

VOLUME 2 LESSON REVIEW

Lesson #1:

Topic: Feed Your Engine Proteins, Fats and Carbohydrates

Objective: Children learn that proteins, fats and carbohydrates are the foods that fuel our bodies.

Main Concepts:

Proteins, Fats and Carbohydrates (P, F, C). Our bodies are like a car in that we need fuel to perform. The car needs only one type of fuel to run but our bodies need a combination of three types of fuel to help them perform at their best.

Proteins - GROW foods. Help our muscles and tissues grow and also help our brains think clearly.

- Dairy protein foods: Milk, cheese, yogurt
- Meat protein: Chicken, fish, beef, lamb, turkey, pork
- Vegetable protein: beans, peas, lentils, nuts, seeds, soy, tofu

Fats - BRAIN foods. Help proteins do their job and helps our brain function.

- Beneficial fats are those that help our bodies
- Avocado, nuts/seeds, butter, olive oil, dairy foods, fish
- Harmful fats are those that can cause disease
- Fried and deep fried foods
- Hydrogenated oils

Carbohydrates - GO foods. Give us quick and lasting energy.

- Whole grains found in breads, cereals, rice and pastas
- Fruits and vegetables

Class Activity:

1. Car Activity: Four volunteers are asked to pretend they are in a car. As they are driving, they run out of gas. They need to choose the right fuel to put in their car and can choose from regular, diesel or unleaded. They are asked what happens if they choose the wrong fuel? (car breaks down and sputters). What happens if they choose the correct fuel? (car runs smoothly and performs better)

2. STAR activity sheet: Students give examples of high-quality foods and write them down under the correct heading. Headings included: Proteins-animal/vegetable, Protein-dairy, Carbohydrates-whole grain, carbohydrates-fruit/vegetables, fat.

Lesson #2:

Topic: Label Busters

Objective: Students learn to identify common additives, which can cause a negative impact on health, by reading the ingredient lists on the nutrition facts label.

Main Concepts:

Ingredient list

The part of the food label that tells what is in that food

We can determine the quality of the food by reading the ingredient list on the food label

A packaged food that has a long list of ingredients with words that are hard to pronounce or hard to identify is most likely a lower-quality food

Red Flags:

A packaged food may say “nutritious” or “wholesome” on the package but this can be misleading. We must look at the label to know the truth.

Added Sugars

- Too much sugar in our diets can cause weight gain, cavities and doesn't give us long-lasting energy.
- Can be listed as fruit juice concentrates, high fructose corn syrup (HFCS), syrup, molasses, honey, words ending in “ose”

Hydrogenated Oil

- A highly processed fat that is used in food as a preservative
- Our bodies do not recognize this as food and it is difficult to digest

Artificial Ingredients

- Ingredients that are man made and more chemical than food
- Artificial colors, artificial flavors and artificial sweeteners

Class Activity:

Students read ingredient lists to determine if different snack bars would live up to their label's claim of being “healthy” or “nutritious.”

- **Busted bars:** Nutritious Fruity Bar
- **Unbusted bars:** Close to the Source Berry Bar

Lesson #3:

Topic: Cooking with Healthy Fats

Objective: Students will be able to identify fats that have nutritional value.

Main Concepts:

Beneficial fats: Fats that help our bodies not harm them

- Help lubricate our joints
- Help us feel satisfied longer after eating
- Help us think clearly and concentrate
- Give us ready source of energy

Harmful fats: Fats that can cause disease

- Can clog our arteries when we get older
- Cause us to gain weight
- Make us feel sluggish, slow with low energy
- Hydrogenated oil is a man-made, harmful fat that chemically is one molecule away from being plastic

Class Activity:

Students make a high-quality salad dressing, salad and butter whole-grain rolls with beneficial fats

- Olive oil
- Seeds
- Butter

Lesson #4:

Topic: Refueling with Whole Grains

Objective: Students identified what makes a grain or flour “whole” and will know why eating whole grains more often than processed grains is a better choice.

Main Concepts:

Grains: The seed part of the plant that we use to make into foods such as breads, pastas, crackers, cereals.

Whole Grains:

- Help us feel satisfied longer after eating
- Rich in vitamins, minerals and fiber
- Give us ready source of energy
- Minimally processed

Processed grains:

- Have all bran and germ removed
- Have all or most of their vitamins, minerals and fiber removed

Class Activity:

Student use a coffee grinder to process whole wheat berries into a whole grain flour

- They see the different colors of the bran, germ and endosperm
- Compare to white flour which has the beneficial parts removed

Student use clues to identify different types of whole grains

- Rolled oats, oat groats (whole oat), quinoa, wild rice grain, polenta (corn meal) and buckwheat

Lesson #5:

Topic: Kids and Advertising

Objective: Students identify different advertising techniques used to sell low-quality foods and use this knowledge to create their own ads for fresh fruits and vegetables.

Main Concepts:

Companies spend \$11 billion on advertising low-quality foods to kids and spend only \$5 million on advertising high-quality foods.

Advertisements are found everywhere:

- Billboards
- Magazines and newspapers
- TV and Radio
- Internet

Different methods they use to make sure you see the ads:

- Gimmicks – clubs to join, prizes or games
- Give-a-ways – toys in fast food meals and cereals
- Music – songs or jingles
- Famous people – athletes and popstars are used to sell product
- Catchy tag lines – “Silly Rabbit....Trix are for kids”
- Characters – Tony the Tiger or Chester Cheeta
- Claims – claims that may stretch the truth to get you to buy their products

Class Activity:

Students created advertisements for a fresh fruit or vegetable using tag lines, colorful characters and fun food facts.