

Lesson 3: Making Burritos

Activity Time: 30 minutes

Materials needed: Picture recipe cards; measuring cups/spoons; small tortillas; refried beans; cheese; shredded lettuce; chopped tomatoes or salsa

Preparation: Set up each step of the recipe at a different station. Each station should have the appropriate recipe card, food ingredients, and cooking implements:

- Station 1: Tortilla and refried beans, plastic knife or spoon
- Station 2: Low fat cheese, 1 tsp. measuring spoon
- Station 3: Shredded lettuce, 1/4 cup measure

Learning objectives:

- To practice basic food preparation skills
- To teach or review the “Go, Glow, and Grow” concept.



17

Lesson 2: Hand washing with Amy and Andy

Activity Time: 20 minutes

Materials needed: Amy and Andy hand puppets; puppet stage or tabletop; sink; soap; paper towels

Learning Objectives

- To distinguish between clean and dirty hands.
- To identify and demonstrate the importance of proper hand washing.

Modified from: NET Curriculum, Lesson 7, Washing Hands, p. 29 and F-60,61,63



18

Directions:

1. Burritos contain “**go, glow, and grow**” foods. Explain or review with the children that:
 - **Grain foods** are “**go**” foods that give us energy to play and think.
 - **Fruits and vegetables** are “**glow**” foods that help us to have healthy hair, eyes, and skin. They also help us to not get sick.
 - **Meat and milk** foods are “**grow**” foods that help us to have strong bones and muscles and healthy blood.
2. Lead the children through the stations to make their burritos. When everyone has made a burrito, fold them over and enjoy!
3. After they have eaten their burritos, ask children:
 - Have you ever eaten a burrito before?
 - Did you like how the burrito tasted?
 - Name the “go” (tortilla), “glow” (tomatoes/lettuce), and “grow” (beans/cheese) foods in the burrito.

DRDP-r

Measures 1, 2, 8, 10, 11, 12, 13, 14, 15, 16, 18, 22, 25, 27, 32, 35, 39

Directions

1. Script for Amy and Andy puppet show:

Amy: I am Amy and I have been playing outside. My hands are dirty! But I do not care.

Andy: I am Andy and I have been playing outside too. My hands were dirty, but (teacher’s name here) taught me to wash my hands because I am going to eat. Amy, when you eat with your hands, the dirt gets on your food. Do you like to eat dirt?

Amy: No! I want to learn to wash my hands too. Can (teacher’s name here) teach me too?

Andy: Yes, s(he) will if you will listen carefully.

2. Show children how to wash their hands:
 - a. Wet hands with water.
 - b. Lather the hands with soap for 20 seconds (sing the hand washing song twice!).
 - c. Rinse hands with water.
 - d. Dry hands with a clean towel

3. The Hand washing song (tune: Row, Row, Row Your Boat):

Wash, wash, wash your hands

Make them nice and clean

Tops, bottoms, all around

And even in between!

4. Talk to children about when they should wash their hands (before eating, after playing with a pet, after using the bathroom, after playing outside)

DRDP-r

Measures , 2, 8, 10, 11, 12, 13, 14, 15, 16, 18, 22, 25, 27, 32, 35, 39

Lesson 1: Go, Glow, Grow!

Activity Time: 15 minutes

Materials needed: Go, Glow, and Grow flashcards

Learning Objectives

- To identify Go, Glow, and Grow foods
- To understand how healthy foods help us to have healthy bodies



19

Lesson 4: Happy Face Game

Activity Time: 25 minutes

Materials needed: Mr. Happy Face; “Sometimes” and “Everyday” food card circles

Learning Objectives

- To distinguish between sometimes and everyday foods.
- To introduce new foods to children.

Modified from ABC's of the Dietary Guidelines for Americans for Child Care curriculum, module A-C 3.4



20

Directions

1. Go, Glow, and Grow concept:
 - **Grain foods** are “**go**” foods that give us the energy to play and think.
 - **Fruits and vegetables** are “**glow**” foods that help us to have healthy hair, eyes, and skin. They also help us to not get sick.
 - **Meat and milk foods** are “**grow**” foods that help us to have strong bones and muscles and healthy blood.
2. Using the flashcards, have children take turns telling you if the food on the card is a go, glow, or grow food.
3. Help children to identify whether foods at snack times/mealtimes are go, glow, or grow foods on an ongoing basis.

DRDP-r

Measures 1, 11, 12, 13, 14, 15, 16, 18, 25, 29, 30, 31, 32, 39.

Directions

1. *Prep:* Attach Mr. Happy Face to a container, such as a coffee can, and cut out a hole in the mouth that only the small, or “everyday” foods can fit through.
2. Explain the difference between sometimes and everyday foods.
 - Everyday foods are foods that help us to have healthy bodies. Ask children if they can name some everyday foods (grains, fruits, vegetables, dairy, meat – go, glow, and grow foods).
 - Sometimes foods should only be eaten once in awhile because they don’t help us to have healthy bodies. Ask children if they can name some sometimes foods (soda, hot dogs, cookies, etc.).
3. Spread the sometimes and everyday food cards out.
4. One at a time ask children to select a card from the pile and decide whether it is a sometimes or an everyday food.
5. Explain that Mr. Happy Face only likes to eat everyday foods. Have the child feed the food to Mr. Happy Face to see if he will eat it.

DRDP-r

Measures 10, 15, 18, 24, 25, 26, 35, 39

Lesson 5: The Very Hungry Caterpillar

Activity Time: 20 minutes

Materials needed: Hungry Caterpillar flannel board story telling kit; “The Very Hungry Caterpillar” book

Learning Objectives

- To understand hunger vs. fullness



21

Lesson 6: Taste Testing

Activity Time: 35 minutes

Materials Needed: variety of foods (see theme card for ideas).

Learning Objectives

- To identify new tastes and textures.
- To identify and try new foods.

Special notes:

- Hard foods should be cut into 1/4 to 1/2 inch bite sized pieces to prevent choking.
- No nuts have been included in any of the taste testing activities because of the potential for serious food allergy reactions.



22

Directions

1. Ask the children what their stomach feels like when they are hungry.
 - a. What does your stomach feel like when you are hungry?
 - b. Does it make noise? What kind of noises?
2. Ask the children if they think their stomach is small or big when they are hungry (show the hungry and full caterpillar).
3. Continue reading the book, stopping to talk about how the caterpillar's stomach feels after eating something.
 - a. Does your stomach feel small anymore after you have had something to eat?
4. After the caterpillar has eaten everything in sight, talk about fullness.
 - a. When you eat too much food how does your stomach feel?
5. Talk to the children about how we should stop eating before our stomachs feel too full and uncomfortable.

DRDP-r

Measures 1, 10, 11, 12, 13, 14, 15, 16, 18, 25, 29, 32, 39.

Directions

1. Explain that you will be trying new foods.
2. Offer one food at a time and let the children try it all together.
4. After trying the foods, ask the children:
 - Have you ever tried this food before?
 - What did the food taste like?
 - What did the food look like?
 - Was it juicy or dry? Soft or hard?
5. When you have tasted all of the foods, have the children decide which food was their favorite.

DRDP-r

Measures 1, 8, 10, 11, 12, 13, 14, 15, 16, 22, 25, 26, 27, 31, 35, 39

Lesson 7: The Mystery Bag

Activity Time: 20 minutes

Materials Needed: paper bags; variety of foods (grains, fruits, vegetables, cheese, beans, etc.)

Preparation: Place one type of food in each paper bag.

Learning Objectives

- To use sense of touch, sight, and smell to identify a variety of food
- To distinguish different physical characteristics of food

Modified from ABC's of the Dietary Guidelines for Americans for Child Care curriculum, module A-B 3.1



23

Lesson 8: Milk Mustache

Activity Time: 35 minutes

Materials needed: dairy food cards; low-fat (1%) vanilla yogurt; milk; dixie cups; plastic spoons; camera (optional)

Preparation: Put 4 spoonfuls of yogurt in each Dixie cup. Add 1-2 spoonfuls of milk. Do not mix.

Learning Objectives

- To identify foods in the dairy group.
- To understand that dairy foods are needed for bodies to grow.



24

Directions:

1. Pass around one mystery bag. Have the children reach into the bag without looking and try to figure out what food it is just by feeling it.
2. After guessing, pull the food out of the bag and ask the following questions:
 - How does the food feel? (soft, smooth, rough)
 - What color is the food?
 - Have you ever eaten this food?
 - Do you like to eat this food?
 - If you have covered the go, glow, grow concept: Is this a go, glow or grow food?
3. Continue this process with the other mystery bags.

DRDP-r

Measures 1, 2, 10, 11, 12, 13, 14, 15, 16, 25, 35, 39

Directions:

1. Have children name the dairy food on the card and say whether they like it or not. Tell them that all of the foods on the dairy cards are dairy or “grow” foods.
2. Explain that dairy foods (grow foods) are important because they help your bones to grow and be strong. Without bones, we wouldn’t be able to sit, stand, run, or play!
3. Ask children:
 - a. Where does milk come from?
 - b. Why is milk important for our bodies?
 - c. Can anyone point to one of his or her bones?
4. Give each child a Dixie cup with the yogurt/milk mixture and a plastic spoon. Have children stir the yogurt/milk mixture.
5. Have the children drink the mixture to get a “milk mustache.”
6. Let the children admire their milk mustaches in a mirror. If you have a camera, take a picture of each child. The pictures can be sent home with children or mounted on a bulletin board/poster board.

DRDP-r

Measures 1, 2, 8, 10, 11, 12, 13, 14, 15, 16, 17, 22, 25, 26, 27, 35, 39

Lesson 9: Hand Bones

Activity Time: 30 minutes

Materials Needed: construction paper; pencils/crayons; glue; stir sticks, yarn, *or* Popsicle sticks.

Preparation:

- Cut the sticks/yarn into $\sim\frac{3}{4}$ inch pieces.
- Cut construction paper in half.

Learning Objectives:

- To understand that milk and other dairy foods are needed for bodies to grow.
- To practice counting skills.

Modified from: Totline, Learning About Bones Lesson, p.30, October 1993.



25

Lesson 10: Introducing Iron Kid

Activity time: 10-15 minutes

Materials needed: Iron Kid Puppet; duplicate picture cards of iron rich foods; *Iron Kid's Story About Iron and Staying Healthy*

Learning Objectives

- To introduce concepts about how iron helps us stay healthy
- To identify iron rich foods



26

Directions

1. Have children wiggle their fingers and feel the bones in their hands. “Does anyone know how many bones we have in each finger?” We have three bones in each finger.
2. Give each child a ½ of piece construction paper, a pencil or crayon, and access to glue and sticks/ yarn.
3. Have each child trace his/her hand on the paper and glue three stick/yarn sections to each finger to represent bones.
4. Explain that dairy foods (grow foods) are important because they help your bones to grow and be strong. Without bones, we wouldn’t be able to sit, stand, run, or play!

DRDP-r

Measures 1, 2, 10, 11, 12, 13, 14, 15, 16, 17, 22, 25, 27, 35, 39

Directions:

1. Read *Iron Kid’s Story About Iron and Staying Healthy*.
2. After reading the book, have Iron Kid help children play the Iron Kid matching game:
 - **Iron Kid Puppet:** Let’s look at some foods that have iron in them
 - Pick up some of the matching game food cards to show the children examples of food that contain iron and name each food.
 - **Iron Kid puppet:** Would you like to play the Iron Kid matching game? I am going to give each of you a picture of an iron rich food.
 - Hand out the pictures (even number of duplicate pictures).
 - **Iron Kid puppet:** I want you to find your Iron Kid friend who has the same iron food as you. Let me know when you find your Iron Kid friend.
 - **Iron Kid puppet:** Can you name your iron-rich food and tell me if you have ever eaten it?
 - **Iron Kid puppet:** Oh, I need to go now. I am glad that I could meet you. I hope that you will choose to eat some of these iron rich foods for energy.

Variation: Use the picture cards to teach picture-name recognition of iron-rich foods. Use the words on the cards to reinforce letter and sound recognition.

DRDP-r

Measures 1, 11, 12, 13, 14, 15, 16, 25, 26, 29, 30, 32, 33, 39

Lesson 11: Iron't You Smart – Iron Rich Snack

Activity Time: 20 minutes

Materials needed: Iron Kid Puppet; measuring cups and spoons; *Making Zesty Cereal Snack* book; large bowl; mixture of iron fortified breakfast cereals (use any low sugar, whole grain cereal that contains at least 45% DV of iron; flakes will not work); vegetable oil (corn or safflower oil are good choices for kids, since they contain linoleic acid, an essential fat); onion salt; garlic powder

Learning Objectives:

- To introduce basic cooking skills
- To identify iron rich cereals

Recipe

6 cups mixture of iron-fortified breakfast cereals
2 tablespoons vegetable oil
½-teaspoon onion salt
1½-teaspoon garlic powder

Add cereal, oil, onion salt, and garlic powder to the bowl (adjust spices to suit taste). Stir well to coat evenly. Spread onto a baking pan. Bake at 325° F for 5-10 minutes. Stir once or twice, and *watch carefully to make sure the cereal does not burn*. Remove from oven, cool, and serve or store in an airtight container. If your preschool does not have access to an oven this recipe can be made with just the breakfast cereals mixed together, or a toaster oven can be used.

27

Lesson 12: Bob and Betty Bread

Activity Time: 35 minutes

Materials needed: Gingerbread cookie cutters; toasted whole wheat bread; light cream cheese; variety of vegetables (suggestions: cherry tomatoes, corn, green peas, baby carrots)

Preparation

- Cut cherry tomatoes in quarters
- Cut baby carrots in half horizontally and vertically to prevent choking
- Separate vegetables into bowls

Learning Objectives

- To identify and try whole wheat bread.
- To understand that “go” foods from the bread/grain group give us energy.
- To practice basic food preparation skills.

Modified from: *Family Fun Magazine*, March 1997, p. 87



28

Directions

1. Review “Making Zesty Cereal Snack” book before doing this activity.
2. Have everyone wash their hands prior to starting the activity. Talk about the importance of washing hands before eating or preparing food.
3. Use the Iron Kid puppet to help lead the activity:
 - *Iron Kid puppet:* Hi kids. Do you remember me? I am Iron Kid. I want to show you some healthy cereals that are a good source of iron.
 - *Teacher:* Can you remind the children of why iron is important?”
 - *Iron Kid puppet:* Sure! Iron helps you to have enough energy to run and play. You get iron from eating healthy foods like the cereal snack that we are going to make today.
 - Each child should have a chance to participate in making the snack. Here are some of the jobs that children can do: measure ingredients; add ingredients to the bowl; stir ingredients; carrying the snack to the adult who will put it in the oven.
4. Serve the snack with vitamin C-rich juice or fruit (i.e. oranges or orange juice) to maximize iron absorption.

DRDP-r

Measures 1, 10, 11, 12, 13, 14, 15, 16, 22, 25, 27, 30, 35, 39

Directions:

1. Give each child a piece of toasted whole wheat bread. Have them take turns using a gingerbread cookie cutter to cut the bread.
2. Let the children spread light cream cheese on the bread and decorate the bread people with vegetables. *Some ideas – use the crust as a waistband, green peas as buttons, carrots as shoes, corn as eyes, quartered cherry tomato as hat, parsley as hair, or any other vegetable available.*
3. Remind the children that bread is a “go” food that helps give us the energy that we need to play and think. Ask if the children can name any other “go” foods (grain foods: bread, rice, pasta, cereal, etc.).

DRDP-r

Measures 1, 2, 8, 10, 11, 12, 13, 14, 15, 16, 17, 22, 24, 25, 35, 39

Lesson 13: Fruit Salad

Activity Time: 30 minutes

Materials needed: plates; plastic knives; variety of new and familiar fruits (i.e. mandarin oranges, kiwi, pineapple, oranges, melon, bananas, strawberries, apples, nectarines, peaches)

Preparation:

- Have children help wash fruit.
- Peel fruit.
- Cut hard fruits into $\frac{1}{4}$ - $\frac{1}{2}$ inch bite-sized pieces to prevent choking.

Learning Objectives

- To identify and try new fruits and vegetables
- To practice basic food preparation skills
- To review that fruits and vegetables are “glow” foods



29

Taste Testing Themes

Animals

Bears: mushrooms, strawberries, raspberries, blueberries, plums

Rabbits: broccoli, carrots, celery, collard greens, green bell peppers, snap peas, romaine lettuce, spinach

Bats: bananas, avocados, figs, mangoes, peaches

Chimpanzees: bananas, carrots, papaya

Deer: mushrooms, oats (oatmeal), peas, sweet potatoes, apples

Ask children questions about the animal.

- Where does the animal live?
- How does the animal move?
- What sounds does the animal make?

Fruits and Veggies—More Matters!

Everyone needs to eat fruits and vegetables every day to stay healthy. Have children try a variety of new fruits and vegetables.

Literacy connection: Read these books to get children excited about fruits and vegetables!

- *I Eat Vegetables!* by Hannah Tofts
- *I Eat Fruit!* by Hannah Tofts
- *Eating the Alphabet: Fruits and Vegetables from A to Z* by Lois Ehlert
- *Fruits and Vegetables/Frutas y vegetales* by Gladys Rosa-Mendoza
- *Growing Vegetable Soup* by Lois Ehlert

30

Directions

1. Have everyone wash their hands prior to starting the activity. Talk about the importance of washing hands before eating or preparing food.
2. Have children cut up softer fruits into bite sized pieces with a dull plastic knife.
3. Have the students add fruits to their own salad.
4. Ask the children:
 - a. What fruits did you put in your salad?
 - b. What colors are the fruits that you put in your salad?
 - c. How many different fruits did you put in your fruit salad?
5. Have them name some of the fruits and vegetables that they ate at breakfast/lunch/snack.
6. Fruits and vegetables are “glow” foods that help us to have healthy hair, eyes, and skin. They also help us to not get sick.

Literacy connection: Read these books to get children excited about fruits and vegetables!

- *I Eat Vegetables!* by Hannah Tofts
- *I Eat Fruit!* by Hannah Tofts
- *Eating the Alphabet: Fruits and Vegetables from A to Z* by Lois Ehlert
- *Fruits and Vegetables/Frutasy vegetales* by Gladys Rosa-Mendoza
- *Growing Vegetable Soup* by Lois Ehlert

DRDP-r

Measures 1, 2, 8, 10, 11, 12, 13, 14, 15, 16, 17, 22, 25, 26, 27, 31, 35, 39

Cultural

- Middle East: hummus, spinach, melon, eggplant, pita bread
- Caribbean: coconuts, pineapples, papayas, mangoes, melons, plantains, pumpkin, sweet potatoes, okra, tomatoes, cucumbers, bell peppers, black beans, black-eyed peas, red beans,
- India: cooked lentils, basmati white rice, plain yogurt, cauliflower, green beans, spinach, squash, potatoes, tomatoes
- Thailand: rice noodles, coconuts, pineapple, cucumbers
- Japan: udon noodles, soba noodles, carrots, tuna, salmon, edamame (green soybean), mandarin oranges, tofu
- West Africa: rice, sweet potatoes, potatoes, plantains
- China: rice, mushrooms, zucchini, broccoli, bok choy, water chestnuts, bamboo shoots, lychee fruit
- Mexico: corn tortillas, avocado, rice, refried beans, corn, eggs, salsa
- Russia: potatoes, turnips, carrots, cucumbers, boiled eggs, rye bread