

# Healthalicious Cooking

## Learning about Food and Physical Activity

### Lesson 5 - Make It Delicious: Plan and Balance

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## ACTIVITIES TIMELINE

Activity 1	Physical Activity: Sock Tag	10 minutes	Page 7
Activity 2	Goal Setting	5 minutes	Page 7
Activity 3	Health Activity: What's for Dinner?	25 minutes	Page 8
Activity 4	Cooking and Eating Activity: One-Pot Spaghetti	60 minutes	Page 14
Activity 5	Cleanup	10 minutes	Page 17
Activity 6	Quick Write	5 minutes	Page 19
Activity 7	Goal Setting	5 minutes	Page 20

**Total time = 2 hours**

## LESSON 5 OBJECTIVES

By the end of this lesson, kids will be able to

- demonstrate how to plan a well-balanced meal containing all five of the MyPyramid food groups
- categorize foods into main dish, side dish, and dessert categories
- work as part of the team to prepare a meal and clean up the area afterwards

**Health outcome:** Plan a balanced meal using MyPyramid.

**Life skill:** Planning and organizing



## BACKGROUND FOR ADULT LEADERS: WHAT YOU NEED TO KNOW

### *Recipe modification: Make the “switch” for healthier recipes*

At the last lesson, the kids were asked to bring a recipe from home that they would like to prepare at the final lesson. During this lesson, the kids will plan the menu for the next lesson using these recipes. With the increase in childhood obesity and adult chronic disease in the United States, the Dietary Guidelines for Americans encourages us to consume less fat, salt (sodium),

and sugar, but more fiber. The recipes that the kids bring from home may not meet these recommended guidelines. The kids’ recipes can be modified to decrease the fat, salt, and added sugar and increase the fiber, thus making them healthier for the entire family without sacrificing the taste. As the adult leader, you can use the following suggestions to modify the kids’ recipes to make them healthier.

### LEADERS: CHECK RECIPE INGREDIENTS AND ASK PARENTS IF PARTICIPATING CHILDREN HAVE FOOD ALLERGIES.

#### Ideas for Recipe Modifications

To Be Healthy	Try This	Here’s an Example
<b>reduce fat</b>	Use a lower-fat version.	Use nonfat or 1 percent milk instead of whole milk.
	Use less of a high-fat ingredient.	Use less mayonnaise or butter.
	Substitute a lower-fat ingredient.	Use low-fat yogurt for sour cream. Use meat with lower fat content (like lean ground turkey instead of hamburger).
	Remove fat from ingredient.	Drain or pat excess oil from meat. Remove skin and fat from meat.
	Cook with no added animal fat.	Use vegetable oil cooking spray instead of butter or lard.
<b>decrease sodium</b>	Use less salt.	Flavor with spices or herbs.
<b>reduce sugar</b>	Use less sugar.	Use one-half of suggested amount.
	Use naturally sweetened ingredients.	Use 100 percent fruit spread instead of jelly.
<b>increase fiber</b>	Choose whole grain options.	Use whole wheat pasta.
	Add more vegetables.	Add more vegetables to pasta dishes, soups, or casseroles.
	Add more fruit.	Add fruit to cereal or salad or eat as dessert.
	Mix whole grain products with enriched grain ones.	Replace enriched wheat flour with $\frac{1}{2}$ whole wheat flour and $\frac{1}{2}$ enriched wheat (white) flour.

**Procedure for modifying recipes**

1. Look over recipes selected by kids.
2. Look at ideas for recipe modification listed above.
3. Review two examples of recipe modification on following pages.

**Examples of Recipe Modification**

Below are two recipes (“Broccoli Salad” and “Banana Parfait”) to demonstrate how recipes can be modified. These are for the adult leader’s use only and are not intended to be prepared in the lesson today. Review the following two examples of recipe modifications. Items considered for change are bolded.

**Broccoli Salad****Ingredients**

- 3 to 4 stalks broccoli
- 1 cup raisins
- 1 cup pecans
- **1 pound bacon**
- **1 cup mayonnaise**
- **1 cup sugar**
- 4 tablespoons red wine vinegar

**Broccoli Salad Directions**

1. Wipe counters before starting. Pull hair back and wash hands thoroughly.
2. Put bacon in frying pan.
3. Wash hands well after handling raw meat.
4. Cook bacon well.
5. **Pat bacon with paper towels to remove some fat.**
6. Set bacon aside to cool.
7. Measure mayonnaise, sugar, and vinegar into a small bowl.
8. Mix until smooth to make a dressing.
9. Wash broccoli.
10. Cut broccoli into bite-sized pieces and put into a bowl.
11. Measure and add raisins and pecans to the broccoli.
12. Crumble bacon over the top of the broccoli, raisins, and pecans.
13. Pour the mayonnaise dressing over the salad, and mix.

**Modified Broccoli Salad**

One or more of the following changes could be used to make the dish healthier:

- Use less bacon.
- Use low-fat mayonnaise or less mayonnaise.
- Use less sugar (one-half).

**Banana Parfait****Ingredients**

- 4 bananas
- **1 box graham crackers or vanilla wafers**
- **16 ounces vanilla or plain yogurt**
- **1 8-ounce container whipping cream**

**Banana Parfait Directions**

1. Wipe counters before starting. Pull hair back and wash hands thoroughly.
2. Put graham crackers or vanilla wafers into a plastic bag and crush.
3. Peel and slice bananas.
4. In a parfait glass, layer the ingredients in the following order:
  - graham crackers or vanilla wafers
  - yogurt
  - **whipped cream**
  - banana
5. Continue layering until glass is full.

**Modified Banana Parfait**

One or more of the following changes could be used to make the dish healthier:

- Use low-fat graham crackers or low-fat vanilla wafers.
- Use 1 percent fat or nonfat yogurt.
- Use a light version of whipped cream.
- Use less whipped cream (half the amount).
- Items considered for change are bolded.

## MATERIALS FOR LESSON 5

### *Physical Activity: Sock Tag*

- pair of socks rolled into a ball, one pair per kid

### *Health Activity:*

- recipes brought by kids
- “MyPyramid for Kids” and “MyPlate” handouts, one copy per kid (reproducible sheet included)
- “Menu Planning Guide” handout, one copy per kid (reproducible sheet included)
- poster board, butcher paper, or newsprint (four large sheets)
- assorted colored markers, 1 package

### *Cooking and Eating Activity*

(See shopping list on next page.)

Menu: One-pot spaghetti, green salad, fruit, and milk

Serves 10

### *Equipment and supplies*

- stickers
- markers
- MyPyramid New Food Tasters’s Club Chart
- 1 stove
- 1 large pot with lid
- 2 sets pot holders
- 2 spatulas
- 1 serving spoon
- 2 can openers
- 2 sets measuring spoons
- 1 large bowl
- 1 pair salad servers
- 2 cutting boards
- 2 knives
- 1 grater
- 1 vegetable peeler
- 10 plates, cups, and napkins
- 10 forks
- 1 roll of paper towels
- dilute bleach solution in a spray bottle (1 teaspoon of bleach added to 1 quart of water)

(For equivalents between U.S. and metric systems of measurement, a conversion table is provided at the end of this publication.)

### *Quick Write and Goal-Setting Activities*

(can be used for all six lessons)

- binder with dividers, one divider per kid
- lined binder paper, 8-12 sheets per kid
- pencils or pens, one for each kid
- index cards, sticky notes, or paper, one for each kid



# Shopping List For Lesson 5

Serves 10 people

Use this checklist when grocery shopping for recipe ingredients to prepare for the lesson.

- 1 pound lean, raw ground beef or turkey
- 3 29-ounce cans of tomato sauce
- onion powder (1 tablespoon needed)
- Italian seasoning (1 tablespoon needed)
- black pepper ( $\frac{1}{2}$  teaspoon needed)
- 2 12-ounce packages of whole wheat, thin spaghetti or angel hair pasta
- 8 ounces grated Parmesan cheese
- 1 head of lettuce (romaine, red, or dark leaf)
- 2 carrots
- 1 cucumber
- salad dressing made with olive or canola oil
- 2 pounds purple grapes or 1 box of raisins
- $1\frac{1}{2}$  gallons 1 percent milk

## Menu

- one-pot spaghetti
- green salad
- fruit
- milk



## Physical Activity

### Sock Tag

**Number of players:** two or more

**Materials:** pair of socks rolled into a ball, one pair per kid

**Space needed:** large area, either indoor or outdoor, depending on number of kids

#### Key Points

- It is important to be physically active every day to build strong bones and muscles.
- Lots of kids do not get enough physical activity.
- Kids need at least 60 minutes per day of physical activity.
- Physical activity can be fun. Playing games like “Sock Tag” counts as physical activity.

#### Procedure

1. Adult leader specifies boundaries.
2. Leader hands out socks, one pair per player.
3. Leader chooses one or more players to be “it.”
4. Player(s) who are “it” try to tag other players by throwing the socks.
5. The socks must touch another player on the legs to count. Any place above the legs (for example, stomach) does not count.
6. Once a player is touched by socks, he or she becomes “it.”
7. Leader stops play every few minutes to see who is “it.”

## GOAL SETTING

1. Discuss how goal setting went since last lesson.
2. Have kids tell about the new foods they tried over the past week.

#### Sample questions

Think about the goal you set last week.

- How easy or difficult was the goal to complete?
- If you found it easy to complete the goal, why?
- If you found it difficult to complete the goal, why?
- What would help you achieve the goal?
- What did you learn about yourself?

#### Goals from last lesson

1. Eat each color of fruits and vegetables shown on chart at least once during the week.
2. Eat at least three different colored fruits and vegetables at least 3 days during the week.
3. Make a snack or meal with three different colors of fruits and vegetables during the week.



## Health Activity

### *What's for Dinner?*

#### Activity Question

What are we going to make to eat at our next lesson? We will plan a balanced meal using MyPyramid to make sure that we include a variety of foods from different food groups.

#### Key Points

- Eating well-balanced meals with foods from each food group helps you to get all of the nutrients your body needs.
- Half of your plate should be fruits and vegetables.

#### Materials

- recipes brought from home by kids
- “MyPyramid for Kids” handout ([http://teammnutrition.usda.gov/Resources/mpk\\_poster2.pdf](http://teammnutrition.usda.gov/Resources/mpk_poster2.pdf)), one per kid
- “Menu Planning Guide,” one per kid (see reproducible sheet on following pages)
- poster board, butcher paper, or newsprint (four large sheets)
- assorted colored markers, one package
- “MyPlate” handout

#### Activity Note

Leader does not vote.

#### Procedure

1. Adult leader asks: “What are we going to make to eat at our next lesson?” “What will be used to plan a healthy, balanced meal?”
2. Leader assigns one kid to lead each of the categories.
  - main dish
  - vegetable and fruit (one to three dishes containing fruit, vegetables, and grain if food group is not included in main dish)
  - dessert (Be open-minded. Dessert can include a variety of foods, such as fruit.)
3. The three lead kids will
  - write each suggested recipe for their food category on a large piece of paper
  - lead the group in voting for their assigned food category
  - tally the votes for their food category
  - write the chosen dish on the “Menu Planning Guide, Section I”
  - write the main ingredients, with help from others, on the “Menu Planning Guide, Section II”  
Adult leader should check with kids and their parents or caregivers for food allergies.
4. Each kid describes one or more recipes. The group determines if it is a main dish, side dish, or dessert recipe.
5. Kids create three lists of dishes: main dishes, side dishes, and desserts.
6. Each kid with a main dish recipe gives reasons that the group should choose his or her recipe.
7. The group votes on the main dish.
8. Lead kid records the main dish on “Menu Planning Guide” and categorizes the ingredients into food groups with help from the group.



## Health Activity (continued)

9. Leader asks if anyone has food allergies to any of the ingredients in the recipe.
10. Repeat steps 5–9 for side dish category (give reason, vote, record, categorize, and check for allergies). You can vote for multiple side dishes. Be sure to look at main dish to create a balanced meal that includes half fruits and vegetables.
11. Repeat steps 5–9 for dessert category (give reason, vote, record, categorize, and check for allergies).
12. The group uses the menu-planning checklist on the “Menu Planning Guide” to be sure that
  - meal includes food from all food groups
  - meal includes at least two colors of fruits and vegetables
  - meal includes whole grains
13. Kids make any needed changes to meal to address the menu-planning checklist.
14. Leader explains that he or she may make some small changes to the recipes to make them healthier.

**Health Activity continues on next page**





## Health Activity (continued)

### Example of Menu Planning Guide

1. Select recipes or food and drinks and write them in the space provided.

**Main Dish** macaroni and cheese with broccoli

**Side Dish** carrot sticks

**Dessert** apple crisp

**Drink** water

2. Place the main ingredients from the dishes you chose into MyPyramid food groups:

Grains	Vegetables	Fruits	Milk	Meat and Beans
macaroni	broccoli	apple	cheese	walnuts
oats	carrot sticks			

3. Menu-planning checklist:

- Meal includes food from all food groups.
- Meal includes at least two colors of fruits and vegetables.
- Meal includes whole grains.

# Menu-Planning Guide

1. Select recipes or food and drinks and write them in the space provided.

**Main Dish** \_\_\_\_\_

**Side Dish** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Dessert** \_\_\_\_\_

**Drink** \_\_\_\_\_

2. Place the main ingredients from the dishes you chose into MyPyramid food groups:

Grains	Vegetables	Fruits	Milk	Meat and Beans

3. Menu-planning checklist:

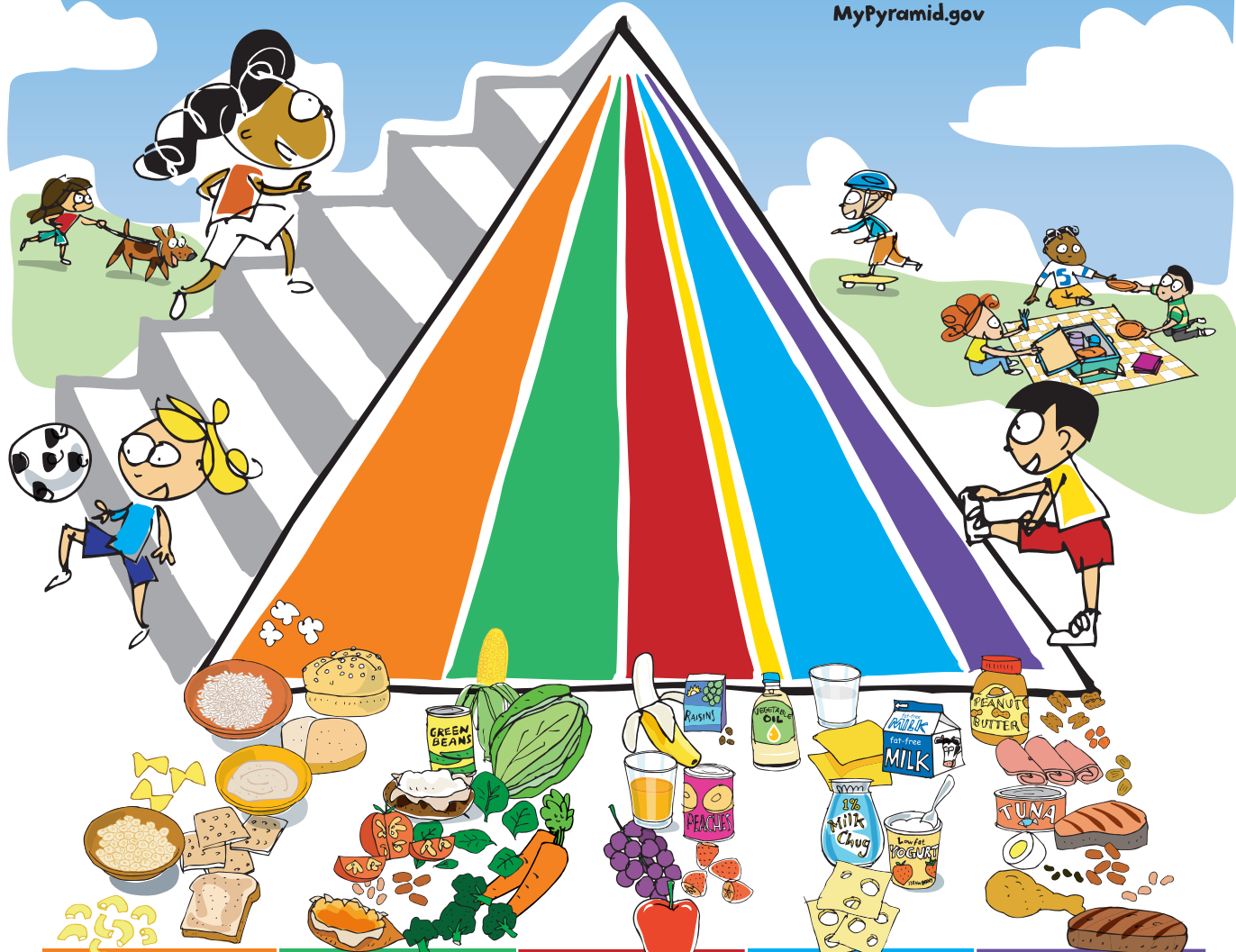
- Meal includes food from all food groups.
- Meal includes at least two colors of fruits and vegetables.
- Meal includes at least one whole grain.

# MyPyramid

For Kids

Eat Right. Exercise. Have Fun.

MyPyramid.gov



<b>Grains</b> Make half your grains whole	<b>Vegetables</b> Vary your veggies	<b>Fruits</b> Focus on fruits	<b>Milk</b> Get your calcium-rich foods	<b>Meat &amp; Beans</b> Go lean with protein
<p>Start smart with breakfast. Look for whole-grain cereals.</p> <p>Just because bread is brown doesn't mean it's whole-grain. Search the ingredients list to make sure the first word is "whole" (like "whole wheat").</p>	<p>Color your plate with all kinds of great-tasting veggies.</p> <p>What's green and orange and tastes good? Veggies! Go dark green with broccoli and spinach, or try orange ones like carrots and sweet potatoes.</p>	<p>Fruits are nature's treats – sweet and delicious.</p> <p>Go easy on juice and make sure it's 100%.</p>	<p>Move to the milk group to get your calcium. Calcium builds strong bones.</p> <p>Look at the carton or container to make sure your milk, yogurt, or cheese is lowfat or fat-free.</p>	<p>Eat lean or lowfat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled – not fried.</p> <p>It's nutty, but true. Nuts, seeds, peas, and beans are all great sources of protein, too.</p>

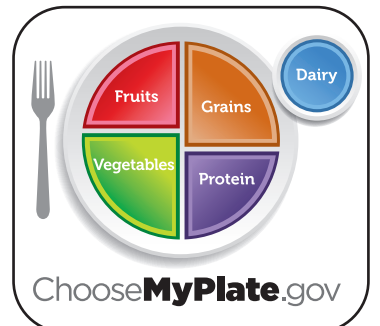
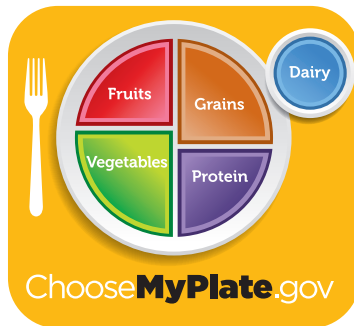
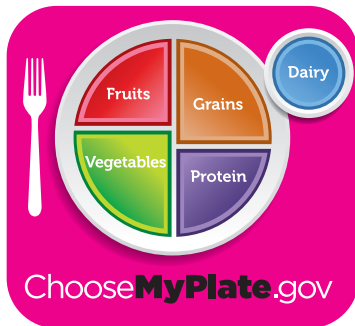
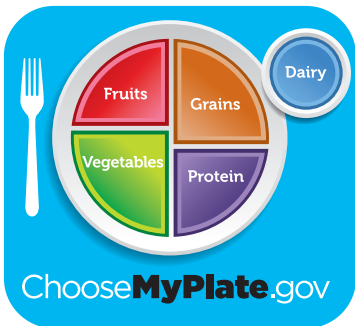
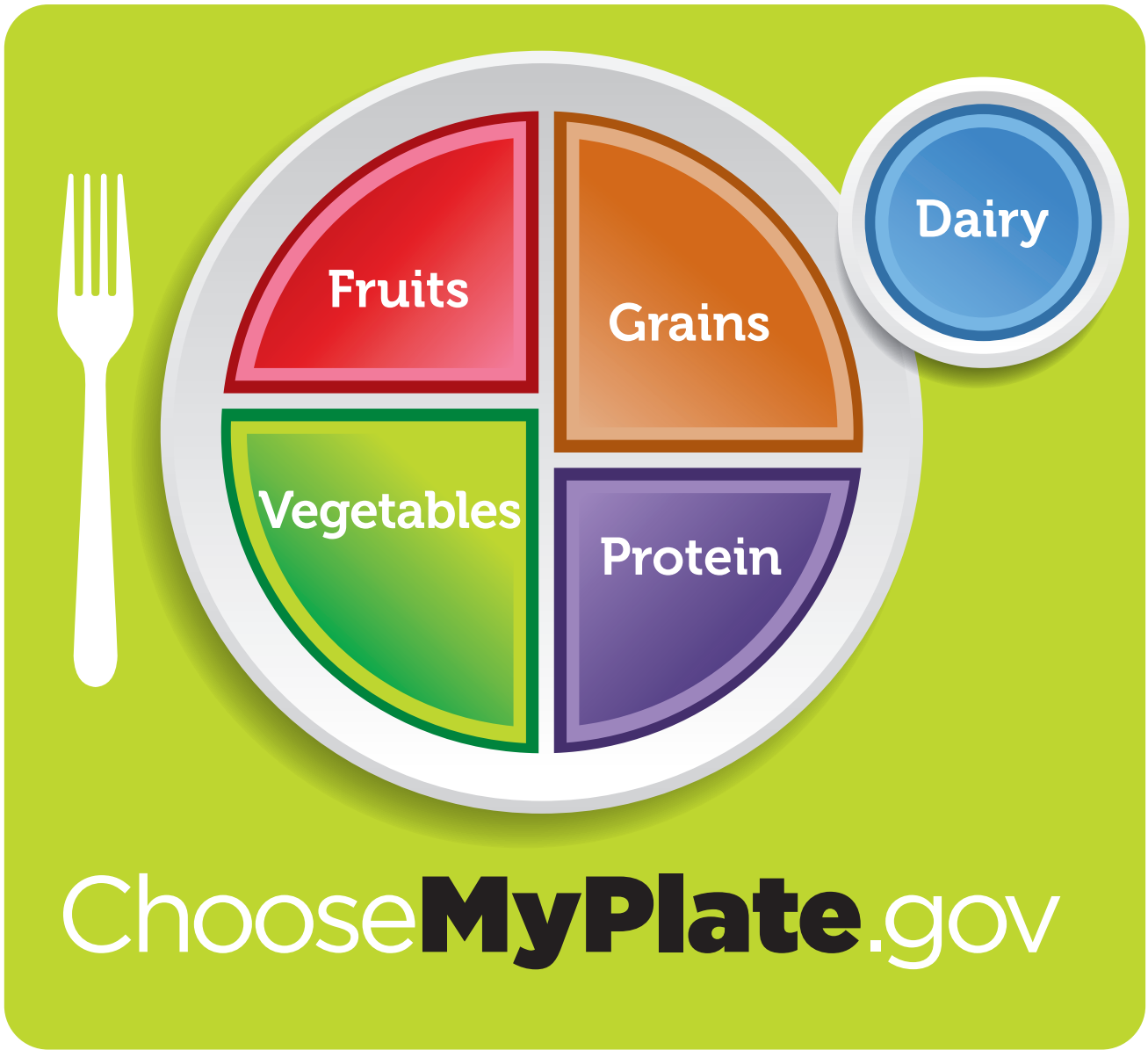
For an 1,800-calorie diet, you need the amounts below from each food group. To find the amounts that are right for you, go to [MyPyramid.gov](http://MyPyramid.gov).

<b>Eat 6 oz. every day;</b> at least half should be whole	<b>Eat 2 1/2 cups every day</b>	<b>Eat 1 1/2 cups every day</b>	<b>Get 3 cups every day;</b> for kids ages 2 to 8, it's 2 cups	<b>Eat 5 oz. every day</b>
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**Oils** Oils are not a food group, but you need some for good health. Get your oils from fish, nuts, and liquid oils such as corn oil, soybean oil, and canola oil.

<p><b>Find your balance between food and fun</b></p> <ul style="list-style-type: none"> <li>Move more. Aim for at least 60 minutes everyday, or most days.</li> <li>Walk, dance, bike, rollerblade – it all counts. How great is that!</li> </ul>	<p><b>Fats and sugars – know your limits</b></p> <ul style="list-style-type: none"> <li>Get your fat facts and sugar smarts from the Nutrition Facts label.</li> <li>Limit solid fats as well as foods that contain them.</li> <li>Choose food and beverages low in added sugars and other caloric sweeteners.</li> </ul>
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## Cooking and Eating Activity

### One-Pot Spaghetti

#### Adult Leader Notes

- Check for food allergies. Offer alternatives.
- Suggested order of food preparation: prepare spaghetti first, wash fruit, and make and dress salad.
- Have kids wipe down food-preparation surfaces with dilute bleach solution before beginning.
- Plug-in skillet may be used if a stove or hot plate is not available.
- Review safe handling of electrical appliances and/or stove.
- Remind kids to use pot holders and to place pot handles so that they do not extend over the aisle in front of the stove.
- Review knife safety (use a cutting board, cut away from oneself).

#### One-Pot Spaghetti Materials

- 1 large pot with lid
- 2 sets pot holders
- 2 spatulas
- 1 serving spoon
- 2 can openers
- 2 sets measuring spoons
- 1 large bowl
- 1 salad server
- 2 cutting boards
- 2 knives

#### One-Pot Spaghetti Ingredients

- 1 pound lean, raw ground beef or turkey
- 3 29-ounce cans tomato sauce
- 1 tablespoon onion powder
- 1 tablespoon Italian seasoning
- ½ teaspoon black pepper
- spaghetti
- parmesan cheese

## Menu

- one-pot spaghetti
- green salad
- fruit
- milk

Nutrition Facts	
Serving Size 1 cup	
Servings Per Container 10	
Amount Per Serving	
<b>Calories 310</b>	<b>Calories from Fat 50</b>
% Daily Value*	
<b>Total Fat 6g</b>	<b>9%</b>
Saturated Fat 2g	<b>10%</b>
Trans Fat 0g	
<b>Cholesterol 55mg</b>	<b>18%</b>
<b>Sodium 240mg</b>	<b>10%</b>
<b>Total Carbohydrate 38g</b>	<b>13%</b>
Dietary Fiber 5g	<b>20%</b>
Sugars 12g	
<b>Protein 24g</b>	
Vitamin A 10%	• Vitamin C 25%
Calcium 2%	• Iron 25%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000    2,500
Total Fat	Less than 65g    80g
Saturated Fat	Less than 20g    25g
Cholesterol	Less than 300mg    300 mg
Sodium	Less than 2,400mg    2,400mg
Total Carbohydrate	300g    375g
Dietary Fiber	25g    30g
Calories per gram:	
Fat 9    • Carbohydrate 4    • Protein 4	



## Cooking and Eating Activity (continued)

### Directions

1. Wipe counters before starting. Pull hair back and wash hands thoroughly.
2. Put the meat into the pot.
3. Wash hands well after handling raw meat.
4. Use a spatula to break up the meat.
5. Put the pot on the stove and heat to medium-high.
6. Cook and stir the meat until no pink color remains. Drain excess fat.
7. Add tomato sauce, onion, Italian seasoning, and pepper to the meat. Stir to mix.
8. Break the spaghetti in half and add to the pot.
9. Heat the mixture on high until it boils.
10. Stir mixture.
11. Turn the burner to low and cover the pot.
12. Cook for 10 minutes or until noodles are tender. Stir occasionally. *Note that thin spaghetti and angel hair pasta cook much faster than regular spaghetti.*
13. Serve spaghetti and sprinkle with Parmesan cheese (optional).



## Cooking and Eating Activity

### Green Salad

Serves 10 people

Serve with one-pot spaghetti, fruit, and 1 percent milk.

#### Adult Leader Notes

- Ask about food allergies! Offer alternatives.
- Add dressing to the salad and toss before serving. This will keep the kids from adding too much dressing to individual salad servings.

#### Green Salad Materials

- 2 cutting boards
- 2 knives
- 1 vegetable peeler
- 1 large bowl
- 1 grater

#### Green Salad Ingredients

- 1 head of lettuce (Romaine, red or dark green leaf)
- 1 medium cucumber
- 2 medium carrots
- salad dressing made with olive or canola oil

#### Directions

1. Pull hair back and wash hands thoroughly.
2. Wash and pat dry vegetables.
3. Tear lettuce into bite-size pieces. Place leaves into large bowl.
4. Peel and slice cucumber into thin round slices.
5. Peel and grate carrots.
6. Add cucumber and carrots to the lettuce in the bowl.
7. Toss salad.
8. Add dressing to the salad.
9. Toss salad.



## MEAL DISCUSSION QUESTIONS

- What do you think about the one-pot spaghetti?
- Is this a meal you would prepare at home with your family?
- What would your family think about this meal?
- To which MyPyramid groups do the foods from this meal belong?
- What other foods could be included with the spaghetti instead of the green salad and fruit?

## EAT TOGETHER AS A GROUP, DISCUSS THE MEAL DISCUSSION QUESTIONS, AND ENJOY!

Have kids fill in the New Food Taster's Club Chart when they are finished eating.



## CLEANUP

Cleaning up is an important part of the cooking process. Kids learn from taking responsibility. Use the kaper chart on the next page with the kids during the cleanup process. A kaper chart shows each kid's or each group's job during cleanup. The cleanup chart describes specific activities that are included under the kaper chart categories. The kaper chart rotates cleanup jobs each week and encourages sharing of responsibility between the kids. Do the following to get the kids organized to clean up:

- Introduce the kaper chart. Explain that it will be used to organize the cleanup process, and assign each kid or group of kids a job each week.
- Divide the kids into six groups for the duration of the project.
- If fewer than six kids are participating in the project, divide the group and combine activities on the kaper chart as needed.
- Allow groups to pick a fun name to use for their group during this project. Write the name on the chart.
- Have the groups get started with cleanup.
- Remember, allow the kids to complete their assigned chores. Don't do the job for them! Kids take pride in cooking something from start to finish, including cleaning up afterwards.



***Healthalicious Kaper Chart***

Activity	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Set up	Group 1	Group 6	Group 5	Group 4	Group 3	Group 2
Wash up	Group 2	Group 1	Group 6	Group 5	Group 4	Group 3
Dry dishes	Group 3	Group 2	Group 1	Group 6	Group 5	Group 4
Wipe up	Group 4	Group 3	Group 2	Group 1	Group 6	Group 5
Put away	Group 5	Group 4	Group 3	Group 2	Group 1	Group 6
Sweep	Group 6	Group 5	Group 4	Group 3	Group 2	Group 1

***Cleanup Chart***

Cleanup job	Activity descriptions
Set up	<ul style="list-style-type: none"> <li>• Set table with plates, cups, utensils, and napkins.</li> <li>• Put water and milk on the table.</li> <li>• Set up serving area with hot pads and serving utensils.</li> </ul>
Wash up	<ul style="list-style-type: none"> <li>• Wash pots, pans, cooking utensils, and dishes used for cooking. (Everyone should wash their own plates, utensils, and cups after eating.)</li> </ul>
Dry dishes	<ul style="list-style-type: none"> <li>• Dry and put away all pots, pans, utensils, and dishes used for cooking.</li> </ul>
Wipe up	<ul style="list-style-type: none"> <li>• Wipe and clean counters and serving area after cooking.</li> <li>• Wipe and clean tables after eating.</li> </ul>
Put away	<ul style="list-style-type: none"> <li>• Put away nonperishable food items.</li> </ul>
Sweep	<ul style="list-style-type: none"> <li>• Put away tables and chairs, if necessary.</li> <li>• Sweep and mop floors as needed.</li> </ul>

## QUICK WRITE

### Key Point

Quick Writes help you learn more by thinking about your experiences and then jotting down your thoughts, feelings, or ideas.

### Materials

- three-ring binder with binder dividers
- lined binder paper, 8-12 sheets per kid
- pencils or pens, one for each kid

### Procedure

1. As a group, kids **recall** or list the general activities of the lesson.
  - “What physical activity did we do?”
  - “What health activity did we do?”
  - “What meal did we prepare?”
2. Adult leader then **distributes** paper and pencils or pens.
3. Leader has kids write the following:
  - across top of paper: name, date, and title (“5 Things That I learned Today”)
  - down the side of the paper: numbers 1 to 5
  - thoughts and feelings, etc., about activities or experiences
4. Leader asks if anyone would like to **share** one of the things they learned during the lesson. Wait for responses from kids.
5. Kids **put** sheets in Quick Write binder.



### Activity Notes

- See Lesson 1 of *Healthalicious Cooking* for Quick Write instructions and examples.
- Ask open questions that require more than a yes/no answer. See curriculum background for more information about open questions.
- Have kids recall activities from this lesson before they begin to do the Quick Write.
- Kids who have trouble writing can have another person help them write down their thoughts.
- Emphasize that there are no correct answers. Spelling and grammar do not matter.
- Adult leader keeps the Quick Write binder. In the last lesson, return Quick Writes to kids. Alternatively, adult leader may ask the kids to write their names and five things they learned on the back of the Family Letter.

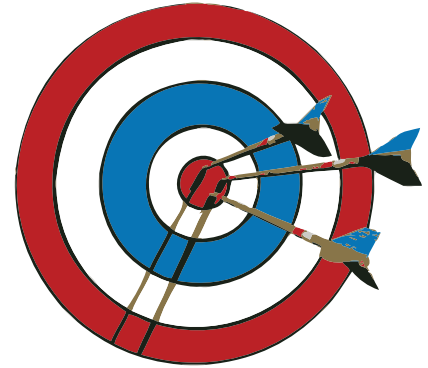
## GOAL SETTING

### Materials

- index cards, sticky notes, or paper, one for each kid
- pencils or pens, one for each kid

### Procedure

1. Adult leader has kids **choose** one of the following goals:
  - Plan a meal this week.
  - Eat a meal with your family this week.
  - Help prepare a meal with the five food groups this week.
2. Leader has kids **write** their goal on the provided paper.
3. Leader **asks**: “Where are you going to post the goal?”  
Have kids share.
4. Leader **asks**: “Who are you going to tell about the goal?” Have kids share. Kids may want to write their goals on the Family Letter for this week.



## CLOSING THE LESSON

1. Thank kids for participating in the lesson.
2. If this lesson is presented as part of a series, remind kids of the date and time of the next lesson and of the upcoming lesson topic.
3. Leader reminds kids to keep trying new foods over the next week.

**Take-Home Family Letter**  
**Lesson 5**

Date: \_\_\_\_\_

Dear Family,

This week your child learned how to plan a balanced meal using MyPyramid and MyPlate. Your child practiced using this skill by planning the celebration menu for the last lesson with the group. We prepared and ate “one-pot spaghetti.” Your child also enjoyed \_\_\_\_\_.  
physical activity

During this lesson your child also set a goal to work on before our next lesson. Please check the space below to find out what goal your child set. Ask your child about the goal and encourage him or her to achieve it.

You are invited to join us for our final lesson and celebration. During this lesson, you will participate with your child in fun health and physical activities and assist in preparing the meal. You will also get to enjoy a meal with your child. We look forward to seeing you at this lesson on \_\_\_\_\_.  
date and time

Best regards,

\_\_\_\_\_  
Leader’s signature

.....

**My Goal**

I will work on accomplishing the following this week:

\_\_\_\_\_  
\_\_\_\_\_

I plan to ask \_\_\_\_\_ to help me work on my goal.

\_\_\_\_\_  
Child’s signature

## REFERENCES

- USDA Center for Nutrition Policy and Promotion. 2005. MyPyramid for kids. MyPyramid.gov website, [http://teamnutrition.usda.gov/resources/mpk\\_poster2.pdf](http://teamnutrition.usda.gov/resources/mpk_poster2.pdf).
- \_\_\_\_\_. 2011 ChooseMyPlate. ChooseMyPlate.gov website, <http://www.choosemyplate.gov>.

## MEASUREMENT CONVERSION TABLE

U.S. customary	Conversion factor for U.S. customary to metric	Conversion factor for metric to U.S. customary	Metric
teaspoon (tsp)	4.93	0.20	milliliter (ml)
tablespoon (tbsp)	14.79	0.06	milliliter (ml)
ounce (oz)	28.35	0.035	gram (g)
fluid ounce (fl oz)	29.57	0.03	milliliter (ml)
cup (c)	236.59	0.004	milliliter (ml)
quart (qt)	0.95	1.06	liter (l)
gallon (gal)	3.785	0.26	liter (l)
pound (lb)	0.454	2.20	kilogram (kg)
inch (in)	2.54	0.39	centimeter (cm)
foot (ft)	0.305	3.28	meter (m)
yard (yd)	0.91	1.09	meter (m)

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