

MAKING SMART STEPS



THEME: Balance Your Day With Food and Play
NUTRITIONAL FOCUS: Milk Group
GRADE LEVEL: 1

OBJECTIVES:

1. Students will gain an understanding of the *Food Guide Pyramid* by class discussion and completing activities.
2. Students will learn that food is the source of energy for people by singing songs and participating in class discussion.
3. Students will become aware of choosing foods from the “Milk Group” by charting the number of “Milk Group” foods consumed for one week.
4. Students will analyze their diet by reviewing data collected from keeping a log.
5. Students will apply addition skills in calculating the total consumption of “Milk Group” foods daily and for one week.
6. Students will become familiar with a variety of “Milk Group” foods for meals and snacks by class discussion and completing activities and singing.
7. Students will develop reading skills by reading and sequencing the steps in preparing a recipe.
8. Students will enjoy physical activity by playing a game.
9. Students will make smart food choices for a balanced diet.

CURRICULUM CONNECTION: Art, Economics, Health, Math, Physical Education, Reading, Science, Writing

Economics Standards:

The student will:

1. describe the differences between human resources, natural resources, and capital resources used to produce goods or services

Fine Arts Standards

Music— Standard One: Students will use the performance of music as a means for creative expression and communication.

Visual Arts — Standard One: Students will understand and use visual arts as a means for creative self-expression and interpersonal communication.

Health Education Standards

Standard Three: Students will understand the benefits of practicing health-enhancing behaviors, which reduce health risks.

Listening and Viewing Standards

The student will:

12. restate information in a sequence similar to how it was presented.

Number Sense Standards:

The student will:

2. count objects in a given set and write the corresponding numeral.

Physical Education Standards

Standard Four: Students will develop responsible and respectful personal and social behavior in physical activity settings.

Indicator 2: Students will value and maximize the contributions and potential of each individual in group activities.

Standard Five: Students will understand that physical activity provides opportunities for enjoyment, challenge, self-expression, social interaction, and employment.

Indicator 1: Students will evaluate how physical activity serves as a vehicle to provide opportunities for self-expression and personal growth.

Physical Science Standards

The student will:

6. observe physical changes in matter.
15. investigate sources of energy.

Reading Standards:

The student will:

2. use knowledge of basic capitalization and punctuation when reading.

Statistics and Probability Standards

The student will:

1. gather and record data from various sources or situations including surveys and simple experiments.
2. organize data into tally charts, picture graphs, and bar graphs.
3. describe represented data in terms of most often, least often, and range.

Writing Standards:

The student will:

1. write complete sentences for a specific purpose.



MATERIALS NEEDED:

- Student Handout *Energy* (song provided in lesson)
- Student Handout *Food Guide Pyramid* (included in lesson)
- Student Handout *We Need Energy* (song provided in lesson)
- crayons
- Student Handout *Milk Products Survey* (included in lesson)
- Student Handout *Drink Our Milk* (song provided in lesson)
- collection of empty milk containers
- Student Handout *Milkshake* (included in lesson)
- scissors
- paste or glue
- Student Handout *Milk Balls* (included in lesson)

BACKGROUND INFORMATION:

Economic Vocabulary:

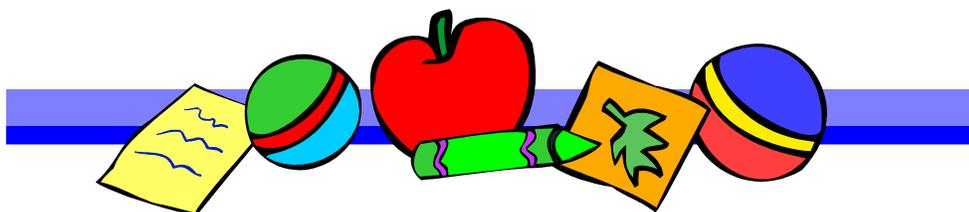
capital resources — goods made by people and used to produce other goods and services

human resources — human effort; labor

Food is the source of energy for people. Although there are no “bad” foods and all foods can fit into a healthy diet, the *Dietary Guidelines for Americans* recommend letting the *Food Guide Pyramid* guide your food choices to make sure you get all the nutrients and other things needed for good health. Different foods contain different nutrients and other healthful substances. No single food can supply all the nutrients in the amounts you need. Most of the daily calories should come from grains, fruits and vegetables, low-fat or non-fat dairy products, and lean meats or meat substitutes.

The “Milk Group” of the *Food Guide Pyramid* includes milk, yogurt, and cheese. This food group is an important source of calcium. Calcium is important for bones and teeth. The recommended number of servings each day is from 2 to 3, depending on your age. Older children, teenagers (ages 9 to 18 years), and adults over the age of 50 need 3 servings each day. Others need 2 servings daily. A serving is: 1 cup milk or yogurt or 1 ½ ounces of natural cheese or 2 ounces of processed cheese. The *Dietary Guidelines for Americans* recommend choosing fat-free or low-fat milk, fat-free or low-fat yogurt, and low-fat cheese most often.

It is important to balance your day with food and play. Healthy eating habits and physical activity work together for better health. Making healthy food choices helps kids to grow, develop, and be ready to learn. Being physically active is fun and helps you feel good, too!



PROCEDURES:

1. Send home parent Letter to inform parents of the *Making Smart Steps* unit.
2. Discuss how food is the source of energy for people. People need energy to work, play, live, and grow.
3. Distribute copies of *Energy* to students. Read the words of the song together. With the class divided into two groups, sing *Energy*. One group will sing the first line of the song, and the second group will begin the song at the same time the first group begins the second line. (This is done as in the *Are You Sleeping* song.)
4. Provide students a *Food Guide Pyramid*. Ask students to identify and name the five major food groups. Discuss the importance of eating a variety of foods from the food groups. Lead the class in a discussion of making smart choices from the food groups.
5. Provide *We Need Energy* to students. Read the words of the song together. Sing the song!
6. Discuss the importance of daily physical activity. Inform students that they need at least one hour of physical activity each day. Review how food provides the energy needed for physical activity.
7. Assign students to draw and color a picture of themselves playing their favorite game in the box on the bottom of *We Need Energy*. Display the completed pictures in the hallway or on a bulletin board.
8. Inform the class that they will study about the “Milk Group” of the *Food Guide Pyramid*. Read the recommended number of servings information from the “Milk, Yogurt, & Cheese Group.”
9. Allow students to color the “Milk Group” section of the *Food Guide Pyramid*.
10. Read the Background Information to the class. Lead the class in discussing the information.
11. Ask students to keep a count of how many milk products they consume in one week. Provide each student with the *Milk Group Survey* handout and ask them to write the name of a “Milk Group” food under the day it is consumed. *This activity will need to be sent home each day so parents will be aware of the activity and provide help during the times the students are at home.*
12. When the survey is completed for the week, ask students to analyze the results.
13. Lead the class in a discussion of their findings. Are they eating according to the *Food Guide Pyramid*? What “Milk Group” food was consumed most often? What “Milk Group” food was consumed least often? What steps should be taken to have a healthier diet?
14. Discuss milk and foods from the “Milk Group” as a part of a meal or as a snack.
15. Provide students *Drink Our Milk* and enjoy singing about milk as a part of breakfast.

16. Inform the class that *The Dietary Guidelines for Americans* recommend choosing a diet that is moderate in total fat. Skim milk, or fat-free milk, is made when the fat is removed from whole milk. The Dietary Guidelines recommend choosing fat-free or low-fat milk, fat-free or low-fat yogurt, and low-fat cheese most often.
17. Begin a collection of different varieties of milk containers. Direct students to read the labels on skim, 1%, 2%, and whole milk containers to find the amount of fat in a serving. Discuss which kinds of milk would provide less fat in the diet.
18. Discuss how milk is a liquid that can be changed into a different form (solid) by freezing. Identify ice cream as a frozen milk product that is a solid.
19. Show the students a blender. Discuss how a blender works. Identify a blender as a *capital resource*. Capital resources are goods made by people and used to produce other goods and services. Capital resources are tools, machinery, and equipment. Ask students to name other capital resources used to prepare food.
20. Distribute the *Smart Shake* handout. Share with the class that this is a recipe for making a healthy milkshake that uses a blender. It is healthy because it has fresh fruit, skim milk, and low-fat yogurt.
21. Discuss how the milkshake would be prepared by a person. Identify people who do work as a human resource.
22. The steps needed to make a *Smart Shake* are written in the boxes at the bottom of the page. Read the steps aloud. Discuss the sequence in which to prepare the *Smart Shake*. Instruct students to cut out the boxes and paste them in the correct order to make a *Smart Shake* in the boxes at the top of the page.
23. Ask students to volunteer to restate the steps to make a *Smart Shake*.
24. Distribute the *Milk Balls* handout. Direct students to read the sentences at the bottom of the page aloud. Discuss the sequence in which to prepare the *Milk Balls*. Instruct student to write the steps in the correct order to make *Milk Balls* in the boxes at the top of the page. Students should write each step as a complete sentence that begins with a capital letter and ends with a period.
25. Send home the *Home Recipe*.
26. Discuss the theme of the unit *Balance Your Day With Food and Play*.

27. Take the class to the playground to play *Balance Steps*. To play the game, divide the class into two equal teams. Have each team line up in a straight line parallel to each other. Each team member should balance themselves on one foot and take twenty steps forward, turn around, and take twenty steps backward to their original place in line. Each team member should take steps as quickly as possible while balancing on one foot. When the first person returns to the line, the next person will repeat the procedure. The first team to have all team members complete the activity is the winner.
28. Ask students to recall the steps to making the snack recipes. Assign students to write complete sentences that explain how to play the *Balance Steps* game using the same step-by-step procedure as used in the recipes.

EXTENSION ACTIVITIES:

1. Prepare the *Milkshake* and/or the *Milk Balls* in class!
2. Ask students to illustrate the steps in the recipes.
3. Read *Good Work, Amelia Bedelia* by Peggy Parish to the classes. Discuss how Amelia needed to learn the smart steps to doing her work!
4. Explain that fat is separated from whole milk when 2% and skim milk are processed. The fat can be processed into products such as whipping cream. Using 1 pint of whipping cream, demonstrate the fat in milk by producing butter. This can be done by pouring the 1 pint of whipping cream into a quart jar. Allow this to set at room temperature until the cream becomes warm. Make sure a tight fitting lid is on the jar and allow the students to take turns churning (shaking) the cream. Loosen the lid to let the built up pressure escape periodically as the churning is done. Churn the cream until it forms butter. From this demonstration, students can visualize the fat that is included in whole milk.
5. Allow students to observe physical changes in matter by placing milk in the freezer. Discuss and compare solids and liquids.
6. Construct a class bar graph to reflect the findings of the milk survey.



EVALUATION:

Participation

- Did students participate in class discussions?
- Did students participate in reading the words of songs and singing songs?
- Did students complete the *Milk Products Survey*?
- Did students participate in the *Balance Steps* activity?

Skills/Knowledge

- Were students able to analyze their diet after collecting data?
- Were students able to recognize steps that should be taken to have a healthier diet?
- Were students able to complete the *Smart Shake* activity?
- Were students able to complete the *Milk Balls* activity?
- Were students able to write a step-by-step explanation of the *Balance Steps* game?

ACKNOWLEDGMENTS:

Nutrition and Your Health: Dietary Guidelines for Americans

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Eat Smart. Play Hard.™

USDA Food and Nutrition Service

3101 Park Center Drive RM 1014

Alexandria, VA 22302-9943



Dear Parents:

Our class is beginning a study called *Making Smart Steps*. We will use snack recipes to learn about food choices in the “Milk Group” of the *Food Guide Pyramid*. We will be emphasizing a diet that is moderate in total fat. The *Dietary Guidelines for Americans* recommend about 65 grams of total fat daily, based on a 2,000 calorie diet. There are several ways that you can help:

1. Your child has a homework assignment that requires keeping a record of milk and milk products consumed for a week. Please ask to see this record each evening. Remind your child to include foods on the record that are consumed at home.
2. Be a role model and choose healthy foods for meals and snacks for yourself!
3. We will be reading the labels on different varieties of milk to find the amount of fat in milk. Send one clean, empty milk container to school for our collection.
4. Read food labels for fat content. Include more low-fat foods on your shopping list.
5. Encourage your child to read from food packages. There’s lots of information on food packages and kids will be learning to read!
6. Include low-fat cream cheese, low-fat cheese, and snack-size yogurt and pudding on your grocery list. These make great snacks for kids!
7. Be creative in providing snacks from the five major foods groups of the *Food Guide Pyramid*.
8. Talk to your child about what is learned in this study. Ask about homework. Ask about completed class work.
9. Encourage your child to be active! Plan family activities to enjoy!
10. Ask your child to see the recipes for *Smart Shake* and *Smart Snack Balls*. Prepare some of the snacks together at home.

The *Dietary Guidelines for Americans* recommend choosing a diet that is moderate in total fat. Although there are no “bad” foods and all foods can fit into a healthy diet, the *Dietary Guidelines for Americans* recommend letting the *Food Guide Pyramid* guide your food choices to make sure you get all the nutrients and other things needed for good health. Most of the daily calories should come from grains, fruits and vegetables, low-fat or non-fat dairy products, and lean meats or meat substitutes. Snacks should be planned to include a variety of foods from the five major groups of the *Food Guide Pyramid*:

- Bread, Cereal, Rice & Pasta Group
- Fruit Group
- Vegetable Group
- Milk Group
- Meat, Poultry, Fish, Dry Beans, Eggs, and Nuts Group

We are looking forward this study. Thank you for being a part of our learning team!

Sincerely,

ENERGY

(To the tune of "Are You Sleeping")

En-er-gy . . . En-er-gy.
Comes from food . . . Comes from food.
Helps us live and grow . . . Helps us live and grow.
En-er-gy . . . En-er-gy.

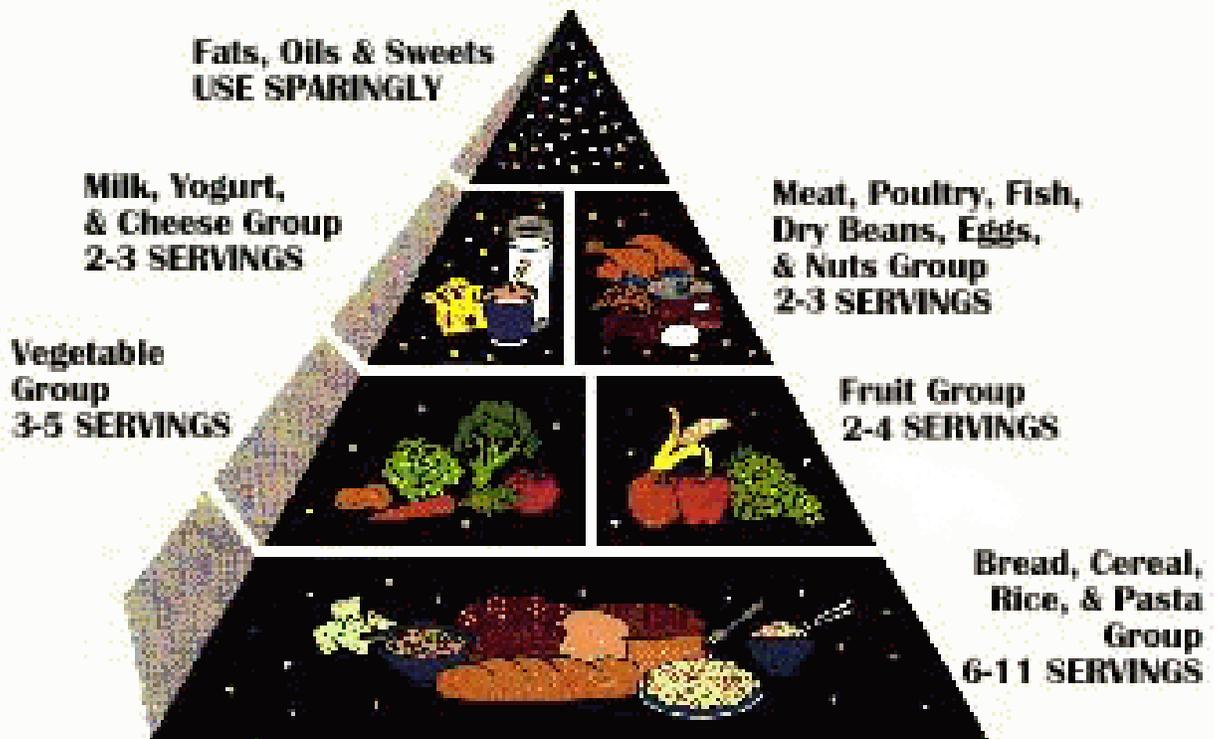
En-er-gy . . . En-er-gy.
Comes from plants . . . Comes from plants.
Helps us work and play . . . Helps us work and play.
En-er-gy . . . En-er-gy.

En-er-gy . . . En-er-gy.
From an-i-mals . . . From an-i-mals.
Helps us work and play . . . Helps us work and play.
En-er-gy . . . En-er-gy.



Food Guide Pyramid

A guide to daily food choices.



Use the Food Guide Pyramid to help you eat better everyday... the Dietary Guidelines way. Start with plenty of Breads, Cereals, Rice, and Pasta; Vegetables; and Fruits. Add two to three servings from the Milk Group and two to three servings from the Meat Group. Each of these food groups provide some, but not all, of the nutrients you need. No one food group is more important than the others—for good health you need them all. Go easy on the fats, oils, and sweets, the foods in the small tip of the Pyramid.

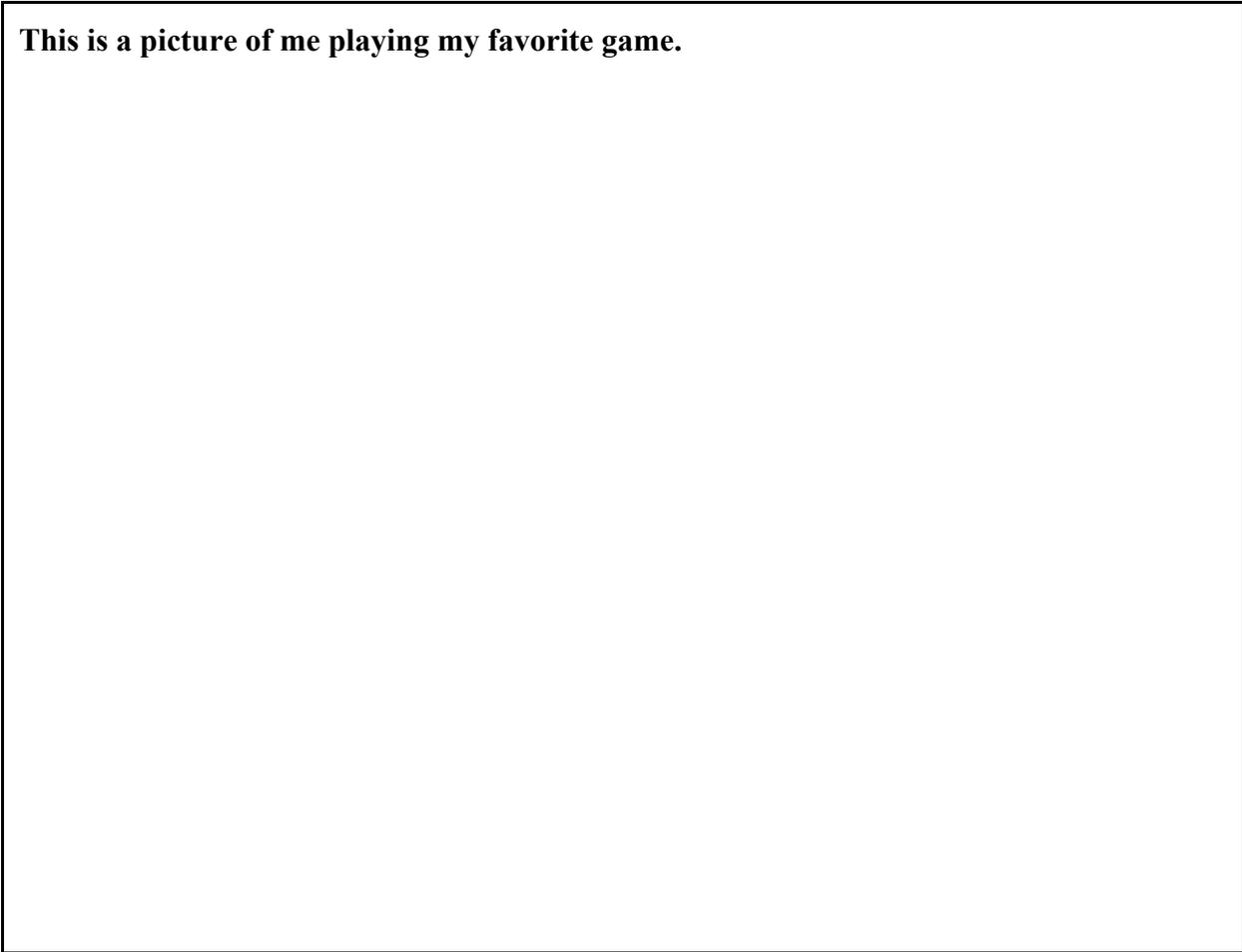
WE NEED ENERGY

(To the tune of "Skip to My Lou")

Eat a var-i-ety of good foods,
Eat a var-i-ety of good foods.
Eat a var-i-ety of good foods,
For lots of en-er-gy.

En-er-gy to work and play,
En-er-gy to learn each day.
En-er-gy to work and play,
We need it every day!

This is a picture of me playing my favorite game.



MILK GROUP SURVEY

Directions to parents: We are conducting a survey of the number of “Milk Group” foods consumed each day. Each time a food from the “Milk Group” is consumed, your child should write the name of the food in the block for the day. If a food is consumed more than one time, it should be listed as many times as it is consumed. At the end of each day, your child should count the number of “Milk Group” foods consumed for the day. We will keep the survey current during the school day, but we need your help before and after school and on the weekend. Remember to include milk and foods made with milk: cheese, ice cream, pudding, and yogurt

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Total:	Total:	Total:	Total:	Total:	Total:	Total:



DRINK OUR MILK

(To the tune of "The Mulberry Bush")

This is the way we drink our milk, drink our milk, drink our milk.

This is the way we drink our milk, so early Sunday morning.

This is the way we drink our milk, drink our milk, drink our milk.

This is the way we drink our milk, so early Monday morning.

This is the way we drink our milk, drink our milk, drink our milk.

This is the way we drink our milk, so early Tuesday morning.

This is the way we drink our milk, drink our milk, drink our milk.

This is the way we drink our milk, so early Wednesday morning.

This is the way we drink our milk, drink our milk, drink our milk.

This is the way we drink our milk, so early Thursday morning.

This is the way we drink our milk, drink our milk, drink our milk.

This is the way we drink our milk, so early Friday morning.

This is the way we drink our milk, drink our milk, drink our milk.

This is the way we drink our milk, so early Saturday morning.



SMART SHAKE

Directions: The steps needed to make a “Smart Shake” are written in the boxes at the bottom of the page. Read the steps. Cut out the boxes and place them in the correct order to make a “Smart Shake.” Glue the boxes in the correct order in the blank boxes below.

1.

2.

3.

4.

5.



Next, add ½ cup skim milk and ½ cup of low-fat yogurt to the ice.

Blend for ten seconds and then add ½ cup of fresh fruit to the mixture.

First, pour ½ cup of ice into the blender.

Blend for ten more seconds after the fruit is added.

Pour the “Smart Shake” in a glass and drink with a straw.

SMART SHAKE

Directions: The steps needed to make a “Smart Shake” are written in the boxes at the bottom of the page. Read the steps. Cut out the boxes and place them in the correct order to make a “Smart Shake.” Glue the boxes in the correct order in the blank boxes below.

1. *First, pour ½ cup of ice into the blender.*

2. *Next, add ½ cup skim milk and ½ cup of low-fat yogurt to the ice.*

3. *Blend for ten seconds and then add ½ cup of fresh fruit to the mixture.*

4. *Blend for ten more seconds after the fruit is added.*

5. *Pour the “Smart Shake” in a glass and drink with a straw.*



Next, add ½ cup skim milk and ½ cup of low-fat yogurt to the ice.

Blend for ten seconds and then add ½ cup of fresh fruit to the mixture.

First, pour ½ cup of ice into the blender.

Blend for ten more seconds after the fruit is added.

Pour the “Smart Shake” in a glass and drink with a straw.

SMART SNACK BALLS

Directions: The steps needed to make “Smart Snack Balls” are written in the boxes at the bottom of the page. Read the steps. You must write the steps in the correct order to make “Smart Snack Balls” in the blank boxes below. Write each step as a complete sentence that begins with a capital letter and ends with a period.

1.

2.

3.

4.

5.

roll the balls in cornflake crumbs

mix one cup of nonfat dry milk and ½ cup of honey together

eat some of the balls

use your hands to form into small balls

add ½ cup of peanut butter and mix again

SMART SNACK BALLS

Directions: The steps needed to make “Smart Snack Balls” are written in the boxes at the bottom of the page. Read the steps. You must write the steps in the correct order to make “Smart Snack Balls” in the blank boxes below. Write each step as a complete sentence that begins with a capital letter and ends with a period.

1. *Mix one cup of nonfat dry milk and ½ cup of honey together.*

2. *Add ½ cup of peanut butter and mix again.*

3. *Use your hands to form into small balls.*

4. *Roll the balls in cornflake crumbs.*

5. *Eat some of the balls.*

roll the balls in cornflake crumbs

mix one cup of nonfat dry milk and ½ cup of honey together

eat some of the balls

use your hands to form into small balls

add ½ cup of peanut butter and mix again

Home Recipes

Dear Parents,

We have used snack recipes to learn about food choices in the “Milk Group” of the *Food Guide Pyramid*. Here are the recipes for you to use at home. Your child will enjoy making these with you.

SMART SHAKE

½ cup ice
½ cup skim milk
½ cup low-fat yogurt
½ cup fresh fruit

Pour ice into a blender. Add milk and yogurt. Blend for ten seconds and add fresh fruit. Blend for ten additional seconds. Pour the “Smart Shake” into a glass and drink with a straw.

SMART SNACK BALLS

1 cup nonfat dry milk
½ cup honey
½ cup peanut butter
1 cup cornflake crumbs

Mix nonfat dry milk and honey together. Add peanut butter to the mixture. Using your hands, form small balls from the mixture. Roll the balls in cornflake crumbs.



Sincerely,

Parent/Student Survey

Dear Parents: Please read the sentences on this survey to your child. Discuss each sentence together. When the two of you agree on the answer, help your child to color the answer for each sentence.

Directions: Think about what you have learned in *Making Smart Steps*. Think about what you do each day. Use a yellow crayon to color the ☺ or the ☹ for each sentence.

☺	means yes
☹	means no

I try to make smart choices when I choose my snacks.	☺	☹
I choose low-fat or non-fat dairy products most of the time.	☺	☹
I have 2 or 3 servings from the “Milk Group” every day.	☺	☹
I am learning to try new foods that are healthy for me.	☺	☹
I am trying to watch TV less and play more.	☺	☹
I get about an hour of physical activity each day.	☺	☹
I help do work at home.	☺	☹
I try to make smart choices when I eat meals.	☺	☹
I think kids need to learn about the <i>Food Guide Pyramid</i> .	☺	☹
I have told my parents some of the things I have learned.	☺	☹