



## Lesson 5. The Dairy Group: Do You Wear a Moo-stache?

### TEACHING OUTLINE

Time/Hints	If possible, set up food prep table. prior to lesson
<b>10 Minutes</b>  WSDC Dairy food models  Milk/cheese 3-D models (optional)	Put up the MyPlate poster. Choose several Dairy food models. <ul style="list-style-type: none"> <li>Greet students and review the Grains, Veggie and Fruit Groups.</li> <li>Ask if anyone looked at the % fruit juice in their juice drinks at home.</li> <li>Today we'll talk about the Dairy Group. What color is it on MP? (blue) What's the message? (Get calcium-rich foods). Point out that on MP, Dairy is represented by a circle, like a glass of milk. But...</li> <li>There are lots of different foods in the Dairy Group. Let's name some of your favorite foods (milk, cheese, yogurt, cottage cheese, ice cream, frozen yogurt, string cheese)</li> <li>Great! We need to eat from this group every day. Does anyone remember how much we need to eat from this group every day? (<b>3 cups</b> = show milk &amp; cheese models here). Everyone, even adults, needs 3 cups of milk or milk products every day for good health.</li> </ul>
<b>15 Minutes Nutrition</b>  Amount of Broccoli VS Milk. This can be visualized by showing the photo in Lesson 5 support materials (pending).  Optional Challenge  <b>Vocabulary</b> Dairy, Calcium, Vitamin D, Weight-bearing exercise, "bone bank."	<ul style="list-style-type: none"> <li>Who remembers which mineral we get from milk and milk products that we need to be healthy? (Calcium)</li> <li>What parts of our bodies Calcium helps grow strong? (bones/teeth)</li> <li>Vitamins A &amp; D are added to milk because they work with calcium to make bone material.</li> <li>Other foods have calcium, too. Almonds, broccoli, green leafy veggies like kale, tofu &amp; dry beans. But it takes a lot of other foods (8 cups of broccoli=1 cup milk) to get the calcium we need every day.</li> <li>There are many types of milk at the store. Talk about low-fat choices...need the calcium, not a lot of added fat. Discuss different types of milk (whole, 2%, 1%, skim, flavored).</li> <li>Read labels to find the best milk for you. (Most schools provided non-fat or low-fat white and chocolate milk)</li> <li><b>White Milk Wednesday Challenge</b> (see educator's notes)</li> </ul> <p><b>Scavenger Hunt Activity</b></p> <p>NOTE: The classroom teacher placed the 20 scavenger hunt pictures around the room at the beginning of the lesson.</p> <ul style="list-style-type: none"> <li>Tell the students that there are many daily choices we can make that help keep our bones strong. Divide the kids into pairs or groups of 3. Their job is to find 10 bone-building habits from the choices around the room.</li> <li>Remember, we are looking for foods or physical activities that help our bones. The activities are called "weight-bearing" exercise because it means that our bones are needed for us to move around.</li> <li>Foods in different food groups help us in different ways. We are looking for those that are specifically going to help your bones grow stronger.</li> <li>When they have completed the activity, review the answer key (probably during tasting time).</li> </ul>

<p><b>10 Minutes</b></p> <p>3-D bone models Note: If do not have or can afford these models (see Resource section) See photo of this concept.</p>	<ul style="list-style-type: none"> <li>• So, what happens when bones don't get enough calcium? (Become weak and can break easily) Spell osteoporosis on board, explaining that osteo=bone; porosis=full of holes.</li> <li>• Show bone models of healthy bone and osteoporotic bone. Have students compare how they are different. Healthy bones are flexible yet strong; they have holes, but holes are small. Osteoporotic bones are very weak with big holes; bone material much thinner.</li> <li>• Have students stand up, bend at the waist, and walk around to simulate someone with osteoporosis. Have them return to their seats, still bent over. Ask them if they could do their favorite activities in this position?</li> <li>• If we don't get enough calcium while we're young, we can develop osteoporosis later in life.</li> <li>• We need to think of our bones as a bank for calcium. We can store calcium in our bones as long as we keep bringing it into our bodies. This 'bone bank' needs to last a life time if we want to remain strong and active.</li> </ul>
<p><b>15 Minutes</b> Select student helpers to make taste</p>	<ul style="list-style-type: none"> <li>• Today's taste is a _____ Smoothie. Let's gather around the food prep table while the chefs are making your taste for today.</li> <li>• Talk about ingredients (food groups, measuring ingredients; blender safety. (If you make them at home, make sure to take apart all the pieces and wash them with soap and warm water</li> <li>• <i>You can make these with a jar or water bottle (and tight fitting lid) if you don't have a blender at home. Distribute in 3 ounce cup.</i></li> <li>• Ask if they liked the smoothie and why. Tell them the recipe is on the newsletter, along with another blender drink.</li> </ul>
<p><b>5 Minutes</b> <b>Newsletters</b></p>	<ul style="list-style-type: none"> <li>• Play <i>Thumbs Up/Thumbs Down Food Safety</i> game (on following page) while students finish their blender drinks.</li> <li>• Show the newsletter to students and suggest they make a blender drink for their family during next week.</li> </ul>



## Lesson 5. Dairy Food Safety Game

### “Thumbs Up, Thumbs Down – What Would You Do?”

Tell the students *“We are going to play a Thumbs Up, Thumbs Down game about keeping our food safe. Who knows what thumbs up or thumbs down means?”* (Get answer.) Ask students to place their thumb on their chest and listen carefully to the question before deciding if the answer is thumbs up or thumbs down.

1. You're really hungry and go to the refrigerator for something to eat. The cottage cheese sounds good, but there's a round spot of blue mold – right in the middle of the cottage cheese! So you scoop out the mold and eat the cottage cheese underneath. Thumbs up? Or thumbs down?

**Thumbs down.** Never eat food with mold in it because the mold has fingers that grow beneath the surface. Always throw it out. The exception is a large piece of hard cheese (like cheddar). It can be used if ½ inch is cut off below and around the mold.

2. You get home from school and are thirsty. You remember that we talked about drinking lots of milk, so you get out a gallon of milk and start chugging it down. Lots of calcium is good for you.

**Thumbs down.** You are putting germs in the milk jug. Use a glass!!

3. You get a container of yogurt out of the refrigerator. When you open it, it has some water on top. You stir in the water, and eat it anyway.

**Thumbs up.** The fluid has separated from the yogurt. It is not spoiled. It's best to stir the fluid back in to the yogurt as it contains calcium, protein, water and probiotics (good gut bacteria) that are all important to good health!

4. It is Saturday morning and you want to eat some cereal while you watch cartoons. But someone forgot to put the milk back in the refrigerator. You want to use some on your cereal, but the container doesn't feel cold. You decide to eat some toast instead of cereal and milk.

**Thumbs up.** Ask the kids “What would you do with the milk?” (They should find out from a parent how long the milk had been out of the refrigerator. If longer than two hours, throw the milk away.)

5. You come home from school and want to fix yourself a sandwich. The first thing you should do is get out some bread.

**Thumbs down.** You should first wash your hands, and then get out the food.