



Lesson 6: The Protein Group: How Lean Is Your Protein?

TEACHING OUTLINE

Time/Hints	If possible, set up food prep table. prior to lesson
3 Minutes Introduction If this lesson is not the last lesson, introduce student "homework" for next week. Classroom teacher may give them extra credit for returning.	Put up the MyPlate poster. Choose several Protein food models. <ul style="list-style-type: none">Greet students and review the Grains, Veggie and Fruit Groups. Ask if anyone made a blender drink since the last lesson. Did they share with their families? Did they enjoy it? <ul style="list-style-type: none">"What did your family members say about it? Take 2 responses.Parent Newsletter Surveys: Ask students to bring home surveys for parents (Their "Homework"). Explain that parent responses help us to improve our program. Educator will pick them up on the last day of class. Leave stickers for teacher to pass out as they turn them in.
10 Minutes The Protein Group	<ul style="list-style-type: none">What color is the Protein Group on MyPlate? (purple)Protein is really important in our bodies. Every day our old cells wear out in our bodies and we make new ones using the protein that we eat. Protein also builds strong muscles. Like the Dairy Group, protein foods are also "Grow" foods.Will eating lots of meat give you big muscles? (No)What else do you need to do <i>to build muscles</i>? (Be physically active)Discuss importance of activity and some activities they like to do after school. (Have students stand, talk about personal place and acting things out in place. Have students act out different activities they mention doing after school.)
10 Minutes Vocabulary Protein, lean, vegetarian HINT: Write the word "Vegetarian" on the board. It is a long word. Point out the first 6 letters (underline) tells you that mainly their food choices are plant-based.	<ul style="list-style-type: none">There are lots of different foods in the Protein Group. Some of these foods come from animals and some come from plants.What are some of your favorite foods that come from animals? (Show food models of hamburger, pork chop, chicken, fish, eggs, etc.)What are some Protein foods that come from plants? (Show food models of pinto beans.)Ask what foods they eat have beans in them (chili, burritos, salad bar)Show tofu and ask how many have tried it.Nuts: Ask what nuts and seeds they have tried.What do we call a person that eats no meat? (Vegetarian)Most of us get all the protein we need from the Protein Group. Milk foods also have protein. Your school lunch may use cheese on pizza to include protein in the meal.
10 Minutes	<ul style="list-style-type: none">What is the message of the Protein Group? (Keep it lean; Go lean with protein)What does the message mean? Go lean means to limit protein foods that have a lot of fat. Foods from animals, like meat and milk, can sometimes have more fat in them to be healthy. So we need to choose LEANER meats and dairy foods that are lower in fat or fat-free.

<p>Show 3D pound of fat model or photo included in lesson file</p>	<ul style="list-style-type: none"> • Look at the size of the Protein Group? What do you notice about it? (It's fairly small compared to the other groups). That's a clue that we don't need very much to get the nutrients we need. Some of us eat too many servings and we may eat more fat than we need. This extra fat can make us unhealthy. • Ways to cut down on fat: trim before/after cooking; bake or grill meat. Choose plant proteins. Read labels on packaged foods (lunch meat, hot dogs, etc.) • We need only five ounces of protein a day. Examples of one ounce: <ul style="list-style-type: none"> ❖ 1 egg ❖ 1 ounce meat, poultry, fish ❖ 1 tablespoon peanut butter ❖ ¼ cup of beans • Show that a 2-ounce serving of meat = size of palm or deck of cards • Red meat also gives us a mineral called iron. Iron carries oxygen to all parts of our bodies. Iron helps prevent infections and anemia that can make us feel really tired. • Do you remember from the vegetable lesson, what foods are higher in salt or sodium? (processed). This is true for the Protein Group too. • What protein foods come in a can or package? (lunchmeats, hot dogs, sausage; canned beans) • How can we lower the sodium we eat in these foods? (if in a can, drain and rinse the food before eating). What about if it comes in a package..what can we do? (make a healthier choice, eat less amounts and less often; read labels and choose the one with the smaller number for sodium). If time, compare sodium on protein food model cards. Have students identify the healthier choice by the lower number (milligrams) of sodium.
<p>3 Minutes Physical Activity Options</p>	<ul style="list-style-type: none"> • PA Break— <u>Option 1:</u> On the Farm Workout (See end of lesson) <u>Option 2:</u> Simon Says • With the focus on physical activities and how it can make our muscles stronger. Slowly call out activities for the students to perform. At some point, call out an activity without saying "Simon Says." The students who continue activity and don't change to the new exercise should give their neighbor a "High Five." Continue with several rounds lasting about 4-5 minutes as time permits. Some examples of physical activities are: <ul style="list-style-type: none"> • jump up and down, • pump your arms over your head, • run in place, • do the swim, • jump with your invisible jump rope, • do the twist, do squats, march in place, • shrug your shoulders, • go up and down on your toes
<p>15 Minutes</p>	<p><u>Option 1: (15 minutes)</u> If this is NOT the last lesson in the series,</p>

<p>Tasting Options</p> <p>Select student helpers to assist with distributing paper products/samples.</p>	<p>Hummus, pita and cucumber. Have students wash hands; do worksheets during handwashing and food prep and distribution.</p> <ul style="list-style-type: none"> Have students work on word search while tasting being prepared/distributed. <p><u>Option 2:</u> (20-30 minutes) If this IS the last lesson in the series, Make an <i>Almost-A-Plate Parfait</i> in class. This activity takes time to prepare and eat. Show the students where the recipe is in the parent newsletter. (Directions are on the next page).</p>
<p>5 minutes Hidden Fat Demo</p> <p>Complete if this is not the last lesson in the series.</p>	<p><u>If this is the next-to-last lesson:</u></p> <ul style="list-style-type: none"> Do “Chips in a Bag” activity here to show how much fat hides in snack foods. Track grease for one week. Make a pile of papers by cutting them to fit the bottom of the bag. Sit the bag on top of the pile. 20-30 pieces should do it. Place the bag of chips in an area that is out of the way, but still able to see the progress. (on top of chalk board, on top of a book shelf up high). Make sure students know they are not to eat the chips! Have students ask parents what non-meat foods they like to eat. Remind students to bring home the parent surveys in the envelopes provided. We will collect them next week. Let them know that those returning a completed form will get a small incentive.
<p>5-8 Minutes Conclusion if Lesson 6 is the last lesson in the series.</p>	<p><u>If this is the last lesson:</u></p> <ul style="list-style-type: none"> Hand out Bingo game certificate and food group stickers to the students (optional handshake or high five). If time, play the Bingo game. Discuss the importance of making your own choice to be healthy and strong. Ask students what they are doing differently now than before having the nutrition class. Share the newsletter with the students and show them the evaluation form that we would like their parents to fill out and return to school with them. Incentives do help get more evaluations back! Use teacher Dairy Council allotment to procure Five Food Group stickers, rulers, and/or magnets. Encourage teacher to make the evaluation a homework assignment. <p>Teacher Reminder</p> <ul style="list-style-type: none"> Remind teachers to give the post-assessments as soon as possible. Make a date to pick up the parent newsletter evaluation forms and completed post-tests. You will exchange evaluations for incentives; remind teacher to make a list of students who return theirs. Encourage the teacher to take some time to fill out the Teacher Observation Report. This is an extremely important piece for evaluation. Mention that a teacher follow-up letter and student essays that address their and/or their family’s behavior changes are welcome for our program evaluation.

Lesson 6: Protein (if next-to-last lesson in the series)

Recipe: Hummus, Pita, and Cucumbers

Supplies (per student)

Disposable gloves
Small paper plate or boats
Plastic knife
Tablespoon measure
Napkins (2)
2 ounce soufflé cup

Set-up (per classroom of 20-25 students)

Prepare Hummus prior to class using blender or food processor
Butcher paper table cover
Food storage cooler
Sharp Knife to slice cucumber and pita
Cutting board
2-3 trays to set supplies on

Food

15.5 oz. can garbanzo beans, drained
3 Tb Sunbutter (made from sunflower seeds in nut-free environment)
1 garlic clove
3 Tb lemon juice
1 Tb+ 2 tsp olive oil
½ tsp ground cumin
¼ tsp salt
3 pita bread, each cut into 7-8 wedges
1 English cucumber, cut into 25 slices

Directions

1. (In advance, prepare hummus; if classroom time short, pre-lice bread and cucumber.)
2. Select 4-6 student helpers to pass out supplies.
3. Announce to students *"Today your adventure bite is hummus, pita bread and a slice of cucumber, a healthy snack you can make at home."* While I set-up, you will wash your hands." Review the steps for hand washing (ask them; they will remember). *You are not to play with your eating utensils."*
4. Have helpers pass out supplies in this order; napkin, cup, plastic knife, small paper plate.
5. While students are busy passing items out, eating supplies, have other students with gloved hands, place 1 tablespoon of hummus in each soufflé cups, slice pita on cutting board, then slice the cucumber. Have them place their items on a serving tray, then have students pass each of their peers a tasting portion. Or have each student take their own, reminding them to touch only the one they are going to take. Or, glove students and have them pass out.
6. Instruct kids to use their knife to scoop and spread the hummus on the pita; and another scoop on their cucumber slice.
7. Discuss the hummus: flavor, texture. Have them guess ingredients...talk about this being a Middle Eastern common food, like peanut butter in America.
8. Eat and enjoy...yum!
9. Return leftovers to cooler.

Ask, *"What is in the Parfait from the Grains Group? Fruits Group? Dairy Group? Protein Group? Vegetables Group?"* That is why it is called an "Almost-a-Plate Parfait." Can you think of a veggie that might taste good in your sundae? (Chopped carrots and Jicama are two ideas.) Throw all of the students' eating utensils in the garbage can. Remind them that the recipe is in the parent newsletter.

Lesson 6: Protein (if last lesson in the series)

Recipe: Almost-MyPlate Parfait

Supplies (per student)

Parfait cups, 4 ounce clear plastic
Plastic knife
Plastic spoon
Napkins (2)
Small paper plate

Set-up (per classroom of 20-25 students)

Disposable gloves
Medium-size metal spoon for yogurt
Paring Knife to cut fruit
2-3 trays to set supplies on
Apple wedger

Food

Whole grain nugget-type cereal; 1 small box covers 6 classes
Sunflower seeds; 4 ounces per classroom (1 tsp per student)
Vanilla Low fat Yogurt; 1 ½ -2 quarts per classroom (about ¼ cup per student)
Bananas; 4 pieces from a small banana, 5 from a large (1 piece per student)
Apples, 10 slices from an apple cut with a wedger (1 piece per student)

Directions

10. (In advance, break graham crackers into halves, wash the apples and bananas.)
11. Prep all bowls with about 1-2 T of nugget-style cereal at the bottom of each bowl.
12. Select 4-6 student helpers to pass out supplies.
13. Announce to students *"You are going to make an "Almost-A-Plate Parfait", a healthy snack you can make at home. While I set-up, you will wash your hands." Review the steps for hand washing (ask them; they will remember). You are not to play with your eating utensils."*
14. Have helpers pass out supplies in this order; napkin, cup, plastic knife and fork, small paper plate.
15. Have a helper pass out a bowl with cereal at bottom.
16. While students are busy passing items out, cut bananas, then apples on a paper-lined plate (may cut bananas when setting up before class begins). Have students pass fruit out, asking students to touch only the one they are going to take. Or, glove students and have them pass out.
17. Instruct kids to cut their fruit into small pieces and scoop fruit into their cup. Ask *"Do you peel the apple?"* (No, it provides fiber.) *"Do you peel the banana?"* (Yes, banana peel is too tough to eat.)
18. You will use serving spoon to walk around and give a scoop into each cup.
19. Have a helper (or you can do it) sprinkle a very small amount of seeds onto the top.
20. Eat and enjoy...yum!

Ask, *"What is in the Parfait from the Grains Group? Fruits Group? Dairy Group? Protein Group? Vegetables Group?"* That is why it is called an "Almost-a-Plate Parfait." Can you think of a veggie that might taste good in your sundae? (Chopped carrots and Jicama are two ideas.)

Throw all of the students' eating utensils in the garbage can. Remind them that the recipe is in the parent newsletter.

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Physical Activity Option: On the Farm

Objective:

Using a farm setting for context, demonstrate how farm work keeps people physically active and strong using their large muscles throughout the day.

Materials needed: none

Instructions:

As each food or animal is mentioned, ask students to which food group they belong.

Have students stand at their desks. Tell them we are visiting Farmer Brown's place and are discovering what he grows there.

Start **marching in place**, going up and down the fields, **bending knees and high-stepping**.

Stop-look down and see a row of carrots. **Bending down**, start picking carrots by **reaching your right hand to your left foot and straighten. Reach down your left hand to your right foot and straighten. Repeat several times.**

Stand upright and start walking in place. Next we spy an apple orchard. Pick some apples from the trees by **stretching your right hand upward toward the left and left hand upward to the right, repeating a few times.**

Start walking again. Next we find a **field of wheat**, so we'll **scythe the wheat, putting hands together and swinging them like a golf club, back and forth a few times.**

Walk some more, up and down hills, to the barn. What do we find? Cows! Let's milk some cows. **Squat, using a milking motion with hands.**

What's left?Oh yes....let's ***chase some chickens!*** **Run in a tight circle or run in place....**



Lesson 6 Activity: MyPlate Bingo Instructions

(see game sheet in lesson file)

1. Review the Five Food Groups and their health benefits. Ask:

Who can name a food group?

Who can name a food in that food group? Who can name another food in that food group?

Who can tell me how that food group keeps you healthy?

Why is that important for students your age?

2. Students should understand they need foods from ALL Five Food Groups because each food group helps them stay healthy in a different way. Ask:

Why do you think you need to eat foods from each of the Five Food Groups every day? *Accept all reasonable answers.*

What do you think would happen if a person only ate from four of the food groups? *His or her body would be missing something to stay healthy.*

What if a person only ate foods from three food groups or two food groups? *His or her body wouldn't be getting everything needed to stay healthy.*

3. Play MyPlate Bingo. Pass out worksheet and sticker strip. Students need a sharp pencil.

- We are going to write the listed foods in the correct Food Groups.
- Circle your favorite food in EACH Food Group.
- I'm going to call out the names of the listed foods. When you hear your favorite food, place that Food Group Sticker on the triangle.
- The first student to have all Five Food Group Stickers in place yells "MyPlate Power".

Continue playing until all students win.