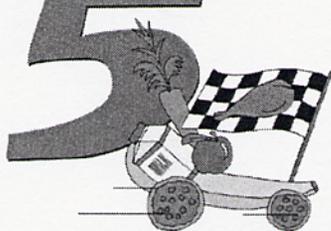


FUEL UP

with



New Jersey School Lunch Program
Race to Good Nutrition

RACE WEEK #5

Protein Pit Stop!!

- BASIC LESSON:** This week introduces the protein foods group. Foods from this group are the building blocks for our body – not just our muscles but also our hormones, hair, nails, etc. Proteins can be found in foods from animal sources and in some plants such as beans, lentils, and soy products like tofu.
- TEACHER PREP:** Please see page 21 for the Food Guide Pyramid document.
- THE RACE:** Encourage students to eat the protein portion of their meal and to keep on track in the race by daily eating the five components of the school lunch.
- CHECKPOINT:** Students will be racing to the Protein Pit Stop checkpoint.
- PRIZE:** The prize for this week is an eraser printed with the words “Protein Pit Stop”
- PARENTS:** A letter/newsletter describing the protein foods group is included.

Protein Pit Stop!!

Fueling your body for the race to good nutrition



LESSON Content

- Introduction to Protein Foods Group (health)
- Play or Skit Writing Exercise (language arts)
- Muscle Man (science and art)
- Pit Stop (physical activity)



LEARNING Objectives

- Students will become familiar with protein foods (health)
- Students will learn the function and location of major muscle groups (science)
- Students will learn sources of plant protein foods (health)
- Students will be able to plan a balanced meal menu (health)



Lesson TIME: 30 minutes per lesson

Preparation TIME: 15 minutes to review lesson, make copies of handouts
And assemble needed supplies



MATERIALS Needed

- The Food Guide Pyramid Poster
- Color Crayons (K-4)
- Magazines, scissors, glue (G5-6)

NJ CORE CURRICULUM Content Standards for Comprehensive Health & Physical Fitness

The lessons in this week meet Section 2.1 Strand C as follows:

2.1 C (1 + 2) 2.1 B (1 + 3) for Kindergarten thru second grade

2.1 C (1, 2, 4) 2.1 B (1 + 3) for grades 3-4

2.1 C (1, 2,4) 2.1 B (1) for grades 5-6



The Protein Foods Group (health & art)

Lesson #1:

Materials:

Food Guide Pyramid poster
Pencils, blank paper

Lesson:

Using the Food Guide Pyramid poster, ask students to name the protein foods pictured

Ask students how many servings of protein food they should eat daily

Ask students to name their favorite protein food

Ask students to name a protein food that they would eat with breakfast

Ask students to name a protein food that they would eat with lunch

Ask students to name a protein food that they would eat with dinner

Ask students to name a protein food that they would eat as a snack

Ask students to name a protein food that they have never eaten before

Ask if they would be willing to eat that protein food. Encourage them to ask their parents to buy and serve it.

Plant vs. animal protein

Ask students to name the protein foods that come from animals

Ask students to name the protein foods that come from plants

Lesson #2 – Protein Play or Skit (language)

Materials:

Chalk board, chalk

Lesson:

The class will work together to write a story about protein foods. Explain that a story has several elements:

First there are characters – in this case the characters could even be proteins

Next something happens to the characters

Finally there is a “moral” or something we will always remember from the story

Work with the class to develop each element of their story. For this grade, keep the story simple and the length. When the class is content with its story, you can read it to them.

For example:

Marty Meatball was part of the Spaghetti Gang. They liked to play toss ball. One day a new boy named Pauley Parmesan came to school. He smelled funny. The gang did not want to play with him. But Marty’s Mom told him to ask Pauley to play. Marty asked Pauley. Pauley really brought out the best in the Spaghetti team. Now Marty knows never to judge anyone by first impressions. (OK! So you get the picture!!)

Lesson #3 – Muscle Man (Science and art)

The primary function of proteins is to build strong muscles. Our muscles hold our body together and make our body move and work. There are 650 muscles in the human body. It takes 17 muscles to make a smile and 43 muscles to make a frown!

Materials:

Pencils & paper

Lesson:

Ask each child to draw a stick figure. Now, ask them to draw muscles on the stick figure – for example, we have leg muscles and arm muscles. They should draw each of these.

Ask the class to guess which muscles are the biggest in our body? (thigh) Ask why they think these leg muscles are so big?

Lesson #4 – Protein Pit Stop (physical activity)(Support Materials)

The Protein Foods Group (health & art)

Lesson #1:

Materials:

Food Guide Pyramid poster
Pencils, blank paper

Lesson:

Using the Food Guide Pyramid poster, ask students to name the protein foods pictured

Ask students how many servings of protein food they should eat daily

Ask students to name their favorite protein food

Ask students to name a protein food that they could eat with breakfast

Ask students to name a protein food that they could eat with lunch

Ask students to name a protein food that they could eat with dinner

Ask students to name a protein food that they could eat as a snack

Ask students to name a protein food that they have never eaten before

Plant vs. animal protein

Ask students to name the protein foods that come from animals

Ask students to name the protein foods that come from plants

Lesson #2 – Protein Play or Skit (language)

Materials:

Chalk board, chalk

Lesson:

The class will work together to write a play or skit about protein foods. Explain that a play or skit has several elements:

First there are characters – in this case the characters could even be proteins

Next there is a story about something that happens to the characters

Finally there is a “moral” or something we will always remember from the story

Work with the class to develop each element of their play/skit. Next write the dialogue or the words the characters say or act. Keep the story and dialogue simple and the length of the play short. When the class is content with its play, ask for volunteer actors to perform the play.

For example:

The Spaghetti Gang.

Characters:

Marty Meatball

Momma Meatball

Pauley Parmesan

Script:
Marty: Mom, we have a new kid at school.
Momma: That's nice, dear. What is his name?
Marty: It's Pauley Parmesan.
Momma: Because he is new in town, he is probably lonely. Why don't you invite him to play ball with you and the Spaghetti Gang.
Marty: No. We don't want to.
Momma: Why not?
Marty: Because he smells like cheese.
Momma: Be a nice boy and ask him anyway.
Marty: Ok, Mom.

Later that day:

Marty: Hey, Pauley. Want to play ball with me and the Spaghetti Gang?
Pauley: Gee Marty, that would be sweet. Thanks!

After the game:

Momma: How was Pauley at your ball game?
Marty: He was amazing! He really knows how to bring out the best in our team. We are really glad that we invited him.
Momma: I am very proud of you, Marty. You are a very kind boy to include Pauley. And now you have a wonderful new friend.

Lesson #3 – Muscle Man (Science and art)

The primary function of proteins is to build strong muscles. Our muscles hold our body together and make our body move and work. There are 650 muscles in the human body. It takes 17 muscles to make a smile and 43 muscles to make a frown!

Materials:

Pencils & paper

Lesson:

Ask each child to draw a stick figure. Now, ask them to draw muscles on the stick figure – for example, we have leg muscles and arm muscles. They should draw each of these.

Ask the class to guess which muscles are the biggest in our body? (thigh) Ask why they think these leg muscles are so big?

Note that animals have these same muscle groups. The meat from animals that we eat is actually their muscle tissue. A chicken drumstick is the chicken's calf muscle. A pot roast is a cow's upper shoulder muscle.

Lesson #4 – Protein Pit Stop (physical activity)(Support Materials)

The Protein Foods Group (health & art)

Lesson #1:

Materials:

Food Guide Pyramid poster
Pencils, blank paper

Lesson:

Using the Food Guide Pyramid poster, ask students to name the protein foods pictured

Ask students how many servings of protein food they should eat daily

Ask students to name their favorite protein food

Ask students to name a protein food that they could eat with breakfast

Ask students to name a protein food that they could eat with lunch

Ask students to name a protein food that they could eat with dinner

Ask students to name a protein food that they could eat as a snack

Ask students to name a protein food that they have never eaten before

Plant vs. animal protein

Ask students to name the protein foods that come from animals

Ask students to name the protein foods that come from plants

Lesson #2 – Protein Play or Skit (language)

Materials:

Chalk board, chalk
Pencils & paper

Lesson:

Divide the class into groups of 3-5 students. The class will work in groups to write a play or skit about protein foods. Explain that a play or skit has several elements:

First there are characters – in this case the characters could even be proteins

Next there is a story about something that happens to the characters

Finally there is a “moral” or something we will always remember from the story

Work with the groups to develop each element of their play/skit. Next have the groups write the dialogue or the words the characters say or act. Ask each group to select actors to portray the characters they have created for their play. Ask each group to perform their play for the class.

Please refer to Kindergarten and Grades 1-2 Lesson #2 for samples of a story and skits/play script.

Lesson #3 – Muscle Man (Science and art)

The primary function of proteins is to build strong muscles. Our muscles hold our body together and make our body move and work. There are 650 muscles in the human body. It takes 17 muscles to make a smile and 43 muscles to make a frown!

Materials:

Pencils & paper

Lesson:

Ask each child to draw themselves including specific muscles on their body. For example, they should draw their leg muscles and arm muscles.

Ask the class to guess which muscles are the biggest in our body? (thigh) Ask why they think these leg muscles are so big?

Note that animals have these same muscle groups. The meat from animals that we eat is actually their muscle tissue. A chicken drumstick is the chicken's calf muscle. A pot roast is a cow's upper shoulder muscle.

Lesson #4 – Protein Pit Stop (physical activity)(Support Materials)

The Protein Foods Group (health & art)

Lesson #1:

Materials:

Food Guide Pyramid poster
Pencils, blank paper

Lesson:

Using the Food Guide Pyramid poster, ask students to name the protein foods pictured
Ask students how many servings of protein food they should eat daily
Ask students to name their favorite protein food
Ask students to name a protein food that they could eat with breakfast
Ask students to name a protein food that they could eat with lunch
Ask students to name a protein food that they could eat with dinner
Ask students to name a protein food that they could eat as a snack
Ask students to name a protein food that they have never eaten before

Plant vs. animal protein

Ask students to name the protein foods that come from animals
Ask students to name the protein foods that come from plants

Lesson #2 – Protein Play or Skit (language)

Materials:

Chalk board, chalk
Pencils & paper

Lesson:

Divide the class into groups of 3-5 students. The class will work in groups to write a play or skit about protein foods. Explain that a play or skit has several elements:

First there are characters – in this case the characters could even be proteins
Next there is a story about something that happens to the characters
Finally there is a “moral” or something we will always remember from the story

Work with the groups to develop each element of their play/skit. Next have the groups write the dialogue or the words the characters say or act. Ask each group to select actors to portray the characters they have created for their play. Ask each group to perform their play for the class.

Please refer to Kindergarten and Grades 1-2 Lesson #2 for samples of a story and skits/play script. Students in grades 5-6 are probably too cool for these stories! So you don't have to read these to them!!

Lesson #3 – Muscle Man (Science and art)

The primary function of proteins is to build strong muscles. Our muscles hold our body together and make our body move and work. There are 650 muscles in the human body. It takes 17 muscles to make a smile and 43 muscles to make a frown!

Materials:

Computers or encyclopedias

Lesson:

Using internet resources or encyclopedias, have students identify the major muscle groups of the body – eg leg, arm, back. Ask each child to draw a body and label each major muscle group. (Note that animals have these same muscle groups. The meat from animals that we eat is actually their muscle tissue. A chicken drumstick is the chicken's calf muscle. A pot roast is a cow's upper shoulder muscle.)

Ask children to list exercises that might strengthen each of the muscle groups. For example, riding a bicycle, dancing ballet or running will strengthen thigh and calf muscles. Ask them which muscle groups they regularly exercise and how. For example, a child who plays tennis uses upper back and arm muscles.

Encourage them to learn exercises that will use muscle groups that they do not normally strengthen during their regular activities. For example, the child who roller skates develops thigh and calf muscles but needs to also develop chest, back and arm muscles. Sports like basketball or baseball use all muscle groups. Encourage each child to join in sports everyday.

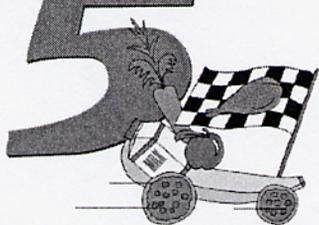
Lesson #4 – Protein Pit Stop (physical activity)(Support Materials)

SUPPORT MATERIALS

Week #4

Protein Pit Stop

FUEL UP with



New Jersey School Lunch Program
Race to Good Nutrition



Dear Parent,

This week in the NJ Race to Good Nutrition we are focusing on the Protein Foods Group. Foods in this group include meat, eggs, poultry, fish and plant sources of protein such as beans and tofu. Proteins are the building blocks of our body. They form our muscles that hold our body parts together and give them motion and function.

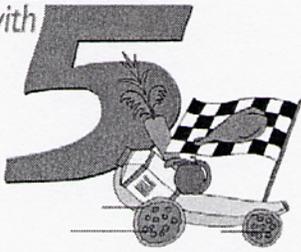
Protein foods are sometimes high in fat. To reduce fat in our diets, it is important to select lean cuts of meat, to trim all visible fat from meats before cooking and to use cooking methods that do not add fats. For example, it is better to broil or bake meat than to fry it.

The School Lunch Meal always contains one serving of a protein food. It is important for your child to eat all five food groups offered in the school lunch meal. Encourage them to taste everything and to make sure that they eat all five food groups.

This week's prize in the Race to Good Nutrition is a Pencil printed with the words "Take a Protein Pit Stop." Encourage your child to win the race this week by eating all five food groups everyday.

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Race to Good Nutrition



This week's recipe uses Tofu. Tofu is protein from plant rather than animal sources. It is a curd made from soybeans. Tofu is very common in Asian dishes. It can also be used as a substitute for meat or eggs in many recipes.

Most animal protein foods contain fat, including saturated fats. Tofu is fat free. If after you try this recipe, you are not convinced that you love Tofu, at least give it a try as a substitute for PART of the meat in mixed dishes. For example, replace part of the hamburger in any dish such as meat loaf, Italian meat sauce or chili beans with tofu. Tofu has very little flavor of its own and will absorb flavors of the other ingredients. Substituting tofu will reduce the fat in the recipe without lowering the protein.

FOOL the FAMILY EGG SALAD

- 1 lb firm tofu
- 1/4c low-fat mayonnaise
- 2 tbsp dijon mustard
- 1 tbsp chopped sweet pickle
- 1/4c minced celery
- dash tumeric
- dash pepper

Drain the tofu and simmer for 2-3 min. Drain again and press out water, cool. Crumble the tofu into a bowl and add the remaining ingredients. Chill at least 1 hour. Spread on hearty whole wheat bread, top with a leaf of lettuce and enjoy this cholesterol free salad sandwich.