

Learning Module One: Introduction, MyPlate and Dietary Guidelines for Americans

Objectives of Module One Lessons:

Children will be able to:

1. Describe how healthy eating and physical activity makes their bodies strong
2. Tell when they are hungry or full when eating
3. Identify the five food groups from MyPlate
4. Describe when and how to wash their hands

Lesson 1: Introduction to the Tool Box and Healthy Eating

Children will:

1. Consider how food choices affect people through the day
2. Compare food choices a character makes in a story
3. Suggest changes a book's character could make for better food choices
4. Analyze their family's eating habits. Consider ways they can help with their family meals.

Lesson 2: Hunger and Satiety

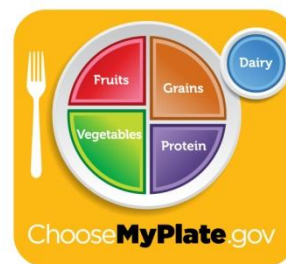
Children will:

1. Think about portion size
2. Explore the concepts of hunger and fullness
3. Pause during snack time to decide what is an appropriate amount of food for them
4. Think about choosing fruit or vegetables when they are feeling hungry

Lesson 3: Dietary Guidelines and MyPlate

Children will:

1. Name the five *MyPlate* food groups and be able to identify foods within each group.
2. Describe the importance of eating foods from all five food groups.



Lesson 4: Food Safety

Children will:

1. Participate in a hand-washing activity.
2. Understand when they need to wash their hands.
3. Recognize the correct way to cover a cough or sneeze.

Module One Resources:

1. Happy Healthy Monsters video: <http://www.youtube.com/watch?v=yspXB2PAJ2c>
2. *Read for Health* curriculum, University of Maryland Extension. Lesson 9: Making Healthy Snack Choices. <https://eatsmart.umd.edu/resources/curricula/read-for-health>
3. Kostenko, Jane. Who Needs to Eat Right? University of Maryland Cooperative Extension Food Supplement Nutrition Education.
4. Sesame Workshop. Healthy Habits for Life Child Care Resource Kit. 2007. Section 2, Chapter 3: What My Body Tells Me.
http://cdn.sesamestreet.org/sites/default/files/media_folders/Images/healthy%20habits%20kit%202.pdf
5. USDA Team Nutrition. *Discover MyPlate* curriculum. 2014.
<http://www.fns.usda.gov/tn/discover-myplate>
6. Florida Department of Health. *Why We Wash Our Hands*, pages 171-185.
http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/nutrition/_documents/lesson-plans/lesson12.pdf
7. Verdick, Elizabeth. Germs Are Not for Sharing. Minnesota: Free Spirit Publishing, Inc. 2006.

Learning Module One:**Introduction, MyPlate and Dietary Guidelines for Americans****Objectives of Module One:****Children will be able to:**

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Lesson 1: Introduction to the Tool Box and Healthy Eating**Children will:**

1. Consider how food choices affect us through the day
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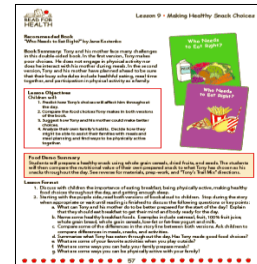
**Preparation 3 - 7 days
Before Teaching:**

1. Read through the lesson outline.
2. Purchase, copy, and gather all supplies & materials needed.
3. Adjust the activities or instructions based on the needs and abilities of the children in your classroom.
4. If using multimedia resources, test volume and internet connection prior to lesson to make sure they work.

Teacher:

1. Introduce the children to the tool box by explaining that they will be learning about being healthy by eating good foods and being physically active. Each week they will talk about food and physical activity, read books, help prepare foods and snacks, and taste test, along with playing games, dancing, and doing other activities that get their bodies moving in a healthy way.
2. **Multimedia Resource:** *Use if you have internet access through a computer, tablet, etc. Playing the audio only will work well, too. If no internet access, proceed to #3.*
 - a. Happy Healthy Monsters clip (3 minutes) - This is a short video of some of the Sesame Street characters talking about being healthy. The characters call themselves the Happy Healthy Monsters! Eating healthy foods and being active are two great ways to be healthy. One of these ways to be healthy is to have plenty of time to run, jump, and play games. This is a great way to make your heart and muscles strong. Tell the children that they will be doing some of the activities Grover and his friends are doing when the instructor tells them (from time markers 1:20 – 2:13). Ask the children to stand up and spread out so they will have plenty of room to move.
 - b. Play the video: <http://www.youtube.com/watch?v=yspXB2PAJ2c>, joining Grover in the activities. You can stop playing the video at 2:13 and continue the activities (marching, stepping side to side, etc.) for another minute or two, if desired.

- Follow Lesson 9 (Making Healthy Snack Choices, labeled page 57) from the University of MD Extension *Read for Health* Curriculum.
- Send parent handout from *Read for Health* Lesson 9 (page 59) home with each family.



Supplies Needed:

- Book: Who Needs to Eat Right? by Jane Kostenko
- Ingredients for “Tony’s Trail Mix:”
 - 14 oz box of “O” shaped cereal OR wheat or corn square shaped cereal
 - 16 oz box of mini fish-shaped crackers OR mini pretzels
 - 7 oz jar of lightly salted sunflower kernels (no shells). These are **not** nuts & should be safe for kids with allergies.
 - Optional:* 6 oz dried cranberries OR 15 oz box of raisins. These are more challenging to scoop, so may be too difficult for younger children.
- For each table/group of children:
 - Large plastic mixing bowl
 - Measuring cups and spoons
 - Serving spoon
- Sandwich baggies
- Copies of parent handout from *Read for Health* Lesson 9 (page 59) for each child.



Parent Connection:

- Send home parent newsletter from *Read for Health* Lesson 9, page 59.



Resources:

- Happy Healthy Monsters video: <http://www.youtube.com/watch?v=yspXB2PAJ2c>
- Read for Health* curriculum, University of Maryland Extension. Lesson 9: Making Healthy Snack Choices. <https://eatsmart.umd.edu/resources/curricula/read-for-health>

Recommended Book

"Who Needs to Eat Right?" by Jane Kostenko

Book Summary: Tony and his mother face many challenges in this double-sided book. In the first version, Tony makes poor choices. He does not engage in physical activity nor does he interact with his mother during meals. In the second version, Tony and his mother have planned ahead to be sure that their busy schedules include healthful eating, meal time together, and participation in physical activity as a family.

Lesson Objectives

Children will:

1. Predict how Tony's choices will affect him throughout the day.
2. Compare the food choices Tony makes in both versions of the book.
3. Suggest how Tony and his mother could make better choices.
4. Analyze their own family's habits. Decide how they might be able to assist their families with meals and meal planning and find ways to be physically active together.



Food Demo Summary

Students will prepare a healthy snack using whole grain cereals, dried fruits, and seeds. The students will then compare the nutritional value of their own prepared snack to what Tony has chosen as his snacks throughout the day. See reverse for materials, prep-work, and "Tony's Trail Mix" directions.

Lesson Format

1. Discuss with children the importance of eating breakfast, being physically active, making healthy food choices throughout the day, and getting enough sleep.
2. Starting with the purple side, read both versions of book aloud to children. Stop during the story when appropriate or wait until reading is finished to discuss the following questions or key points:
 - a. What can Tony and his mother do to be better prepared for the start of the day? Explain that they should eat breakfast to get their mind and body ready for the day.
 - b. Name some healthy breakfast foods. Examples include oatmeal, fruit, 100% fruit juice, whole grain bread, whole grain cereals, low-fat or fat-free yogurt and milk.
 - c. Compare some of the differences in the story line between both versions. Ask children to compare differences in meals, snacks, and activities.
 - d. Summarize what Tony has eaten throughout the day. Has Tony made good food choices?
 - e. What are some of your favorite activities when you play outside?
 - f. What are some ways you can help your family prepare meals?
 - g. What are some ways you can be physically active with your family?

3. For older children: Discuss the nutritional differences between sodas (no nutritional value), water (no calories, important for bodily functions), 100% fruit or vegetable juices (serving of fruit or vegetable), and fat-free or low-fat milk (serving of dairy, and important source of calcium and vitamin D to help our bones grow).
4. Make “Tony’s Trail Mix” following the directions on the back of this page. This may be a good opportunity to discuss several math concepts including measuring, fractions, and sequencing (See “Measuring Made Easy Chart” in Materials Appendix).
5. As children taste, discuss the food group each ingredient is from to make this snack (grains, fruits, protein foods). Compare this healthy snack choice to some of the unhealthy choices Tony made.

Materials

- Recommended Book
- “Tony’s Trail Mix” supplies:
 - Large plastic mixing bowl
 - Measuring cups
 - Measuring spoons
 - Large serving spoon
 - Sandwich baggies
 - Ingredients for trail mix
- Supplies for an optional reinforcement activity selected from the Activities Appendix.

Estimated Time:

- * Completing pre-work: 45 minutes
- * Completing lesson: 45 minutes
- * Completing reinforcement activity: 30 minutes

Prep-Work

Gather and assemble all supplies.

Tony’s Trail Mix

Makes 20 sample-size (approximately ½ cup) portions

Ingredients

Pick one from each line below:

- 14-ounce box of “O”-shaped cereal, or corn/wheat square cereal, or low-fat granola
- 16-ounce box of mini fish-shaped crackers or 16-ounce bag of mini pretzel twists
- 7-ounce jar of lightly salted sunflower kernels or 2 2-ounce roasted pumpkin seeds
- 15-ounce box of raisins or currants or 6-ounce bag of dried cranberries, or any other dried fruit

Directions

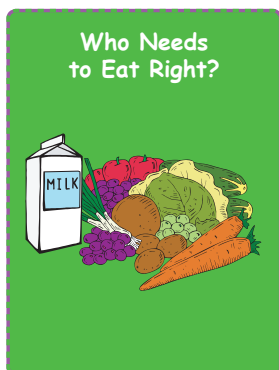
1. Divide the class into three groups.
2. Have each group prepare a bowl of “Tony’s Trail Mix”. Students will measure out and empty into large bowl: one cup of cereal; one cup of crackers/pretzels; one-third cup of nuts/seeds; and one-quarter cup of dried fruit.
3. Using a half-cup measuring cup, scoop a serving of the mixture into individual zippered plastic baggies.



READ FOR HEALTH

Who Needs to Eat Right?

Your child read a double-sided book about a young boy and his mother who struggle to make healthy choices during their day. In “Who Needs to Eat Right?”, we first read as Tony made unhealthy choices. He skipped breakfast, ate cookies, chips and candy all day, and was not active. In the second story, we read as Tony and his mother improved their food choices and were more physically active throughout the day.



Did You Know?

Eating breakfast will help your child in school! Whether children eat breakfast at home or school, they need to have a healthy meal to start the day.

Below are some quick one-minute breakfast ideas:

- Whole grain cereals with fat-free or low-fat milk. Slice a banana for the top!
- Low-fat yogurt topped with granola.
- Whole grain bread with peanut butter.
- Instant oatmeal topped with dried cranberries.
- 100% fruit juice and low-fat or fat-free milk make great drinks for breakfast!



Tips on Helping Your Child Make Healthy Choices

- If your child eats breakfast and lunch at school, talk with them about what they are selecting to eat. Read the school menu with your child and help them select healthy choices.
- Encourage your child to drink plenty of water throughout the day.
- Limit screen time to less than 1-2 hours per day. Screen time is time spent in front of a computer, a video game, and the TV.
- Talk to your child about physical activities they enjoy and spend time together doing their favorite!
- Be sure your child is getting enough sleep each night. Experts estimate that 3 to 5 year-olds need 11-13 hours of sleep, and children 6 to 12 need approximately 10-11 hours of sleep.

Take Action!

Try doing these activities with your child. See how many you can check off this week!

- ☐ Go for a family walk around the neighborhood after dinner.
- ☐ Pick out a healthy item from the school lunch menu.
- ☐ Involve your children in preparing meals. Even young children can help with simple tasks.
- ☐ To make time for breakfast in the morning, have children choose their clothes for the next day before they go to bed.
- ☐ Talk with your child's teacher about healthy food choices for parties and special events.

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Lesson 2: Hunger and Satiety

Children will:

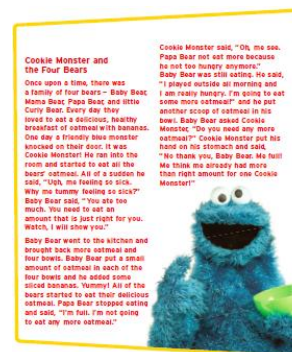
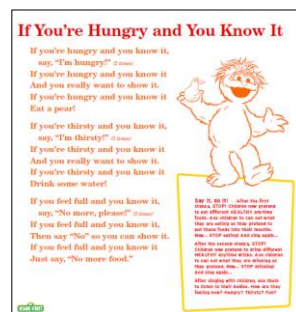
1. Think about portion size
2. Explore the concepts of hunger and fullness
3. Pause during snack time to decide what is an appropriate amount of food for them
4. Think about choosing fruit or vegetables when they are feeling hungry

Teacher:

1. Sing the song “If You’re Hungry and You Know It” (page 60) with the children.
2. Discuss with the children how their tummies are feeling, how their tummies feel when they are hungry, and how it feels when full.
3. Read the story *Cookie Monster and the Four Bears* in Sesame Workshop’s *Healthy Habits for Life* Section 2, Chapter 3: What my Body Tells Me (page 63)

Preparation 3 - 7 days
Before Teaching:

1. Read through the lesson outline.
2. Purchase, copy, and gather all supplies & materials needed.
3. Adjust the activities or instructions based on the needs and abilities of the children in your classroom.
4. If using multimedia resources, test volume and internet connection prior to lesson to make sure they work.



4. Conduct the activity “Hungry- Full Meter (pages 64 and 65)

5. Send home the family newsletter with the children (pages 67 - 68)

Parent Connection:

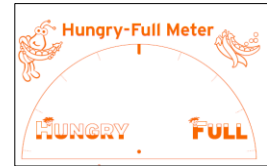
Send home the family newsletter with the children (pages 67 and 68).

Supplies Needed:

1. Copies of Hungry- Full Meter for each child
2. Small brads for each Hungry- Full Meter
3. Copies of “Healthy Habits for Life Family Newsletter” (pages 67 and 68)

Resources:

1. Sesame Workshop. Healthy Habits for Life Child Care Resource Kit. 2007. Section 2: Food and Drink to Grow On, Chapter 3: What My Body Tells Me.
http://cdn.sesamestreet.org/sites/default/files/media_folders/Images/healthy%20habits%20kit%202_.pdf



Group Song

If You're Hungry and You Know It

If you're hungry and you know it,
say, "I'm hungry!" (2 times)

If you're hungry and you know it
And you really want to show it.
If you're hungry and you know it
Eat a pear!

If you're thirsty and you know it,
say, "I'm thirsty!" (2 times)

If you're thirsty and you know it
And you really want to show it.
If you're thirsty and you know it
Drink some water!

If you feel full and you know it,
say, "No more, please!" (2 times)
If you feel full and you know it,
Then say "No" so you can show it.
If you feel full and you know it
Just say, "No more food."



Say it, do it! < After the first stanza, STOP! Children now pretend to eat different HEALTHY anytime foods. Ask children to call out what they are eating as they pretend to put these foods into their mouths. Now... STOP eating! And sing again...

After the second stanza, STOP! Children now pretend to drink different HEALTHY anytime drinks. Ask children to call out what they are drinking as they pretend. Now... STOP drinking! And sing again...

After singing with children, ask them to listen to their bodies. How are they feeling now? Hungry? Thirsty? Full?



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Cookie Monster and the Four Bears

Once upon a time, there was a family of four bears – Baby Bear, Mama Bear, Papa Bear, and little Curly Bear. Every day they loved to eat a delicious, healthy breakfast of oatmeal with bananas. One day a friendly blue monster knocked on their door. It was Cookie Monster! He ran into the room and started to eat all the bears' oatmeal. All of a sudden he said, "Ugh, me feeling so sick. Why me tummy feeling so sick?" Baby Bear said, "You ate too much. You need to eat an amount that is just right for you. Watch, I will show you."

Baby Bear went to the kitchen and brought back more oatmeal and four bowls. Baby Bear put a small amount of oatmeal in each of the four bowls and he added some sliced bananas. Yummy! All of the bears started to eat their delicious oatmeal. Papa Bear stopped eating and said, "I'm full. I'm not going to eat any more oatmeal."

Cookie Monster said, "Oh, me see. Papa Bear not eat more because he not too hungry anymore."

Baby Bear was still eating. He said, "I played outside all morning and I am really hungry. I'm going to eat some more oatmeal!" and he put another scoop of oatmeal in his bowl. Baby Bear asked Cookie Monster, "Do you need any more oatmeal?" Cookie Monster put his hand on his stomach and said, "No thank you, Baby Bear. Me full! Me think me already had more than right amount for one Cookie Monster!"



Activity

Hungry-Full Meter

Sometimes it can be helpful for children (and adults!) to have a visual reminder that says “stop and listen to your body. How are you feeling?” Remember: You can let children decide how much to eat. Eat slowly together and enjoy the food.

* Try This!

Use the meter during lunch time as well.

When children go home for the day, encourage them to take their meters home.

They can show their families how they remind themselves to check if they are hungry or full when they are eating.

(Children can explain to families how they use the Hungry-Full Meter in your program.)

Children will:

- < Think about when they feel hungry and full
- < Pause during snack time to decide what is an appropriate amount of food for them

Materials:

- < Hungry-Full Meter (copy page 65, one per child; cut and assemble with brass brads or use plastic spoons as arrows)

As you start snack time, ask children:

How hungry are you? Think about how you are feeling right now. You may be feeling hungry because it's been a long time since you ate breakfast. Or, you may still be full from a big breakfast.

Activity:

1. As you are eating snack, pause and get the whole group's attention. Show them how you are using your Hungry-Full Meter.
2. Say, for instance, “I've had two crackers and three apple slices. How do I feel now? I think I'm still a little bit hungry.” Move the arrow, and then have a bite. “Now I feel just right.” Move the arrow again. Point out that it's not a good idea to be on the marks below the words “hungry” and “full.” Tell children that the thick middle tick mark means “just right.”
3. Now give each child a meter. As they eat and drink, encourage them to pause and think. Are they still eating because they are still hungry? Or are they already full? They can then use the meter to express themselves.



Handout: Hungry-Full Meter (see page 64)



Cut out arrow and attach to Hungry-Full Meter with a brass brad. Or use a plastic spoon as an arrow.



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Hello, families!

We are focusing on how to tell when we are hungry or full.

In our program, children have been:

Exploring food groups, building balanced meals, and learning to eat just the right amount of healthy foods – not too little and not too much.

* Did You Know?

When children are urged to “clean their plates,” it can lead to overeating. Instead, serve preschoolers small portions of food. A child who’s still hungry can have a second small portion. This minimizes waste and encourages children to stop eating when they’re full.

Need a breakfast on the go?
Try these instead of doughnuts or toaster pastries:

Fruit and cream cheese sandwich:
Layer lowfat cream cheese and sliced fruit on whole-grain bread, 1/2 bagel, or English muffin.

Breakfast taco: Sprinkle shredded lowfat cheese on a whole-wheat tortilla. Microwave for 20 seconds and serve with a spoonful of salsa, if desired.

We’ve been doing activities to help children think about portion size, and children have built balanced meals together.

You can help at home! Every child has different food needs. It’s okay for a child to take only a little bit of food and then say he is full. However, it is not okay for him to then want to eat cake, or other sometime foods instead! By paying attention to your child’s cues and listening to him, you can make sure he’s eating the right amount. One way to think about this balance is that you provide the healthy choices, but your child can decide how much to eat.

Activity Ideas

< **Eating Healthy Foods Together** Whether you are serving your child or he is serving himself, start by putting small amounts of each food on the plate and letting him choose if and what to eat. When he finishes eating, ask, “Are you still hungry?” Giving him the chance to respond helps your child learn to make healthy choices. Encourage everyone at the table to mention how they are feeling: “Hmmm, I’m just a little bit hungry. I’ll have a couple more bites and then I’ll be finished.”

< **Explore Full and Empty** The next time your child is taking a bath or playing with sand, encourage her to explore filling and emptying small and big containers (e.g., pails, plastic measuring cups). Point out that our stomachs also can be empty or full.

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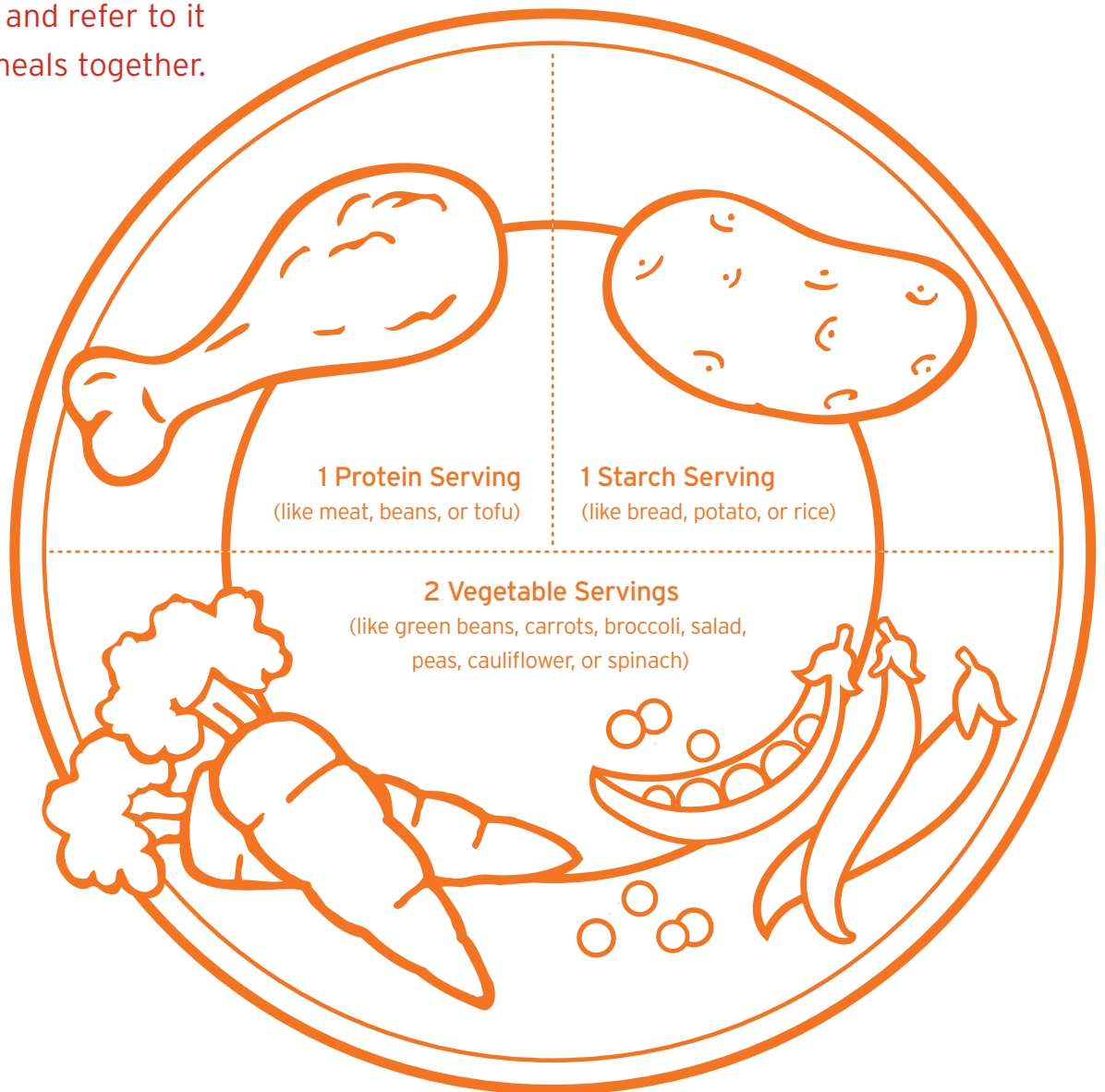
Family Handout

Building a Balanced Meal

You can help at home.

Use this picture of a plate to help remind your child how to build a delicious, nutritious, and colorful meal. Display it on the refrigerator and refer to it as you plan meals together.

Think of your plate divided into four equal sections. Use one of the top quarters for protein. Use the other top quarter for starch, preferably a whole grain. Then fill the bottom half with vegetables! None of the foods should overlap or be piled high. Dividing your plate like this can help you keep portion sizes under control, and it will also help you balance your meals.



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Lesson 3: Dietary Guidelines and MyPlate

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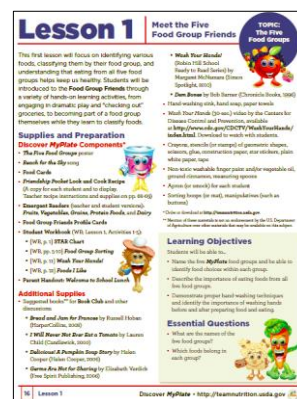
1. Name the five MyPlate food groups and be able to identify foods within each group
2. Describe the importance of eating foods from all five food groups.

**Preparation 3 - 7 days
Before Teaching:**

1. Read through the lesson outline.
2. Purchase, copy, and gather all supplies & materials needed.
3. Adjust the activities or instructions based on the needs and abilities of the children in your classroom.
4. If using multimedia resources, test volume and internet connection prior to lesson to make sure they work.

Teacher:

1. Follow identified portions of the *Discover MyPlate* lesson 1, pages 16-19 with the following change:
 - Use the provided MyPlate poster and set of food cards instead of the “Food Group Friends” poster and “Profile Cards.”
2. **Multimedia Resource:** Play the *Reach for the Sky* song.
 - If you have internet access through a computer, tablet, etc. in the class, you can play the song directly from this link: <http://www.fns.usda.gov/multimedia/kindergarten.mp3> .
 - If you do not have internet access in the classroom, download the mp3 file ahead of time and play the saved file during class.



3. Send the parent handout “The Five Food Groups” home with the children.

Parent Connection:

1. Send the parent handout “Five Food Groups” home with the children

Supplies Needed:

1. Copies of the parent handout “Five Food Groups”
2. Food cards
3. MyPlate Poster
4. Device to play *Reach for the Sky* song (mp3 file):

<http://www.fns.usda.gov/multimedia/kindergarten.mp3>

Resources:

1. USDA Team Nutrition. *Discover MyPlate: Nutrition Education* curriculum. 2014.

<http://www.fns.usda.gov/tn/discover-myplate>

USDA United States Department of Agriculture		
The Five Food Groups		
The following is an at-a-glance chart of foods that belong to each food group. It is not a complete list. For more information on each food group, visit http://www.choosemyplate.gov/food-groups/		
FOOD GROUP	FOODS IN THE FOOD GROUP	
FRUITS Any fruit or 100% fruit juice counts as part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried; and may be whole, cut-up, or pureed.	Apples Apricots Bananas Cherries Grapefruit Grapes Lemon fruit Mangoes Oranges Peaches Pears Pineapple Plums Raisins	BERRIES Blackberries Blueberries Raspberries Strawberries MELONS Cantaloupe Honeydew Watermelon
	VEGETABLES Any vegetable or 100% vegetable juice counts as a member of the vegetable group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; and may be whole, cut-up, or mashed. There are five vegetable subgroups: Beans and peas, Dark green, Red and orange, Starchy, and Other vegetables.	BEANS AND PEAS Black beans Black-eyed peas Chickpeas (garbanzo beans) Lentils Red beans Soy beans Split peas White beans DARK-GREEN VEGETABLES Bok choy Broccoli Collard greens Dark-green leaf lettuce Kale STARCHY VEGETABLES Corn Green peas Plantains Potatoes Taro OTHER VEGETABLES Asparagus Avocado Beets Cauliflower Celery Cucumber Eggplant Green beans

Lesson 1

Meet the Five Food Group Friends

TOPIC:
The Five Food Groups



This first lesson will focus on identifying various foods, classifying them by their food group, and understanding that eating from all five food groups helps keep us healthy. Students will be introduced to the **Food Group Friends** through a variety of hands-on learning activities, from engaging in dramatic play and “checking out” groceries, to becoming part of a food group themselves while they learn to classify foods.

Supplies and Preparation

Discover **MyPlate** Components*

- *The Five Food Groups* poster
- *Reach for the Sky* song
- Food Cards



Additional Supplies

- Suggested books** for **Book Club** and other discussions:
 - *Bread and Jam for Frances* by Russell Hoban (HarperCollins, 2008)
 - *I Will Never Not Ever Eat a Tomato* by Lauren Child (Candlewick, 2000)
 - *Delicious! A Pumpkin Soup Story* by Helen Cooper (Helen Cooper, 2006)
 - *Germs Are Not for Sharing* by Elizabeth Verdick (Free Spirit Publishing, 2006)



* Order or download at <http://teamnutrition.usda.gov>.

** Mention of these materials is not an endorsement by the U.S. Department of Agriculture over other materials that may be available on this subject.

Learning Objectives

Students will be able to...

- Name the five **MyPlate** food groups and be able to identify food choices within each group.
- Describe the importance of eating foods from all five food groups.
- Demonstrate proper hand-washing techniques and identify the importance of washing hands before and after preparing food and eating.

Essential Questions

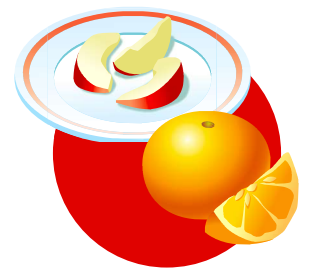
- What are the names of the five food groups?
- Which foods belong in each group?



Introduction

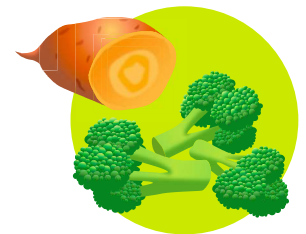
Warm Up Whole Group (20 minutes)

1. Display the poster **The Five Food Groups** where students can see it. Gather children on the carpet in a circle. Place two hoops or a sorting mat in the center of the circle, then empty a large container of buttons or another manipulative in front of you. Demonstrate how the objects can be sorted into the hoops by attribute (such as color, size, or shape). Give children a few minutes to sort the remaining objects. Have students put the sorting objects back into the bin, then return to their seats on the floor.
2. Explain that, just like sorting objects (e.g., buttons) by color, shape, or size, we also sort foods into food groups. Foods in the same food group are similar in some way.
3. Use the poster as a visual reference while you introduce the five food groups: Fruit Group, Vegetable Group, Grains Group, Protein Foods Group, and Dairy Group.
4. Spread out the **Food Cards** in the center of the circle. Ask students to name a food that they ate this week and choose it from the cards. Tape their cards on the board or to a flip chart.
5. Select two foods students chose from the Fruit Group — for example, an apple and an orange — and ask: *You named an apple and an orange. What food group do apples and oranges belong to?* Explain that fruits come from plants and can be many colors. They often taste sweet and are eaten as a snack or even for dessert. Fruits help our bodies stay healthy and grow. Ask students to name other fruits students mentioned. Review any that students missed. See **The Five Food Groups** handout (on pp. B1-3 of the **Discover MyPlate: Curriculum Training for Teachers**) for a list of foods found in each food group. (Available at: <http://www.fns.usda.gov/tn/resource-library>)



Try this for fun! Ask students to smile and point to their teeth and gums. Some fruits help our bodies heal cuts and scratches and help keep our teeth and gums healthy.

6. Continue to ask students what food groups their **Food Cards** belong to:
 - Ask: *What food group do broccoli and sweet potatoes belong to?* (Vegetable) As with fruits, there are many different colors of vegetables, such as green, orange, and red. Some vegetables, like carrots and broccoli, can be fun to crunch when they are raw. Ask: *Who likes to eat baby carrots, jicama, or cherry tomatoes with low-fat ranch dip for snack?*



Try this for fun! Ask students to put on their “night-vision goggles” (put hands in the shape of glasses) and identify what other foods from the Vegetable Group they recognize either on the **Food Cards** or the poster. Just like fruits, some vegetables provide our bodies with what we need (vitamins) to heal cuts and scratches. Some vegetables also have a vitamin that helps us have healthy eyes and skin and to see better in the dark!



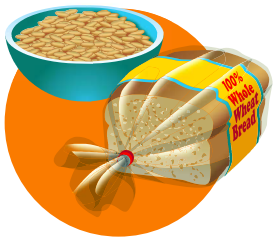
- Ask: *What food group do chicken and peanut butter belong to?* (Protein Foods) Foods in the Protein Foods Group all have protein (that's why they are called Protein Foods). Protein Foods can come from animals (like beef comes from cows, and ham comes from pigs). Some Protein Foods also come from plants, like beans, sunflower seeds, and nuts. Share some of the other foods students named from this group. Protein Foods help us build strong muscles. Muscles help our bodies move.

Try this for fun! Have students move parts of their bodies; for example, taking a deep breath, blinking their eyes, smiling, snapping their fingers, tapping their toes, marching in place, or flexing their biceps. Explain that all movements, small and large, require muscles.



- Ask: *What food group do milk and yogurt belong to?* (Dairy) Most dairy foods are made from milk — like cheese and yogurt. Usually milk comes from cows, but milk can come from sheep and goats, too. Some soymilks are also in the Dairy Group. Foods in the Dairy Group help us have strong bones and teeth. Inside our body is a skeleton, which is made up of all the bones in the body. It helps us stand up and protects our brain, lungs, heart, and other parts of our insides.

Try this for fun! Sing the “*Dry Bones*”^{*} song, starting with the toes and moving up the body to the head. For example, “The toe bone’s connected to the foot bone; the foot bone’s connected to the leg bone; the leg bone’s connected to the knee bone...”; and so on. Have students point to the corresponding bones as you sing.
^{*}*Dem Bones* by Bob Barner (Chronicle Books, 1996)



- Ask: *What food group do bread and rice belong to?* (Grains) Grains come from plants like rice, wheat, and oats. Wheat and some other grains are made into flour and used to make breads, crackers, and noodles. Foods in the Grains Group give the body many things it needs to be healthy. They provide our bodies with the energy we need to move and play!

Try this for fun! Have students check their pulse by placing their first and second fingers on the inside of their wrists and pressing gently. Explain that their pulse is a measure of how fast their heart is beating. Next, have them do 10 jumping jacks, then measure their pulse again. What do they notice? Is it faster? Explain that their heart is beating faster because their body uses more energy to do the jumping jacks than it does to sit still. The body needs more energy to move muscles. The more active you are, the more energy your body needs from food.

- 7.



Some foods do not belong to any of the five food groups, such as: candy, jelly, cream cheese, soda, butter, sugar, honey, and fruit punch. They have extra sugar or fat, but don't have what we need to be healthy. Some foods such as cookies and ice cream belong to a food group (Grains Group and Dairy Group, respectively), but are less healthy choices because they are high in solid fats and/or added sugars.

- 

Reach for the Sky

Song



Here's a little song about the five food groups
Fruits, veggies, protein foods, grains, and dairy!

The five food groups are what we need
Fruits, veggies, protein foods, grains, dairy
The five food groups are as cool as can be
So eat five food groups and sing with me!



Give a hoot (hoot hoot hoot) if you like fruit
Stomp your feet (stomp, stomp, stomp) and eat veggies
Sing my tune (ooh ooh ooh) for protein foods
Fly like a plane (vroooooom!) with some grains
Now add dairy, you've **got all five**
So come on everybody, **reach for the sky!**



The five food groups are what we need
Fruits, veggies, protein foods, grains, dairy
The five food groups are as cool as can be
So eat five food groups and sing with me!



An apple is a fruit!
Broccoli is a vegetable!
Chicken is a protein food!
Bread is a grain!
And yogurt is dairy! (That makes five)



Give a hoot (hoot hoot hoot) if you like fruit
Stomp your feet (stomp, stomp, stomp) and eat veggies
Sing my tune (ooh ooh ooh) for protein foods
Fly like a plane (vroooooom!) with some grains
Now add dairy, you've **got all five**
So come on everybody, **reach for the sky!**



The five food groups are what we need
Fruits, veggies, protein foods, grains, dairy
The five food groups are as cool as can be
So thank you everybody for singing with me!



The Five Food Groups

The following is an at-a-glance chart of foods that belong to each food group. It is not a complete list. For more information on each food group, visit: <http://www.choosemyplate.gov/food-groups/>

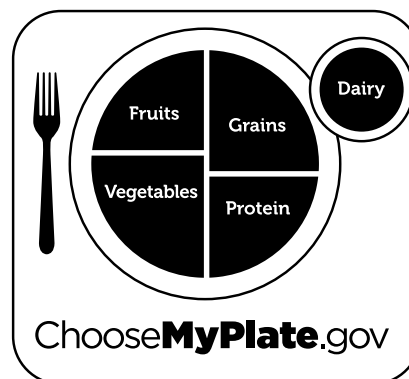
FOOD GROUP	FOODS IN THE FOOD GROUP	
<p>FRUITS</p> <p>Any fruit or 100% fruit juice counts as part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried; and may be whole, cut-up, or puréed.</p>	<p>Apples Apricots Bananas Cherries Grapefruit Grapes Kiwi fruit Mangoes Oranges Papaya Peaches Pears Pineapple Plums Raisins</p>	<p>BERRIES Blackberries Blueberries Raspberries Strawberries</p> <p>MELONS Cantaloupe Honeydew Watermelon</p>
<p>VEGETABLES</p> <p>Any vegetable or 100% vegetable juice counts as a member of the Vegetable Group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; and may be whole, cut-up, or mashed. There are five Vegetable Subgroups: Beans and Peas, Dark Green, Red and Orange, Starchy, and Other Vegetables.</p>	<p>BEANS AND PEAS Black beans Black-eyed peas Chickpeas (garbanzo beans) Lentils Red beans Soy beans Split peas White beans</p> <p>DARK-GREEN VEGETABLES Bok choy Broccoli Collard greens Dark-green leaf lettuce Kale Romaine lettuce Spinach</p> <p>RED AND ORANGE VEGETABLES Butternut squash Carrots Red/orange bell peppers Pumpkin Sweet potatoes Tomatoes</p>	<p>STARCHY VEGETABLES Corn Green peas Plantains Potatoes Taro</p> <p>OTHER VEGETABLES Asparagus Avocado Beets Cauliflower Celery Cucumber Eggplant Green beans Iceberg lettuce Mushrooms Radicchio Sugar snap peas Yellow bell pepper Zucchini</p>

The Five Food Groups (continued)

FOOD GROUP	FOODS IN THE FOOD GROUP	
<p>GRAINS</p> <p>Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products. Grains are divided into two subgroups:</p> <ul style="list-style-type: none"> • Whole Grains contain the entire grain kernel — the bran, germ, and endosperm. • Refined Grains have been milled, a process that removes the bran and germ. This is done to give grains a finer texture and improve their shelf life, but it also removes dietary fiber, iron, and many B vitamins. 	<p>WHOLE GRAINS</p> <p>Amaranth</p> <p>Bread products made primarily from 100% whole grains (such as whole-wheat breads, buns, rolls, and pitas)</p> <p>Brown rice</p> <p>Buckwheat</p> <p>Bulgur</p> <p>Millet</p> <p>Muesli</p> <p>Oatmeal</p> <p>Popcorn</p> <p>Quinoa</p> <p>Rolled oats</p> <p>Whole-grain barley</p> <p>Whole rye</p> <p>Whole-wheat crackers</p> <p>Whole-wheat pasta</p> <p>Whole-wheat tortilla</p> <p>Wild rice</p>	<p>REFINED GRAINS*</p> <p>Bread products made with refined “white” flour (such as white rolls, buns, pitas, etc.)</p> <p>Cornbread</p> <p>Corn tortillas</p> <p>Couscous</p> <p>Flour tortillas</p> <p>Grits</p> <p>Noodles</p> <p>Pastas (spaghetti, macaroni)</p> <p>Pretzels</p> <p>Some ready-to-eat breakfast cereals</p> <p>White rice</p> <p><small>* Most of these products are made from refined grains. Some are made from whole grains. Check the ingredients list for the words “whole grain” or “whole wheat” to decide if they are made from a whole grain. Some foods are made from a mixture of whole and refined grains.</small></p>
<p>DAIRY</p> <p>All fluid milk products and many foods made from milk are considered part of this food group. Most Dairy Group choices should be fat-free or low-fat. Foods made from milk that retain their calcium content are part of the group.</p> <p>Foods made from milk that have little to no calcium, such as cream cheese, cream, and butter, are not considered to be in the Dairy Group. Calcium-fortified soymilk (soy beverage) is also part of the Dairy Group.</p>	<p>Fluid milks (flavored or unflavored)</p> <p>Lactose-reduced milks</p> <p>Lactose-free milks</p> <p>Calcium-fortified soy beverages (soymilk)</p> <p>CHEESE</p> <p>Cheddar</p> <p>Mozzarella</p> <p>American</p> <p>Cottage cheese</p>	<p>Yogurts</p> <p>MILK-BASED DESSERTS</p> <p>Puddings</p> <p>Ice cream</p> <p>Frozen yogurt</p> <p>Ice milks</p>

The Five Food Groups (continued)

FOOD GROUP	FOODS IN THE FOOD GROUP	
<p>PROTEIN FOODS</p> <p>All foods made from meat, poultry, seafood, beans and peas, eggs, processed soy products, nuts, and seeds are considered part of the Protein Foods Group.</p> <p>Beans and peas are also part of the Vegetable Group.</p>	<p>BEANS AND PEAS</p> <p>Black beans Black-eyed peas Chickpeas (garbanzo beans) Lentils Red beans Soy beans Split peas White beans</p> <p>SEAFOOD</p> <p>Anchovies Catfish Clams Cod Crab Crawfish Flounder Lobster Oysters Salmon Sardines Shrimp Squid (Calamari) Tilapia Tuna</p> <p>NUTS AND SEEDS (AND BUTTERS)</p> <p>Almonds Peanuts Pumpkin seeds Sunflower seeds Walnuts</p>	<p>PROCESSED SOY PRODUCTS</p> <p>Tofu Tempeh Texturized Vegetable Protein (TVP) “Veggie Burgers”</p> <p>POULTRY</p> <p>Chicken Duck Turkey</p> <p>EGGS</p> <p>MEATS (LEAN CUTS AND GROUND MEATS)</p> <p>Beef Ham Lamb Pork Veal</p>



Learning Module One:

Introduction, MyPlate and Dietary Guidelines for Americans

Objectives of Module One:

Children will be able to:

1. Describe how healthy eating and physical activity makes their bodies strong
2. Tell when they are hungry or full when eating
3. Identify the five food groups from MyPlate
4. Describe when and how to wash their hands

Lesson 4: Food Safety

Children will:

1. Participate in a hand-washing activity
2. Understand when they need to wash their hands
3. Recognize the correct way to cover a cough or sneeze

Teacher:

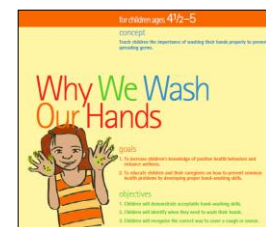
1. Follow the “Why We Wash Our Hands” lesson from the Florida Department of Health.

Note: the suggested snack includes cinnamon, which is used to represent germs in the handwashing activity. Since this has been confusing to the children, we recommend just using your planned snack for the day.

- a. For classrooms with 3 – 4 ½ year old children, use pages 171-173. The snack activity on page 173 (#6) is optional.
- b. For classrooms with 4 ½ - 5 year old children, use pages 174-176. The snack activity on page 176 (#10) is optional.

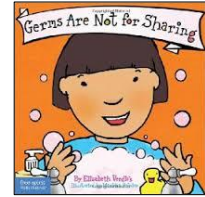
Preparation 3 - 7 days Before Teaching:

1. Read through the lesson outline.
2. Purchase, copy, and gather all supplies & materials needed.
3. Adjust the activities or instructions based on the needs and abilities of the children in your classroom. We have provided a copy of the lesson geared for 3-4 ½ year old children, and a separate version for 4 ½ - 5 year olds.
4. If using multimedia resources, test volume and internet connection prior to lesson to make sure they work.



Supplies Needed:

1. Germs Activity Materials:
 - a. Large plastic bowl
 - b. Plastic pitcher of warm water for hand-washing demonstration
 - c. Liquid soap
 - d. Paper towels
2. Book: Germs Are Not for Sharing by Elizabeth Verdick
3. Copies of Germs Are Not for Sharing coloring sheet for each child



4. Copies of “Dear Parent” letter (pages 182) for each child to take home



5. Copies of “Are You Sharing Germs?” page for each child to take home



6. Copies of Hand Washing Award for each child



7. Crayons

8. If including the snack activity, please reference the “materials needed” list on the “Why We Wash Our Hands” lessons.

Resources:

1. Florida Department of Health. *Why We Wash Our Hands*, pages 171-185.
http://www.floridahealth.gov/programs-and-services/childrens-health/child-care-food-program/nutrition/_documents/lesson-plans/lesson12.pdf
2. Verdick, Elizabeth. Germs Are Not for Sharing. Minnesota: Free Spirit Publishing, Inc. 2006.

concept

Teach children the importance of washing their hands properly to prevent spreading germs.

Why We Wash Our Hands



goals

1. To increase children's knowledge of positive health behaviors and enhance wellness.
2. To educate children and their caregivers on how to prevent common health problems by developing proper hand-washing skills.

objectives

1. Children will participate in a standard hand-washing activity.
2. Children will understand when they need to wash their hands.
3. Children will recognize the correct way to cover a cough or sneeze.

MATERIALS NEEDED

- Large plastic bowl
- Plastic pitcher (with warm water for hand-washing demonstration)
- Liquid soap
- Paper towels
- Strawberry yogurt
- Shakable container of cinnamon spice
- Whipped topping
- Apple slices
- 6-ounce paper cups (1 for each child)
- Plastic spoons (1 for each child)
- Measuring cups or spoons
- *Germs Are Not for Sharing* by Elizabeth Verdick
- *Germs Are Not for Sharing* coloring sheet (included)
- *Hand-Washing Award* (included)
- Non-toxic markers or crayons

activities

- 1** Have the children sit in a circle or group on the floor. Ask, "Do you know what germs are?"

Give each child a chance to answer and provide a simple description the children can understand. For example, say, "Germs are like tiny bugs we can't see but they can make us sick."

Ask, "How does being sick make you feel?"

Allow each child time to give some examples and follow up with praise and encouragement.

- 2** Ask, "Do you know how you can help yourself not get sick?"

Give each child a chance to answer. Say, "One way you can make sure germs don't bother you is to wash your hands many times each day."

Ask, "Can you rub your hands together? Copy me."

Encourage the children by saying, "Good job."

Why We Wash Our Hands

3 To start the next activity, you will need a large plastic bowl, a pitcher of warm water, liquid soap, and paper towels.

PLEASE NOTE: Liquid soap is recommended since it does not sit in a soap dish which can carry germs.

While the children are sitting in a circle, demonstrate the correct way and duration for hand washing. Say, "Watch how I wash my hands."

Instruct the children to do pretend play and copy your actions (encourage the children by saying, "That's right" and "Good job"). Demonstrate the following:

A. Wet your hands by pouring warm water on them with the pitcher. Do this step over the bowl (you can ask the children to pretend the pitcher is a faucet that's being turned on).

B. Apply liquid soap to hands and rub them energetically together. Scrub all surfaces, including the back of the hands and underneath the fingernails (clean underneath fingernails by scratching nails on the palm of the opposite hand, repeat with other hand).

C. While demonstrating, you should use fun action words in sentences like, "We can squish the soap between our fingers."

D. To ensure hands are washed for the recommended length of time (20 seconds), sing "Row Your Boat" twice or the "Alphabet Song" once. Continue washing hands until the chosen song is completed. Another option is to have the children sing the following song verse by verse after you. Sing this twice and to the tune of "Row Your Boat":

Wash, wash, wash your hands
 Play our handy game.
 Rub and scrub, and scrub and rub.
 Germs go down the drain.
 Wash, wash, wash your hands
 Play our handy game.
 Rub and scrub, and scrub and rub.
 Dirt goes down the drain."

E. After the song is finished, use the pitcher to rinse your hands with water.

F. Immediately dry your hands with a clean towel or preferably a disposable towel (remind the children that sharing the same towel is not sanitary). Tell the children that when they wash their hands at a sink they will need to turn off the water faucet without having direct contact with the handle. To do this they will use a clean, dry paper towel to cover the handle before touching it (this prevents the transfer of germs from the handle back to the hands).

4 After completing the hand-washing activity, ask the children, "When do you think you should wash your hands?" Allow time for the children to answer and then go over a few of the examples from the following list:

- After touching a cut, sore, or "boo-boo"
- Before eating or touching food
- After going to the bathroom and flushing the toilet
- After touching your pet
- After you cough, sneeze, or blow your nose
- After touching money
- After playing outside or with shared toys

5 Say, "There is another way that you can help yourself not get sick. It is very important that if you cough or sneeze that you cover your mouth with your elbow and not your hand, unless you have a tissue in it."

Demonstrate and say, "Let's all pretend to sneeze into our elbows. Put your right hand on your left shoulder and say 'achoo' as you sneeze into your elbow. Now let's try using the other elbow. Put your left hand on your right shoulder and say 'achoo' again as you sneeze into your elbow."

Continue by saying, "If you forget to do this, make sure you wash your hands after sneezing or coughing into them."

Why We Wash Our Hands

6 To start the next activity, you will need strawberry yogurt, cinnamon, whipped topping, apple slices, paper cups, plastic spoons, and measuring cups and spoons. Ask, "Who is ready for a snack?"

Allow time for the children to answer and then continue, "What is really important to do before we eat or touch food?"

Praise the children for answering correctly when they say that they need to wash their hands first. After all the children have washed their hands, give each child a paper cup and a plastic spoon. Put ¼ cup strawberry yogurt, 1 shake of cinnamon, and 2 tablespoons of whipped topping into each child's paper cup. Ask the children to stir everything together until it is completely mixed. Then, give each child a ½ cup of apple slices that they can dip into the Strawberry Yogurt Dip.

After the children have finished eating their snack, have the children wash their hands again.

7 Read the book *Germs Are Not for Sharing* by Elizabeth Verdick with great animation to keep the children's attention. Encourage the children to follow along by demonstrating what the characters in the book are doing.

8 Make copies of the *Germs Are Not for Sharing* coloring sheet and the *Hand-Washing Award* (both included). Save the *Hand-Washing Award* copies until later and provide each child with a coloring sheet. Have markers or crayons available so each table or group can start coloring.

9 After the children are done coloring, have everyone move to an area (inside or outside) where the following game can be played. Explain, "Let's play a game! Let's pretend that we are germs! How should we act? Can you show me?"

Pretend to be a germ as well, maybe by slowly crawling on the floor. Allow the children time to move around the room like germs and then encourage them by saying, "Nice work! Now let's pretend that we are soap bubbles floating around the room. Can you show me how you would do that? We need to clean up everything that a germ might have touched!"

Join in and pretend to float around the room with the children using very animated movements to encourage as much movement as possible. Say, "Great job! I know that our soap bubbles got rid of all those germs!"

If the game is played outside, make sure the children wash their hands after returning inside.

10 After the children have finished playing the game, have everyone return to their seats. Say, "You have all learned how and why we need to wash our hands. I think everyone should know how important that is so I am giving you a special *Hand-Washing Award* (included) to take home to show your family."

Send the certificate home with the *Germs Are Not for Sharing* coloring sheet.

Remember to make copies of the parent letter with the take-home activity sheet printed on the reverse side to send home with each child. The community fact sheet is also included for you to copy and display at your center or distribute as appropriate.

concept

Teach children the importance of washing their hands properly to prevent spreading germs.

Why We Wash Our Hands



goals

1. To increase children's knowledge of positive health behaviors and enhance wellness.
2. To educate children and their caregivers on how to prevent common health problems by developing proper hand-washing skills.

objectives

1. Children will demonstrate acceptable hand-washing skills.
2. Children will identify when they need to wash their hands.
3. Children will recognize the correct way to cover a cough or sneeze.

MATERIALS NEEDED

- Large plastic bowl
- Plastic pitcher (with warm water for hand-washing demonstration)
- Liquid soap
- Paper towels
- Cooking oil
- Shakable container of cinnamon spice
- *Germs Are Not for Sharing* by Elizabeth Verdick (early childhood version for ages 4–7)
- Foam ball or any child friendly object to play tag
- Strawberry yogurt
- Whipped topping
- Apple slices
- 6-ounce paper cups (1 for each child)
- Plastic spoons (1 for each child)
- Measuring cups or spoons
- *Hand-Washing Award* (included)

activities

- 1 Have the children sit in a circle or group on the floor. Ask, "Do you know what germs are?"

Give each child a chance to answer and then give a simple description of germs by saying, "Germs are like tiny bugs we can't see but they can make us sick."

Ask, "How does being sick make you feel?"

Allow each child to give some examples and follow up with praise and encouragement.

- 2 Ask, "Do you know how you can help yourself not get sick?"

Give each child a chance to answer. Say, "One way you can make sure germs don't bother you is to wash your hands many times each day."

Ask, "Can you rub your hands together? Copy me."

Encourage the children by saying, "Good job."

Why We Wash Our Hands

3 To start the next activity, you will need a large plastic bowl, a pitcher of warm water, liquid soap, and paper towels.

PLEASE NOTE: Liquid soap is recommended since it does not sit in a soap dish which can carry germs.

While the children are sitting in a circle, demonstrate the correct way and duration for hand washing. Say, "Watch how I wash my hands."

The children should be instructed to do pretend play and copy your actions.

Encourage the children by saying, "Good job."

Demonstrate the following:

A. Wet your hands by pouring warm water on them with the pitcher. Do this step over the bowl (you can ask the children to pretend the pitcher is a faucet that's being turned on).

B. Apply liquid soap to hands and rub them energetically together. Scrub all surfaces, including the back of the hands and underneath the fingernails (clean underneath fingernails by scratching nails on the palm of the opposite hand, repeat with other hand).

C. While demonstrating, you should use fun action words in sentences like, "We can squish the soap between our fingers."

D. To ensure hands are washed for the recommended length of time (20 seconds), sing "Row Your Boat" twice or the "Alphabet Song" once. Continue washing hands until the chosen song is completed. Another option is to have the children sing the following song verse by verse after you. Sing this twice and to the tune of "Row Your Boat":

Wash, wash, wash your hands
Play our handy game.
Rub and scrub, and scrub and rub.
Germs go down the drain.
Wash, wash, wash your hands
Play our handy game.
Rub and scrub, and scrub and rub.
Dirt goes down the drain."

E. After the song is finished, use the pitcher to rinse your hands with water.

F. Immediately dry your hands with a clean towel or preferably a disposable towel (remind the children that sharing the same towel is not sanitary). Tell the children that when they wash their hands at a sink they will need to turn off the water faucet without having direct contact with the handle. To do this they will use a clean, dry paper towel to cover the handle before touching it (this prevents the transfer of germs from the handle back to the hands).

4 Before starting the next activity, get cooking oil (enough for each child to have a dime-sized amount), and a shakable container of cinnamon spice. Put a dime-sized amount of cooking oil on the children's palms and sprinkle cinnamon on top. Instruct the children to rub their hands together, making sure to get the cinnamon all over both hands. Say, "Let's imagine the cinnamon I just sprinkled is germs. How do we get rid of germs on our hands?"

Allow time for the children to answer and then continue, "That's right! We need to wash our hands the same way I just showed you."

Have the children wash their hands with warm water (if available) and supervise them to ensure the water doesn't get too hot. After all of the children are finished, have them pair up with another child to look for any "germs" that might be left. Ask, "Do you see any 'germs' left on your partner's hands?"

Allow the children time to respond, and if any of them still have oil or cinnamon on their hands allow them to re-wash their hands. You may need to remind the children to sing one of the hand-washing songs to make sure they are washing for the correct amount of time. Be sure to explain that it is very important to wash their hands the correct way to get rid of germs and not get sick.

5 Read the book *Germs Are Not for Sharing* by Elizabeth Verdick with great animation to keep the children's attention. Encourage the children to follow along by demonstrating what the characters in the book are doing.

Why We Wash Our Hands

6 After reading the book, ask, "When do you think you should wash your hands?"

Allow time for the children to answer and then go over at least some of the instances from the following list:

- After touching a cut, sore, or "boo-boo"
- Before eating or touching food
- After going to the bathroom and flushing the toilet
- After touching your pet
- After you cough, sneeze, or blow your nose
- After touching money
- After playing outside or with shared toys
- After playing with a loose tooth

7 Say, "There is another way that you can help yourself not get sick. It is very important that if you cough or sneeze that you cover your mouth with your elbow and not your hand, unless you have a tissue in it."

Demonstrate and say, "Let's all pretend to sneeze into our elbows. Put your right hand on your left shoulder and say 'achoo' as you sneeze into your elbow. Now let's try using the other elbow. Put your left hand on your right shoulder and say 'achoo' again as you sneeze into your elbow."

Continue by saying "If you forget to do this, make sure you wash your hands after sneezing or coughing into them."

8 Say, "Let's all sing a song about coughing and sneezing. I will sing the song and demonstrate the movements and then you can do it with me!"

Sing the "Cough or Sneeze" lyrics below to the tune of "Mary Had a Little Lamb." While singing, do the following movements: whenever you say "cough" use your right elbow to cover your mouth and whenever you say "sneeze" use your left elbow to cover your mouth. Repeat the song several times getting faster each time.

"When you have to cough or sneeze,
cough or sneeze, cough or sneeze,

When you have to cough or sneeze,
cover your mouth please!

When you have to cough or sneeze,
cough or sneeze, cough or sneeze,

When you have to cough or sneeze,
cover your mouth please!"

9 After the children have finished doing the "Cough or Sneeze" song as fast as they can, find an open area. Ask, "Do you want to play a game?"

After the children have responded, say, "This game is called Germ Tag."

Explain that the person who is "it" has a foam ball (or any soft object) that is used as a "pretend germ." When someone else is tagged with the foam ball then they are "it!" Watch the children closely as they may fall or tag too hard. Continue playing until the children are too tired or time runs out. After the game is over, make sure the children wash their hands to get rid of the pretend germs.

10 Before starting the next activity, you will need strawberry yogurt, cinnamon, whipped topping, apple slices, paper cups, plastic spoons, and measuring cups and spoons. Ask, "Who is ready for a snack?"

Allow time for the children to answer and then continue, "What is really important to do before we eat or touch food?"

Praise the children for answering correctly when they say that they need to wash their hands first. After all the children have washed their hands, give each child a paper cup and a plastic spoon. Put ¼ cup strawberry yogurt, 1 shake of cinnamon, and 2 tablespoons of whipped topping into each child's paper cup. Ask the children to stir everything together until it is completely mixed. Then, give each child a ½ cup of apple slices that they can dip into the Strawberry Yogurt Dip. After the children have finished eating their snack, have the children wash their hands again.

11 After snack is over, make a copy of the *Hand-Washing Award* (included) for each child. Then say, "You have all learned how and why we need to wash our hands today. I think everyone should know how important that is so I am giving you a special *Hand-Washing Award* to take home to show your family."

Send the certificate home with the children.



Adapted from *Germs Are Not for Sharing* by Elizabeth Verdick, illustrated by Marieka Heinlen
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Hand-Washing Award

Presented to _____
for learning how and when to wash your hands properly.

TEACHER

DATE





Dear Parent:

Your child has been learning about hand washing as an important way to prevent the spread of germs in our lesson, *Why We Wash Our Hands*.

We have learned about the many different reasons we should wash our hands and other various ways to stay healthy. For example, ask your child to show you the best way to sneeze so that germs are not shared.

It is easier to build healthy habits for life if we start developing them as children. Help reinforce the importance of hand washing by making it a fun activity. Sing the "Alphabet Song" with your child while you wash your hands—this ensures hands are being washed for at least 20 seconds.

Turn this page over and find another fun activity to do with your child.

Sincerely,

**What do soap
and the
alphabet have
in common?**



Are You Sharing Germs?



Hand washing is the single most important means of disease prevention. In fact, most people forget just how significant hand washing is, not only in avoiding the spread of germs, but also in the prevention of illnesses and diseases.

When should you wash your hands?

- Before preparing or eating food
- After using the bathroom
- After changing diapers or cleaning after a child who has gone to the bathroom
- Before and after tending to someone who is sick
- Before and after treating a cut or wound
- After coughing or sneezing
- After petting animals
- After handling garbage or animal waste
- After touching money



CORRECT HAND-WASHING STEPS

- 1
Wet hands with warm water and apply liquid soap.
- 2
Rub hands energetically together and scrub all surfaces, including the back of the hands and underneath the fingernails (clean underneath fingernails by scratching nails on the palm of the opposite hand).
- 3
To ensure hands are washed for the recommended length of time (20 seconds), sing the "Alphabet Song" in your head.
- 4
Rinse well and dry hands with a paper towel.
- 5
Turn off the faucet using a clean and dry paper towel to prevent picking up germs from the faucet.

Find more helpful tips at:

CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC): www.cdc.gov/cleanhands/