement item, if available, is included with each lesson as a tool kids can go home with to continue to engage in their learning beyond the classroom.

The creation of this curriculum was funded by USDA's Supplemental Nutrition Assistance Program - SNAP. This institution is an equal opportunity provider.



## ACKNOWLEDGEMENTS

Thank you to Emma Tober for authoring this curriculum and bringing it to life. Hundreds of children have enjoyed taking part in it and thousands more will get to in the years to come.

Thank you to Allie Rodis M. Ed, USC Arnold School of Public Health team, and LCFB volunteers, interns, students, and staff for their valuable input into the implementation and evaluation of this curriculum.

All layout and illustrations by Andrew Barton.

# KIDS IN THE KITCHEN EVALUATION SUMMARY

The *Kids in the Kitchen* evaluation was conducted over a two-year period (2023-2025) to assess elementary students' knowledge, preferences, and attitudes toward healthy eating and physical activity. The program was implemented by staff and volunteers from the Lowcountry Food Bank. The target population was 2nd and 3rd graders across eight elementary schools in South Carolina's Lowcountry region. The program aimed to enhance children's understanding of nutrition through a structured six-lesson curriculum delivered over six months or six weeks. The curriculum focused on concepts such as healthy food choices, perceptions of healthy eating, the "GO, SLOW, and GROW" food model, cooking skills, and physical activity. Pre- and post-surveys were administered to participating students to measure changes after teaching the curriculum. A total of 112 student surveys were collected. Data analysis was conducted by the University of South Carolina research team. After excluding incomplete responses, data from 91 students were included in the final analysis.

## **The Kids in the Kitchen curriculum shows the following promising results:**

- Improved ability to choose balanced meals: More kids reported they could select meals that included foods from at least 3 food groups and were comfortable eating meals that included foods from a variety of food groups.
- Whole grain identification: Kids could identify whole grain foods using an ingredient list and that they are a good source of energy (a "GO" food).
- Understanding "SLOW" and "GROW" foods: Kids could correctly recognize "SLOW" foods high in sugar and low in nutrients (like cookies) and "GROW" foods rich in protein that help build muscle (like peanut butter).
- Physical activity awareness: Kids showed a clearer understanding of physical activities, with more choosing walking or stretching over inactive options like watching TV or playing video games.
- Kitchen skills got stronger: Kids felt more confident in following recipes, cutting foods, and measuring ingredients.

# KIDS IN THE KITCHEN OVERVIEW

Lesson	Objectives	Activities	Poster	Snack-tivity	Suggested Educational Enhancement Item
<b>MyPlate Magic</b>	Understand the importance of eating from five food groups. Identify Go, Grow and Slow foods. Understand the importance of basic food safety.	MyPlate Magic handout MyPlate Relay	F.O.O.D Code of Conduct	Mini Pizzas	MyPlate Beach Ball
<b>Eat a Rainbow</b>	Use the five senses to taste and describe fruits and vegetables. Understand and explain the benefits of eating a variety of fruits and vegetables of many colors.	Eat a Rainbow handout Eat a Rainbow 'Simon Says'	F.O.O.D Code of Conduct Eat a Rainbow Taste Test Word Bank	Eat a Rainbow Taste Test	Eat a Rainbow Bookmark/Sticker
<b>Whole-y Grains!</b>	Describe and identify whole grains. Understand why whole grains are important.	Whole-y Grains handout Whole Grain Experiment	F.O.O.D Code of Conduct Putting Whole Grains to the Test	Trail Mix	Whole Grain Bowl
<b>Cutting Loose in the Kitchen</b>	Learn about kitchen tools, equipment, and terminology. Safely handle and use a knife and demonstrate the following kitchen skills: chopping, dicing, slicing, and measuring.	Slicing, Dicing, Chopping Song Cutting Loose in the Kitchen	F.O.O.D Code of Conduct Cutting Loose in the Kitchen handout	Banana Pudding in a Bag	Cutting Mat
<b>Food is Fuel</b>	Understand how food fuels our bodies and explain the different levels of physical activity. Understand the importance of eating Go and Grow foods to fuel activity.	Let's Get Moving Activity Food is Fuel handout	F.O.O.D Code of Conduct Get Moving!	Turkey Wraps	Jump Rope
<b>Keep Growing &amp; Going</b>	Review lesson 1-5 Review Go, Grow, and Slow foods and how sugary treats are slow foods. Celebrate the completion of Kids in the Kitchen.	Go-Grow-Slow Sorting Keep Growing & Going Handout	F.O.O.D Code of Conduct	Energy Bites & Homemade Soda	Apron and Chef Hat



# SUPPLIES & MATERIALS

## Education Bin

### Administrative and Lesson Supplies

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Folders and cover sheet</li><li><input type="checkbox"/> Nametags</li><li><input type="checkbox"/> MyPlate stickers</li><li><input type="checkbox"/> Attendance sheet</li><li><input type="checkbox"/> Surveys (Pre, Post)</li><li><input type="checkbox"/> Pencils</li><li><input type="checkbox"/> Crayon boxes</li><li><input type="checkbox"/> MyPlate plate model</li><li><input type="checkbox"/> 60 min visual timer</li><li><input type="checkbox"/> Painters tape</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> White board or large sticky pad paper</li><li><input type="checkbox"/> Dry erase markers (in the 5 MyPlate colors) + cleaning spray</li><li><input type="checkbox"/> Pens (2)</li><li><input type="checkbox"/> Sharpie (2)</li><li><input type="checkbox"/> Measuring spoons</li><li><input type="checkbox"/> Measuring cups</li><li><input type="checkbox"/> Black tongs</li><li><input type="checkbox"/> 1 oz. scoop</li><li><input type="checkbox"/> Small broom + dustpan</li></ul> |
|---|--|

### Supplies (disposables)

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Hand sanitizer</li><li><input type="checkbox"/> Food-safe disinfectant spray bottle</li><li><input type="checkbox"/> Paper towels</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Trash bags</li><li><input type="checkbox"/> Gloves</li></ul> |
|--|---|

## Weekly Content

### Lesson Activity Materials

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li><input type="checkbox"/> MyPlate Relay card deck</li><li><input type="checkbox"/> Whole grain experiment voting dots</li><li><input type="checkbox"/> Go Grow Slow food cards</li><li><input type="checkbox"/> Physical Activity dice</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Pictures of grains growing</li><li><input type="checkbox"/> Bags filled with examples of grains (oats, corn, brown rice, bulgur, quinoa, flour, WG flour)</li><li><input type="checkbox"/> Whole grain model</li></ul> |
|---|---|

### The contents change every week.

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Food ingredients</li><li><input type="checkbox"/> Paper/Plasticware may include plates, forks, spoons, knives, bowls, and cups.</li><li><input type="checkbox"/> Posters</li><li><input type="checkbox"/> Handouts – 1 per lesson</li></ul> | <ul style="list-style-type: none"><li><input type="checkbox"/> Nutrition educational enhancement item (optional): MyPlate Beach Ball, Eat a Rainbow Bookmark or Sticker, Whole Grain Bowl, Cutting Mat, Jump Rope, Apron, Chef Hat,</li><li><input type="checkbox"/> Graduation Certificate</li></ul> |
|--|---|



NAME: \_\_\_\_\_

## KIDS IN THE KITCHEN FOLDER

Follow the **F O O D** Code of Conduct, try new foods, be respectful and have fun to earn your sticker for each lesson!

<b>Lesson 1:</b> MyPlate Magic	<b>Lesson 2:</b> Eat a Rainbow	<b>Lesson 3:</b> Whole-y Grains!	
<b>Lesson 4:</b> Cutting Loose in the Kitchen	<b>Lesson 5:</b> Food is Fuel	<b>Lesson 6:</b> Keep Growing & Going!	



NAME: \_\_\_\_\_

## KIDS IN THE KITCHEN FOLDER

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# COURSE ATTENDANCE TRACKING

<b>Course Site:</b>	<b>Course Contact:</b>
<b>Course Start/End Date:</b>	<b>Contact Phone:</b>

	Last Name, First Name	Food Allergies	Participant Initials	Pre-Survey Completed	Lessons in Attendance (Mark only the days attended)					
					1	2	3	4	5	6
0	Example: Smith, John	N/A	JDS	✓	✓		✓	✓	✓	✓
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										

	Volunteer Names	Mark days in which volunteers attended					
		1	2	3	4	5	6
	Instructor:						
	Class Assistant:						

# SETTING UP A COURSE

## Secure Partner and Site

- Identify a site that is interested in engaging kids in hands-on culinary nutrition education and can host all six lessons. Kids in the Kitchen is intended for kids in 2nd and 3rd grade.
- The site should have an engaged site coordinator and a space in which kids can learn without being distracted by other events happening at the same time.
- Share the course overview with the site.
- Once the site commits, agree upon a course schedule and complete the Partner Agreement.

## Preparing for the Course

- Prepare the education bin by gathering the supplies needed for the 6 lessons.
- Confirm the number of students in the class.
- Complete any required paperwork, waivers, and/or background checks the site requires.
- Prepare folders by placing the folder cover sheet on the front.
- Print surveys, attendance sheet, and lesson handouts.
- Prepare weekly grocery lists for the course making sure to include enough food for the instructor to be able to demonstrate the snack-tivity.

# SETTING UP A LESSON

## Check in with site coordinator

- Before each lesson confirm: start & end time, number of children expected, and **allergies in the group.**

## Clean up the space

- Declutter, remove any objects that may be in the way or a distraction to children (tip: take a picture before decluttering to ensure you leave the room as you found it).
- Wipe down tables with food-safe disinfectant spray and a paper towel.

## Review the Lesson Overview and Pre-Lesson Preparation pages

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Display lesson poster(s)</li><li>• Gather &amp; organize materials from education bin:<ul style="list-style-type: none"><li>◦ Dry-erase markers</li><li>◦ White board or large sticky pad paper (if using)</li><li>◦ Writing utensils (if using)</li><li>◦ Timer</li></ul></li></ul> | <ul style="list-style-type: none"><li>◦ MyPlate plate model</li><li>◦ Hand sanitizer</li><li>◦ Table disinfectant spray</li><li>◦ Paper towels</li><li>◦ Food serving utensils</li><li>◦ MyPlate stickers</li><li>◦ Additional items listed on overview page</li></ul> |
|--|--|

## Organize weekly food, handouts, and educational enhancement items

- Set aside the educational enhancement item for the end of the lesson.
- Organize folders, handouts, name tags, and writing utensils.
- Follow on-site preparation guide to prepare food for the snack-tivity.
- Set up a timer to keep lesson on track.

## Set-up activities

- Review the activity in the Nutrition Exploration and set up any additional materials (i.e., lesson 1: MyPlate Relay).
- Wash hands, put on gloves, and prepare for snack-tivity.

# BREAKING DOWN & CLEANING UP A LESSON

## Folders

- Collect and return to site coordinator.

## Posters:

- Take down and remove any tape.

## Food/Utensils:

- Discard or give away leftover food.
- Large amounts of shelf-stable food can be used in future classes.
- Clean any measuring spoons/scoops used to prep food (do this to the best of your ability on-site, if possible clean with hot water and soap).

## Clean the space:

- Wipe down and sanitize tables.
- Sweep the floor.
- Return any items that were moved during the lesson.
- Take out the trash.
- Clean out the sink.
- Check-in with site coordinator if anything else needs to be done.



# PARTNER ORGANIZATION AGREEMENT

This is an agreement between Lead Organization and Partner Organization stating responsibilities of each organization for implementation of Kids in the Kitchen, a hands-on food-skills education series

## Lead Organization’s Responsibilities:

- Provide an instructor to lead the whole course.
- Provide materials, such as nutrition handouts and supplies, for hands-on food activity for all lessons.
- Ensure all food is safely prepped, packed, and delivered for children.
- Ensure all food items are identified and communicated to the partner organization.
- Arrive 30 minutes before delivering the lesson.
- Lead the series on the agreed upon dates and times.

## Partner Organization Responsibilities:

Please initial that you have read and agree to each of the following statements:

- \_\_\_\_\_ The Partner Organization understands and acknowledges the scope of the curriculum as set forth by the Lead Organization to be conducted with no more than 20 kids in 2nd and 3rd grade (unless otherwise agreed upon).
- \_\_\_\_\_ The Partner Organization agrees to identify a designated contact who will serve as the point of contact for Lead Organization staff and lesson participants throughout the series.
- \_\_\_\_\_ The designated contact agrees to host an instructor for a 6 lesson Kids in the Kitchen series.
- \_\_\_\_\_ The designated contact agrees to have themselves or another adult representative of their organization present throughout each lesson to assist as needed.
- \_\_\_\_\_ The designated contact will encourage children to participate in the activity with a positive mindset.
- \_\_\_\_\_ Some lessons could include food that children may be allergic to; the Partner Organization agrees to take responsibility for sharing with the child and their guardian that the food may contain potential allergens.
- \_\_\_\_\_ The Partner Organization understands that participants cannot be charged for materials or food.

We have read and understand the roles and responsibilities listed in the collaboration agreement above and commit to hosting a high-quality course at our organization this year.

**PRINT**

*Partner Organization Contact*

**PRINT**

*Lead Organization Contact*

**SIGNED, DATE**

*Partner Organization Contact*

**SIGNED, DATE**

*Lead Organization Contact*

# TIPS TO INCREASE STUDENT ENGAGEMENT

## Tips & Tricks from an Educator

### Tip #1: Set clear expectations

<b>What:</b>	Setting clear expectations is often done with the use of a behavior contract, code of conduct, or behavior matrix that is displayed and referred to often. It is important to define what the expected behaviors “look like” and “sound like” in an elementary classroom.
<b>Why:</b>	Foundation of a classroom. Research shows expectations should be in positive language (no don'ts).
<b>How:</b>	Develop and use common expectations and ground rules on day 1, i.e. F.O.O.D.I.E Code of Conduct. This should be consistent across the entire program.

### Tip #2: Repetitive routines + procedures

<b>What:</b>	Establish routines and procedures for commonly occurring events (i.e. transitioning from one activity to another, cleaning up) and use them every time.
<b>Why:</b>	Predictable patterns decrease stress and anxiety in children. Increases time on task and behavior management.
<b>How:</b>	Each Kids in the Kitchen lesson has a consistent routine for the welcome, closure, and food safety portions.

### Tip #3: Visuals, Visuals, Visuals

<b>What:</b>	Visuals come in many forms (posters, presentations, graphic organizers, worksheets, or images).
<b>Why:</b>	65% of the population are visual learners and research suggests this is even higher for children. Visuals capture student attention and increase the retention of information. Visuals are proven to greatly help students with learning differences.
<b>How:</b>	Kids in the Kitchen is filled with learning posters, worksheets, and images.

## Tip #4: Cue for Attention

<b>What:</b>	Establish and use a common cue or call and response to get the class's attention. This is especially important when transitioning between activities.
<b>Why:</b>	Cues are key to increasing safety and time management. A combination of verbal and nonverbal cues is recommended.
<b>How:</b>	Include some food related call and responses (e.g., Holy Moly...Guacamole, Macaroni and cheese...Everybody freeze). Have the kids help come up with the call and response during lesson 1!

## Tip #5: Focus on the Do's (not the Don'ts)

<b>What:</b>	Use positive, specific feedback when acknowledging student behavior. For example, if hand raising is a classroom expectation, say "Joe is raising his hand" before calling on Joe.
<b>Why:</b>	Research finds that when we acknowledge desired behaviors more often than undesired behaviors, we increase the amount of desired behavior. Research recommends a 4:1 positive acknowledgment ratio.
<b>How:</b>	This is key to keep students on task during Kids in the Kitchen because kids are more likely to take advantage of "new" adults! Encourage and point out positive behavior, recognize this behavior at the end of each lesson when handing out stickers & educational enhancement items.

## Tip #6: Movement (Brain breaks!)

<b>What:</b>	Incorporate frequent movement breaks throughout the lesson. Have students get up to wiggle, move, or play a mental game like "I Spy."
<b>Why:</b>	The attention span of an 8-year-old is 16 to 24 minutes. "Quick breaks help students refocus so they can return to work feeling centered and ready to learn." -Edutopia
<b>How:</b>	Movement is an integral part of every Kids in the Kitchen lesson. If you sense the class zoning out, you may need to pause the lesson and do a quick movement break. Even though this will derail the lesson for a few minutes, it will help regain the class's focus!

## Tip #7: Give Choices

<b>What:</b>	Students thrive when they are provided choices. For example, you may give students the choice to write, draw, or explain their answer.
<b>Why:</b>	Student choice taps into multiple learning styles and differences. Choice empowers ownership of learning. Increases student involvement and engagement.
<b>How:</b>	Choice is embedded into every Kids in the Kitchen lesson, especially in the worksheets and in the way students share their answers.

## Tip #8: Explain the Directions First

<b>What:</b>	It is important to tell kids what they are about to do before passing out materials.
<b>Why:</b>	Once kids have materials in their hands or on their desk, their listening skills drastically decrease. Increases time on task.
<b>How:</b>	This is vital for Kids in the Kitchen because there are a lot of engaging materials (i.e. food and sharp objects).

## Tip #9: Pacing & Time Limits

<b>What:</b>	It is important to maintain a brisk learning pace in an elementary classroom. Timers are your friend!
<b>Why:</b>	Less time for unwanted behavior. Predictability can be especially important for students with learning differences. Timers make transitions more manageable for students who struggle with emotional regulation. Remember, the attention span of an 8-year-old is 16 to 24 minutes.
<b>How:</b>	Kids in the Kitchen lessons are jam-packed, which makes pacing even more important. Timers are an easy way to keep the instructors on task. There is a timer in every education bin. Use it to time an activity or track the whole hour. Display the timer so children can see how much time is left in an activity.

1st letter of FIRST name: \_\_\_\_\_

1st letter of MIDDLE name: \_\_\_\_\_

1st letter of LAST name: \_\_\_\_\_

Birthday (Month and Day): \_\_\_\_\_

## KIDS IN THE KITCHEN PRE-SURVEY



- 1. What grade are you in? Circle one.**  
2ND grade    3RD grade    4TH grade
- 2. How old are you? Write your age in the blank.**  
\_\_\_\_\_ years old
- 3. Are you a boy or girl? Circle one.**  
Boy                                  Girl
- 4. Are you Hispanic or Latino?**  
Yes        No        I don't know.
- 5. What is your race? You can circle more than one.**  
White  
Black or African American  
Asian  
Native Hawaiian or Pacific Islander  
American Indian or Alaska Native  
Other: \_\_\_\_\_  
I don't know.

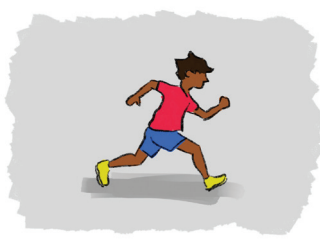
**For the rest of the questions, circle one answer.**

- 6. I can select a meal that includes at least 3 food groups.**  
 YES! Definitely!!!  
 Yes, I think I can do it.  
 No, I don't think I could do it.  
 NO! No way!!!  
 Not sure / I don't know what that is.
- 7. I can make a snack to eat with a variety of colors.**  
 YES! Definitely!!!  
 Yes, I think I can do it.  
 No, I don't think I could do it.  
 NO! No way!!!  
 Not sure / I don't know what that is.

8. **I can select a whole grain using the ingredients list from a food package.**
- YES! Definitely!!!
  - Yes, I think I can do it.
  - No, I don't think I could do it.
  - NO! No way!!!
  - Not sure / I don't know what that is.
9. **How do you feel about eating whole grain foods, like whole wheat bread or cereal, or crackers?**
- I really like to eat them.
  - I kind of like to eat them.
  - I don't like to eat them.
  - I really don't like to eat them.
  - I'm not sure if I like to eat them.
10. **How do you feel about eating meals with a variety of food groups such as pizza with veggies?**
- I really like to eat them.
  - I kind of like to eat them.
  - I don't like to eat them.
  - I really don't like to eat them.
  - I'm not sure if I like to eat them.
11. **How do you feel about selecting drinks, such as water, milk, or 100% juice?**
- I really like to drink them.
  - I kind of like to drink them.
  - I don't like to drink them.
  - I really don't like to drink them.
  - I'm not sure if I like to drink them.
12. **Which activity would increase your heart rate and make you breathe faster?**



Stretching



Running

13. Which is a time when physical activity is being completed?



Eating



TV



Walking

14. Which would you choose as light physical activity?

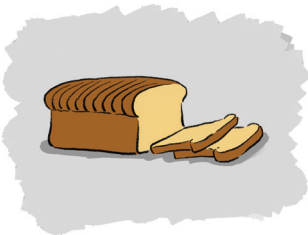


Playing Video Games



Stretching

15. Which of the following is a GO food that gives you lots of energy?



Whole Grain Bread

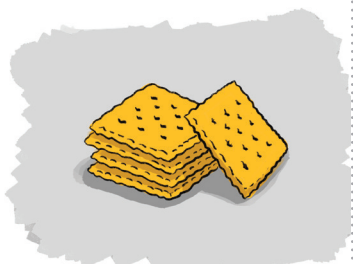


Chicken

16. Which of the following is a SLOW food that gives you quick energy and then slows you down?



Cookies



Crackers

17. Which of the following is a GROW food that builds your body big and strong?



Peanut Butter



Fruit

18. I can follow recipes.

- YES! Definitely!!!
- Yes, I think I can do it.
- No, I don't think I could do it.
- NO! No way!!!
- Not sure / I don't know what that is.

19. I can cut up food.

- YES! Definitely!!!
- Yes, I think I can do it.
- No, I don't think I could do it.
- NO! No way!!!
- Not sure / I don't know what that is.

20. I can measure ingredients.

- YES! Definitely!!!
- Yes, I think I can do it.
- No, I don't think I could do it.
- NO! No way!!!
- Not sure / I don't know what that is.

1st letter of FIRST name: \_\_\_\_\_

1st letter of MIDDLE name: \_\_\_\_\_

1st letter of LAST name: \_\_\_\_\_

Birthday (Month and Day): \_\_\_\_\_

# KIDS IN THE KITCHEN POST-SURVEY



**For all of the questions, circle one answer.**

**1. I can select a meal that includes at least 3 food groups.**

- YES! Definitely!!!
- Yes, I think I can do it.
- No, I don't think I could do it.
- NO! No way!!!
- Not sure / I don't know what that is.

**2. I can make a snack to eat with a variety of colors.**

- YES! Definitely!!!
- Yes, I think I can do it.
- No, I don't think I could do it.
- NO! No way!!!
- Not sure / I don't know what that is.

**3. I can select a whole grain using the ingredients list from a food package.**

- YES! Definitely!!!
- Yes, I think I can do it.
- No, I don't think I could do it.
- NO! No way!!!
- Not sure / I don't know what that is.

**4. How do you feel about eating whole grain foods, like whole wheat bread or cereal, or crackers?**

- I really like to eat them.
- I kind of like to eat them.
- I don't like to eat them.
- I really don't like to eat them.
- I'm not sure if I like to eat them.

5. **How do you feel about eating meals with a variety of food groups such as pizza with veggies?**

- I really like to eat them.
- I kind of like to eat them.
- I don't like to eat them.
- I really don't like to eat them.
- I'm not sure if I like to eat them.

6. **How do you feel about selecting drinks, such as water, milk, or 100% juice?**

- I really like to drink them.
- I kind of like to drink them.
- I don't like to drink them.
- I really don't like to drink them.

7. **Which activity would increase your heart rate and make you breathe faster?**

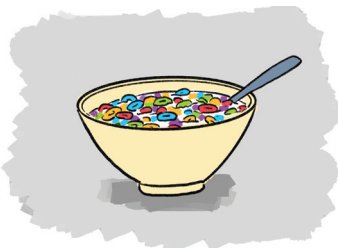


Stretching



Running

8. **Which is a time when physical activity is being completed? Circle one.**



Eating



TV



Walking

9. Which would you choose as light physical activity?

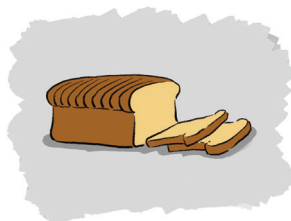


Playing Video Games



Stretching

10. Which of the following is a GO food that gives you lots of energy?



Whole Grain Bread

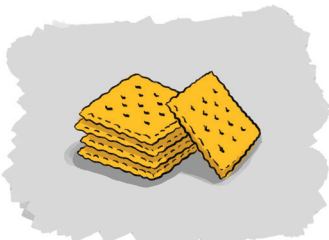


Chicken

11. Which of the following is a SLOW food that gives you quick energy and then slows you down?



Cookies

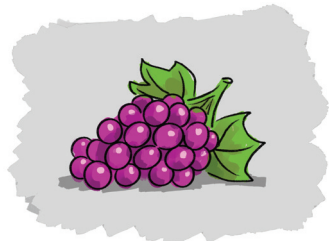


Crackers

12. Which of the following is a GROW food that builds your body big and strong?



Peanut Butter



Fruit

**13. I can follow recipes.**

- YES! Definitely!!!
- Yes, I think I can do it.
- No, I don't think I could do it.
- NO! No way!!!
- Not sure / I don't know what that is.

**14. I can cut up food.**

- YES! Definitely!!!
- Yes, I think I can do it.
- No, I don't think I could do it.
- NO! No way!!!
- Not sure / I don't know what that is.

**15. I can measure ingredients.**

- YES! Definitely!!!
- Yes, I think I can do it.
- No, I don't think I could do it.
- NO! No way!!!
- Not sure / I don't know what that is.





## LESSON 1

# MYPLATE MAGIC

*Facilitator Guide*



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### LESSON OVERVIEW

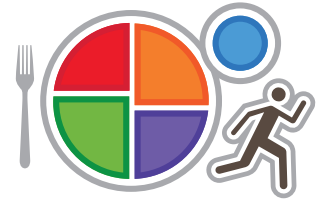
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#### **Objectives:**

1. Students will be able to understand the importance of eating from the five food groups.
  2. Students will be able to identify Go, Grow, and Slow foods.
  3. Students will understand the importance of basic food safety.
-

LESSON 1:

# MATERIALS & PREPARATION



<b>POSTERS</b>	F.O.O.D Code of Conduct
<b>EDUCATION MATERIALS</b>	Pre-class survey MyPlate plate model MyPlate Magic handout (one page) MyPlate Relay cards White board or large sticky pad paper Markers in MyPlate colors
<b>SNACKTIVITY FOOD &amp; MATERIALS</b> <b>MyPlate Mini Pizzas</b>	Whole grain flat bun Marinara sauce Mozzarella cheese Pineapple Turkey pepperoni Paper plate Plastic spoon
<b>EDUCATIONAL ENHANCEMENT ITEM</b>	MyPlate beach ball
<b>LESSON OVERVIEW</b>	<ol style="list-style-type: none"><li>1. Prep &amp; Set-up (next page)</li><li>2. <b>Introductions [15 minutes]</b></li><li>3. <b>Nutrition Exploration: MyPlate [10 minutes]</b></li><li>4. <b>Activity: MyPlate Relay [15 minutes]</b></li><li>5. <b>Snack-tivity: Mini Pizzas [15 minutes]</b></li><li>6. <b>Wrap-up [5 minutes]</b></li><li>7. Break down, pack up, &amp; clean space</li></ol>

# ON-SITE PRE-LESSON PREPARATION

1. Check-in with the site coordinator. Discuss the number of children attending the lesson and any allergies the children may have.
2. Clean and sanitize tables.
3. Hang up the lesson visuals/posters. Always include the F.O.O.D. code of conduct.
4. Collect all lesson materials.
5. Plan MyPlate Relay game for the classroom space. Display Food Group cards on the wall or on tables to set up the game.
6. Set aside educational enhancement item to pass out at end of the lesson.
7. Tie back hair and loose clothing if applicable.
8. Wash hands and put on gloves.
9. Prepare plates for each child and one for the instructor.



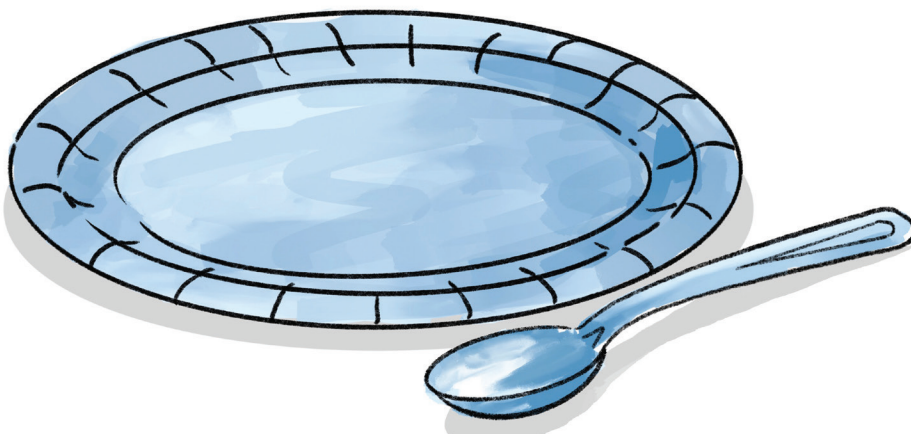
*2 Tablespoons  
Marinara Sauce*



*4 slices turkey  
pepperoni*



*1/2 Whole Grain  
Flat Bun*



*Paper plate and  
plastic spoon*



*1/4 Cup Mozzarella  
Cheese*



*1 Tablespoon  
Pineapple Chunks*

# I. INTRODUCTION [15 minutes]

**Materials: Name tags, folders, code of conduct poster, pre-class survey, dry-erase markers**

1. **Complete** attendance as kids walk in. **Pass out** nametags and folders.
2. Have the kids write their names on the front of the folder and explain that they will keep their handouts in the folder for all 6 lessons.
3. Have kids write their names and favorite food on the nametag and put it on their shirts.  
\*This may be something the site coordinator can help kids with as you get set up.
4. **Welcome** participants to Kids in the Kitchen. Briefly explain that for 6 lessons this group will get together to talk about food, making healthy choices and cooking, and will get to prepare a snack together each time.
5. **Introduce** yourself and any other instructors or volunteers.
6. **SHARE** that it is important that we all have fun and learn during our time together, to do this we are going to set some classroom expectations.
7. **ASK:** What are some ways we can make sure this happens every lesson?
8. **ASK:** What are some rules you have in your classroom?
9. **SHARE** the Kids in the Kitchen code of conduct. Display the poster and review together:
  - a. **Follow** directions
  - b. **One-bite** rule
  - c. **Observe** the speaker
  - d. **Don't yuck**, my yum
10. **SHARE** that they can be a FOODIE by demonstrating these behaviors and **ASK** if they can all agree to this code of conduct.
11. **SHARE** that if they demonstrate these behaviors throughout the lesson, they will receive a MyPlate sticker to put on their folder. Each MyPlate sticker will get them closer to earning their Junior Chef Badge at the end of lesson 6!
12. Have kids **introduce** themselves by sharing their name and favorite food (if there is not enough time, save this for the Nutrition Exploration). As they say their favorite food, write it on the white board or large sticky pad paper, grouping foods into their food group or foods with multiple groups together.
13. **Pass out** and have the kids complete the pre-class survey.
14. Introduce today's lesson. **SHARE** the lesson name, objectives and agenda.
  - a. **Name:** MyPlate Magic
  - b. **Objectives:** Today we are going to learn about the five food groups and what foods make us Go, Grow, and Slow
  - c. **Agenda:**
    - i. Nutrition Exploration: MyPlate
    - ii. Activity: MyPlate Relay
    - iii. Snack-tivity: Mini Pizza

## II. NUTRITION EXPLORATION [10 minutes]

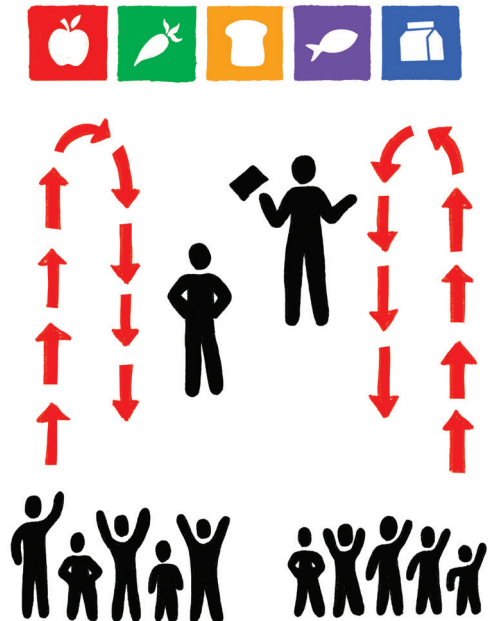
### Materials: MyPlate plate model

1. **Show** the MyPlate model and discuss why it's important to eat all five food groups.
2. **ASK:** Why is food so important for us? Emphasize the benefits of balanced meals and snacks – helps you grow big & strong, sharp memory and focus, gives you energy to play, keeps you healthy.
3. **ASK** kids one-by-one to **SHARE** one of the five food groups.
4. **ASK:** Why is it important to eat from all five food groups? Explain that each food group helps our body in different ways by providing different nutrients.
5. **SHARE** that throughout the 6 lessons we are going to learn about each food group.
6. **SHARE** that The MyPlate shows us how to eat from 5 food groups every day. Explain that we can use MyPlate as a guide to eat healthy. It shows the different food groups and how much of each we should aim to eat each day. Point out key features:
  - a. Half the plate is fruits and vegetables.
  - b. It's full of colors.
  - c. A quarter/one-fourth of the plate is grains.
  - d. The food groups are balanced across the plate.
7. **SHARE** that certain foods can make our bodies GO (run feet in place) – GROW (flex your muscles) -or- SLOW (slump). Instruct kids to practice these movements as you say each word:
  - a. **GO foods:** Grains, vegetables & fruits fuel our bodies and give us energy to GO! (run in place)
  - b. **GROW foods:** Protein and dairy provide our bodies with the building blocks to grow big & strong (flex biceps & 'grow' in their seat)
  - c. **SLOW foods:** Desserts, candy, soda high in sugar & low in nutrients give quick energy but leave us feeling tired and cranky (slump and power down)
8. **Refer to** the classes' favorite foods.
  - a. Go through the list and have kids identify which food group each food belongs to.
  - b. Explain that some foods, like pizza, might have foods in more than one food group.
9. **Write** "Go" next to the groups of grains, fruits, and vegetables and "Grow" next to the protein and dairy groups.

### III. ACTIVITY: MYPLATE RELAY [15 minutes]

**Materials: MyPlate Relay Food Group Category Cards and Food Cards, Tape**

1. **Divide** kids into 2 teams and assign instructor/volunteer as team leaders.
2. **Display** the **5 food group category cards** (Fruit, Vegetable, Protein, Grain, Dairy) spread out in a row on the floor or taped on wall.
3. If space allows, have the kid's form 2 lines ~20 ft away from the food group category cards.
4. The team leader will **pass out a food card** when the child gets to the front of the line. Have the child identify the food group that their food goes into and then do the physical activity on the back to place the food card on the correct food group category card.
5. The first team to empty their stack of food cards and correctly place them on the correct group name, wins.
6. The winning team gets to lead a group dance or workout party!



If you do not have space to do the relay, get creative:

#### **Alternative MyPlate ‘Games’ for limited time/space:**

**Option 1:** Set up Food Group cards on a table or separate tables (“Grains”, “Vegetables” etc.), hand each kid a food card and have them sort their cards by placing the food on the table or space with its matching food group name.

**Option 2:** Tape a Food Group card in each corner of a room. Hold up a food card and have the kids walk to the corner of which food group that food is in. (i.e. if you hold up bread, the kids will all go to the Grains corner of the room.)

**Option 3:** Assign each food group a movement. Sort the cards as a group by holding up each card and have the kids **SHARE** the food group. As they identify the food group, have the kids do that food group’s movement – example movements: fruit = star jump, vegetable = hop, protein = skip in place, grain = crouch into a ball, dairy = spin around in place.

## IV. SNACK-TIVITY: MINI PIZZAS [15 minutes]

**Materials:** MyPlate Magic handout, writing utensil, paper plate, spoon, ingredients

1. **Pass out** the MyPlate Magic handout and a writing utensil.
2. **Read** through the ingredients. Instruct kids to fill in the name of the food group as we identify which food group each ingredient belongs to and then circle if makes you grow or go.

Ingredients	Food Group	Circle
Whole Grain Flat Bun	<b>GRAIN</b>	Grow or <input type="radio"/> Go
Marinara Sauce	<b>VEGETABLE</b>	Grow or <input type="radio"/> Go
Pineapple Chunks	<b>FRUIT</b>	Grow or <input type="radio"/> Go
Mozzarella Cheese	<b>DAIRY</b>	<input type="radio"/> Grow or Go
Turkey Pepperoni	<b>PROTEIN</b>	<input type="radio"/> Grow or Go

3. **SHARE** that our snack today has all five food groups! It's going to help us "go" and "grow!"
4. **Read** the Mini Pizza directions out loud and display each ingredient as it is read:
  - a. Wash your hands and clean your area.
  - b. Place the bun on your plate.
  - c. Spread marinara sauce evenly over the bun with the plastic spoon.
  - d. Sprinkle mozzarella cheese.
  - e. Spread pineapple and pepperoni across the cheese.
  - f. ENJOY!
5. **ASK:** Why is it important to wash our hands before we work with food? What is the proper way to wash our hands? Have kids wash their hands for 20 seconds with warm soapy water.
6. **Pass out** the ingredients and let the kids assemble their pizzas.

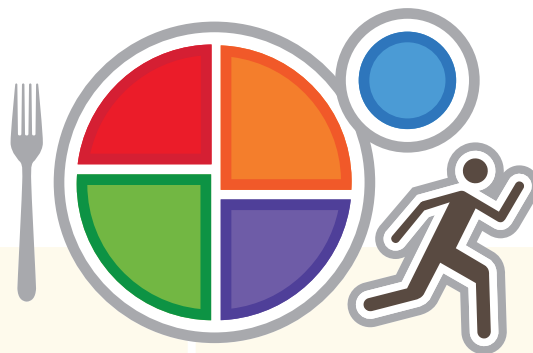


## V. WRAP-UP [5 minutes]

### Materials: MyPlate stickers

1. While eating the pizza together, review the lesson objectives and key messages:
  - a. What are the five food groups? Where are they on our pizza?
  - b. Why is it important to eat from five groups each day?
  - c. Which food groups make us Go? Which make us Grow?
2. **SHARE** that we have a 3-finger rating activity. Explain that everyone can **SHARE** what they think using 3-finger ranking:
  - i. 3 fingers = Loved it
  - ii. 2 fingers = Liked it
  - iii. 1 finger = Didn't prefer the taste
3. **Clean up** the space. Have children help clean and put handouts in their folders.
4. **Reflect** on a few good FOODie behaviors kids modeled throughout the class.
5. **Pass out** the MyPlate stickers for each child to place on their folder and the educational enhancement item for kids to take home.
6. Thank the kids for participating and learning together today.
7. **SHARE** that the next lesson is Eat a Rainbow.

# LESSON 1: MYPLATE MAGIC



**Power up with 5 groups a day, the healthy balanced way!**

Food groups that help you GO

- Fruits
- Vegetables
- Grains

Food groups that help you GROW

- Protein
- Dairy

## MyPlate Mini Pizzas

Fill in the food group that each ingredient belongs to. Circle whether that food group makes you grow or go.

Ingredients	Food Group	Circle One
Whole Grain Flat Bun	Grain	Grow or Go
Marinara Sauce		Grow or Go
Pineapple Chunks		Grow or Go
Mozzarella Cheese		Grow or Go
Turkey Pepperoni		Grow or Go

## Directions

1. Wash your hands.
2. Place the bun on your plate.
3. Spread marinara sauce evenly over the bun with the plastic spoon.
4. Sprinkle mozzarella cheese.
5. Spread pineapple and pepperoni across the cheese.

**ENJOY!**



# MYPLATE RELAY CARD DECK PREPARATION

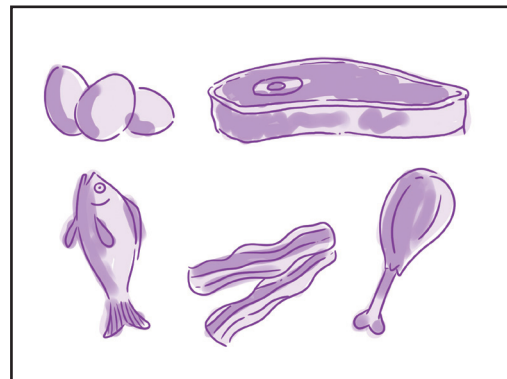
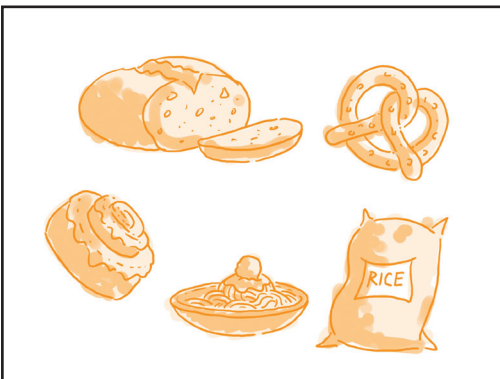
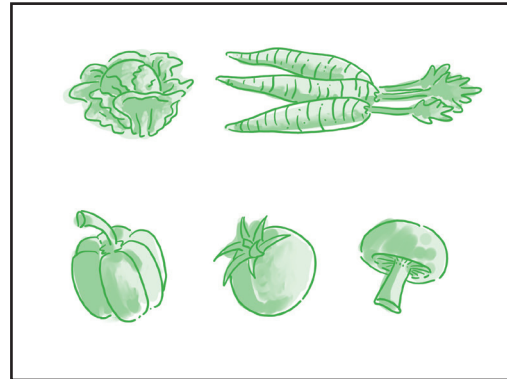
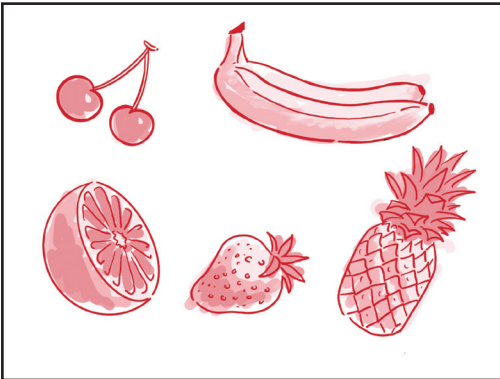
## Materials:

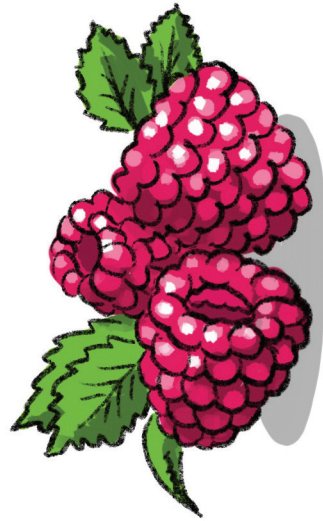
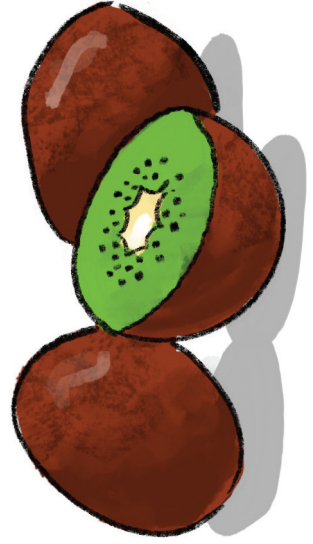
- 8 pieces of cardstock
- 1 zip-top bag
- MyPlate Relay Card deck file (includes 24 food cards and 5 food group cards)
- Scissors

## Instructions:

1. Print 6 pages of food cards double-sided. Cut into cards.
2. Print two pages of food group cards single-sided. Cut into cards.
3. On zip-top bag, using a permanent marker, write “MyPlate Relay Card Deck.”
4. Place the 24 food cards and 5 food group cards in the bag and seal.

**Great work! Your activity is ready.**



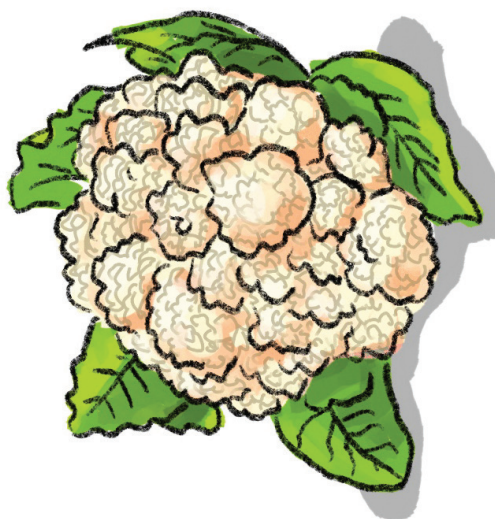
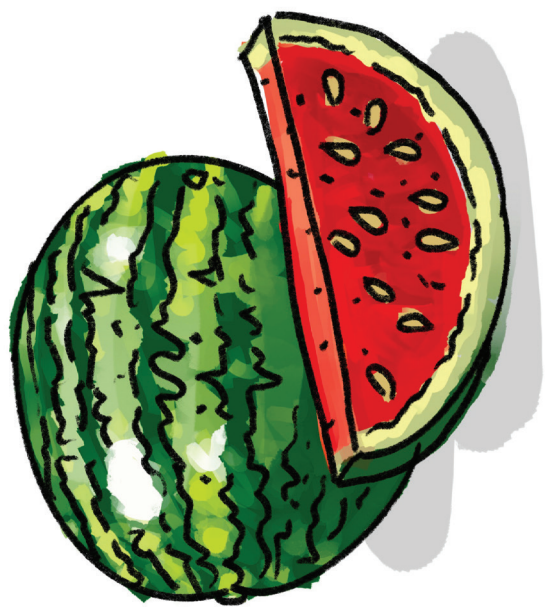


**SKIP**

**BEAR CRAWL  
OR TOE TOUCHES**

**CRAB WALK  
OR HIGH KNEES**

**FAST WALK**

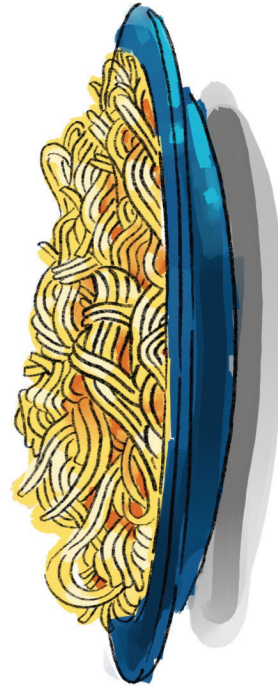
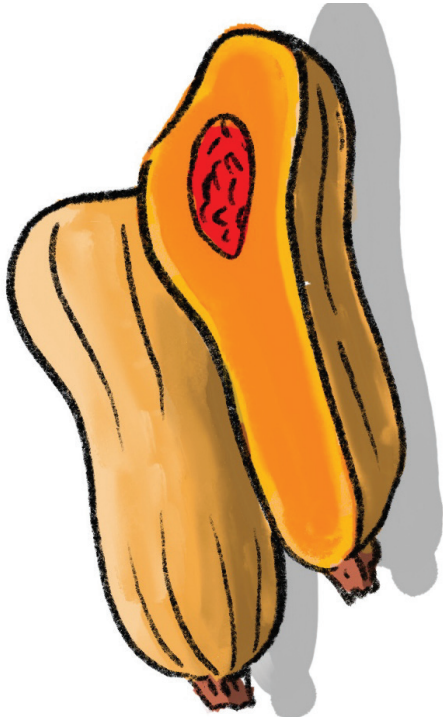


**CRAB WALK**

**FAST WALK**

**RIGHT LEG HOP**

**LEFT LEG HOP**

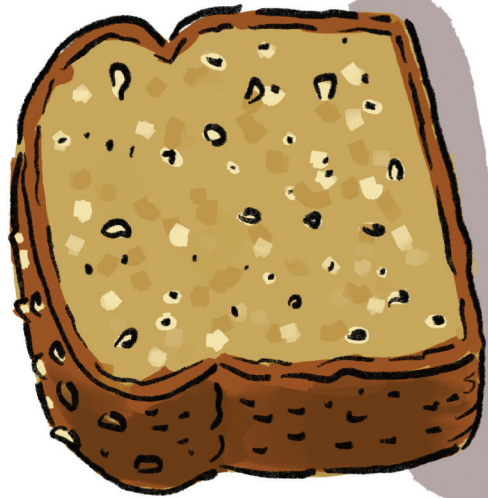
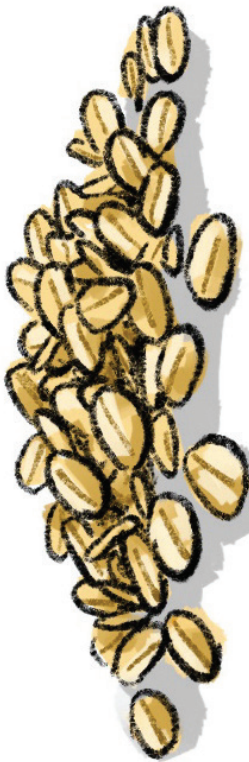
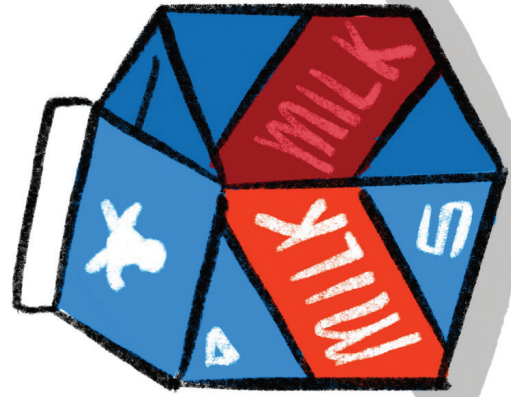
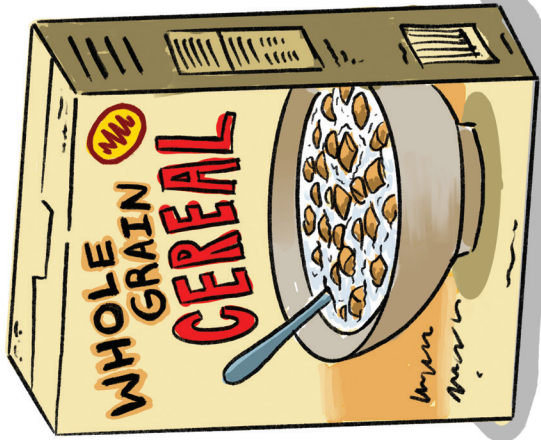


**SKIP**

**BEAR CRAWL  
OR TOE TOUCHES**

**LEFT LEG HOP**

**RIGHT LEG HOP**

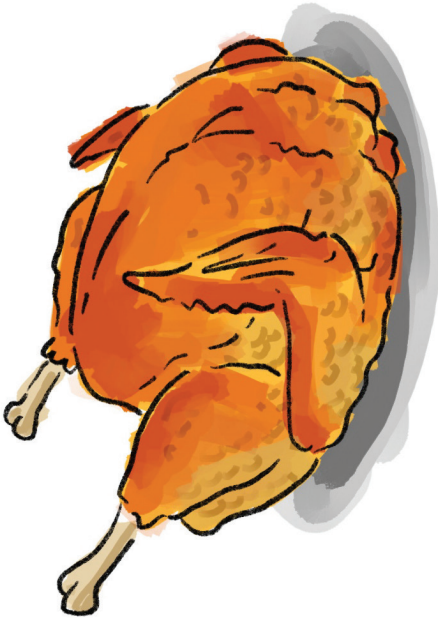
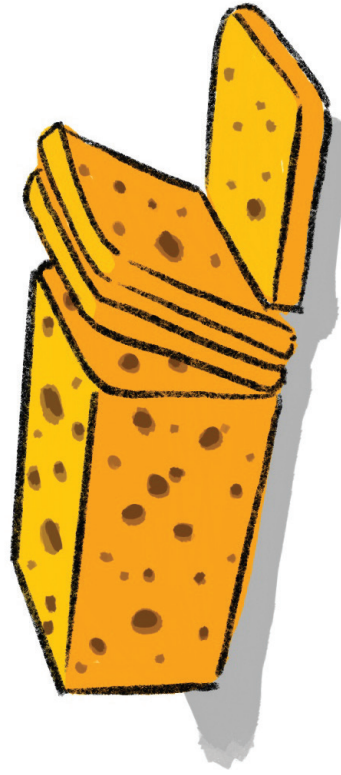
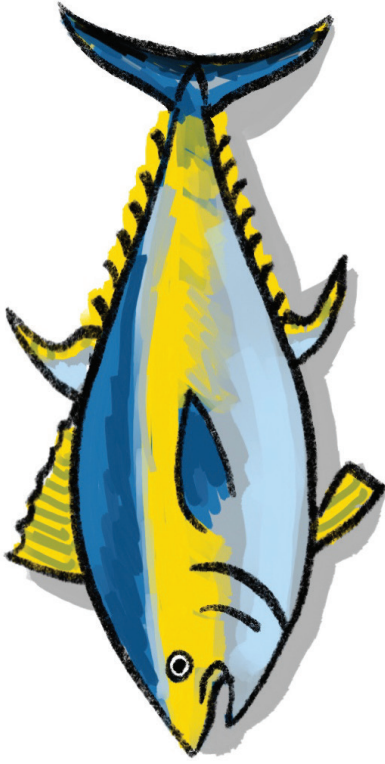


**DANCE**

**BUNNY HOP  
OR HIGH KNEES**

**FAST WALK**

**WALK  
BACKWARDS**

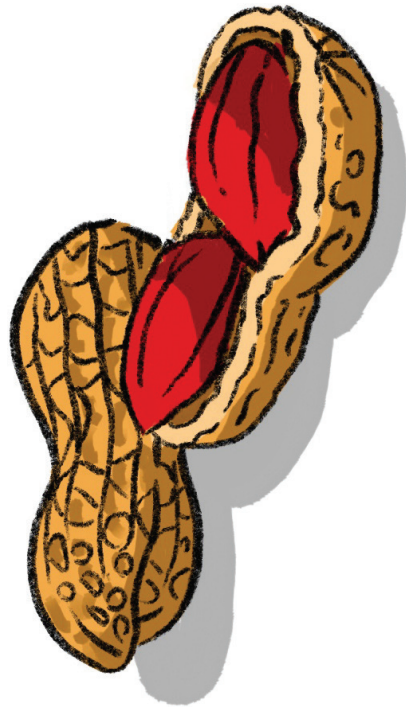
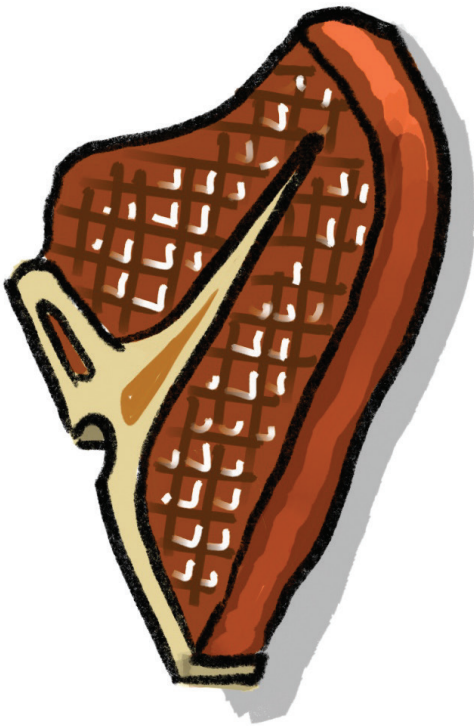
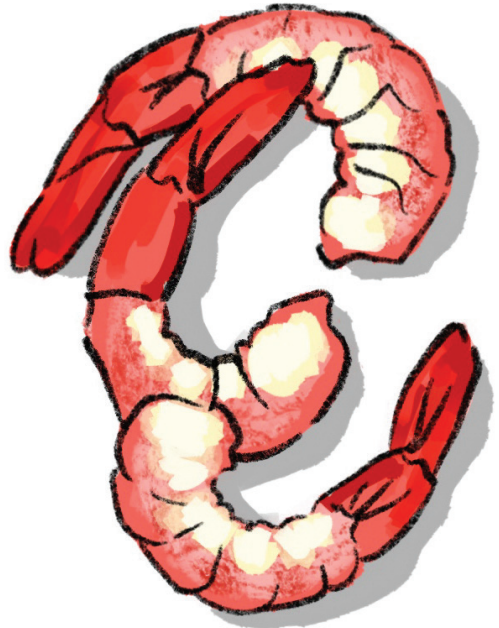


**JUMPING JACKS**

**SHUFFLE**

**WALK  
BACKWARDS**

**DANCE**



**SKIP**

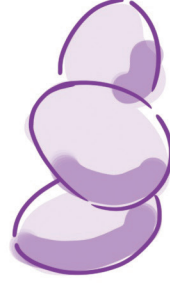
**BEAR CRAWL  
OR TOE TOUCHES**

**CRAB WALK  
OR HIGH KNEES**

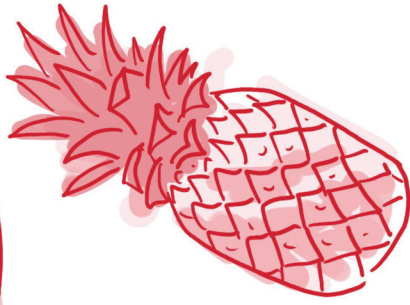
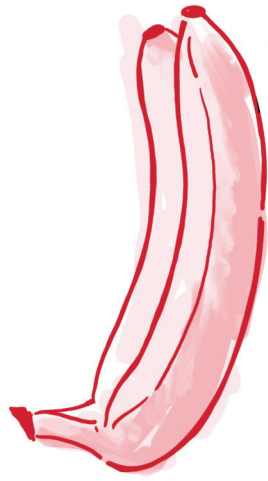
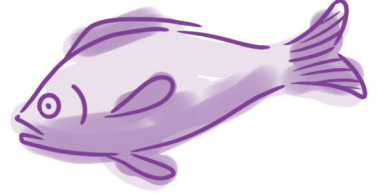
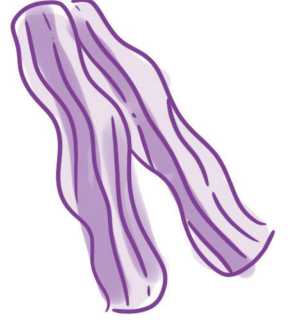
**FAST WALK**



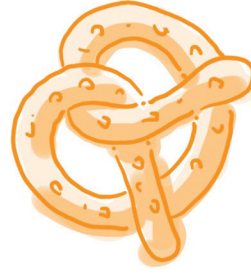
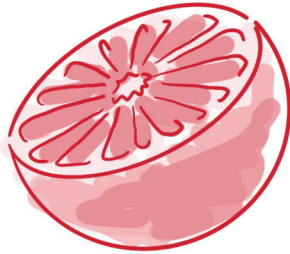
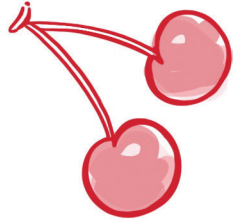
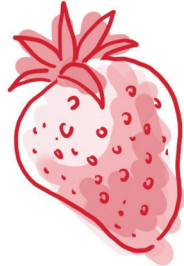
# VEGETABLES



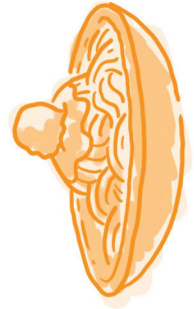
# PROTEIN



# FRUITS



# GRAINS





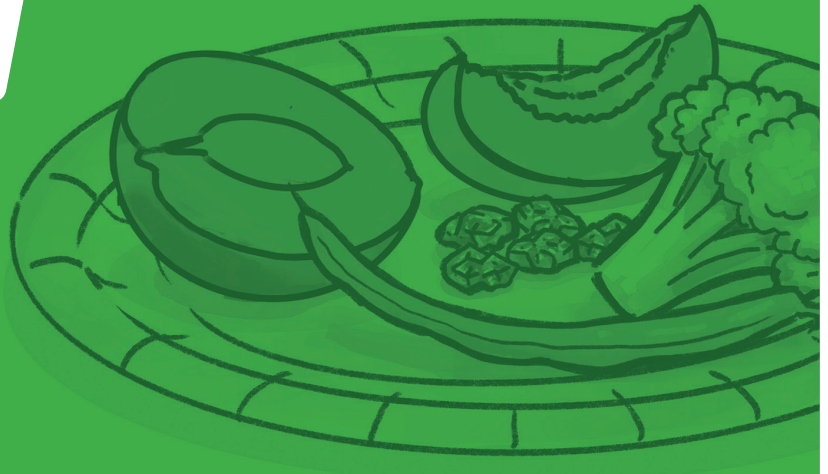
# DAIRY



## LESSON 2

# EAT A RAINBOW

*Facilitator Guide*



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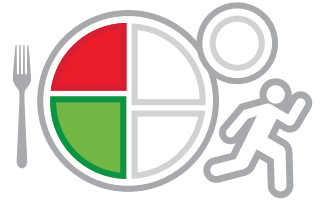
### LESSON OVERVIEW

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#### **Objectives:**

1. Students will use their five senses to taste and describe fruits and vegetables.
  2. Students will understand and be able to explain the benefits of eating a variety of fruits and vegetables of many colors.
-

## LESSON 2:



# MATERIALS & PREPARATION

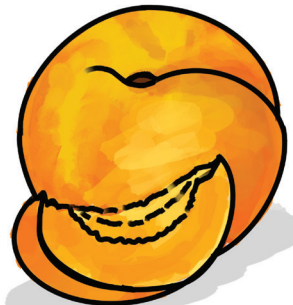
<b>POSTERS</b>	F.O.O.D. Code of Conduct Eat a Rainbow Taste Test Word Bank
<b>EDUCATION MATERIALS</b>	Eat a Rainbow handout (two pages) MyPlate plate model White board or large sticky pad paper
<b>SNACKTIVITY FOOD &amp; MATERIALS</b> <b>Fruit &amp; Vegetable Taste Test</b>	Fruits and vegetables for tasting. One of each color - purple, orange, red, green, and white Mystery Bag fruit or vegetable- exotic or cultural Paper plate
<b>EDUCATIONAL ENHANCEMENT ITEM</b>	Eat a Rainbow bookmark or sticker
<b>LESSON OVERVIEW</b>	<ol style="list-style-type: none"><li>1. Prep &amp; Set-up (next page)</li><li>2. <b>Introductions [10 minutes]</b></li><li>3. <b>Nutrition Exploration: Colorful Fruits and Veggies [10 minutes]</b></li><li>4. <b>Activity: Eat a Rainbow Simon Says [15 minutes]</b></li><li>5. <b>Snack-tivity: Fruit &amp; Vegetable Taste Test [20 minutes]/ Mystery Bag</b></li><li>6. <b>Wrap-up [5 minutes]</b></li><li>7. Break down, pack up, &amp; clean space</li></ol>

# ON-SITE PRE-LESSON PREPARATION

1. Check-in with the Site Coordinator: discuss the number of children attending the lesson and any allergies the children may have.
2. Clean and sanitize tables.
3. Hang up the lesson visuals/posters. Always include the F.O.O.D. code of conduct.
4. Collect all lesson materials.
5. Set aside educational enhancement item to pass out at end of the lesson.
6. Tie back hair and loose clothing if applicable.
7. Wash hands and put on gloves.
8. Prepare food for each child and one for the instructor: See example of how to set up the plate. Organize plates in the same color order – purple, orange, red, green, white. For mystery bag, place one item in brown bag or have the prepared pieces ready to be handed out. For example, if using passion fruit, place whole item in the bag and have cut up pieces prepared ahead.



*Purple fruit*



*Orange fruit*



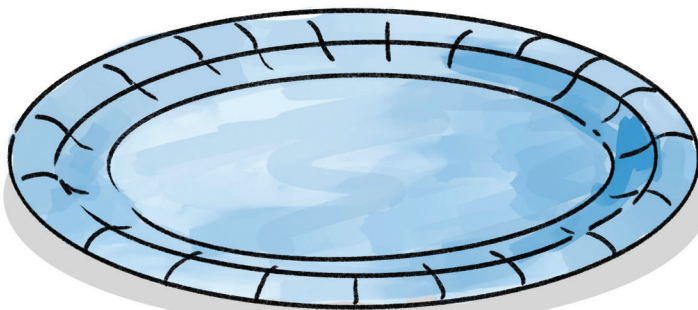
*White vegetable*



*Red fruit*



*Green vegetable*



*Paper Plate*



*Paper Bag*

# I. INTRODUCTIONS [10 minutes]






**Materials: Name tags, folders, code of conduct poster, white board, dry erase markers**

1. **Complete** attendance as kids walk in. **Pass out** nametags and folders. Have kids put nametags on their shirts.
2. **Welcome** participants back to Kids in the Kitchen. Remind them that every lesson this group will get together to talk about food, making healthy choices and cooking, and will get to prepare a snack together each time.
3. **Review** the Kids in the Kitchen Code of Conduct:
  - a. **Follow** directions
  - b. **One-bite** rule
  - c. **Observe** the speaker
  - d. **Don't yuck**, my yum
4. Have kids introduce themselves by sharing their:
  - a. Name
  - b. Favorite Fruit OR Vegetable
5. As kids **SHARE** foods, **record** them on the white board or large sticky pad paper in the color of the fruit or vegetable (i.e., Carrots write in orange, kiwi write in green, etc. ).
6. Introduce today's lesson. **SHARE** the following about the lesson:
  - a. Name: Eat a Rainbow
  - b. Objectives: We will use the five senses to taste and describe fruits and vegetables and understand the benefits of eating fruits and veggies of many colors.
  - c. Agenda:
    - i. Nutrition Exploration: Colorful Fruits & Veggies
    - ii. Activity: Eat a Rainbow Simon Says
    - iii. Snack-tivity: Fruit and Vegetable Taste Test/MYSTERY BAG

## II. NUTRITION EXPLORATION [10 minutes]

**Materials: MyPlate plate model, Eat a Rainbow handout**

1. **Review** MyPlate and the five food groups. Point out that fruits and vegetables take up HALF the plate! **ASK** if the kids remember if fruits and vegetables are Go or Grow foods?
2. **SHARE** the importance of trying new fruits and vegetables and eating fruits and vegetables of many colors. Encourage them to “eat a rainbow” of fruits and vegetables every day!
3. **Review** everyone’s favorite fruits and vegetables, emphasize all the different colors of fruits and vegetables there are. **Explain** that each color fruit or vegetable contains different nutrients that our bodies need.
  - a. **ASK:** Do you think we can get all the nutrients our bodies need to grow and be healthy from just eating an apple every day? No!
  - b. **SHARE** that our bodies need a variety of nutrients. If we eat a rainbow of different colored fruits and vegetables you will get a variety of nutrients!
4. **Pass out** the Eat a Rainbow Handout with a writing utensil.
5. Starting with red, **review** each color Fruits and vegetables and what it does for the body,
6. **Guide** the kids in filling in the table on the Eat a Rainbow handout. As children answer the questions, explain the benefits of each color and write the body part/function on the white board.
7. **SHARE** that if kids are done early, they can fill in their favorite fruit and vegetable.

ASK:	EXPLAIN:	Draw/Write
What are examples of <b>red</b> fruits or vegetables?	Red fruits and vegetables keep our heart strong and healthy so it can pump blood through our bodies.	 <b>HEART</b>
What are examples of <b>yellow/orange</b> fruits or vegetables?	Yellow/orange fruits and vegetables build up a strong immune system. Explain our immune system is what keeps us from getting sick.	 <b>IMMUNE SYSTEM</b>
What are examples of <b>green</b> fruits or vegetables?	Green fruits and vegetables make strong bones, so we don't break them.	 <b>BONES</b>
What are examples of <b>blue/purple</b> fruits or vegetables?	Purple/blue fruits and vegetables keep our memories sharp.	 <b>BRAIN</b>
What are examples of <b>white</b> fruits or vegetables?	White fruits and vegetables are good for keeping our teeth clean and strong.	 <b>TEETH</b>

**Completed table:**

Color Fruit/Veg	Body Part/Function
<b>RED</b>	Heart
<b>ORANGE/YELLOW</b>	Immune System
<b>GREEN</b>	Bones
<b>BLUE/PURPLE</b>	Brain
<b>WHITE</b>	Teeth

# III. ACTIVITY: EAT A RAINBOW SIMON SAYS

[15 minutes]

## Materials: space

1. Instruct kids to stand behind their chair or area. Explain we are going to do an activity to help us remember how the different color Fruits and vegetables support our body.
2. **Review** the movements on the guide below for each color. Explain that the instructor will say a fruit or vegetable, and the kids will think of what body part that color supports and show the movement associated.
  - a. Example: If I say Banana, you will hold a shield up in front of your body showing yellow fruits and vegetables are good for the immune system.
3. **Lead** kids through ~10 examples, naming different fruits and vegetables.

Eat a Rainbow Simon Says		
COLOR	MOVEMENT	FRUIT + VEG EXAMPLES
RED	Make heart shape with hand. Hold to heart and 'beat' back and forth.	Apple, Raspberry, Tomato, Radish
YELLOW/ ORANGE	Make a shield with arms and hold in front of body.	Carrots, Cantaloupe, Squash, Banana
GREEN	Put hands on knees and dance (break a leg or stanky leg).	Spinach, Kiwi, Cucumber, Lime
BLUE/ PURPLE	Put hands on head and move in a circle.	Blueberries, Eggplant, Plum, Blackberries
WHITE	Show big cheesy grin.	Cauliflower, Potatoes, Onions, Garlic

# SNACK-TIVITY: FRUIT & VEGETABLE TASTE TEST

[20 minutes]

**Materials:** Rainbow of fruits and vegetables, Mystery Bag with fruit/veg, plate, taste test poster, handout

1. **Display** the Eat a Rainbow Taste Test Word Bank poster.
2. **Direct** kids to the Taste Test Word Bank on the handout. **SHARE** the name of each fruit and vegetable and have the kids write it on their handout while you write on the poster.
3. **SHARE** that we are going to do a taste test together as a group. Remind the kids that we are to be respectful of the food we have and the people who are tasting the food around us. Don't yuck anyone's yum and we all must try at least one bite.
4. Explain that as a group we are going to use 3 of our 5 senses to experience each fruit/vegetable – look, feel, and taste – and then you will decide which word on the worksheet accurately describes the fruit or vegetable.
5. **Review** the words for each sense, discussing any words kids may not know:
  - a. Look: Smooth, Bumpy, Round, Long, Small
  - b. Feel: Squishy, Hard, Rough, Dry, Soft
  - c. Taste: Sweet, Savory (salty), Sour, Mild, Flavorful
6. **ASK**: Who remembers what the very first thing we need to do before handling food? Remind kids the proper way to wash your hands: 20 seconds, with warm, soapy water.
7. **Instruct** kids not to touch the ingredients until instructed to do so. Pass out all the materials needed for the taste test. Thank students for not touching the food when you pass it out for positive reinforcement.
8. **Complete** the taste test together. As the group tries each food, guide the kids through moving ACROSS the table to complete the worksheet, circling the word that best describes each food.
9. As a group instruct kids to LOOK at each fruit and vegetable in this order:
  - a. **Purple F/V**
  - b. **Orange F/V**
  - c. **Red F/V**
  - d. **Green F/V**
  - e. **White F/V**
10. Next, instruct kids to FEEL each fruit and vegetable in this order:
  - a. **Purple F/V**
  - b. **Orange F/V**
  - c. **Red F/V**
  - d. **Green F/V**
  - e. **White F/V**

11. As a group, instruct kids to taste the fruits and vegetables in this order. Remind them of the “one-bite rule” on the code of conduct. Together, talk about the taste using descriptive words.
  - a. **Purple F/V**
  - b. **Orange F/V**
  - c. **Red F/V**
  - d. **Green F/V**
  - e. **White F/V**
12. Complete the **MYSTERY BAG**.
  - a. Have class reach in the bag and try to guess what that item is.
  - b. Reveal what the item is, explain where it comes from, how it’s prepared, have the kids use their movement to **SHARE** what it does for the body.
  - c. Pass out the mystery bag item to taste.
13. **Discuss** with kids how we start the process of eating with our eyes, sometimes our nose, and hands and before we even put it in our mouths to taste.
14. **SHARE** today we used 3 of the 5 senses to explore fruits and vegetables. Now we are full of that Go energy!



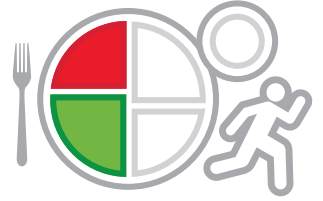
## IV. WRAP-UP [5 minutes]

### Materials: MyPlate stickers, educational enhancement item

1. **ASK:** Using the 3 finger ranking, what did you think about the mystery fruits and vegetables? Complete for all fruits and vegetables.
  - i. 3 fingers = Loved it
  - ii. 2 fingers = Liked it
  - iii. 1 finger = Didn't prefer the taste
2. **Remind** kids the importance of trying new fruits and vegetables and eating a variety of color! Challenge kids to try a new fruit or vegetable this month!
3. **Clean up** the space. Have children help throw everything away. Put handouts in their folders.
4. **Reflect** on a few good FOODie behaviors kids modeled throughout the class.
5. **Pass out** the MyPlate stickers for each child to place on their folder and the educational enhancement item for the kids to take home.
6. Thank the kids for participating and learning together today.
7. **SHARE** that the next lesson is Whole-y Grains!



# LESSON 2: EAT A RAINBOW!



Each color fruit and veggie contain different nutrients that help our bodies. Aim to eat a variety of colors of fruits & vegetables every day!






My favorite fruit is:

\_\_\_\_\_

My favorite vegetable is:

\_\_\_\_\_

**Directions:** Fill in the chart below writing the name of the body part each color helps.

Color Fruit/Veg	Body Part/Function
RED	
ORANGE/YELLOW	
GREEN	
BLUE/PURPLE	
WHITE	





# EAT A RAINBOW: TASTE TEST WORD BANK



Write the name of each fruit and vegetable in the correct colored column.

Circle one word that best describes how the food looks, feels, and tastes.

Smooth Bumpy Round Long Small	Smooth Bumpy Round Long Small	Smooth Bumpy Round Long Small	Smooth Bumpy Round Long Small	Smooth Bumpy Round Long Small
Squishy Hard Rough Dry Soft	Squishy Hard Rough Dry Soft	Squishy Hard Rough Dry Soft	Squishy Hard Rough Dry Soft	Squishy Hard Rough Dry Soft
Sweet Savory (salty) Sour Mild Flavorful	Sweet Savory (salty) Sour Mild Flavorful	Sweet Savory (salty) Sour Mild Flavorful	Sweet Savory (salty) Sour Mild Flavorful	Sweet Savory (salty) Sour Mild Flavorful



**LOOK**



**FEEL**



**TASTE**



## LESSON 3

# WHOLE-Y GRAINS!

*Facilitator Guide*



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### LESSON OVERVIEW

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#### **Objectives:**

1. Students will be able to describe and identify whole grains
  2. Students will understand why whole grains are important.
-

## LESSON 3:

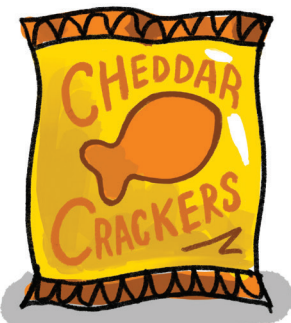
# MATERIALS & PREPARATION



<b>POSTERS</b>	F.O.O.D Code of Conduct Putting Grains to the Test
<b>EDUCATION MATERIALS</b>	Whole-y Grains handout (two pages) MyPlate plate model Whole Grain model Pictures of grains growing in nature 5 bags each with an example of a whole grain (corn, wheat, rice, quinoa, oats) Whole grain experiment voting dots 2 slices of bread (whole grain and white/refined) 2 containers (fill halfway with water)
<b>SNACKTIVITY FOOD &amp; MATERIALS</b> Trail Mix	Whole grain cereal Whole grain cheddar fish crackers Raisins Sunflower seeds Zip-top bag
<b>EDUCATIONAL ENHANCEMENT ITEM</b>	Whole grain bowl
<b>LESSON OVERVIEW</b>	<ol style="list-style-type: none"><li>1. Prep &amp; Set-up (next page)</li><li>2. <b>Introductions [10 minutes]</b></li><li>3. <b>Nutrition Exploration: Whole-y Grains [10 minutes]</b></li><li>4. <b>Activity: Putting Whole Grains to the Test [15 minutes]</b></li><li>5. <b>Snack-tivity: Whole Grain Trail Mix [15 minutes]</b></li><li>6. <b>Wrap-up [5 minutes]</b></li><li>7. Break down, pack up, &amp; clean space</li></ol>

# ON-SITE PRE-LESSON PREPARATION

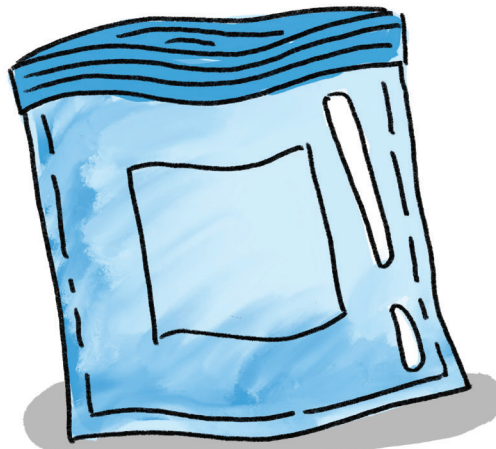
1. Check-in with the Site Coordinator: discuss the number of children attending the lesson and any allergies the children may have.
2. Clean and sanitize tables.
3. Hang up the lesson visuals/posters. Always include the F.O.O.D. code of conduct.
4. Collect all lesson materials.
5. Fill 2 containers with water for the experiment.
6. Set aside educational enhancement item to hand out at end of the lesson.
7. Tie back hair and loose clothing if applicable.
8. Wash hands and put on gloves.
9. Organize ingredients to pass out to each child and one for the instructor.



Whole grain cheddar  
fish crackers



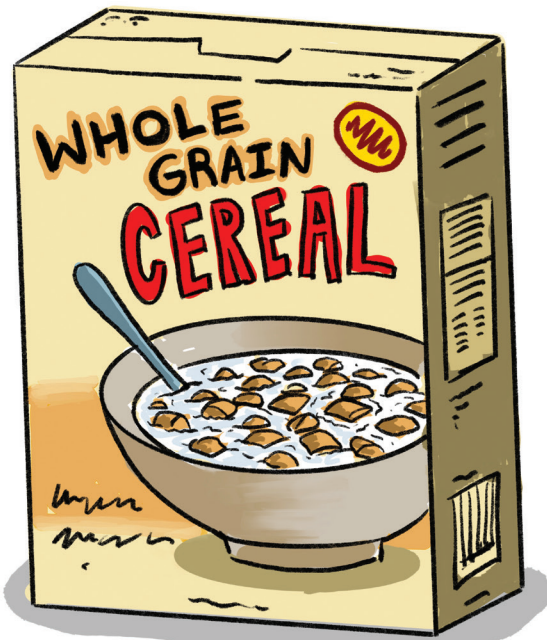
Raisins



Zip-top bag



Sunflower seeds



Whole grain cereal



2 containers  
with water

# I. INTRODUCTIONS [10 minutes]

## Materials: Name tags, folders, code of conduct poster

1. **Complete** attendance as kids walk in. **Pass out** nametags and folders. Have kids put nametags on their shirts.
2. **Welcome** participants back to Kids in the Kitchen. Review some topics from last lesson (eat a rainbow, Go Grow Slow foods).
3. **Review** the Kids in the Kitchen Code of Conduct:
  - a. **Follow** directions
  - b. **One-bite** rule
  - c. **Observe** the speaker
  - d. **Don't yuck**, my yum
4. **ASK** the kids to think of a move/activity that they need a lot of energy to perform. Direct them to turn and show the person sitting next to them.
5. Introduce today's lesson. **SHARE** the following about the lesson:
  - a. Name: Whole-y Grains!
  - b. Objectives: We will learn how to describe and identify whole grains and understand why whole grains are important.
  - c. Agenda:
    - i. Nutrition Exploration: Whole Grains
    - ii. Activity: Putting Whole Grains to the Test
    - iii. Snack-tivity: Whole Grain Trail Mix

## II. NUTRITION EXPLORATION [10 minutes]

**Materials: MyPlate plate model, Whole Grain model, grains growing pictures and whole grain example bags**

1. **Review** MyPlate and the five food groups. Point out the grains portion on the MyPlate.
2. **SHARE** a few examples of grain foods with the kids.
3. **SHARE** that grains provide our bodies with carbohydrates.
  - a. Have kids **repeat** carbohydrates back and clap out each syllable: car-bo-hy-drates.
  - b. **SHARE** that carbohydrates are our body's main source of energy. Grains fuel our bodies so that we can GO! Just like gas fuels cars to go, you need energy to perform your favorite activities.
4. **Discuss** the importance of eating whole grains.
  - a. **ASK:** What is a whole grain? Grains are harvested from plants. A whole grain means it has not been processed very much and still has three main parts.
5. **Show** the whole grain model and point to each part of the grain to explain what each part is and what each does for our bodies. As you share, have kids move their bodies into the shape of that part.
  - a. **Bran:** Fiber-filled outer layer. Explain that fiber is like a broom that sweeps through your body and cleans out the "bad stuff." Instruct kids to make a "bran shape" - lift hands above head in the shape of the grain (like an oval/tear drop).
  - b. **Germ:** Inside seed packed with nutrients. Instruct kids to "pack all their goodness into a little ball in their place like the shape of the germ."
  - c. **Endosperm/starchy inside:** Carbohydrate rich middle layer that gives us energy! Instruct kids to "show their big energy in their seat" (lift hands up like a burst of energy/star).
6. Explain that whole grains take longer for our bodies to digest because they have all 3 parts.

### WHOLE GRAIN



#### BRAN

fiber-filled outer layer with B vitamins and minerals

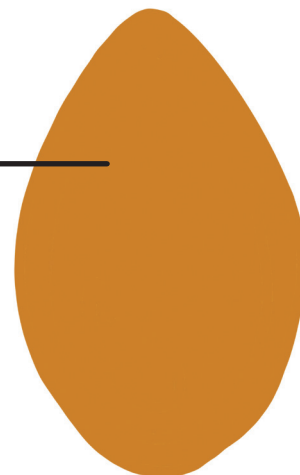
#### ENDOSPERM

starchy carbohydrate middle layer with some proteins and vitamins

#### GERM

nutrient-packed core with B vitamins, vitamin E, phytochemicals, and healthy fats

### REFINED GRAIN



7. **Introduce** the 5 examples of whole grains. **Show** the picture of the plant growing wild compared to the whole grain that we cook with in the bag. Allow kids to look at the whole grains in the bag.
8. Explain that there are lots of different types of grains that come from plants. We use them to make the grain foods we eat every day. For example:
  - a. Corn tortillas are made from corn
  - b. Toasted O's are made from oats
  - c. Pasta is made from wheat
9. **ASK:** Who knows what bread is made from? (Wheat). Wheat is a grain, and it is used to make grain foods like bread, crackers, cereal.
10. **SHARE** that grains that are not whole grains (do not have 3 parts) are called refined grains. This means when the bread or pasta are being made (processed) they take away the bran (outer layer) and the germ (inner layer).
  - a. **SHARE** in the bread aisle, we can find both whole grain bread and refined grain bread also sometimes called white bread.
  - b. Invite children to explore this idea in the whole grain experiment.

# III. ACTIVITY: PUTTING GRAINS TO THE TEST

[15 minutes]

**Materials:** Whole grain experiment poster, slice of whole grain bread, slice of white bread, 2 containers with water, voting cards

1. **Display** the Putting Grains to the Test poster.
2. Set up the experiment with the two containers of water in a central space the kids can see.
3. Explain to the kids that we are going to conduct a simple experiment to see how whole grains and refined grains behave differently in our body.
4. **SHARE** the purpose and the steps of the experiment.
  - a. Purpose: The purpose of this experiment is to see how whole grains and refined grains are digested differently in our bodies.
    - i. **Remind** kids the definitions of each while showing the 2 slices of bread.
  - b. Steps:
    - i. Fill two containers with water.
    - ii. Place a slice of whole grain bread in container 1.
    - iii. Place a slice of white bread in container 2.
    - iv. Set a timer for 10 minutes and let the bread sit in the water.
    - v. Observe the bread. Using the tongs try to pick up each slice of bread.
5. **ASK:** Who knows what the word digest means?
  - a. **Define** digest: The process of our body breaking down food.
6. Explain that the water represents the acid in our stomachs when we digest food.
7. Have 2 volunteers place each slice of bread in the water and start the timer for ten minutes.
8. **ASK:** Who knows what a hypothesis is?
9. **SHARE** that a hypothesis is an educated guess about what you think the outcome of the experiment might be.
10. Explain that everyone is going to make their own hypothesis and will come up and vote under which bread they think will take longer to digest.
11. **ASK:** Do you think the whole grain bread (point to the poster where it says whole grain bread) will take longer to digest or the refined grain (white) bread (point to the poster where it says refined bread) will take longer? **HINT:** the whole grain bread has 3 parts, the refined bread has only 1 part.
12. **Pass out** the voting dots and call on kids to come up and make their hypothesis by placing their dot near the whole grain bread or the refined bread.
13. **Show** the results of the experiment. Pick up each slice of bread. **Invite** a student to come up and help you. Squeeze the bread into a ball. The white bread should be falling apart, and squish through your fingers. Whereas the whole grain bread will return to its normal form, kind of like squeezing a sponge.

14. **ASK:** What do you notice? Why does the white bread fall apart and the whole grain bread does not?
15. **SHARE** that the whole grain bread is like a sponge and absorbed the water but has not started 'digesting' too much.
16. **Show** that the refined grain bread has started to digest already, which means we wouldn't feel full for very long after eating the refined bread. This would be quick energy but wouldn't last long and may make us SLOW down.
17. **SHARE** examples of other grain foods that may be SLOW foods – cake, cookies, donuts.
18. **Reiterate** that whole grain is a better option because it keeps us feeling full, it has fiber that absorbs and sweeps out our body and is full of important nutrients and vitamins.
19. **Celebrate** that those whose hypothesis was that the whole grain bread would take longer were correct. Write in "whole grain" on the blank line under the conclusion on the poster.
20. Clean up the experiment and transition to the Snack-tivity.

# IV. SNACK-TIVITY: WHOLE GRAIN TRAIL MIX

[15 minutes]

**Materials:** Cereal, raisins, cheddar fish crackers, sunflower seeds, zip-top bag, Whole-y Grains handout

1. **Practice** identifying whole grains with today's ingredients. **Pass out** the Whole-y Grain handout.
2. **Pass out** the 4 individually packaged ingredients. Set them up in front of each child and direct them not to touch them until instructed to do so.
3. **ASK:** When you are looking at a food, how do you know if a grain food is a whole grain?
4. **ASK:** Does anyone know where the ingredients are listed on a food package?
5. **SHARE** that the ingredients list can be found on the back or side of a package. This is the tool to find out if a grain is a whole grain or not.
6. **SHARE** the steps to find a whole grain.
  - a. Find the **ingredients list** on the food package.
  - b. Read the **first ingredient**.
  - c. Look for the word **'whole'** in the first ingredient.
7. **SHARE** that they are all going to be whole grain detectives with today's ingredients! Review the directions on the worksheet:
  - a. **Circle** the ingredients below that are grains.
  - b. **Read** the first ingredient on the grain packages.
  - c. Put a **'WG'** next to the grains that are whole grain.
8. **Complete** the worksheet together. Show them where the ingredients are if they need help, and identify if the grain is a whole grain or not:



WHOLE  
GRAIN



WHOLE  
GRAIN

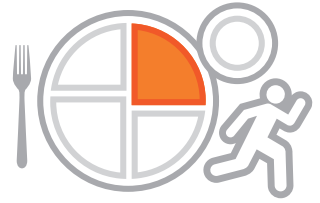
9. Direct kids to turn the handout over. **Review** directions to assemble the trail mix:
  - a. Open zip-top bag.
  - b. Add all the ingredients.
  - c. Seal bag and shake to mix.
10. **Instruct** kids to wash their hands.
11. **Instruct** kids to make their trail mix in the zip-top bag.
12. As kids enjoy the trail mix, **ASK**: What are some other ingredients they could add to their trail mix and write it on their handout under “My Trail Mix Creation.”
13. Collect the trash from around the room.



## V. WRAP-UP [5 minutes]

### Materials: MyPlate stickers, educational enhancement item

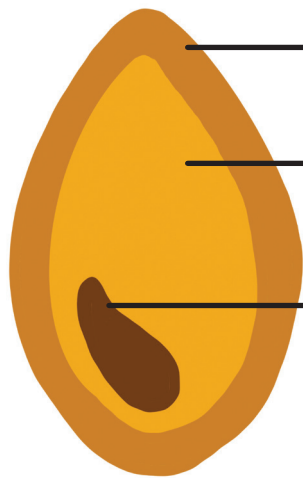
1. **Reflect** on some whole grain foods that make you Go and refined grain foods with added sugar that may make you Slow.
2. **ASK:** How do you all rank today's recipe? Remind kids of the 3 finger ranking:
  - i. 3 fingers = Loved it
  - ii. 2 fingers = Liked it
  - iii. 1 finger = Didn't prefer the taste
3. **Clean up** the space. Have children help throw everything away and put handouts in their folders.
4. **Reflect** on a few good FOODie behaviors kids modeled throughout the class.
5. **Pass out** the MyPlate stickers for each child to place on their folder and the educational enhancement item for them to take home.
6. Thank students for their participation.
7. **SHARE** that the next lesson is You're the Chef!



# LESSON 3: WHOLE-Y GRAINS!

Aim to make HALF the grains you eat WHOLE grains!

## WHOLE GRAIN



### BRAN

fiber-filled outer layer with B vitamins and minerals

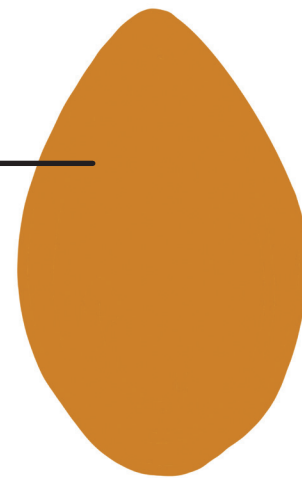
### ENDOSPERM

starchy carbohydrate middle layer with some proteins and vitamins

### GERM

nutrient-packed core with B vitamins, vitamin E, phytochemicals, and healthy fats

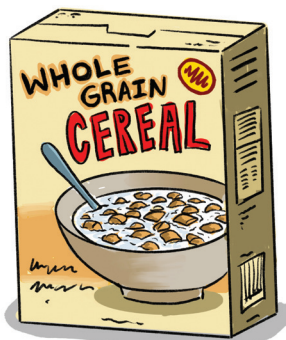
## REFINED GRAIN



## Whole Grain Detective Activity

### Directions:

1. Circle the foods below that are grains.
2. Read the first ingredient on the packages.
3. Put a 'WG' under the grains that are whole grains.



You are now a whole grain DETECTIVE!  
Practice finding whole grains in the grocery store!



# WHOLE GRAIN TRAIL MIX

## Ingredients:

- Toasted O's
- Whole Grain Cheddar Fish Crackers
- Raisins
- Sunflower Seeds

## Directions:

1. Open zip-top bag.
2. Pour all the ingredients into the bag.
3. Seal bag and shake to mix.
4. Enjoy!

## Create your own!

**Directions:** In the space below, list other ingredients that you could use in a trail mix.

*Hint:* What are some other whole grains you like?



+



+



=



**Dried Fruit**

**Nuts**

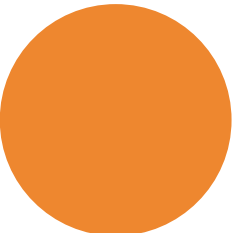
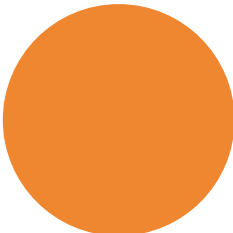
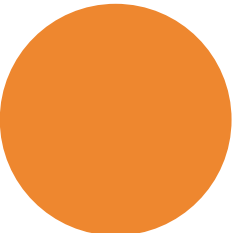
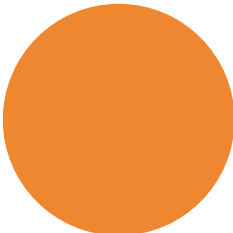
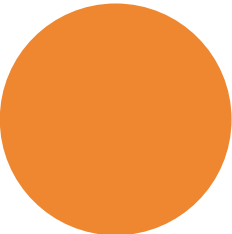
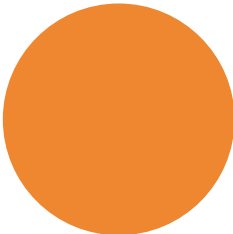
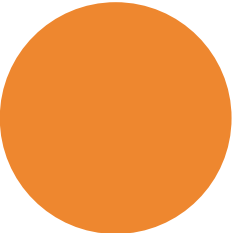
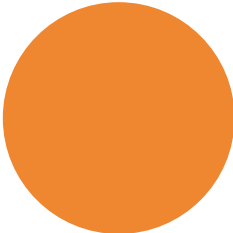
**Whole Grains**

**TrailMix!**

**My Trail Mix Creation:**

# WHOLE GRAIN EXPERIMENT VOTING DOTS

**Directions:** Print and cut enough for each child to get a dot to vote on their hypothesis for the Whole Grain experiment.

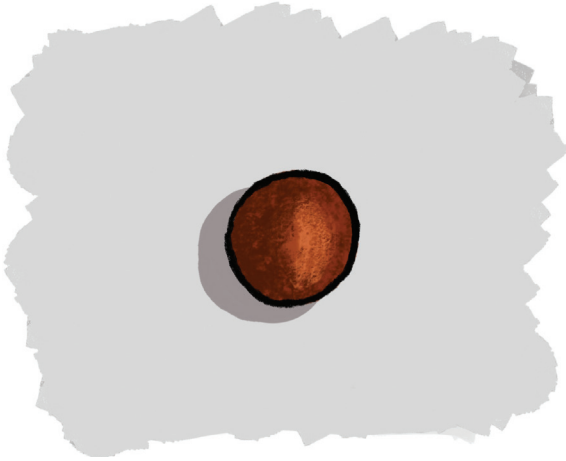


# LET'S MAKE A WHOLE GRAIN MODEL

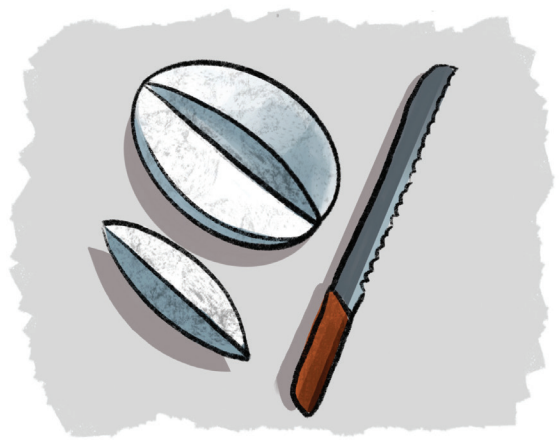
## Materials needed:

- Glue gun with glue sticks
- Brown paint (or some other distinct color)
- Paint brush
- Bowl for the paint
- Knife or something sharp to cut through styrofoam
- Egg-shaped styrofoam (3 inch)
- Round styrofoam ball (1.5 inch)
- Brown burlap
- Wooden skewer
- Small spoon
- Scissors

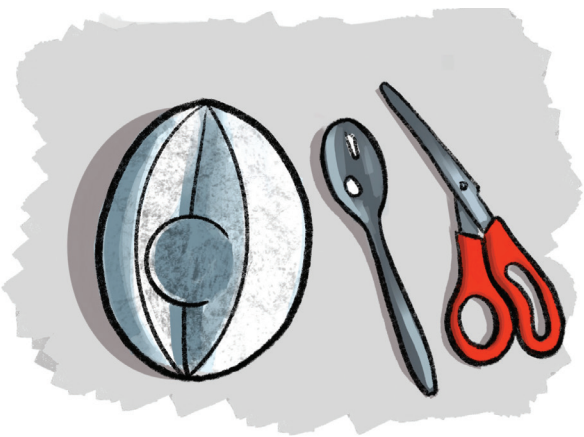
## Directions:



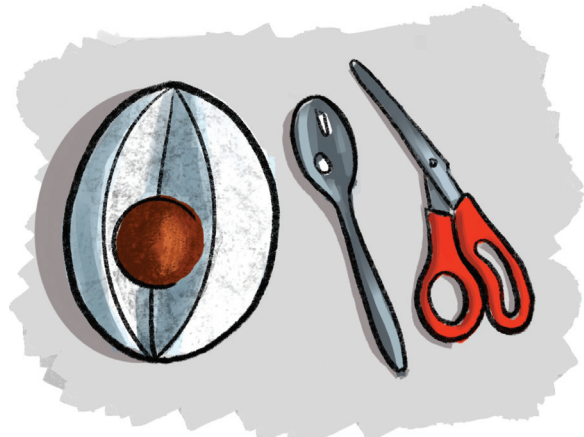
**Step 1:** Paint the round styrofoam ball brown or another distinct color. The wooden skewer can be stuck into the ball to hold while painting. Let dry. *\*This will take the longest amount of time.*

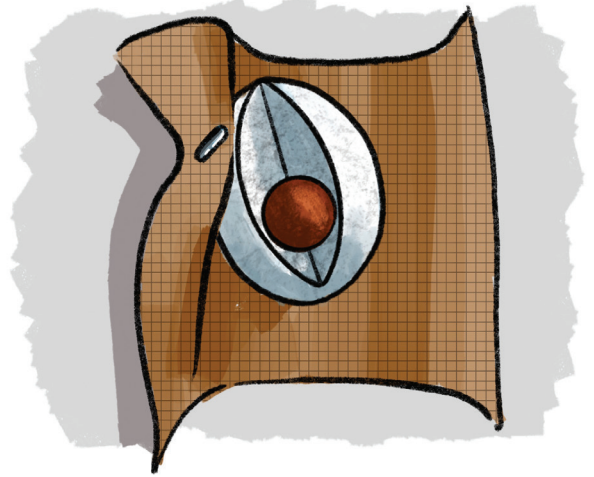
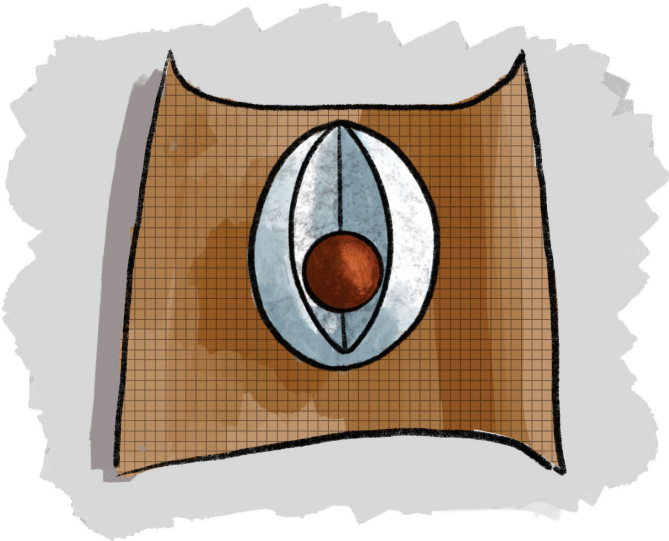


**Step 2:** Cut a 1/4 slice out of the egg-shaped styrofoam, lengthwise.

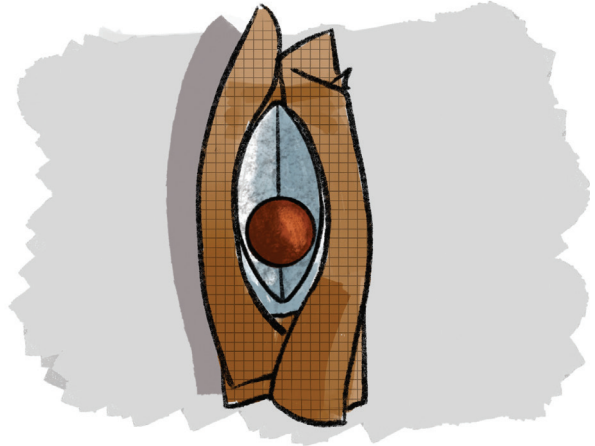
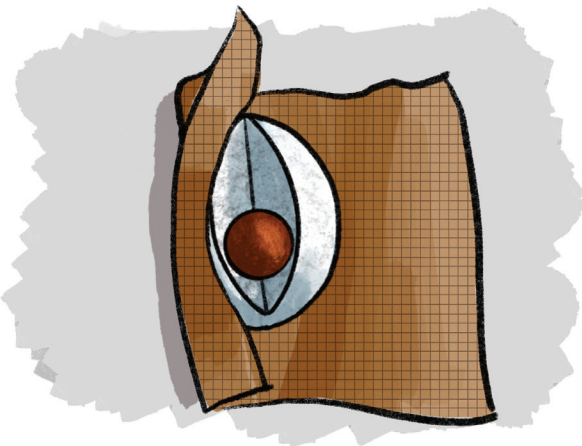


**Step 3:** Scoop out a small round space on the wider end of the egg-shaped styrofoam for the painted round ball to fit into.

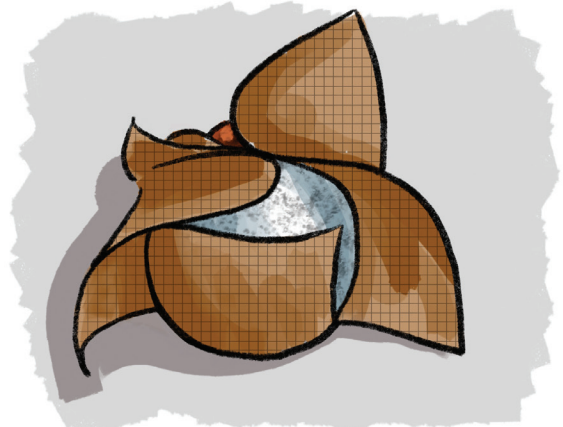
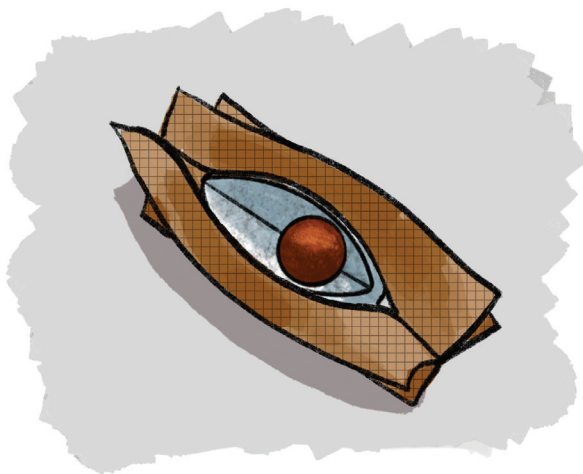




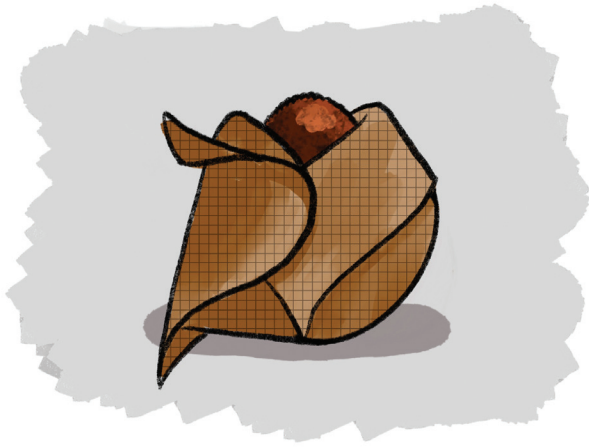
**Step 4:** Cut a square piece of burlap to cover the outside of the styrofoam egg. Make sure there is approximately 1 inch of overhang to fold back and glue.



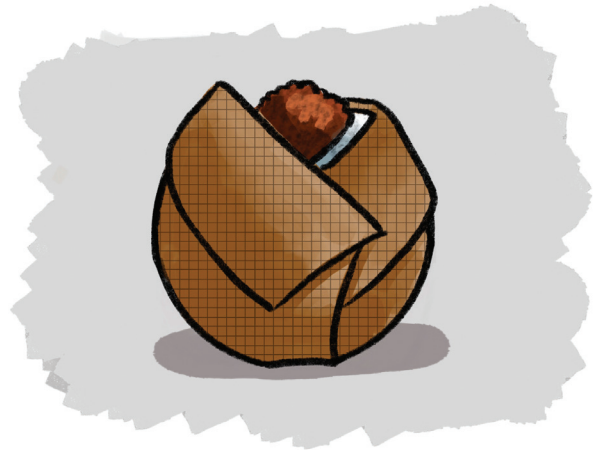
**Step 5:** Glue the burlap to the edges of the styrofoam egg leaving 1 inch overhang.



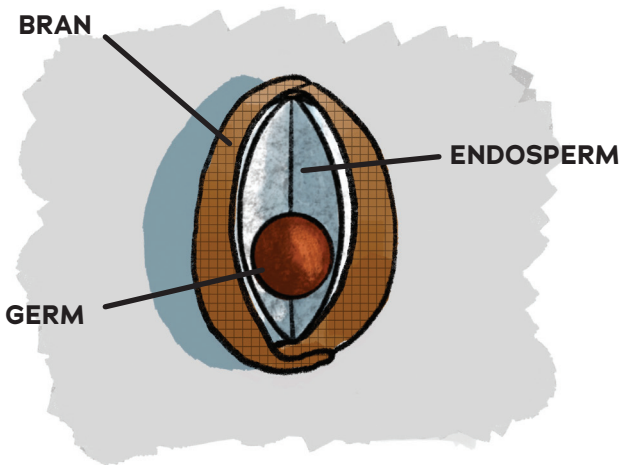
**Step 6:** Starting on one end of the styrofoam egg, make a cut in the burlap on either side of the end of the egg to create three flaps. Take the middle section and glue flat against the end of the egg. Trim as needed.



**Step 7:** Fold and glue the remaining edges around the end of the styrofoam egg.



**Step 8:** Repeat steps 6 and 7 on the other end of the styrofoam egg.



**Step 9:** Glue the overhanging edges down to make a nice fold.

## Your Whole Grain Model Parts

1. The **bran** is represented by the burlap on the outside of the model.
  - a. This part of the whole grain is rich in dietary fiber, B vitamins, iron, copper, magnesium, and antioxidants.
2. The **endosperm** is represented by the styrofoam egg on the inside of the model.
  - a. This part of the whole grain is rich in starch, protein, some B vitamins and small amounts of iron.
3. The **germ** is represented by the brown painted styrofoam ball on the inside of the grain model.
  - a. This part of the whole grain is rich in B vitamins, vitamin E, and unsaturated fat.

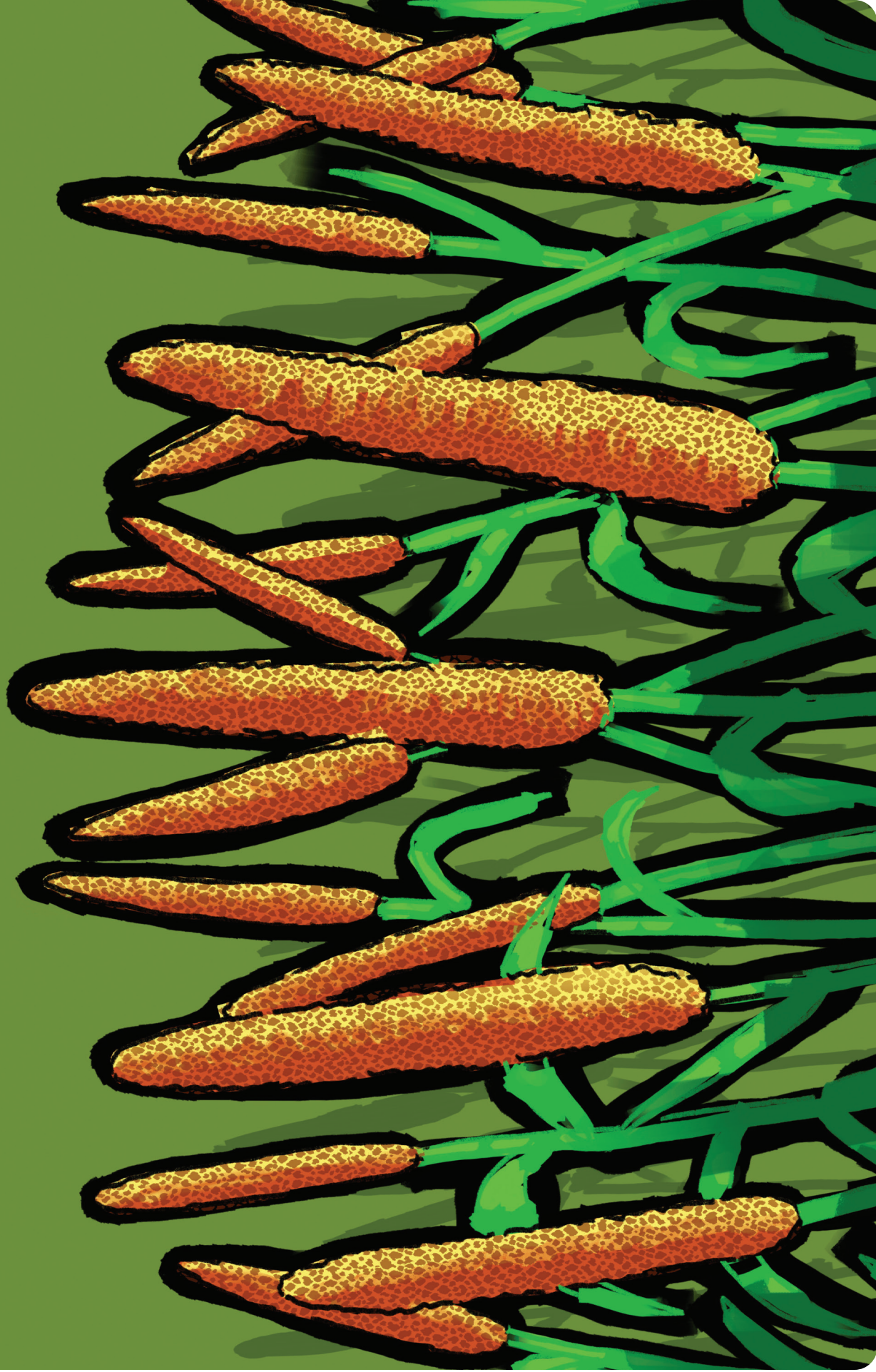
Grains Growing in Nature

# BROWN RICE



Grains Growing in Nature

# MILLET



Grains Growing in Nature

CORN



Grains Growing in Nature

# QUINOA



Grains Growing in Nature

WHEAT





## LESSON 4

# CUTTING LOOSE IN THE KITCHEN

### *Facilitator Guide*



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### LESSON OVERVIEW

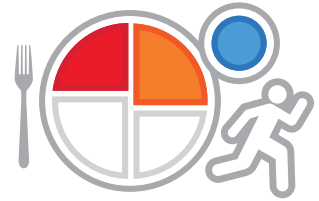
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#### **Objectives:**

1. Students will learn about kitchen tools, equipment, and terminology.
  2. Students will be able to safely handle and use a knife and demonstrate the following kitchen skills: chopping, dicing, slicing, and measuring.
-

LESSON 4:

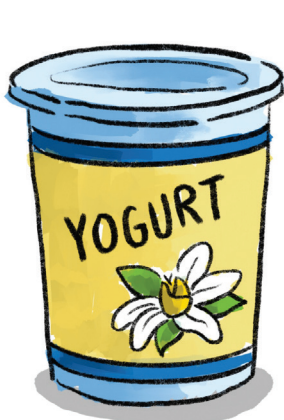
# MATERIALS & PREPARATION [60 Minutes]



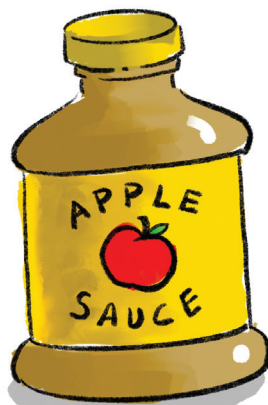
<b>POSTERS</b>	F.O.O.D. Code of Conduct Cutting Loose in the Kitchen
<b>EDUCATION MATERIALS</b>	Cutting Loose in the Kitchen handout (two pages) Measuring spoon Dry measuring cups Liquid measuring cup
<b>SNACKTIVITY FOOD &amp; MATERIALS</b> <b>Banana Pudding in a Bag</b>	Applesauce Vanilla yogurt Banana Graham crackers Plastic knife Plastic spoon Paper plate Zip-top bag
<b>EDUCATIONAL ENHANCEMENT ITEM</b>	Cutting mat
<b>LESSON OVERVIEW</b>	<ol style="list-style-type: none"><li>1. Prep &amp; Set-up (next page)</li><li>2. <b>Introductions [10 minutes]</b></li><li>3. <b>Culinary Exploration: Kitchen Terminology, Matching Measurements [10 minutes]</b></li><li>4. <b>Activity: Cutting Loose with Bananas (song + dance) [10 minutes]</b></li><li>5. <b>Snack-tivity: Chopping, Dicing &amp; Slicing [10 minutes]</b></li><li>6. <b>Snack-tivity: Banana Pudding in a Bag [10 minutes]</b></li><li>7. <b>Wrap-up [5 minutes]</b></li><li>8. Break down, pack up, &amp; clean space</li></ol>

# ON-SITE PRE-LESSON PREPARATION

1. Check-in with the Site Coordinator: discuss the number of children attending the lesson and any allergies the children may have.
2. Clean and sanitize tables.
3. Hang up the lesson visuals/posters. Always include the F.O.O.D. code of conduct.
4. Collect all lesson materials.
5. Set aside educational enhancement item to pass out at end of the lesson.
6. Tie back hair and loose clothing if applicable.
7. Wash hands and put on gloves.
8. Prepare a plate for each child and one for the instructor. Plate should have a banana and a knife. Zip-top bag and graham crackers to be passed out separately. Yogurt and applesauce will be scooped into the bags while kids are making the recipe. Scoop 2 tablespoons or 6 plastic spoonfuls of each into the zip-top bag.



*Vanilla yogurt*



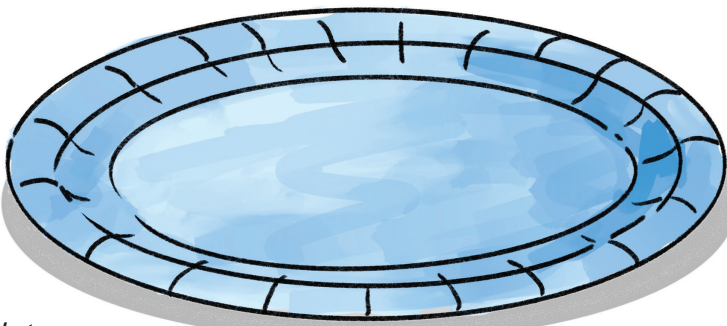
*Applesauce*



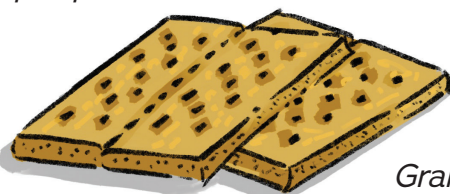
*Zip-top bag*



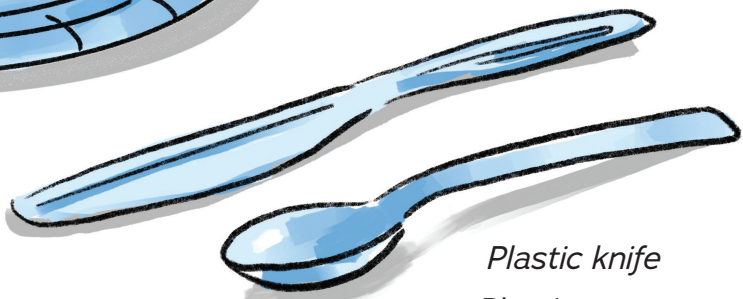
*Banana*



*Paper plate*



*Graham crackers*



*Plastic knife  
Plastic spoon*

# I. INTRODUCTIONS [10 minutes]

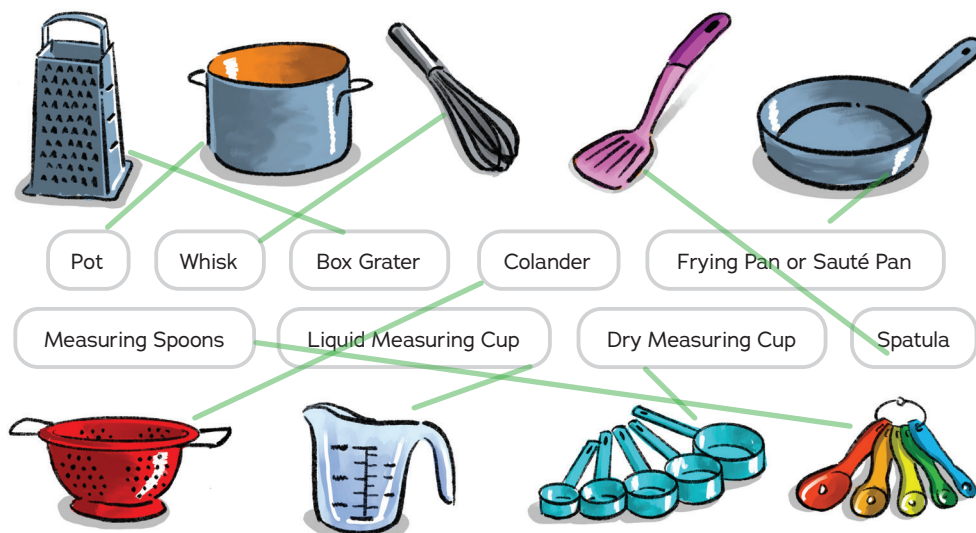
## Materials: Name tags, folders, code of conduct poster

1. **Complete** attendance as kids walk in. **Pass out** nametags and folders. Have kids put nametags on their shirts.
2. **Welcome** participants back to Kids in the Kitchen for the 4th lesson. Review some topics from the first 3 lessons (i.e. 5 food groups, eating a rainbow, and choosing whole grains).
3. **Review** the Kids in the Kitchen Code of Conduct:
  - a. **Follow** directions
  - b. **One-bite** rule
  - c. **Observe** the speaker
  - d. **Don't yuck**, my yum
4. Have kids introduce themselves by sharing their:
  - a. Name
  - b. What they want to be when they grow up.
5. Introduce today's lesson. **SHARE** the following about the lesson:
  - a. Name: Cutting Loose in the Kitchen
  - b. Objectives: We are going to learn about kitchen tools & equipment and practice using a knife to learn how to safely chop, slice, & dice foods.
  - c. Agenda:
    - i. Culinary Exploration: You're the Chef!
    - ii. Activity: Cutting Loose in the Kitchen – safe knife skills
    - iii. Snack-tivity: Banana Pudding in a Bag

## II. CULINARY EXPLORATION [10 minutes]

### Materials: Cutting Loose in the Kitchen handout & writing utensil

1. Start discussion with the Cutting Loose in the Kitchen handout.
2. **ASK:** Raise your hand if you have ever wanted to learn to cook like a chef.
3. **ASK:** Who can name some of the different jobs a chef has when working in a kitchen?
4. **Discuss** with kids the different jobs a chef has: creating and following recipes, gathering ingredients and tools, preparing, and measuring ingredients, cooking, and cleaning.
5. **Review** the “chef secrets” to getting ready by reading the steps on the handout.
  - a. Find a recipe you like.
  - b. Read the recipe from start to finish.
  - c. Get out all the ingredients and cooking tools you need.
  - d. Prepare all the ingredients before you start cooking.
6. **ASK:** What are some tools a chef uses in the kitchen?
7. **ASK:** What kitchen tool do you see in the first picture on the worksheet?
  - a. Go through the whole worksheet together matching the picture of the tool to the correct name of the tool.
  - b. **SHARE** how each tool is used by a chef to prepare food.
8. Explain to kids that some kitchen tools are used to measure ingredients. Hold up the 3 different types of measuring tools. (Measuring spoon, measuring cup, liquid measuring cup).
9. **ASK:** What do you think we use the measuring spoons to measure?
10. **Direct** kids to look at the pictures in the second row. Repeat for the next 2 measuring tools.
11. **ASK:** Why wouldn't we want to use the dry measuring cup to measure liquid? (We might spill and can't fill all the way to the top)
12. Explain that tools in the kitchen have different purposes to get each job done well.



### III. ACTIVITY: CUTTING LOOSE WITH BANANAS [10 minutes]

#### Materials: Cutting Loose with Bananas handout and poster

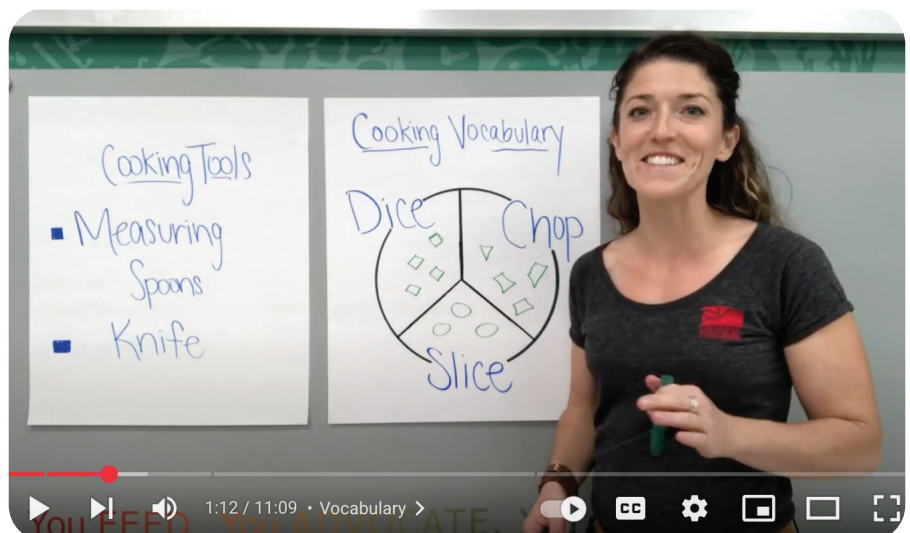
1. **Direct** kids to the back of the Cutting Loose with Bananas handout and the poster.
2. Explain that we are going to practice cutting like a chef. There are different techniques used to cut different foods. Sometimes we may want big pieces, sometimes we may want them to be smaller.
3. **SHARE** that a recipe will tell you how to cut a food using different terms like: Dice, Chop, Slice
4. **Review** the 3 cuts defined on the worksheet that we are doing today.
  - a. **Dice:** Cut into medium-size cube shaped pieces. Same size.
  - b. **Chop:** Cut into pieces. Don't worry too much about the size.
  - c. **Slice:** Cut into thin pieces that are consistent in thickness.
5. **SHARE** that we are going to review the different chef cuts through a fun song and dance. Remind the kids to be respectful of one another's space.
6. **Show** the three main hand motions you will use during the song to review your chef cuts.
7. **Invite** kids to stand up at their spot and practice each move with you.
8. **Lead** kids through the Banana Song or do it along with the video.



**VIDEO: watch video to clarify movements and rhythm of song:**  
<https://www.youtube.com/watch?v=o6eG6ztrGZI&t=4s>



Scan QR code with  
smartphone to go to video.



## **Banana Song:**

1. **Instruct** kids to stand like a banana with their feet together and the hands clapped together over head. You can call out, “Bananas of the world, Unite!” to get the kids to turn into bananas.

**Say:** “Peel Banana, Peel Peel Banana” X2

*Do: Make peeling motion with one arm at a time, moving hand from overhead to the side of the body.*

**Say:** “Slice Banana, Slice Slice Banana” x2

*Do: Using hands as a “knife,” make smooth slicing motion moving hand outward from hip down toward the ground like a karate chop.*

**Say:** “Dice Banana, Dice Dice Banana” x2

*Do: Using hands as a “knife,” dice in the air make square motion with hands. Hands creating parallel sides to the dice and then the top and bottom of the dice.*

**Say:** “Chop Banana, Chop Chop Banana” x2

*Do: Using hands as a “knife,” make a fast-paced chopping motion in the air all over the place with hands.*

**Say:** “Smash Banana, Smash Smash Banana” x2

*Do: Jump up and down like you are smashing a banana under your feet.*

*If time permits, kids can repeat the song in slow-mo or sped-up.*

2. Before sitting back down, have kids **wash hands**, return to their seats and get ready to practice the different chef cuts with the banana to make banana pudding.

# IV. SNACK-TIVITY: CHOPPING, DICING & SLICING

[10 minutes]

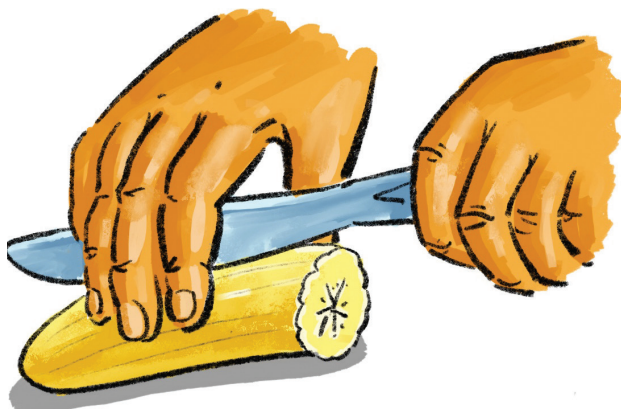
**Materials:** Cutting Loose with Bananas handout, bananas, paper plate, plastic knife

1. **SHARE** the tools we are using today are a plastic knife and plate to practice. It is best to use a cutting mat in the kitchen. Today everyone will go home with one so they help in the kitchen and practice with an adult (if available).
2. **Discuss** knife safety. Preparing (in chef language 'Prep') and cutting food is fun but it is serious fun, so it is very important to pay attention and be careful!
3. **Review** knife safety tips, having kids demonstrate. Practice with just their hands – no tools.
  - a. The knife will be in the dominant hand and will always point down.
  - b. No running or moving quickly when you have a knife in your hands.
  - c. Never point knives at other people.
  - d. The non-dominant hand will be in a claw or tunnel shape safely holding the food when cutting. (Have kids show claw hand with their non-dominant hand and then the tunnel.)
  - e. When not using the knife, set it on top of your cutting mat with the blade facing away from you.
4. **Demonstrate** each step/cut at the front of the room before passing out the kids' tools and ingredients:

**Step 1:** Peel banana.

**Step 2:** Cut banana into 3 pieces: show claw hand and tunnel.

**Step 3:** Demonstrate slicing into coin shape slices. Put slices together on the plate.



*Tunnel Technique*



*Claw Hand Technique*

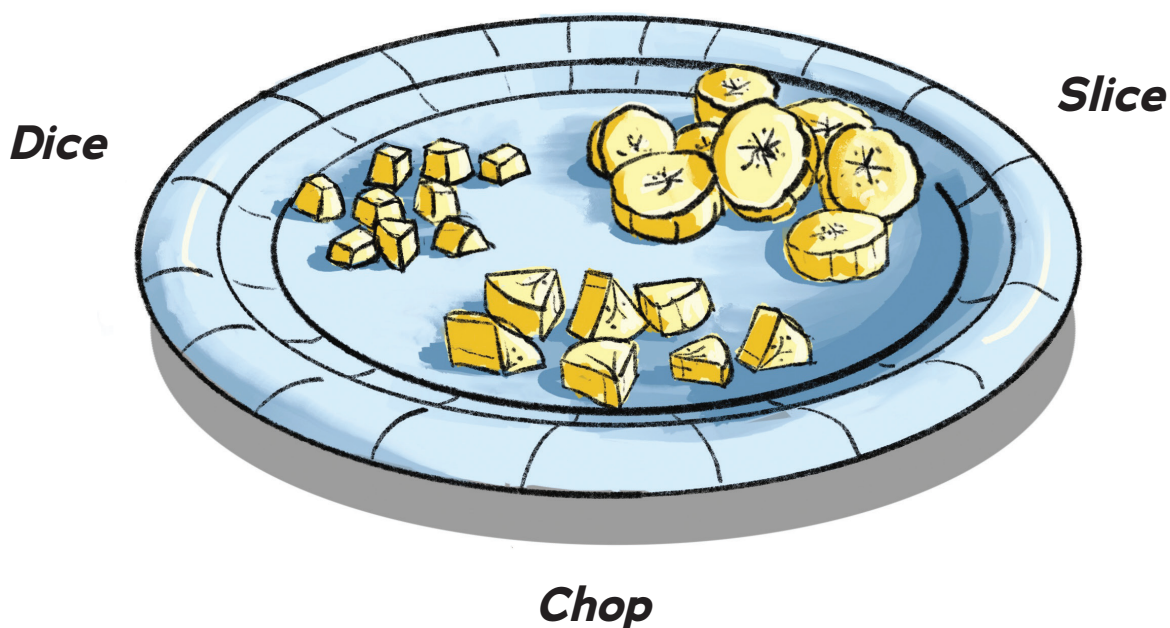
**Step 4:** Demonstrate chop. First cut the banana in half long ways to create a flat surface. Then chop and remember size and share don't matter. Put chopped bananas together on the plate.

**SHARE:** When cutting something round, it is always easier to make a flat surface first!

**Step 5:** Demonstrate dice. Cut lengthwise first. Lay flat size down and slice lengthwise down the middle again. Making it into sticks. Turn the sticks sideways and cut into small cubes all the same size. Put diced banana together on the plate.

**Step 6:** Show kids what the plate should look like when they are done.

5. Have kids show you their claw hand and their tunnel hand before passing out ingredients.



6. **Pass out** plates with 1 banana and 1 knife.
7. **SHARE** that we are going to walk through each step and cut together as a class.
8. **Repeat** steps 1-6 above with the class. Go through each step together. Assist kids as needed.
9. Have kids wipe their hands, show their completed plates, and set them to the side.

# V. SNACK-TIVITY: BANANA PUDDING IN A BAG

[10 minutes]

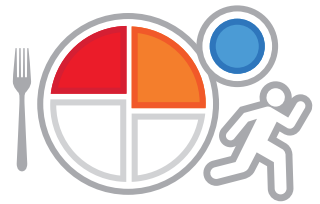
**Materials:** Zip-top bag, graham crackers, applesauce, yogurt, plastic spoon, cut up banana

1. **Read** through the Banana Pudding recipe together.
2. **ASK:** Since we are making this pudding with dairy, fruits, and grains (hold up foods as you say them), is this a Go or Grow food? Encourage the kids to do the motions as they answer “Go (fruits and grains) and Grow (dairy)!”
3. **ASK:** What is the next thing we need to get ready to make this recipe?
4. **Identify** and **demonstrate** the next steps. Instruct kids to not touch anything until you review all of the instructions together and are told to begin.
  - a. Gather ingredients and tools.
  - b. Open graham cracker and add to zip top bag. Seal the bag while pushing the air out and gently smash into pieces.
  - c. Add your banana, seal the bag, and continue gently smashing.
  - d. Instructors will come around and scoop 2 tablespoons yogurt and 2 tablespoons applesauce into the bag. Seal the bag. Continue mixing until the ingredients resemble a pudding-like consistency.
5. **SHARE** that they will **not** get another bag if they bust it from over-smashing.
6. Pass out the graham crackers and **instruct** kids to begin adding and smashing the graham cracker.
7. While they begin smashing, go around and add yogurt and applesauce to their bags.
8. **Assist** kids to seal bags and mash and mix the ingredients. Make sure bags have little air in them and stay sealed. Don't allow kids to 'over' smash their bags or they will bust.

## VI. WRAP-UP [5 minutes]

### Materials: MyPlate stickers, educational enhancement item

1. As kids enjoy the pudding, engage in conversation about today's lesson.
  - a. **ASK:** What do chefs always do to get ready to cook a recipe? Wash hands and gather equipment and recipe ingredients
  - b. **ASK:** What new chef skill did you learn today? Slicing, dicing, chopping or identifying any of the cooking equipment
2. **ASK:** Using the 3 finger ranking, what did you think about the Banana Pudding in a Bag?
3. **SHARE** that cooking is an art. Some recipes can be used as a guide that you can have creative fun with to make a recipe your own creation.
  - a. **ASK:** What are some ways you can be creative with today's recipe? What are some things you like to eat with bananas? What ingredients could you add to today's recipe?
4. **Clean up** the space. Have children help throw everything away. Put handouts in their folders.
5. **Reflect** on a few good FOODie behaviors kids' modeled throughout the class.
6. **Pass out** the MyPlate stickers for their folder, educational enhancement item to take home, **remind** kids that they should always ask for an adult's permission and supervision before cutting.
7. Thank the kids for participating and learning together today.
8. **SHARE** that the next lesson is Food is Fuel!



# LESSON 4: CUTTING LOOSE IN THE KITCHEN

Simple steps to become a junior chef!

## Getting Ready

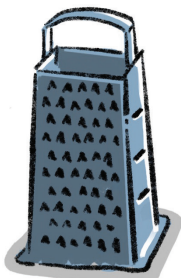
1. Find a recipe you like.
2. Read the recipe from start to finish.
3. Get out all the ingredients and cooking tools you need.
4. Prep all the ingredients before you start cooking.

## Safety First

- Get permission & supervision from an adult.
- Wash your hands!
- Be careful & practice using sharp or hot tools with an adult first.

## Let's review some essential kitchen tools!

**Directions:** Draw a line to match the kitchen tool with its correct name.



Pot

Whisk

Box Grater

Colander

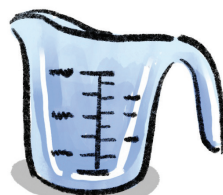
Frying Pan or Sauté Pan

Measuring Spoons

Liquid Measuring Cup

Dry Measuring Cup

Spatula



# CUTTING LOOSE WITH BANANAS!

1. Wash your hands.
2. Review the different types of cuts: DICE, SLICE, & CHOP!
3. Cut your banana into 3 equal parts.
4. Using your 'Claw Hand' practice each different size/shape cut.

## DICE

Cut into medium-size cube shaped pieces. Each piece should be the same size.

## CHOP

Cut into pieces. Don't worry too much about the shape or size.

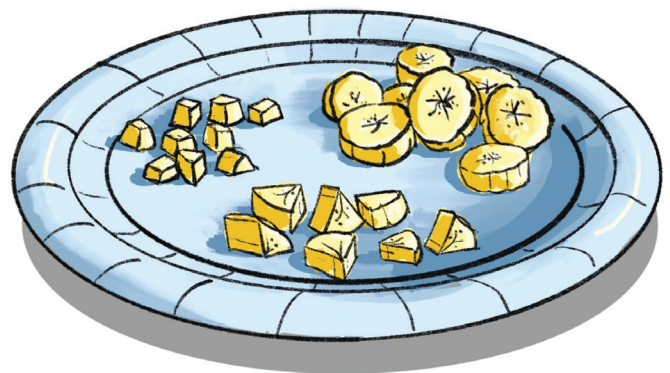
## SLICE

Cut into thin pieces that are consistent in thickness.

## Banana Pudding in a Bag

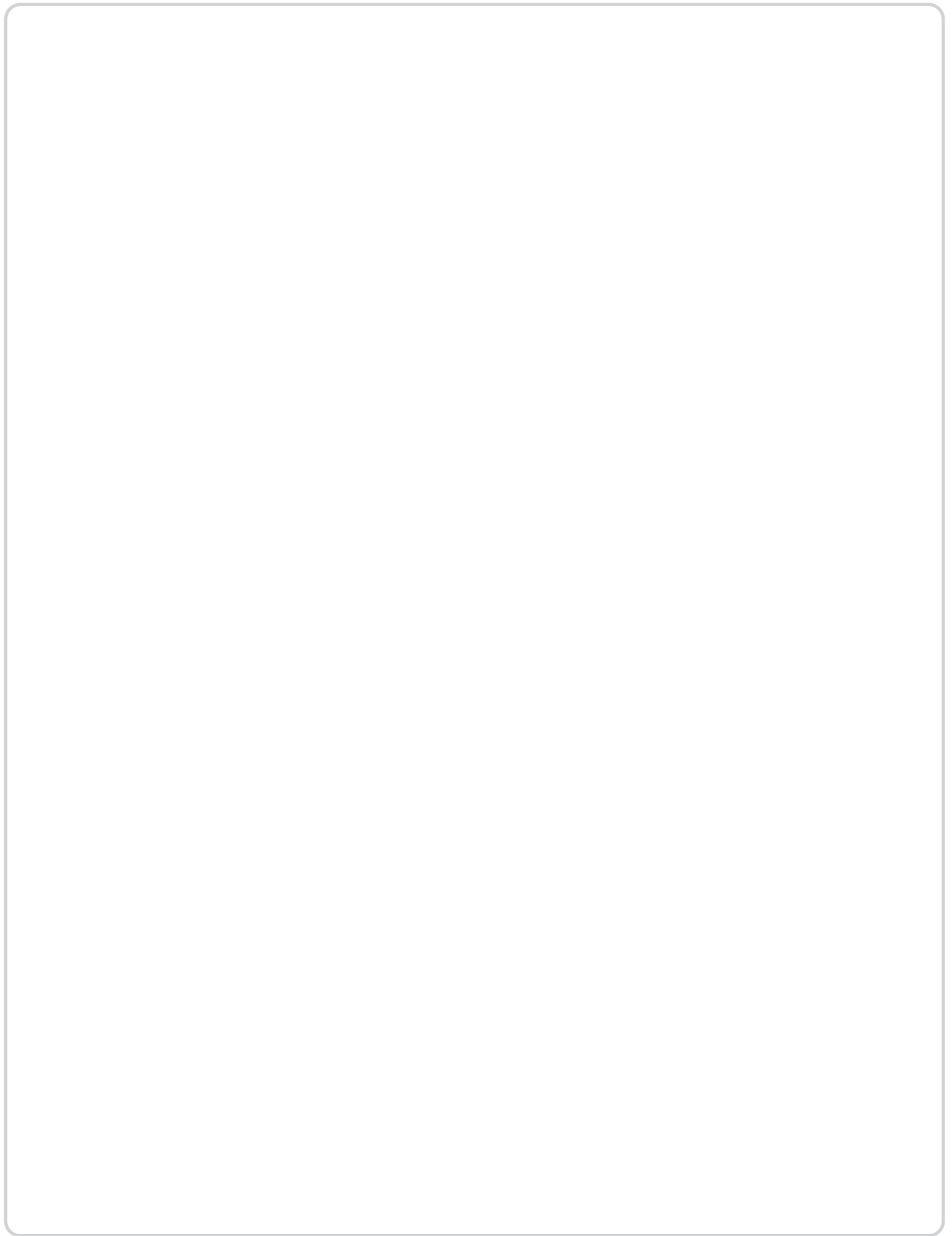
### Ingredients:

- 1 Banana
- 1 pack of Graham Crackers
- 2 tablespoons or 6 teaspoons Applesauce
- 2 tablespoons or 6 teaspoons Vanilla Yogurt



### Directions:

1. Open zip-top bag.
2. Add graham crackers to bag, seal, and crush the graham crackers.
3. Add the banana, seal, and mash banana.
4. With your plastic spoon, add 6 teaspoons of yogurt and 6 teaspoons of applesauce.
5. Seal the bag.
6. Mash and mix all the ingredients until smooth pudding-like consistency.
7. **Enjoy!**

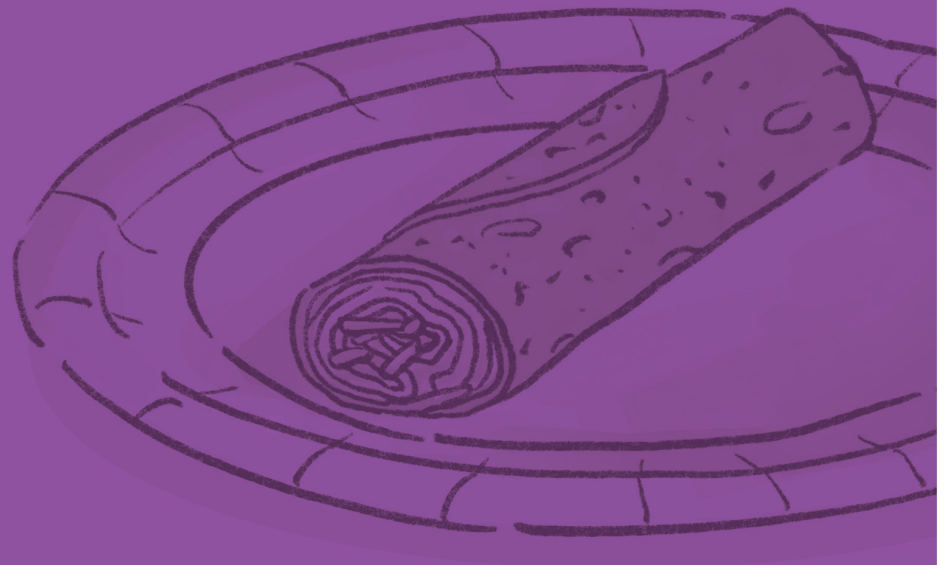




## LESSON 5

# FOOD IS FUEL

### *Facilitator Guide*



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### LESSON OVERVIEW

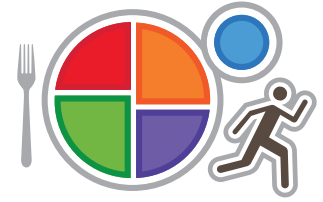
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#### **Objectives:**

1. Students will be able to understand how food fuels the body.
  2. Students will be able to explain the different levels of physical activity.
  3. Students will understand the importance of eating Go and Grow foods to fuel activity.
-

LESSON 5:

# MATERIALS & PREPARATION



<b>POSTERS</b>	F.O.O.D. Code of Conduct Get Moving!
<b>EDUCATION MATERIALS</b>	Food is Fuel handout (two pages) Physical Activity dice
<b>SNACKTIVITY FOOD &amp; MATERIALS</b> Turkey Wrap	Whole grain tortilla Turkey slices Cheese slice Colorful shredded vegetables Salad dressing Paper plate Plastic spoon
<b>EDUCATIONAL ENHANCEMENT ITEM</b>	Jump rope
<b>LESSON OVERVIEW</b>	<ol style="list-style-type: none"><li>1. Prep &amp; Set-up (next page)</li><li>2. <b>Introductions [10 minutes]</b></li><li>3. <b>Physical Activity Exploration [15 minutes]</b></li><li>4. <b>Activity: Let's Get Moving Activity [15 minutes]</b></li><li>5. <b>Snack-tivity: Turkey and Veg Wrap [15 minutes]</b></li><li>6. <b>Wrap-up [5 minutes]</b></li><li>7. Break down, pack up, &amp; clean space</li></ol>

# ON-SITE PRE-LESSON PREPARATION

1. Check-in with the Site Coordinator: discuss the number of children attending the lesson and any allergies the children may have.
2. Clean and sanitize tables.
3. Hang up the lesson visuals/posters. Always include the F.O.O.D. code of conduct.
4. Collect all lesson materials.
5. Set aside educational enhancement item to hand out at end of the lesson.
6. Tie back hair and loose clothing if applicable.
7. Wash hands and put on gloves.
8. Prepare ingredients to pass out to each child and one for the instructor:



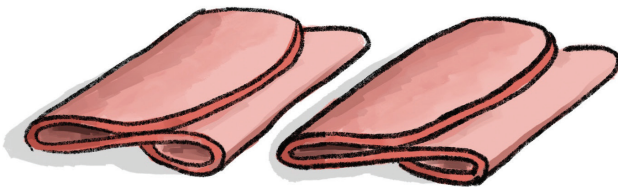
*Cheese Slice*



*Colorful shredded vegetables*



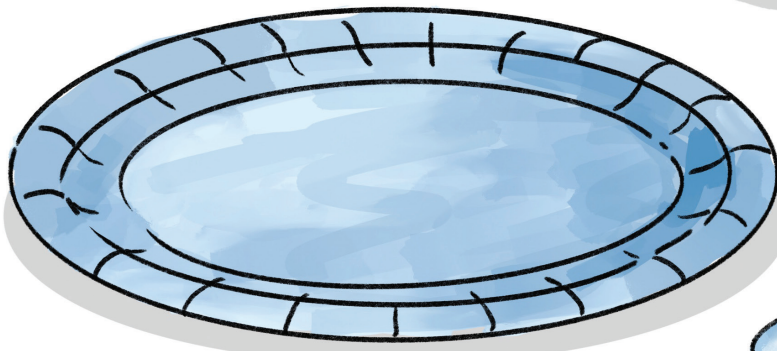
*Salad Dressing*



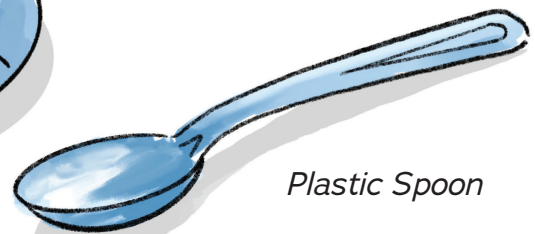
*Turkey Slices*



*Whole Grain Tortilla*



*Paper Plate*



*Plastic Spoon*

# I. INTRODUCTIONS [10 minutes]

## Materials: Name tags, folders, code of conduct poster

1. **Complete** attendance as kids walk in. Pass out nametags and folders. Have kids put nametags on their shirts.
2. **Welcome** participants back to Kids in the Kitchen. **SHARE** that this is our 5th Kids in the Kitchen lesson. Review some topics from previous lessons (i.e., Go Grow Slow foods, slicing, dicing, and chopping).
3. **Review** the Kids in the Kitchen Code of Conduct:
  - a. **F**ollow directions
  - b. **O**ne-bite rule
  - c. **O**bserve the speaker
  - d. **D**on't yuck, my yum
4. Have kids introduce themselves by sharing their:
  - a. Name
  - b. An activity that gets their heart pumping
5. **Introduce** today's lesson. **SHARE** the following about the lesson:
  - a. Name: Food is Fuel!
  - b. Objectives: We will discuss how food fuels our bodies, explain the different levels of physical activity, and understand the importance of Go and Grow foods to fuel activity.
  - c. Agenda:
    - i. Physical Activity Exploration
    - ii. Activity: Let's Get Moving
    - iii. Snack-tivity: Turkey and Veg Wraps

## II. PHYSICAL ACTIVITY EXPLORATION [15 minutes]

### Materials: Food is Fuel handout

1. **Reflect** that we have been learning a lot about eating balanced meals and how nutrition plays a role in our health.
2. **SHARE** that today we are going to focus on the importance of food as fuel for our bodies. Food allows us to move and be active all day long. Food fuels all of the different functions the body does: heart beat, brain, muscles, bones, a smile, a laugh, a race against friends. Just like it is important to eat a balanced diet it is also important to be active.
3. **Read** the definition of physical activity on the handout and discuss the benefits. Physical activity is any activity that involves moving your body.
4. **SHARE** that physical activity is not just exercise and sports. It can be activities that we do every day like walking, cleaning, playing, yardwork.
5. **Direct** kids to think about their day.
  - a. **ASK:** What type of activity did you do? How long did you do that activity? (Suggest activities that they may not think about. Walking around the school to class or lunch. Recess. Taking stairs – if there are any in the school.)
6. **SHARE** the goal is to be active every day but to try to get 60 minutes of moderate to vigorous physical activity each day!
7. **Read** the definition of light physical activity on the handout: *Everyday activities that involve movement and don't require a lot of effort. You can talk or even sing while doing the activity.*
8. **ASK:** What are some examples of light physical activity?
9. **SHARE** the definitions of moderate and vigorous physical activity. Moderate means you are using energy, can talk easily but may find it harder to sing. Vigorous means you are working really hard, using a lot of energy, and may find it hard to hold a conversation while doing it.
10. **ASK:** Does running or walking take more energy? (running).
11. **SHARE** that both running and walking are physical activity because our bodies are moving, but some movements make the body work harder to complete.
12. **Direct** them to look at the exercises listed beside each activity type. **ASK** them to raise their hand if they like any of these activities.
13. **SHARE** that we call it the “talk test” when we decide if our activity is light, moderate, or vigorous by how much we can talk or sing while doing the activity.
  - a. **Light Activity:** We can talk and sing while doing the activity.
  - b. **Moderate Activity:** We can talk but cannot sing while doing the activity.
  - c. **Vigorous Activity:** We cannot talk or sing easily while doing the activity.

# ACTIVITY: LET'S GET MOVING [15 minutes]

**Materials:** Get Moving! poster, Dry erase markers, Timer, Activity dice

1. **Summarize** that we just learned the different intensities of movement. We know the talk test, and we know that our breathing and heart rate will increase as our bodies work harder with each movement.
2. **SHARE** one way we can feel our heartbeat is through our pulse. We find our pulse in our wrist. As we work harder, we will feel our pulse beating faster. That means our heart is beating faster and we are engaging in more vigorous exercise.
3. **Show** how to find their pulse.
  - a. Take 2 fingers and place them on the inside of your wrist just below the thumb.
  - b. Practice taking a 10 second heart rate. When the kids find their pulse, let them know that you are going to see how many beats they can feel in 10 seconds. You will say go and they should start counting each time they feel their pulse/heartbeat. When you say stop, they are to stop counting and remember that number.
4. While kids are still seated, **SHARE** that we are going to do light, moderate and vigorous activities and see how it changes our heart rate.
5. **Show** poster with activities and intensities listed.
  - a. Light physical activity = stretching
  - b. Moderate physical activity = some of the activities on the exercise dice (push up, jog in place)
  - c. Vigorous physical activity = sprinting or jumping in place
6. **ASK:** Which activity should make our hearts beat the fastest? (vigorous, jumping)
7. **ASK:** Which activity can we talk and even sing while we do? (light, stretching).
8. **Review** the expectations for when we engage in the activities:
  - a. Follow directions & listen to the instructor
  - b. Keep your hands and feet to yourself
  - c. Stay in your spot
  - d. Personal space
9. **Instruct** kids to stand up and find some personal space away from the tables and chairs.



10. **Lead** children through an activity with 3 different levels of physical activity. Have children feel their pulse as the intensity of the activity increases.

### Stretching Warm Up

1. Choose 4 or so stretches for the kids to do. As you practice, see if kids can talk and sing during stretching. If they can, that confirms this is a light physical activity.
2. After stretching, direct them to feel their heart rate and count how many beats they feel in 10 seconds. To help show the kids how heart rate increases with activity, count your own heart rate for 10 seconds after stretching and write it on the poster under light activity.

### Activity Dice

#### Tumble N' Teach Activity Dice

Activity dice has 6 sides with activities and a small dice inside with numbers\*

1. Have kids take turns rolling the dice and performing the activity x # on inside dice.
  2. Can the kids sing while they are doing pushups or dancing? Direct them to feel their heart rate after the activities. Is it faster than when you felt it after stretching? Write down your beats for 10 seconds on the poster, it should be higher than it was after stretching.
  3. Go through all of the activities and decide if they are moderate or vigorous based on their breathing and heart rate.
  4. *Hint: most of these can be moderate OR vigorous depending on how hard you try!*
  5. *If none of them are vigorous, have the kids jump up and down 10 times and then check their pulse.*
11. Return to seats. Reflect on the activity showing the poster with your heart rate recorded for each exercise. Point out how our heartbeat or pulse increased as the level of activity did.

## IV. SNACK-TIVITY: TURKEY + VEG WRAPS [15 minutes]

**Materials:** Handout, paper plate with ingredients: turkey, cheese, rainbow vegetables, dressing packet

1. **Review** the Turkey + Veg Wraps recipe. Read the directions together.
2. Determine which food group each ingredient belongs in and circle if they are a Go or Grow food. See the full table below.
3. As kids identify the turkey as protein – **ASK** kids to **SHARE** examples of other protein foods (meat, eggs, beans, peanut butter) and dairy foods (cheese & yogurt).

Ingredients	Food Group	Circle One
Whole Grain Tortilla	GRAIN	Go or Grow
Turkey Slice	PROTEIN	Go or Grow
Colorful Shredded Vegetables	VEGETABLE	Go or Grow
Cheese	DAIRY	Go or Grow

4. **SHARE** that it is important when we are physically active that we FUEL our bodies with Go and Grow FOOD. Explain that just like a car needs fuel to go – our bodies need fuel to go. We get that ‘fuel’ from food!
  - a. As our bodies work harder, our hearts pump faster and we need more fuel. For light activities, we do not need much ‘extra’ fuel – we can follow normal eating habits like eating 3 meals a day and nourishing snacks. As we do more intense activities, we need more fuel! It’s important to fuel your body with foods from all the food groups!
5. **Follow the directions** to make the turkey wraps. Make sure kids wash their hands and clean their workspace before getting started.
 

**Step 1:** Wash your hands.

**Step 2:** Gather ingredients.

**Step 3:** Lay out the tortilla on the plate.

**Step 4:** Add turkey, cheese, and vegetables.

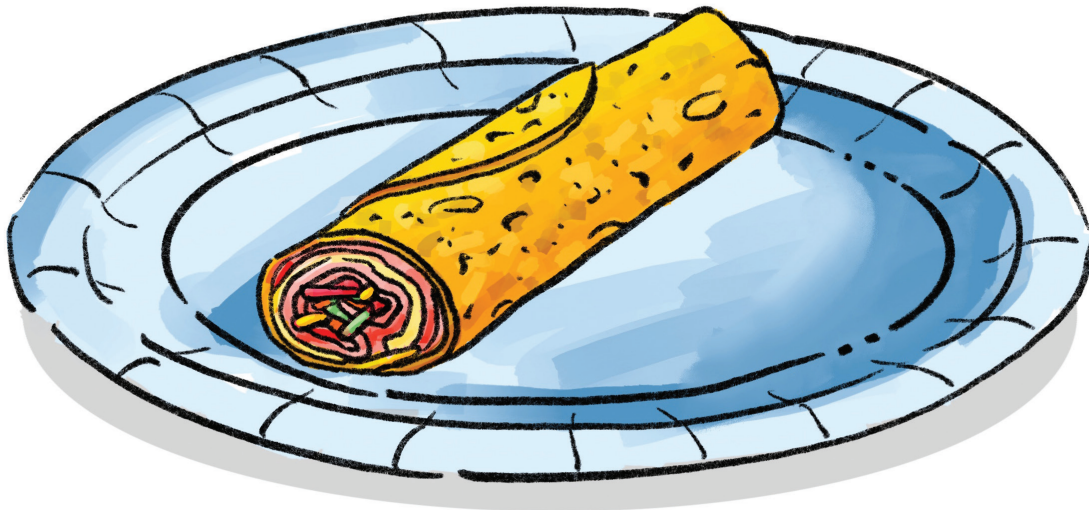
**Step 5:** Drizzle dressing on top of vegetables.

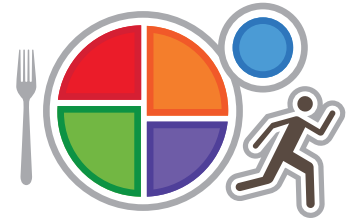
**Step 6:** Roll up the tortilla.

**Step 7:** Enjoy!

## V. WRAP-UP [5 minutes]

1. As the kids try their snack, **ASK** kids to rank today's recipes by showing a number 1-3 to rank their snack:
  - i. 3 fingers = Loved it
  - ii. 2 fingers = Liked it
  - iii. 1 finger = Didn't prefer the taste
2. **ASK:** How can you achieve 60 minutes of moderate-vigorous activity each day?
3. **Encourage** kids to eat balanced snacks with both Go and Grow foods to fuel their bodies every day!
4. **Reflect** on a few good FOODie behaviors kids modeled throughout the class.
5. **Pass out** the MyPlate stickers for their folder, educational enhancement item to take home, **remind** kids not to open or use jump ropes until they get home.
6. Thank the kids for participating and learning with you today.
7. **SHARE** that the next lesson is our final lesson: Keep Going & Growing!





# LESSON 5: FOOD IS FUEL

## What is physical activity?

Physical activity is any activity where you are moving your body.

## How much physical activity do you need?

It is recommended children ages 6-17 years old do 60 minutes or more of moderate-to-vigorous physical activity daily.

**Feel your pulse increase as the level of activity increases.**

### VIGOROUS PHYSICAL ACTIVITY

*Activities that require a large amount of effort. Breathing & heart rate near maximum.*

- ✓ Fast Running
- ✓ Swimming
- ✓ Jumping Rope
- ✓ Sports
- ✓ Rollerblading



### MODERATE PHYSICAL ACTIVITY

*Activities that require heavier breathing and gets your heart pumping.*

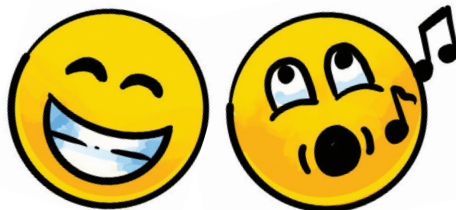
- ✓ Fast Walking
- ✓ Hiking
- ✓ Riding a Bike
- ✓ Jogging
- ✓ Dancing
- ✓ Push-ups



### LIGHT PHYSICAL ACTIVITY

*Everyday activities that involve movement.*

- ✓ Leisure Walking
- ✓ Fishing
- ✓ Cooking
- ✓ Stretching
- ✓ Laundry



# TURKEY AND VEG WRAPS

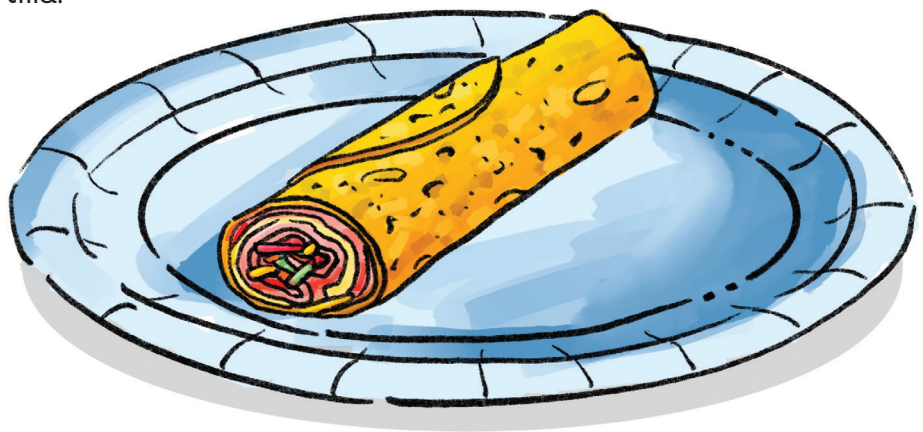
**Directions:** Determine which of the food groups today's ingredients belong in – Protein, Grain, Vegetable, and Dairy. What's missing?

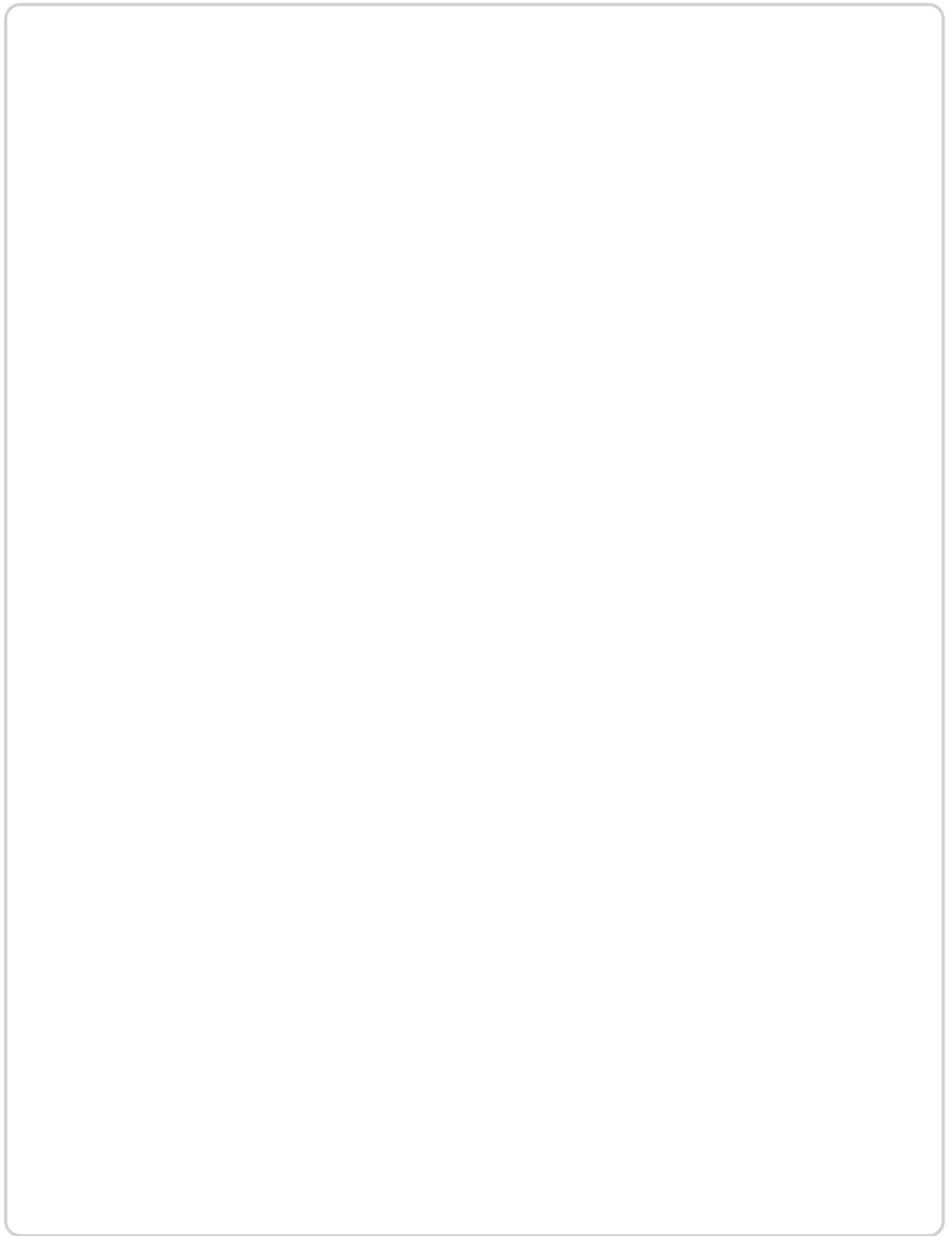
Determine if each ingredient is a Go or Grow food.

Ingredients	Food Group	Circle One
Whole Grain Tortilla		Go or Grow
Turkey Slice		Go or Grow
Cheese Slice		Go or Grow
Colorful Shredded Vegetables		Go or Grow

**Directions:**

1. Wash your hands.
2. Gather all your ingredients.
3. Lay out your tortilla on the plate.
4. Add turkey, cheese, and vegetables.
5. Drizzle of dressing.
6. Carefully roll up the tortilla.
7. **Enjoy!**



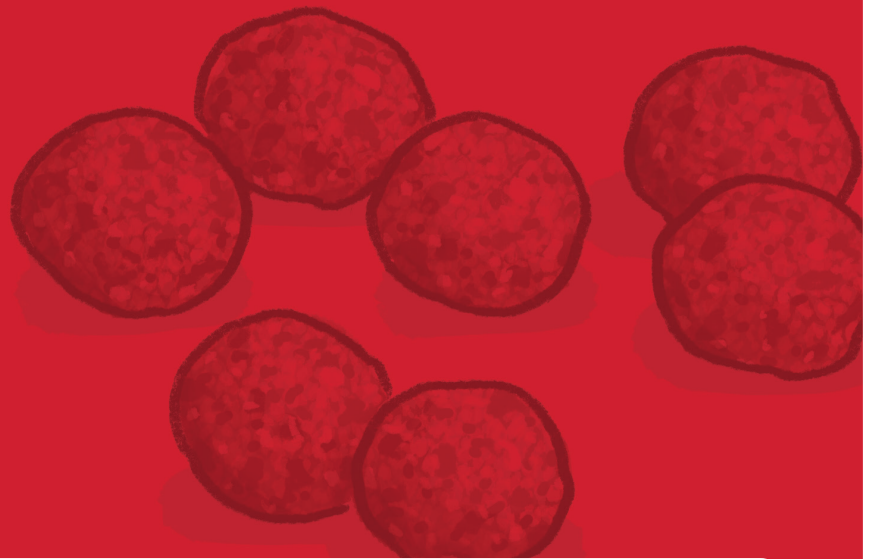




## LESSON 6

# KEEP GROWING & GOING

*Facilitator Guide*



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### LESSON OVERVIEW

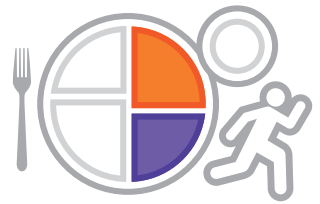
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#### **Objectives:**

1. Students will review lessons 1-5
  2. Students can give examples of Go, Grow, and Slow foods
  3. Students understand how sugary treats are Slow foods.
  4. Students will celebrate the completion of Kids in the Kitchen lessons 1-6.
-

## LESSON 6:

# MATERIALS & PREPARATION



<b>POSTERS</b>	F.O.O.D. Code of Conduct
<b>EDUCATION MATERIALS</b>	Keep Growing & Going! Handout (two pages) White board or large sticky pad paper Go Grow Slow food cards Post course survey
<b>SNACKTIVITY FOOD &amp; MATERIALS</b> <b>Sunbutter Energy Bites &amp; Homemade Soda</b>	Sunflower butter cup Rolled oats Chocolate chips Honey Seltzer water 100% juice Cup Bowl Spoon Small/medium gloves
<b>EDUCATIONAL ENHANCEMENT ITEM</b>	Junior chef apron Chef hat Certificate (instructors sign each certificate)
<b>LESSON OVERVIEW</b>	<ol style="list-style-type: none"><li>1. Prep &amp; Set-up (next page)</li><li>2. <b>Introductions [10 minutes]</b></li><li>3. <b>Nutrition Exploration: Go, Grow &amp; Slow Foods [15 minutes]</b></li><li>4. <b>Snack-tivity: Homemade Soda + Energy Bites [15 minutes]</b></li><li>5. <b>Graduation Ceremony [20 minutes]</b></li><li>6. Break down, pack up, &amp; clean space</li></ol>

# ON-SITE PRE-LESSON PREPARATION

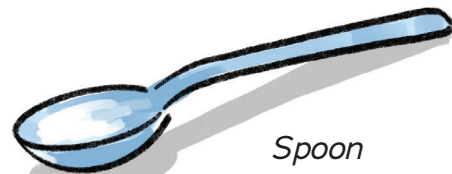
1. Check-in with the Site Coordinator: discuss the number of children attending the lesson and any allergies the children may have.
2. Clean and sanitize tables.
3. Hang up the lesson visuals/posters. Always include the F.O.O.D. code of conduct.
4. On a large sticky note paper or white board, write “Go Foods,” “Grow Foods,” and “Slow Foods” in a line with enough space to stick the Go, Grow, Slow food card images underneath. Using the painter’s tape or a magnet, place the picture of an apple and bread under Go, chicken and peanuts under Grow, and soda under Slow. Place the rest of the pictures on the board but not under a particular word.
5. Collect all lesson materials.
6. Have all instructors sign each child’s certificate.
7. Set aside and organize certificates and graduation gifts to distribute during the ceremony.
8. Tie back hair and loose clothing if applicable.
9. Wash hands and put on gloves.
10. Prepare a bowl for each child and one for the instructor by measuring ingredients into each bowl. If not using individual packages, make sure the sunflower butter and honey are between the oats and the chips.



1 Tablespoon  
Honey



100% juice



Spoon



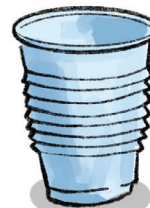
1 Ounce  
Sunflower Butter cup



1/2 Cup Rolled oats



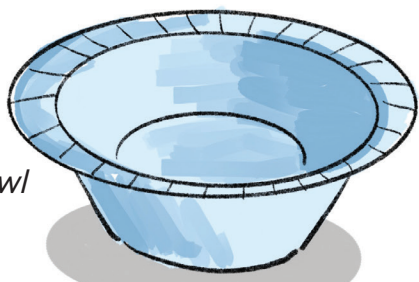
2 Tablespoons  
Chocolate chips



Cup



Seltzer  
water



Bowl



Small/medium gloves

# INTRODUCTIONS [10 minutes]

## Materials: Name tags, folders, code of conduct poster

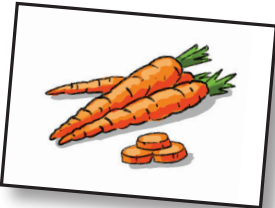
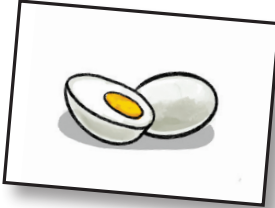





1. **Complete** attendance as kids walk in. **Pass out** nametags and folders. Have kids put nametags on their shirts.
2. **Welcome** participants back to Kids in the Kitchen. **SHARE** that this is our final Kids in the Kitchen lesson. Review topics from last lesson about physical activity. **ASK** if anyone used their jump ropes.
3. **Review** the Kids in the Kitchen Code of Conduct:
  - a. **Follow** directions
  - b. **One-bite** rule
  - c. **Observe** the speaker
  - d. **Don't yuck**, my yum
4. Have kids introduce themselves and **SHARE**:
  - a. Name
  - b. A sweet treat they enjoy!
5. **Introduce** today's lesson name, objectives, and agenda.
  - a. Name: Keep Going & Growing
  - b. Objectives: We are going to discuss go and grow foods and understand how sugary treats are Slow foods & then we will celebrate your Kids in the Kitchen graduation!
  - c. Agenda:
    - i. Nutrition Exploration
    - ii. Snack-tivity: Energy Bites & Homemade Soda
    - iii. Graduation Celebration

## II. NUTRITION EXPLORATION [15 minutes]

### Materials: MyPlate food model, Go, Grow, Slow food cards

1. **Review** the MyPlate plate model.
2. **Review** the previous lessons and the following topics:
  - a. In lesson one, we made pizza with all five food groups. Who remembers what they were?
    - i. Crust/Flat bread = **grain**
    - ii. Marinara Sauce = **vegetable**
    - iii. Pineapple = **fruit**
    - iv. Cheese = **dairy**
    - v. Turkey pepperoni = **protein**
  - b. Lesson 2, we focused on eating a rainbow of fruits and vegetables (point to fruit + vegetable on MyPlate)
  - c. Lesson 3, we made whole grain trail mix (point to grains on MyPlate)
  - d. Lesson 4, we learned chef skills and made banana pudding.
  - e. And lesson 5, we talked about physical activity and made a snack with the remaining two food groups: dairy and protein.
    - i. **ASK:** What was the protein in our snack last lesson? (Turkey)
    - ii. **ASK:** What was the dairy in our snack last lesson? (Sliced cheese)
3. **Review** Go, Grow, and Slow foods. Have kids stand-up behind their desk and instruct them to repeat words and movements after you:
  - a. **GO foods:** Fuel our bodies and give us energy to GO! (**run in place**)
    - i. Go foods are grains, vegetables & fruits like our trail mix, pizza, and fruits and veg we tasted.
  - b. **GROW foods:** Provide our bodies with the building blocks to grow big & strong. (**flex biceps & 'grow' on tippy toes**)
    - i. Grow foods are proteins & dairy like the yogurt in our banana pudding and turkey and cheese in our wrap.
  - c. **SLOW foods:** Can give us quick energy but are high in sugar & low in nutrients and can lead to energy crashes. (**slow-motion run in place**)
    - i. Slow foods are desserts, candy, soda.
4. Have kids return to seats and **ASK:** Can anyone **SHARE** a Go or Grow food that was shared as a favorite sweet treat in the beginning of class? (fruits, vegetables, grains, proteins).
  - a. **SHARE** although some of our favorite treats are tasty, they don't necessarily give us the fuel we need. Sweet treats that are high in sugar give us a jolt of energy that doesn't last long. They don't give us fuel that lasts for our physical activity, schoolwork, or play with our friends. We call these SLOW foods. They are treats we can enjoy sometimes but should be eaten in moderation.
    - i. Explain that moderation means to limit or eat sometimes.
5. **Direct** kids to look at the Grow Go Slow words and pictures on the board.

6. **Practice** sorting the Go, Grow, Slow food cards into the correct category:
- Say:** Raise your hand if you know if a (point to or show food card) is a Go Food, Grow Food, or Slow Food.
  - Call on** a child to come up and put the food in the correct column.
  - As a class, decide if you agree. Start by identifying the food group and then the Go, Grow, Slow category.
  - Repeat** until all foods are sorted.
7. **Point out** the soda. **SHARE** that some drinks have a lot of sugar in them that would slow us down. Today we are going to make our own soda without all the sugar, which will make us feel energized instead of slow and sluggish.

<u>Go</u>	<u>Grow</u>	<u>Slow</u>
		
		
		

### III. SNACK-TIVITY: HOMEMADE SODA & ENERGY BITES [15 minutes]

**Materials:** Keep Growing and Going handout, cups, bowls, spoons, gloves, ingredients

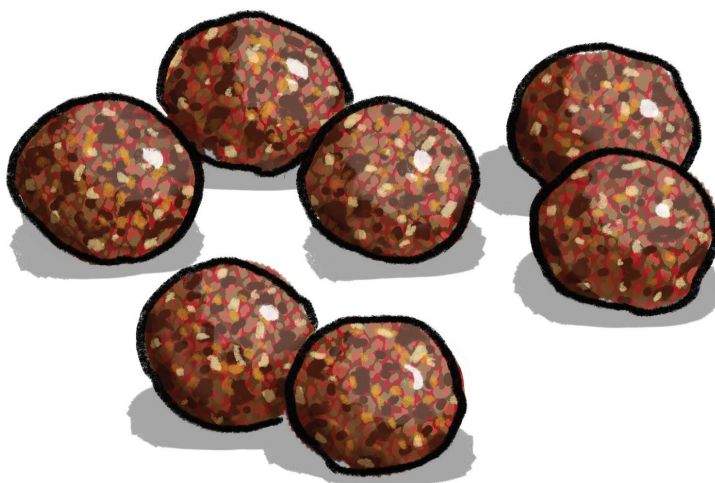
\*Explain & demonstrate both recipes first.

1. **ASK:** Are you all ready to make your celebration snack today? **SHARE** this snack is going to have GO, GROW and SLOW foods to make for a balanced, sweet snack to fuel our bodies!
2. Direct kids to the Energy Bite Recipe:
  - a. **Review** today's ingredients and decide whether they are a Go, Grow, or Slow food. Have students fill out the chart on the worksheet.

Ingredients	Go, Grow or Slow Food
1/2 Cup Rolled Oats	GO
2 Tablespoons/1oz Sunflower Butter	GROW
1 Tablespoon Honey	SLOW
2 Tablespoons Chocolate Chips	SLOW

- b. **SHARE** it's always okay to have slow foods in moderation!
- c. **Show** kids the ingredients, bowl and plate for the energy bites. Explain that this is a messy recipe, and we are going to be good FOODIES and try to be as careful as possible when mixing the ingredients of your energy bites.
- d. **Show** how to make the energy bites. Add all the ingredients into the bowl, in the order of the recipe (make sure the sunflower butter and honey is layered between the oats and the chocolate chips). Mix well with the spoon or gloved hands. Once mixed, roll the mixture into a ball.

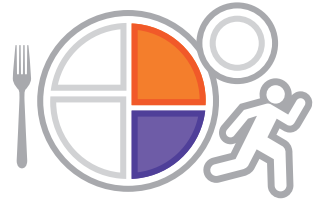
3. **Direct** kids to Homemade Soda recipe.
  - a. **Review** the 2 ingredients to use in the soda.
    - i. Seltzer Water, 100% juice, small plastic cup.
  - b. **SHARE** we just learned that soda and other beverages have A LOT of sugar in them and are S L O W foods. Even though we might feel a burst of energy after we have a lot of sugar, we normally crash and feel tired, cranky, and unable to focus shortly after. Today we are making a fizzy drink that is kind of like soda, but it's made with 100% fruit juice (a GO food) and sparkling WATER!
  - c. Tell kids an adult will come around to pour your juice and seltzer for the soda as they work on the energy bites.
4. **Make** the Energy Bites and Soda:
  - a. Have kids wash their hands. Instruct them not to touch anything as they come back to their seat, so their hands stay clean.
  - b. **Pass out** the ingredients for the energy bites, bowl, gloves (if using) and the cup for the soda. Have kids add all the ingredients into the bowl first and then put the gloves on to mix.
  - c. Have them roll the energy bites into balls.
  - d. As kids are mixing, go around the room and fill half of each cup with seltzer and then the other half with juice.
  - e. Once they are done, clean area, throw away gloves.
  - f. As a class, enjoy the energy bites and soda.
5. **ASK:** What the kids liked or disliked about the energy bites? Encourage them to think what they could change in the recipe to make it their own! Repeat for the homemade soda recipe.



## IV. GRADUATION CEREMONY [20 minutes]

1. **Congratulate** all the kids for completing the Kids in the Kitchen lessons this school year.
2. **Complete** the post course survey.
3. **Thank** them for participating in the lessons and reflect on the skills and knowledge they learned during Kids in the Kitchen.
  - a. **ASK:** What is something you learned over the 6 lessons?
  - b. **ASK:** What was your favorite part of the Kids in the Kitchen?
4. As kids are sharing, **pass out** their final MyPlate sticker to complete the tracker on their folder.
5. **Celebrate** that they have earned the title of Junior Chef.
6. **Encourage** them to **SHARE** what they have learned with their family and friends and to continue trying new foods!
7. Call each kid up to receive their certificate, hat, and apron.
8. Take a group picture with all the graduates!





# LESSON 6: KEEP GROWING & GOING!

✓ **GO Foods = FRUITS, VEGETABLES & GRAINS**

These foods give our bodies energy to GO! Like gasoline in a car.

✓ **GROW Foods = PROTEIN & DAIRY**

These foods make up the building blocks that help our bodies GROW big and strong.

✓ **SLOW Foods = Sugary, Processed Foods**

These foods slow us down and often don't provide our bodies with all nutrients for going and growing.

## Sunflower Butter Energy Bites

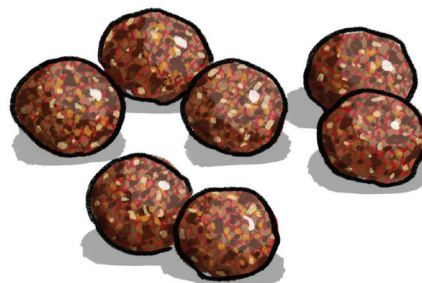
**Directions:** label each ingredient as a Go, Grow or Slow food.

*Hint: Think through your food groups first!*

Ingredients	Go, Grow or Slow Food
1/2 Cup Rolled Oats	
2 Tablespoons/1oz Sunflower Butter	
1 Tablespoon Honey	
2 Tablespoons Chocolate Chips	

### Directions

1. Wash your hands.
2. Add all ingredients to a bowl.
3. Put on gloves.
4. Using your hands, mix the ingredients well.
5. *Roll into 2 small round bites.*
6. **Enjoy!**



# HOMEMADE SODA

## Ingredients

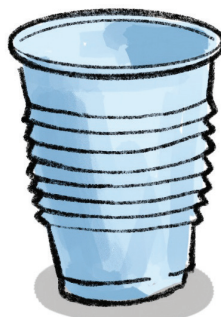
2 parts Seltzer Water or Club Soda

1 part 100% Juice

Optional: Fresh or Frozen Fruit

## Directions:

1. Mix seltzer water and juice in cup or pitcher.
2. **Enjoy!**



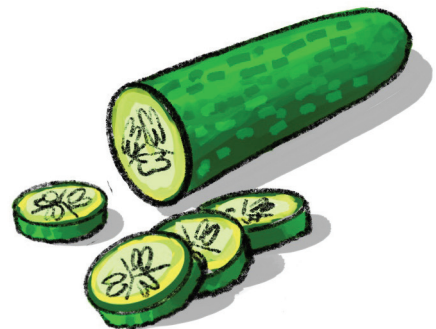
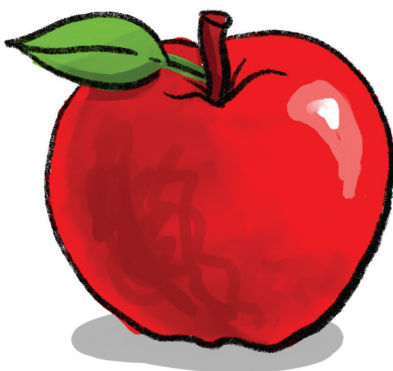
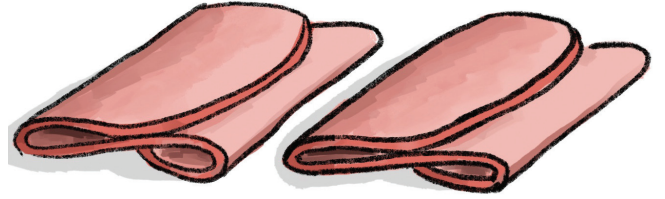
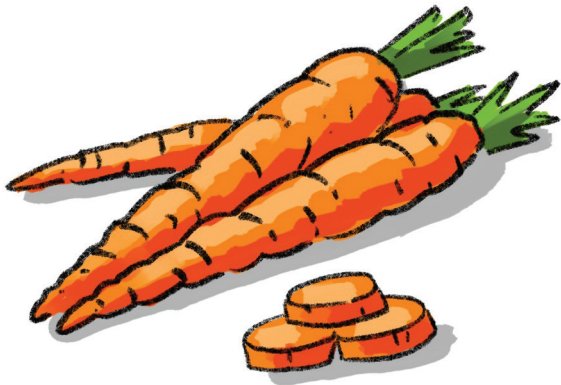
1-part 100% Juice

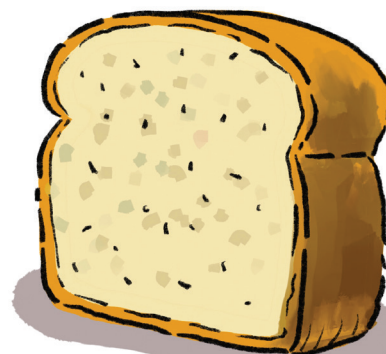
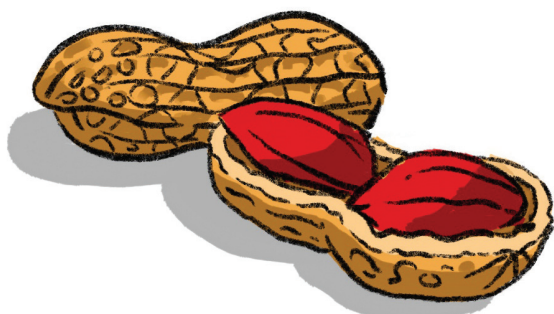
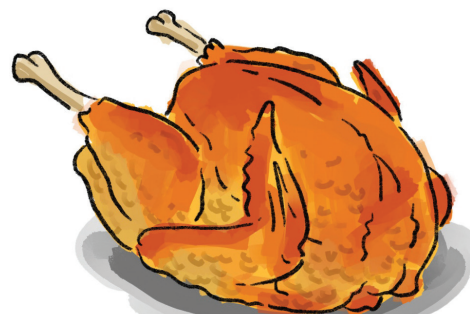
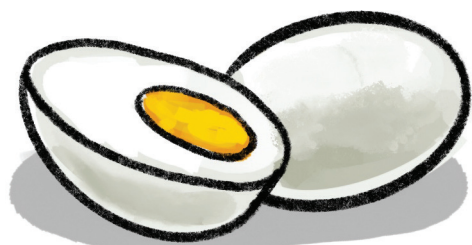
2-parts Seltzer Water

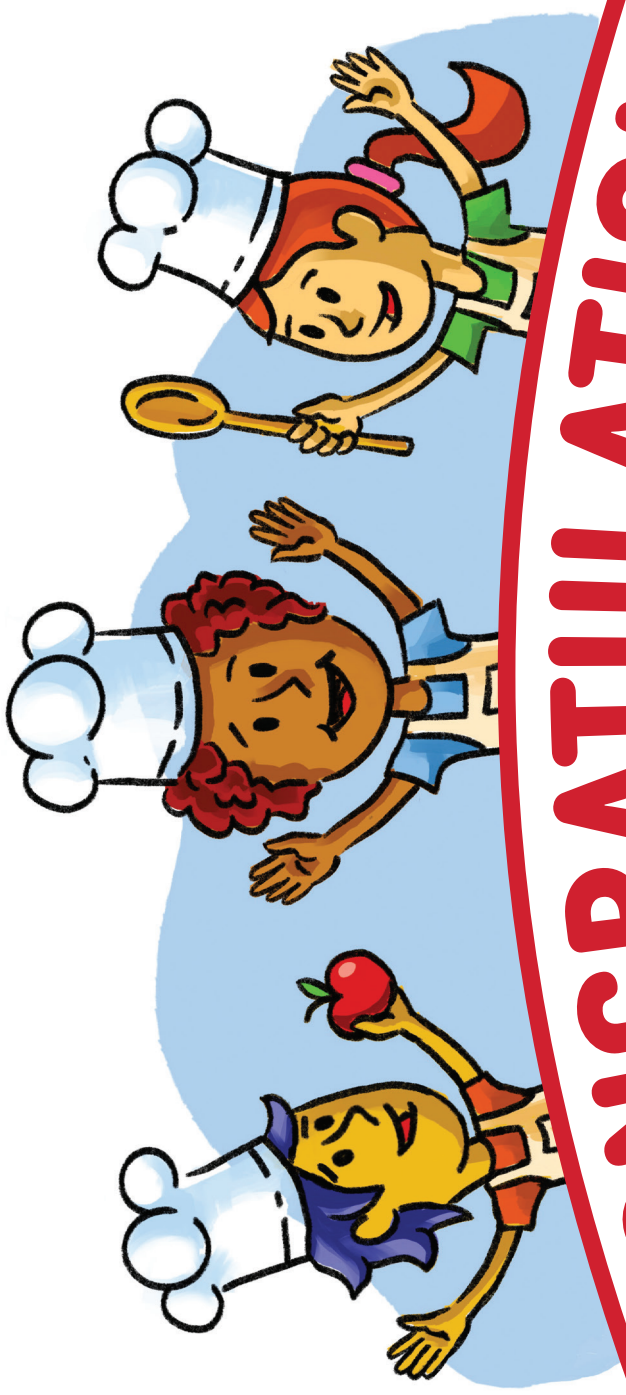
**CONGRATULATIONS JUNIOR CHEFS!**

# **GO, GROW, SLOW FOODS CARD DECK**

**Directions: Print on card stock  
and/or laminate to use for the Go,  
Grow, Slow activity.**

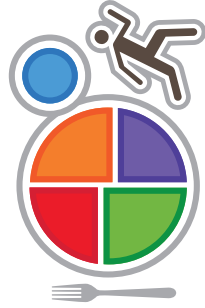






# CONGRATULATIONS

**You are a Junior Chef!**



\_\_\_\_\_  
Instructor

\_\_\_\_\_  
Date

