



Iowa 4-H After School Program
Foods & Nutrition, Lesson Plan
Six, 60 minute sessions

Grades: K-3

Optimum Group Size: 20

Supplies Needed: See various lessons

Reference Resources:

Cloverbud Program, Ohio State University, 4H 710, GPM

Growing in the Garden, Iowa State University, 905-A

Teaching Children about Food Safety-a guide for child care providers ISU
Publication, PM 1464

Six Easy Bites, Purdue University Cooperative Extension, 4-H 792 Level A

Physical Setting: Classroom with access to water

Life Skills Addressed:

- Decision Making
- Learning to Learn
- Cooperation

Indicator:

- Promote healthy food choices.
- Recognize and name a variety of foods
- State whether a food comes from a plant's root, stem or flower.
- Name health benefits and food sources of calcium.
- Will wash their hands thoroughly before eating or handling food.
- Participates in physical activity

Content Objective:

- Understand the importance of a balanced diet.
- Recognize and name a variety of foods.
- Name a food that comes from a plant's root, stem or flower.
- Identify the health benefits and food sources of calcium
- Knows how to properly wash hands.
- Understands that physical activity is important for good health

Related School Standards and Benchmarks:

- Classifies foods and food combinations according to food groups.
- Understands the health benefits of physical activity.

Evaluation:

Time Allotment	Activity	Supplies
DAY 1		
10 minutes	Get Acquainted <ul style="list-style-type: none"> Have the youth sit in a circle and everyone introduces themselves and tells the group one thing about themselves. 	
5 minutes	Introducing the Food Guide Pyramid “Making Healthy Food Choices” Ohio CloverBud Curriculum	Food Guide Pyramid
5-7 minutes	A Picnic with the Food Guide Pyramid from “Making Healthy Food Choices” lesson, Ohio CloverBud Curriculum	Food Guide Pyramid Picnic Basket
10 minutes	Tastes Like... from “Making Healthy Food Choices, Ohio CloverBud Curriculum	Blindfolds Samples of food-raisins, banana slices, celery, bread carrots, crackers, cheese, pretzels,
10 minutes	What's on Your Plate “Making Healthy Food Choices” Ohio Cloverbud Curriculum	Paper plates Magazines Grocery ads Scissors & glue
10 minutes	Veggie Art Prints “Making Healthy Food Choices, Ohio Cloverbud Curriculum	Tempera paint, styrofoam meat trays, paintshirts, newspapers, cut up vegetables such as celery, carrots, peppers, onions
10 minutes	Funny Face Muffins “Making Healthy Food Choices” Ohio Cloverbud Curriculum	Plastic knives, Small paper plates, English muffins, Peanut butter or cream cheese, carrot and celery sticks, shredded cheese, raisins, coconut
DAY 2		
15 minutes	<ul style="list-style-type: none"> Hand out magazine or newspaper grocery store ads to the youth and have them make a collage of the foods they like to eat. Or, they can draw pictures of their favorite foods Discuss: What food groups do each of the foods belong to? Does the person next to you have any foods in their collage that 	Markers and Paper or magazine pictures of food

Time Allotment	Activity	Supplies
	you don't like? Why do we like some foods and not some others?	
45 minutes	Smart Shopping, "Growing in the Garden" Lesson 2, page 81-85. <ul style="list-style-type: none"> • Make pyramid with grocery sacks, letting youth sort foods and discuss "Go" "Glow" and "Grow". • Make Tortatta for the group to eat 	See lesson for supply list.
DAY 3		
30 minutes	My Totally Tasty Plant, "Growing in the Garden, Grade 1, Unit 3, Lesson 1	
10 minutes	Read the book "Tops and Bottoms" by Janet Stevens	Book: Tops and Bottoms by Janet Stevens
10 minutes	Snack-Select a variety of vegetables and serve with a dip.	Variety of vegetables cleaned and cut up, dip Small plates, napkins
10 minutes	Play Food Basket Upset: <ul style="list-style-type: none"> • Have the youth sit in a circle and go around the circle giving each youth the name of lettuce, carrot or tomato. • One person should be in the center of the circle to begin (remove their chair). • The person in the center will call out one of the vegetables and all those who are that vegetable must switch chairs. • The person in the center will try to get a chair. • The person left will call out another vegetable. • They can also call out two vegetables such as carrots and tomatoes or they can say food basket upset and everyone must switch chairs. • When finished review what part of the plant lettuce, tomatoes and carrots are. 	
DAY 4		
10 Minutes	Bone Up on Calcium, Six Easy Bites, page 8 <ul style="list-style-type: none"> • Use lesson to introduce the importance of calcium in the diet. 	2-3 days prior start a chicken leg in a jar of vinegar
15 minutes	Peek-A-Boo Bone: <ul style="list-style-type: none"> • Give each youth a yellow sponge, 1 piece of white construction paper, 1 piece of red licorice and a toilet paper tube. • Cover the tube with the white paper, lay the licorice on the sponge and roll the sponge around the licorice and push into 	Yellow sponges White Construction paper, red licorice, toilet paper tubes, tape

Time Allotment	Activity	Supplies
	<p>the face.</p> <ul style="list-style-type: none"> • Next add the germs. • What does everyone's hands look like? <p>Do activity to show how germs grow--found in publication.</p>	<p>markers/colors</p> <p>Yeast, 3 small dishes, boiling water, cold water and lukewarm water</p>
15 minutes	<p>Washing Hands the Right Way</p> <ul style="list-style-type: none"> • Review the steps for washing hands. <ol style="list-style-type: none"> 1. Use warm water with soap to create a lather on your hands. 2. Rub hands together for about 30 seconds. 3. Wash hands thoroughly, be sure soapsuds get in between fingers and around nails. 4. Rinse suds off hands with warm water. 5. Dry hands with clean paper towel. • Have all the youth apply a small amount of hand lotion that has been mixed with florescent paint to their hands. • Instruct the youth to wash their hands using the above method. • When finished check their hands with the UV light. • If the florescent paint shows up the youth have not washed their hands completely. 	Lotion with florescent paint, UV Lamp, soap, towels and water
10 minutes	Play "Feed My Friend" from "Teaching Children about Food Safety" PM 1464	See publication
15 minutes	<p>Snack-Mini Pizza:</p> <ul style="list-style-type: none"> • Give each youth several crackers on a small paper plate • Spread a teaspoon of pizza sauce on each cracker • Top with meat, peppers or other toppings • Sprinkle with cheese • Place plate in microwave or remove from plate and put in electric fry pan and cover, heat until cheese is melted • Discuss what food group each of the ingredients from the pizza are in. 	Crackers Sauce, meat of choice. Cheese, peppers, microwave oven or electric fry pan also works, paper plates, napkins, juice
DAY 6		
5 minutes	<p>What is Physical Fitness?</p> <p>"Fitness is Fun" lesson, Ohio Cloverbud Curriculum</p>	None
5 minutes	<p>Choosing the Right Kind of Exercise</p> <p>"Fitness is Fun" lesson, Ohio Cloverbud</p>	Magazine picture of people doing physical

Time Allotment	Activity	Supplies
	Curriculum	activity and pictures of people reading or sitting still, Activity choice cards
5 minutes	Aerobic Fun: Our Resting and Racing Pulse “Fitness is Fun” lesson, Ohio Cloverbud Curriculum	Watch with second hand
8 minutes	Exercise Spinner “Fitness is Fun” lesson, Ohio Cloverbud Curriculum	Paper plates, scissors, paper fasteners, markers or crayons, construction paper strip
5 minutes	Spin an Exercise “Fitness is Fun” lesson, Ohio Cloverbud Curriculum	Exercise spinner from previous activity
7-9 minutes	Baton with Streamers “Fitness is Fun” lesson, Ohio Cloverbud Curriculum	Newspaper, masking tape, crepe paper, scissors
7-9 minutes	Creative Movement “Fitness is Fun” lesson, Ohio Cloverbud Curriculum	Tape player and tape with lively music and Batons
10 minutes	<p>Simon Says:</p> <ul style="list-style-type: none"> • Play the game with the youth stating things such as-Simons says touch your toes. • Other ideas include: <ul style="list-style-type: none"> • Do a Jumping Jack • Skip • Hop on one foot • Bend to the side • Run in place • Walk • Reach for the sky • Swim • Jump Rope • How were all these activities alike? (all involved do some form of activity) • Which activity did you like the best? • Were there any activities you had never done before? • Were some activities harder than others-if so which ones? • Why do we need to be active? • Which of these activities could you do at home? • Which ones could you do by yourself? • What are some other activities you could to keep active? 	

Time Allotment	Activity	Supplies
10 minutes	Snack: <ul style="list-style-type: none"> • Make Trail Mix using a ¼ - ½ cup of all or some of the following ingredients-low fat granola cereal, low sugar cereal, pretzels, shelled sunflower seeds, peanuts, raisins, dried cranberries, dried bananas or any other dried fruit. • Add in 2 tablespoons of chocolate chips or candy coated peanuts. • Mix together and serve with fruit juice or milk. • As you mix in the various ingredients ask the youth if they know which food group that item is found in and how many servings they need each day. 	Bowl Measuring cups Spoon Napkins Cups
5 minutes	Evaluation	Evaluation forms Pencils

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