

growing up
HEALTHY
Wellness Programs for kids

Teachers Guide:

**Growing Up Food Smart with a
Healthy Plate!**



healthy
for **LIFE**™

aramark 

Growing Up **FOOD SMART** with a **Healthy Plate!**

Program Theme & Educational Focus

- Children learn the basics of how to build a healthy plate.
- Educational focus on USDA MYPLATE FOR KIDS basics for healthy living.
- Children play the G.U.H. *Build a Healthy Plate Game* and build their own healthy plates.
- Each program includes three mini-educational modules (1. A teacher led learning session; 2. A class engagement activity; and 3. A Healthy Bites – taste & talk session)

One leader can lead all three mini-modules. However, if possible, it works even better to have different people lead different mini modules ; if there are two teachers/leaders available - have one do the 1st and 3rd mini-modules and the other do the second; if there are 3 co-teachers available - have each do one of the mini-modules.

Step-by-Step Leader Guide – TEACHER LED LEARNING SESSION (~10 minutes)

Introductions (~2 minutes)

- **Do:** Introduce yourself (*if new to the class*); tell who you are and what you do.
Say (Example): *Hi, my name is Jenifer. I'm a dietitian which means my job is to help people learn how to live healthier lives and to eat foods that will make them healthy. I work for ARAMARK at Children's Hospital...*
- **Do:** Share some personal information about yourself.
Say (Example): *I'm a mom and I have two boys at home that LOVE to eat. One of them loves pizza and the other loves corn on the cob in the summer. My favorite foods are.....*
- **Do:** Tell the class what they're going to be doing today.
Say (Example): *Today we're going to be learning how to be "Food Smart". People who are smart about food know which foods are good for them and which foods are special treats that they shouldn't eat too much of. We want you all to be "food smart" so you can grow up healthy and strong!*

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Step-by-Step Leader Guide – TEACHER LED LEARNING SESSION (cont.)

Class Warm-Up/ Ice-Breaker

“Favorite Foods” (~3 minutes)

- **Do:** Get 4-5 children to tell the class what their favorite food is. As individual children share their favorites, ask all the children to participate by raising their hands if they also like the favorite food mentioned.
Say (Example): I'd like to get started by taking a few minutes to learn a little about you. OK...if any of you have a favorite food please raise your hand. If I call on you, please tell me your name and your favorite food.
- **Do:** Each time you call on a child write their favorite food down on the board and ask how many other children also love that food.

Growing up Healthy Educational “Poster Session”

(side one
~3 minutes)

- **Do:** Transition to a teacher led educational session by uncovering the front of the main Poster (which should be positioned nearby on a ledge or easel).
Say: We are going to learn how to eat healthy throughout the day with My Plate, which is shown on this poster. The MyPlate is a picture that is designed to help remind us to all eat healthier with colors representing each food group. (Have children read out all 5- one by one as you point to them- and ask for examples of each as they go)

Raise your hand if you have examples of foods in each group. (call on 3-4 children for each food group) [**EXAMPLE: name foods from grains, fruits, vegetables, dairy, protein**]

The MyPlate is really important yet super simple in showing us how much of each food group we need. By using MyPlate, we can make healthy food choices at school and at home!

Eating foods from all five food groups and being active throughout the day can help us stay healthy and grow strong!

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Step-by-Step Leader Guide – TEACHER LED LEARNING SESSION (cont.)

Growing up Healthy Educational “Poster Session”

(side two
~5-8 minutes)

- **Do: (Continued)** Talk to the children about food examples under the basics of the MYPLATE. Ask questions as you go along to involve them and to share examples.

Say (Example): 1. The first thing about MYPLATE is that half the plate is filled with fruits and vegetables, with more vegetables needed than fruits. (Does anyone here know why it's so important to eat lots of fruits and vegetables? (ask or talk about reasons like lots of vitamins and healthy fiber and other healthy things while being low in calories and fat so you can stay healthy)

2. The second thing you may notice about MYPLATE is the GRAINS. Grains are things like sandwich bread and rice and rolls. (What color is this piece of the plate with the grains on it? That's right it's brown because the nutrition experts have found out that whole grains are better for you and whole grains are usually brown.)

We're all supposed to make at least half of the bread and rice and other grains we eat “whole grains”.

3. The third thing about the plate that we should notice is the protein (that means meat and chicken and fish and beans)

We all need protein to grow up big and strong, but we want to make sure our plates have lots of fruits and vegetables and not just meats.

4. O.K., now who can tell me what I missed so far? That's right, I missed the DAIRY! Does anyone know what foods are dairy foods?

Right; and who knows why dairy foods are good for you (Ask or share – Calcium, vitamins and minerals to help you grow strong bones and teeth)

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Step-by-Step Leader Guide – TEACHER LED LEARNING SESSION (cont.)

Teacher Resource

(Material for teacher to read before class)

- **Do:** For your own personal background information, spend a few minutes reviewing the basics of MYPLATE (below) from the USDA's Choosemyplate.gov web site. No need to go into detail with the class, but this information should help in answering basic questions that may come up.

Vegetables	Fruits	Grains	Dairy	Protein Foods
<p>Eat more red, orange, and dark-green veggies like tomatoes, sweet potatoes, and broccoli in main dishes.</p> <p>Add beans or peas to salads (kidney or chickpeas), soups (split peas or lentils), and side dishes (pinto or baked beans), or serve as a main dish.</p> <p>Fresh, frozen, and canned vegetables all count. Choose "reduced sodium" or "no-salt-added" canned veggies.</p>	<p>Use fruits as snacks, salads, and desserts. At breakfast, top your cereal with bananas or strawberries; add blueberries to pancakes.</p> <p>Buy fruits that are dried, frozen, and canned (in water or 100% juice), as well as fresh fruits.</p> <p>Select 100% fruit juice when choosing juices.</p>	<p>Substitute whole-grain choices for refined-grain breads, bagels, rolls, breakfast cereals, crackers, rice, and pasta.</p> <p>Check the ingredients list on product labels for the words "whole" or "whole grain" before the grain ingredient name.</p> <p>Choose products that name a whole grain first on the ingredients list.</p>	<p>Choose skim (fat-free) or 1% (low-fat) milk. They have the same amount of calcium and other essential nutrients as whole milk, but less fat and calories.</p> <p>Top fruit salads and baked potatoes with low-fat yogurt.</p> <p>If you are lactose intolerant, try lactose-free milk or fortified soymilk (soy beverage).</p>	<p>Eat a variety of foods from the protein food group each week, such as seafood, beans and peas, and nuts as well as lean meats, poultry, and eggs.</p> <p>Twice a week, make seafood the protein on your plate.</p> <p>Choose lean meats and ground beef that are at least 90% lean.</p> <p>Trim or drain fat from meat and remove skin from poultry to cut fat and calories.</p>
<p>For a 2,000-calorie daily food plan, you need the amounts below from each food group. To find amounts personalized for you, go to ChooseMyPlate.gov.</p>				
<p>Eat 2½ cups every day</p> <p>What counts as a cup? 1 cup of raw or cooked vegetables or vegetable juice; 2 cups of leafy salad greens</p>	<p>Eat 2 cups every day</p> <p>What counts as a cup? 1 cup of raw or cooked fruit or 100% fruit juice; ½ cup dried fruit</p>	<p>Eat 6 ounces every day</p> <p>What counts as an ounce? 1 slice of bread; ½ cup of cooked rice, cereal, or pasta; 1 ounce of ready-to-eat cereal</p>	<p>Get 3 cups every day</p> <p>What counts as a cup? 1 cup of milk, yogurt, or fortified soymilk; 1½ ounces natural or 2 ounces processed cheese</p>	<p>Eat 5½ ounces every day</p> <p>What counts as an ounce? 1 ounce of lean meat, poultry, or fish; 1 egg; 1 Tbsp peanut butter; ½ ounce nuts or seeds; ¼ cup beans or peas</p>

Growing Up **FOOD SMART** with a **Healthy Plate!**

CLASS ENGAGEMENT ACTIVITY (~10 minutes)

Activity Overview:

HEALTHY PLATE - FOOD SMARTS ACTIVITY

- A class engagement activity to give children the opportunity to think about what belongs on a healthy plate.

Material Needed:

- “Create MY-OWN MyPlate” coloring page (1-blank for each child)
- New package of crayons for each child (provided by ARAMARK program leader)
- FOOD SMART Game Flash Cards/Pages

Step-by-Step Leader Guide – CLASS ENGAGEMENT ACTIVITY (~10 minutes)

FOOD SMART GAME (~5 minutes)

- **Do:** Tell children about the activity they are going to participate in.

Say: O.K., now we’re going to have a little fun together and play the “Healthy Plate – Food Smarts” game. And after the game you’re each going to have the chance to create your own healthy “MyPlate”.

• **Do:** Describe how the “Healthy Plate – Food Smart Game” works.

Say: Here’s how it works: When I hold up a picture, I’m going to ask you if you think the food in the picture belongs on a “Healthy MyPlate”.

If you think it belongs on a “Healthy MyPlate” you give me the “thumbs-up” (like this!), if you think it doesn’t belong on a “Healthy MyPlate” you fold your arms (like this!). O.K., let’s start (show pictures and have fun with children’s reactions).

IMPORTANT NOTE: This is a great opportunity to reinforce that treats are fun and perfectly fine to enjoy every once and a while—but that healthy foods should fill up most of our plates, not treats.

- **Do:** When you’re finished ask the children if anyone got all of them correct?... some of them?congratulate all!

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Step-by-Step Leader Guide – CLASS ENGAGEMENT ACTIVITY (continued)

Create Your Own MyPlate Activity (~5 minutes)

- **Do:** Give each child an opportunity to create their own healthy MyPlate.

Say: O.K. Now we're all going to have the chance to create our own healthy MyPlate.

We're going to pass around blank plates and you all get to draw what healthy foods you would like to see on your own special plate (if you'd like to draw the foods that's great; you can also write the names of the healthy foods you'd like to see on the plate if you want)

We'll have about 5-10 minutes, but don't worry if you need more time you can take your crayons and your MyPlate project with you.

Just remember to try to create your own personal "Healthy MyPlate" with the healthy foods that you would like to eat using the MyPlate picture as a guide.

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HEALTHY BITES – TASTE AND TALK SESSION (~10 minutes)

Activity Overview:

HEALTHY BITES - MyPlate (Taste & Talk)

- An interactive healthy food experience.
- Children get an opportunity to taste healthy breakfast foods and talk about what they like or dislike.
- Chef's or Dietitians serve different types of breakfast foods; Children get to try samples and see which ones they like best.
- Two options to execute for the Taste & Talk portion depending on operational abilities of the facility.

Option 1: Sample Foods from 1 Food Group (Material Needed):

- **3-4 different types of individually packaged whole grain granola bars.** (Look for bars that list whole grain as number one or two on the ingredients list and contain no more than around 10-12 grams of sugar per serving.) **OR 3-4 different kinds of fruits & vegetables** (apple, banana, grapes, carrots, broccoli, cucumber) * Can either serve the entire single sized package or portion into soufflé cups; wash all produce prior to serving
- 3-4 large serving trays
- Serving gloves
- Napkins or soufflé cups

Option 2: Sample 3 MyPlate Food Groups (Material Needed):

- **1 type of individually packaged low fat string cheese or cheese cube**
- **1 type of individually packaged whole grain cracker.** (Look for crackers that list whole grain as number one or two on the ingredients list and contain no more than around 10-12 grams of sugar per serving.) * Can either serve the entire individually packaged crackers in tact or portion onto napkins
- **1 type of easily sliced/peeled fruit** (apple, banana, orange, strawberries) or individually packaged fruit * Wash and slice all fruits prior to serving
- Small napkins & serving spoons
- 2-3 serving trays
- Display container such as a large punch bowl filled with ice to hold the cheese

8 Serving gloves

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Step-by-Step Leader Guide – HEALTHY BITES – Healthy Plate (~10 minutes)

Healthy Bites Taste & Talk (~ 10 minutes)

Option 1: Sample Foods from 1 Food Group:

- **Do:**
 - Place the different types of granola bars either individually wrapped or portioned onto napkins **OR** place the different fruits and vegetables portioned into soufflé cups on a serving tray in different tasting stations.
- **Say:** *O.K., now get to try some whole grain granola bars **OR** some different kinds of fruits and vegetables. Can anyone tell me which food group they are a part of?*
- **Do:** Ask the children which ones they like while they taste, encourage them to talk amongst themselves and say what they think.

Option 2: Sample 3 MyPlate Food Groups:

- **Do:**
 - Place crackers either individually wrapped or portioned onto napkins, as well as fruit and cheese samples making different tasting stations.
- **Say:** *O.K., now get to try some whole grain crackers, cheese and fruit. Can anyone tell me which food group the crackers are a part of? (wait for response) Good! Can anyone tell me which food group this _____ (insert fruit name) is part of? (wait for response) Great! And last, can anyone tell me which food group this cheese is from? (wait for response) Awesome job everyone!*
- **Do:** Ask the children which healthy MyPlate food they like best while they taste, encourage them to talk amongst themselves and say what they think.

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Program Wrap-up – AWARDING GROWING UP HEALTHY CERTIFICATES

Summary

- Provide each child with a Growing Up Healthy Program Certificate

Material Needed:

- Printed program certificate for each child

Step-by-Step Leader Guide – AWARDING “GRADUATION” CERTIFICATES

- **Do:** Award certificates to all the children

***Say:** You’ve all done such a great job. If you can all line up on your way out the door, I’d like to award you all with a certificate that says that you’ve successfully completed your first GROWING UP HEALTHY Program.*

- **Do:** If the individual location decides to provide an appropriate take home gift or prize it would be distributed with the certificates.

***Say:** Thank you all so much; I really enjoyed our time together and I hope you all make your plates super healthy!*