

Fun with Foodella

Fun with Foodella is a nutrition education activity book designed for second grade students. This is the second major revision of the original *Food Fun with Foodella*, which was undertaken as a pilot project by seven South Dakota elementary school teachers in the summer of 1975 to strengthen nutrition education for students at the second grade level. The first revision occurred in 1992. This revision and reprinting was initiated at the prompting of elementary teachers who had previously used the workbook in their classes. The 2006 *Fun with Foodella* follows the updated food guidance system known as MyPyramid introduced by the U.S. Department of Agriculture in 2005.

Using the Teacher's Guide

The *Fun with Foodella Teacher's Guide* provides the objectives and directions for each unit of the *Fun with Foodella* workbook. The directions include the background information necessary to teach each unit. Also, for each unit, additional ideas/activities are provided to further enhance and reinforce the student's learning.

Please be aware that by nature websites and web addresses change over the course of time. Hopefully we have provided enough background with each website given that you will be able to find additional information as necessary.

Acknowledgements

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Nancy Gordon of Pierre is the graphic artist who worked so diligently on the drawings for the student workbook and Diane Philen, Dean of Arts and Sciences, Lower Brule Community College is the primary writer for the teacher's guide.

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Fun with Foodella Teacher's Guide

Unit 1: Eating Right is Fun

Pages 2-5

Objective:

Students will:

Tell the basic concepts of nutrition.

List the availability of a variety of foods.

Match foods with a variety of tastes.

Directions for the teacher:

Introduce the *Fun with Foodella* activity book to students by reading the story on Page 1. Follow the introduction with a discussion of food and nutrition according to the United States Department of Agriculture's (USDA) food guidance system. Make or obtain copies of the MyPyramid for Kids from USDA Team Nutrition for each child. Free copies may be ordered or downloaded from <http://www.fns.usda.gov/tn/kids-pyramid.html>. Additional information may be found at <http://www.healthysd.gov/kids.html> (Healthy South Dakota, SD Department of Health) or <http://www.healthysd.gov>.

Explain to students that nutrition is eating the foods our bodies need and keeping our bodies healthy with food and exercise. There is no good food or bad food, but some foods should be eaten in smaller quantities and less often than others. Increase students' awareness that there are many food choices (variety) available.

Introduce the activity on Page 4 by asking students: "What are some of your favorite foods?" and "What are some foods available at a grocery store, a restaurant, a fast food place and at home?" The key to this activity is to create an awareness of the wide variety of foods that are available to eat.

"Foodella Loves Variety" (Page 5) helps children become aware of the four major tastes available to them, bitter, salty, sweet and sour. Ask them to identify foods in each group. Which taste group is their favorite? Because children generally think of salty and sweet as their favorites, suggest alternatives to chips for salty foods such as dill pickles, jerky and saltines; suggest options to cookies, cake and candy for sweet foods such as watermelon, tapioca pudding, raisins and bananas.

Additional ideas/activities

Discussion may include having students talk about the foods available through the school breakfast and lunch programs. You may also want to set up the bulletin board activity found on Page 28.

Unit 2: Choosing Healthful Foods

Pages 6-11

Objective:

Students will:

Tell how eating a variety of foods is important for a healthy body.

Recognize the five (5) major food groups presented in MyPyramid.

Describe how the colors on MyPyramid remind us to eat foods from each group every day.

Describe why exercising our bodies is an integral part of the MyPyramid Lessons.







Directions for the teacher:

Introduce the MyPyramid food guide to students by showing them the MyPyramid poster then asking: "Have you seen MyPyramid? Where? What are the groups?"

MyPyramid emphasizes food from the five major food groups as well as physical activity. Each of these food groups provides some, but not all, of the nutrients we need every day. Foods in one group cannot replace those in another. None of these major food groups is more important than another. For good health, we need foods from all five groups, and we need to eat enough from each group to get needed nutrients without eating more calories than we need for our daily activities. It is best to eat foods without added fat and sugar. These foods are shown at the bottom of the MyPyramid.

You may print a MyPyramid flyer from the website or order free materials including a large poster of the MyPyramid or MyPyramid for Kids and a tear pad of 50 8 x 10 small posters for students from USDA at the <http://www.mypyramid.gov> website. Click the online ordering button to access the page to order materials. Allow yourself enough time to receive the posters before beginning the lessons.

Food groups included in MyPyramid are:

-  Grains
-  Vegetables
-  Fruits
-  Milk
-  Meat & Beans
-  Plus Physical Activity

Fats and oils are recognized with a very narrow, yellow portion of MyPyramid and should be consumed sparingly. This is emphasized on Page 6 by the fact that the oils stripe is so narrow and that we only call the wide stripes food groups, i.e., there are five major food groups plus oils. Max, going up the staircase, reminds students to move their bodies each day and that exercise is as important to being healthy as the food they eat. Have the students look through their Foodella activity book to find the ways Max is burning calories in the book.

MyPyramid helps students to understand the basics of good nutrition. When fat and sugar are added to the foods in the MyPyramid, less food can be eaten of each item in order to not get too many calories for the day. For example an apple does not have added fat and sugar, but apple pie has both added fat and sugar. Foods like apple pie use up many of our daily, allotted calories and do not leave calories for other foods that are needed in order to get the vitamins, minerals, and fiber that we need for the day. This is why foods with added sugar and fat are called *sometimes foods*--we only eat them once in a while and in small portions so that we don't gain extra weight. If we eat more calories than our bodies need for the day and we do this day after day, we will gain extra weight. Following MyPyramid will help your students know how much of each food group they should eat each day for their ages and their activity levels.

The MyPyramid shows someone running up stairs on the side of the MyPyramid. This is to remind us that we need physical activity every day. Physical activity means doing fun things like running, playing, biking, swimming, and also things like shoveling snow, cleaning the house and mowing the lawn.

When your students are “Trying Something New” on Page 7 have them discover some of the many non-meat foods that fit within the meat and bean groups. Some of these are the fried tofu found at oriental restaurants and vegetarian (meatless) burgers found at some fast food restaurants. Nuts such as peanuts, walnuts and cashews fit within the meat group. Poultry and fish are part of this group also. Ask students what food groups they are eating when they eat a peanut butter sandwich. They might find it surprising that they are eating a food from the meat and bean group and the grains group. Stress that the peanut butter sandwiches should be made with whole grain bread.

The “Choosing Healthful Foods” unit introduces the MyPyramid colors. Let students know that *Fun with Foodella* and MyPyramid use colors to help students to understand that each food group is important. The healthier foods are at the bottom of each stripe and these are the foods that they should try to eat the most often and those foods closer to the top of each stripe have more fat and/or sugar in them so they should eat them less often. Point out that bacon and ice cream (*sometimes foods*) are close to the top of their respective stripes and nonfat/low fat milk and very lean meat and beans are at the bottom of their respective groups. MyPyramid is telling us that it is best to choose the foods towards the bottom of each stripe over the foods higher up on each stripe.

Follow the instructions on each activity page and have students complete the activities.

Key for Page 8:

RED--fruit--banana, pineapple, orange

GREEN--Vegetables—broccoli

ORANGE--Grain— crackers, whole grain bread, brown rice, whole wheat pasta, cereal

PURPLE—Meat and beans—peanuts, walnuts, lean hamburger, kidney beans, eggs, fish, chicken

BLUE--Milk—cheese, yogurt

Page 9: Ask students why the foods are in coolers. Explain that some foods need to be kept cool, even on picnics. Have them identify the foods in each basket that need to be refrigerated for safety, i.e., cheese, milk, possibly the sandwich and the yogurt. Food safety is discussed at greater length in Unit 9. One web resource for food safety is <http://www.nutrition.gov>. (The correct cooler is the one with fat free milk, carrots, an apple, sandwich and banana.)

Additional ideas/activities:

If your students have access to computers, this would be the time to have them create an individualized daily eating plan from <http://www.MyPyramid.gov>.

Discussion may include having students talk about the hundreds of different foods we can choose from each day. We can all have healthful foods that we like to eat. What would happen if we ate only from one of the food groups?

Introduce students to MyPyramid through the animated web tour “Inside the Pyramid”. The website introduction states, “Explore the pyramid to learn about the food groups and to see how much physical activity you should be getting.”

Unit 3: Give it a Try

Pages 12-20

Objective:

Students will:

Plan ways to taste new foods.

Identify different forms of the same food.

Explain different colors of food to consume to obtain different vitamins.

Directions for the teacher:

Explain to the students that there is no single food that can meet all of our body's needs. To maintain growth, development and health, we need to eat a variety of foods, based on MyPyramid, to meet nutritional needs.

Have students name two to three foods they have never eaten or have not eaten for a long time, especially a new vegetable or a fruit that they want to try. Follow the instructions on Pages 12 and 13 to complete the activities. Each student and teacher chooses a food they will try eating within the next week. Write it down twice—take one note home as a reminder and post one in the classroom.

Children might discuss that what is a new food to one is not necessarily a new food to another. An example might be that in South Dakota we normally eat the standard yellow bananas while children in California are familiar with eating several varieties of bananas, even red ones.

Follow the instructions on Pages 14 and 15 to complete the activity. Repeat to students that color is important in two ways:

1. MyPyramid uses colors to remind us that each food group needs to be eaten every day.
2. We need to eat different colors of food, especially fruits and vegetables, for different vitamins.

To help us eat more fruits and vegetables, the Center for Disease Control and Prevention encourages “5 a Day. The 5 A Day Campaign to Color Your Way to 5 A Day” at <http://www.5aday.gov>, is changing its name to More Matters, so watch for this new slogan and new materials that promote the More Matters campaign. CDC advises “you to ‘Sample the Spectrum’ of the colorful vegetables and fruit available each season. By putting something of every color on your plate or in your lunch bag, you are more likely to eat the” recommended servings of vegetables and fruit every day. Be sure students understand the 5 A Day colors pallet is different from the colors on MyPyramid. Some suggested answers might be:

Yellow/orange—apricots, cantaloupe, grapefruit, lemons, mangoes,

papayas, peaches, yellow pears, oranges, pineapples, pumpkin, sweet corn, yellow tomatoes.

Red—red apples, cherries, cranberries, pink/red grapefruit, raspberries, strawberries, beets, radishes, red onions, red potatoes, rhubarb, tomatoes

Green—green apples, green grapes, kiwifruit, limes, asparagus, broccoli, green beans, peas, celery, lettuce, spinach, zucchini

Blue/Purple—blackberries, blueberries, raisins, purple cabbage, eggplant, plums, purple grapes

White—bananas, white peaches, cauliflower, garlic, mushrooms, onions, white fleshed potatoes (NOTE: white fruits do not always appear white on the outside like bananas. When we eat only the insides after they are peeled, we go by the color of the inside flesh. In the case of apples, the peeling is normally eaten when they are served raw so we go by the color of the peel.)

Page 16: help students to realize that many foods appear in more than one form; for example, fresh, frozen, canned, dried. This makes it possible for a food to be used at different times and places. Follow directions on Page 16 and match the food in Column 1 to Columns 2 & 3.

Key:

- Fresh orange—orange slices—orange juice
- Fresh apple—applesauce—dried apples
- Fluid milk—canned milk—powdered milk
- Steak—beef stew—dried beef
- Fresh corn—canned corn—corn meal
- Fresh grapes—grape juice—raisins

Discuss different ways of preparing certain foods for eating. For example, ask students how they like apples prepared. Do they like them in pies? In salads? Fresh? Applesauce? Have students color and cut out the puppets of Max and Foodella on Page 19 for use in the “Running on Empty” cheer. Many children should be given the opportunity to read and act out the two characters. Remind them that Max running up the stairs on MyPyramid tells us to be active every day. We should have at least 60 minutes of activity each day for a healthy body. If school regulations permit, this would be a good time to take the children outside to run around the playground.

Additional ideas/activities:

Additional activities may include having the teacher, school food service personnel, or parents bring a new food for students to try. Talk about how much fun it is to explore eating (trying) new foods.

Mystery food: On the bulletin board, put up a picture of a different or unusual food each day. When a child can identify the food, the child’s name is to be posted. See who can identify the most foods.

Have each student pick out a fruit or vegetable that begins with the same first letter as his or her first name. For instance B is for blueberry. Students then may draw pictures of their food or cut out pictures from magazines. If it is appropriate for your class, have the students then bring their foods to class for everyone to taste during a Foodella fun party. You may want to

see how many food groups are included in the Fun Day as well as how many colors of food. Use discretion if this activity would be a hardship for some students. If you have students with difficult first letters like U or Z, try using their last names or middle names. Some unusual foods for difficult letters may be:

D—date, dill, dark green leafy vegetables

E—elderberry, eggplant, endive

F—fava beans, fig

K—kale, kee chi (Chinese cucumbers), kidney bean, kiwi fruit, kohlrabi

Q—quince,

V—Valencia orange, vanilla,

W—water chestnut, watercress, white mulberry, wax beans, white beans, watermelon, white corn

Y—yucca, yam, yellow crookneck squash, Yukon gold potatoes, yellow pear tomatoes

Z—zucchini

An alternative activity would be to pick a fruit or vegetable that is the same color as their favorite color. They can cut out pictures from magazines or seed catalogues representing these colors or draw the fruit or vegetable. These can then be glued on a “class collage”.

Options to fund a tasting party from the “class collage” could include a school mini-grant, the school food service or from a business or community agency. If many of the students choose the same fruit or vegetable, suggest trying varieties of the same fruit or vegetable if available. For example, apples come in many forms including sweet, sour, mushy, crunchy, juicy and many colors such as green, yellow, pink and red. Students picking oranges may choose tangerines, blood oranges, clementines, tangelos, etc. Other fruits and vegetables often have more than one variety as well including watermelon, corn, grapes, squash and cucumbers.

When working with the Center for Disease Control’s “5 a Day” colors on Pages 14 and 15 you might have students see how many fruits and vegetables they can identify that belong to more than one color group. Seed catalogues would be helpful here. Examples:

Apples		Green	Red	Yellow		
Potatoes	Purple			Yellow	White	Blue
Grapes	Purple	Green				
Peaches				Yellow	White	
Pears		Green		Yellow		
Lettuce		Green	Red			
Onions	Purple	Green	Red	Yellow	White	
Asparagus	Purple	Green				
Cabbage	Purple	Green				
Carrots	Purple			Orange		
Corn				Yellow	White	
Gooseberries	Purple	Green		Yellow		
Peppers	Purple	Green	Red	Yellow/Orange		
Tomatoes			Red	Yellow		
Watermelon			Red	Yellow		
Radishes	Purple		Red		White	
Beets			Red		White	

Unit 4: How Do We Grow?

Pages 21-23

Objective:

Students will:

Discuss how food is essential for growing, having energy, and staying healthy.

Match major vitamin groups with foods that supply these vitamins.

Directions for the teacher:

Help students to understand the relationships between the food they eat and their health and growth.

Food to grow. Discuss with students that we would not want to remain the same size we were when we were babies. We could not walk or talk. Think about all the things we can do with our body that we could not do when we were younger. We can do these things because the food we eat provides material to build bones, muscles, skin, etc. It is important for the child to understand that in order to grow properly, he or she must eat properly. Not all people grow to be the same size. On reaching full growth, the child will probably be similar in size to the child's parents or other members of the family. Some families come in all sizes.

Food to have energy. Discuss with students that food is like fuel—it gives us energy to think and play. Ask students “What do you feel like when you are hungry? Are you grouchy? Can you think as clearly as when you are not hungry?”

Food to stay healthy. The food we eat keeps us healthy and well. It makes bright eyes and shiny hair. Healthful foods make us look better and feel better.

Complete the activity on Page 21. Be cautious and sensitive if you have extremely tall or short, large or small students in your class.

For Page 22, read through the rebus story with the students, emphasizing different functions of each of the five major food groups. The children might like to take turns reading it. Here is the story with the rebus items in parentheses:

Each level of (MyPyramid) gives a child's (body) something it needs. (Grains) supply energy to (play) all day.

(Fruits) and (vegetables) protect the (body) from disease. (Meat and beans) and (milk) are body-building foods. They provide protein and calcium for strong (muscles, teeth) and (bones).

Remember to eat less of those foods that have added sugar and fat such as (french fries), chips, cookies and (cake). Choose healthful snacks such as (grapes), carrots, (bananas) and string cheese.

Explain to students the functions of the vitamins listed on Page 23.

Foods rich in Vitamin A include:

- Bright orange vegetables like carrots, sweet potatoes and pumpkin;
- Tomatoes and tomato products, red sweet pepper;
- Leafy greens such as spinach, collards, turnip greens, kale, beet and mustard greens, green leaf lettuce and romaine;
- Orange fruits like mango, cantaloupe, apricots and red or pink grapefruit.

Foods rich in Vitamin Bs: B Vitamins include B1 (thiamin)—Pork, legumes, peanuts and whole-grain products are good sources; B2 (riboflavin)—dairy products and meats are good sources; B3 (niacin)—nuts and meats are good sources; B6—high protein foods in general are good sources; B12—animal products are good sources.

Foods rich in Vitamin C include:

- Citrus fruits and juices, kiwi fruit, strawberries, guava, papaya and cantaloupe
- Broccoli, peppers, tomatoes, cabbage (especially Chinese cabbage), Brussels sprouts, and potatoes
- Leafy greens such as romaine, turnip greens and spinach

Foods rich in Vitamin D include: fish liver oil, eggs, cream, butter, etc. Note: sunlight is necessary to produce Vitamin D in the body.

This is a good time to remind students of **5 A Day** colors as well as the MyPyramid colors.

Additional ideas/activities:

Additional discussion can include asking students “Why do people eat?” “Why is food important?” “Do you know where a fish gets its energy? A cow?”

The Vitamin information is from *Dietary Guidelines for Americans 2005* put out by the U.S. Department of Health and Human Services, U.S. Department of Agriculture at <http://www.healthierus.gov/dietaryguidelines>.

Unit 5: MyPyramid and Dietary Guidelines

Pages 24-31

Objective:

Students will:

Tell which stripes of the MyPyramid represent which food groups and name foods within those groups.

Discuss how the foods from the different food groups provide adequate nutrition to keep their bodies healthy.

Distinguish between whole grain and refined grain products.

Name foods in the Milk Group that are sources of calcium for strong bones and teeth.

Give examples of 60 minutes of "moving" each day.

Tell why MyPyramid includes exercise.

Directions for the teacher:

If your students have not run an individual MyPyramid Plan, it is time to go to <http://www.mypyramid.gov> and have each student fill in the correct information for himself or herself. If individual computers are not available, have students fill out a printed questionnaire and you or an aid can run an individualized MyPyramid Plan for each student.

For a more thorough understanding of USDA's MyPyramid, download the Education Framework at the following web address: http://www.mypyramid.gov/downloads/MyPyramid_education_framework.pdf. This is a pdf file so you will need the free Adobe software to read the file.

You will find that after your students run their individualized MyPyramid Plans, these plans will be quite varied. MyPyramid states:

Know the limits on fats, sugars and salt (sodium):

- Make most of your fat sources from fish, nuts and vegetable oils.
- Limit solid fats like butter, stick margarine, shortening and lard, as well as foods that contain these.
- Check the nutrition facts labeled to keep saturated fats, trans fats, and sodium low.
- Choose food and beverages low in added sugars. Added sugars contribute calories with few, if any, nutrients.

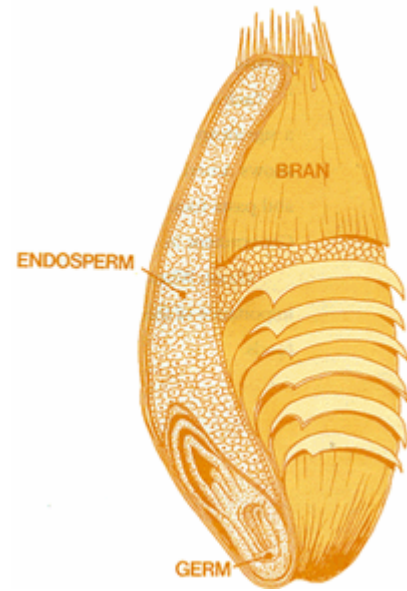
Grains for Brains. Pages 24-25.

The student should aim for at least 3 whole grains a day. Explain to the students the difference between whole grains and other foods made from grain. You might show them a jar of whole wheat berries, a jar of 100 percent whole wheat flour and a jar of white flour. Ask them to describe the differences.

Draw an outline picture of a whole grain kernel on the whiteboard. Show students that the entire kernel consists of the bran on the outside, the endosperm next and deep germ on the inside. Your body needs all three parts to grow strong.

Have the children try to figure out what part of the wheat berry/kernel white flour comes from. (Approximately 83 percent of the kernel by weight is the endosperm and white flour comes from this part, according to the SD Wheat Commission.)

The germ is a very small part of the wheat berry at about 2.5 percent. It is the embryo or sprouting section of the seed. This part of the kernel is often removed in processing because it has more oil in it and flour will spoil faster when the germ is included ([Wheat Foods Council](#)).



The bran or flakey outer shell of the wheat makes up about 14.5 percent of the kernel. It is very light in weight. Bran is included in whole wheat flour and can be purchased separately.

Activity: Show the students wheat bran, wheat germ and white flour. Have them weigh equal volumes of wheat berries, wheat bran, white flour and wheat germ. What are the differences?

Explain that you need to choose foods that name the whole-grain ingredient first on the label. Some whole grain ingredients are brown rice, bulgur, graham flour, whole oats, whole rye, whole wheat, wild rice, whole-grain corn and oatmeal.

[http://www.wheatfoods.org/FileLibrary/Product/64/Kernel of Wheat 350 D PL.jpg](http://www.wheatfoods.org/FileLibrary/Product/64/Kernel%20of%20Wheat%20350%20D%20PL.jpg)

Labeling can be confusing. Foods labeled with the words “multi-grain,” “stone-ground,” “100% wheat,” “cracked wheat,” “seven-grain,” or “bran” are usually *not* whole-grain products.

You also cannot tell if a product is whole grain by its color. Molasses is often added to bread to make it appear brown. You have to read the label to tell if it is really whole grain.

Activity: Show students different labels from different kinds of bread or cereal and let them find the one that is really whole grain.

Key to Page 24 Grab the Grains: Oatmeal, popcorn, oats, wheat, bagel, pasta, rice, bread

Page 26: *Vary your Veggies:* Aim for eating dark green vegetables, orange vegetables, dry beans and peas and starchy vegetables. Students need to eat a variety of colors each week and let them know that dark green and orange vegetables are especially healthful. This is an excellent time to return to their individual MyPyramid Plans to reinforce how much of each type of vegetable they need to eat in a week. Give them ideas of how they can get these foods into their diets at home and send a copy of the printout home for dialogue with their parents.

Students may want to put together a shopping list with fruits and vegetables they would like to eat in the next few weeks.

Page 27: Across: 2. potato, 4. lettuce; 7. pears; 8. pumpkin; 9. corn; 10. banana; 11. strawberry. Down: 1. tomato; 3. cucumbers; 5. onions; 6. carrots.

Page 28: *Win at Life*: Statistics say that among school age children, only four out of 10 boys and three out of 10 girls get the calcium they need each day. According to National Dairy Council's *Banking for Life*, "Children's bones are like bank accounts. They're depositing calcium now for later in life." Why do scientists and doctors say this? It is because by the time you are 20, your bones have collected 98 percent of your skeletal mass, or bone mass. The only way to build strong bones is to get plenty of calcium, Vitamin D and physical exercise NOW. You cannot build strong bones without exercise. Check the MyPyramid recommendations for how much non-fat milk you are to drink each day. All foods from the meat and bean group will help to make you strong and healthy but variety is important. You might have a hamburger at one meal, a peanut butter sandwich at another and rice and beans at yet another meal. Chicken, scrambled eggs and fish are members of this group also. Check the school menu for a week and see how the meat and bean group is represented. Don't forget that you also need exercise for strong muscles. That is why Max runs up the pyramid and Foodella is always on the move. They want to have strong muscles **and** strong bones.

Background Information on Vitamin D and Calcium Sources: Vitamin D is made by our bodies when we are in the sunlight and people who are not able to be in the sunlight long enough to make Vitamin D each day rely on getting it from a vitamin supplement (either that comes already added to foods such as milk, soymilk, rice milk and fortified cereals) or as a vitamin pill. Food sources of calcium include milk (plus soy and rice milk), yogurt, cheese, fortified breakfast cereal, broccoli, tofu, kidney and other beans, fortified orange juice as well as other vegetables in lesser amounts. Dairy products are an additional source of protein (besides the protein that is in the meat and bean group).

EXTRA ACTIVITY: You may introduce students to Power Panther and the "Eat Smart, Play Hard" website where Power Panther sings his song for them. Invite the students to stand up and have a "stretch" break along with Power Panther. Have students design their own choreography to go along with the Power Panther songs or have them dance like the Panther at <http://www.fns.usda.gov/eatsmartplayhardkids/Tunes/ptunes.htm>. One such song is "Power Panther is here." More songs can be downloaded at http://www.fns.usda.gov/eatsmartplayhard/Collection/collect_kids_3-1.html.



POWER PANTHER IS HERE

**Everybody,
Get up!
Power Panther is here.
Power-up!
When you get up, in the morning, that's the time to power up,
Lunch time, snack time, dinner too**

**That's the time to power up,
Power Panther, yeah!
Eat Smart, Play Hard
Power-up, Power-up
You wanna eat the right foods, you wanna get up and move
You wanna balance your day with food and play
You've got the power, yeah!
What are you gonna do?
It's up to you.
Eat Smart, Play Hard.**

Teachers may order the Power Panther costume to be worn by an adult or high school student at the school. This way Power Panther may visit students in their classroom as well as other classrooms and/or a public assembly. Teachers must place their order very early since the Power Panther costume is booked months in advance. In addition to using Power Panther to study nutrition, his songs may also be worked into music classes or be adopted as a High School Drama Club project.

Page 29: *Build your Body with School Lunch to Max your Mind*: Request a week of menus from the school lunch program to assist in helping students to complete the form. Consult <http://www.MyPyramid.gov> or <http://www.healthysd.gov> if you need more information.

Key: Body building foods help your body to build strong teeth, muscles, healthy hair and bones.

Page 31: Caution foods, [extras or sometimes foods] such as soda and candy, do not provide important nutrients for our body. Caution foods should be replaced with more healthful choices. For example, encourage children to drink low-fat milk instead of soda to help build strong bones and teeth. Take a trip to the school's vending machines and decide what foods are caution foods and what foods are healthful.

Additional ideas/activities:

To help students understand portions, show them what 1 cup of milk looks like, what 1 ounce of grains look like (ex. bread, pasta, cereal, rice, etc) and other foods from their individualized MyPyramid plans. It would be interesting to show students how much would be on the plate of a 9-year-old boy who plays soccer for an hour each day versus a 9-year-old boy who plays video games instead based on an individualized MyPyramid Plan for the fictitious child. Be sensitive to NOT singling out an overweight student or an exceptionally thin student.

On a large MyPyramid poster, continue the learning experience by having children classify by food group the foods they eat at lunch each day.

Unit 6: Balance Food with Activity

Pages 32-36

Objective:

Students will:

Explain the importance of eating a variety of foods every day

Discuss eating more of some foods and less of others to promote better health.

Pick wise choices when given a restaurant menu.

Count servings of each food group provided in a written menu.

Directions for the teacher:

An important concept for this unit is that foods should not be labeled “good” or “bad”. All foods can be part of a well-balanced diet when eaten in moderation. Snacks, as well as meals, are important to a child’s good nutrition. Children should learn from this lesson that balance, moderation, and variety are the keys to healthful eating.

Page 32: The human pyramid will introduce children to the idea of balance and variety of the foods we eat as well as from physical activity.

Page 34: The restaurant activity can be enhanced by using pictures of food or plastic food models to add to the role-playing experience. This learning experience will provide knowledge to put into practice when the child is faced with making food choices at a restaurant. Plastic food models can be borrowed, if ordered far enough ahead of time, from Child and Adult Nutrition Services (CANS). Call 605-773-3413 and request to borrow either plastic food models or two-dimensional paper models. You may also contact your local Cooperative Extension Educator to see if he or she has food models for loan.

Page 36: Obtain a copy of the menus for one week from the school lunch program. You may want to have children paste a copy of the menu on the activity page.

Additional ideas/activities

Have students keep a journal of the foods they eat during one week. Ask children to look at their journal and see if they have eaten a variety of foods throughout the week.

Work with the school food service staff to have the class plan a school lunch menu for one day. The lunch menu must include all of the required food items according to the school lunch meal pattern. Using pictures from magazines or individual drawings, have each child make a placemat depicting foods from the different stripes of MyPyramid. Laminate the placemats for children to take home. If students place their food on a MyPyramid form, have them put the

higher fat and sugar items toward to top of the pyramid and do not include foods such as pop, cheesecake and candy. These types of foods are extras and do not fit in the pyramid.

Moderation (Page 34) is probably the most difficult part of managing a child's diet. After-school snacks are often processed and full of unnecessary fats and oils. Have the students determine what are healthful after-school snacks to replace cookies and chips. Suggestions might include preparing sacks of munchies like celery and carrots or fresh fruits.

One size doesn't fit all. The MyPyramid Plan can help students choose the foods and amounts that are right for them. If students do not have a copy of their individualized MyPyramid Plan yet, it is time they get a quick estimate of what and how much they need to eat. Enter each student's age, sex, and activity level in the MyPyramid Plan box.

If students are ready to understand a more detailed assessment of food intake and physical activity level, click on MyPyramid Tracker.

Use the advice "Inside MyPyramid" to help them:

- Make smart choices from every food group,
- Find balance between food and physical activity, and
- Get the most nutrition out of calories.

Unit 7: Top, Middle and Bottom—See How they Grow

Pages 37-40

Objective:

Students will:

Distinguish between foods that come from animals and foods that come from plants.

Discuss why water is the most important liquid that we can drink.

Directions for the teacher:

Almost all of our food comes from plants or animals. The tree on Page 37 shows students what foods come from the “Top, Middle, Bottom” of plants. Food also comes from animals. Pages 38 and 39 have an activity where students can connect the finished product with the plant or animal of origin. For example, milk comes from cows and pork chops come from pigs. Apples and pears grow on trees. Some berries like blueberries grow on bushes.

Make students aware that their bodies have more water than any other element and that water has many functions. We can survive a long time without food but only for a few days without water. When we get too thirsty and dehydrated, we cannot think properly and often feel tired. The more active we are, the more water we need. When it is hot and we are sweating, we need to drink extra water.

Page 40—We are water. Prior to the experiment, ask children what they think will happen to the vegetables on the window ledge. Afterwards, discuss the experiment and ask the children why the vegetables shriveled.

Additional ideas/activities:

Have your students plant carrot seeds or other vegetable seeds as a class project.

Contact your local grocer or a produce chain store to bring a variety of fruits and vegetables to the classroom to allow children to explore the various kinds available.

If you have not already done this, have a tasting party of fruits and vegetables. See activities suggested earlier.

Tour a dairy farm to help children understand where milk comes from. Call your local dairy association for other educational materials.

Objective:

Students will:

Explain why eating breakfast is very important.

Plan well-balanced breakfast meals.

Directions for the teacher:

When referring to having foods from three (3) groups to make a complete breakfast, reinforce the fact that oils are not one of the five food groups.

When preparing a nutritious breakfast remember grain-fruit-milk. If you get food from each of these groups for breakfast, you'll be able to think clearer and feel better.

Additional ideas/activities:

Some schools offer a school breakfast program. If your school offers the breakfast program, send a note home to the parent inviting the child to participate in the program.

For more information on breakfast see:

- The Child and Adult Nutrition Services (CANS) site <http://doe.sd.gov/oess/cans/nslp/index.asp> or
- “Breakfast for Learning” sponsored by the Food Research and Action Center. <http://www.frac.org/pdf/breakfastforlearning.PDF>.

Unit 9: Healthful Habits

Pages 44-46

Objective:

Students will:

Explain proper hand washing and its connection to disease.

Describe characteristics of germs.

Directions for the teacher: As children begin to prepare snacks and meals for themselves, they need to learn basic skills for taking care of the food they are preparing. The first step is to teach children the need for hygiene. Children should learn the importance of hand washing, good hand washing techniques, and when it is necessary to wash hands. Have someone from your school lunch staff or a high school science teacher come to the classroom and show the children the proper way to wash their hands. Information links may be found on the Healthy South Dakota School Tools website <http://www.healthysd.gov/SchoolsTools.html>. Another website for teachers is <http://www.foodsafety.gov/~fsg/handwash.html> and for students, http://www.fightbac.org/clean_facts.cfm.

Children need the skills for preparing and taking care of different foods. They need to know why some foods are refrigerated, such as milk, meats, and eggs, for freshness. Foods need to be properly wrapped to keep them fresh, retain moisture level, and keep them appetizing. It is important to wash fresh fruits and vegetables before eating them. Fruits and vegetables may contain germs from being touched by people who did not wash their hands before touching the produce. Children need to be reminded that germs on their hands can be transferred to foods they handle if they don't properly wash their hands first. Raw vegetables and fruits may also retain residue from herbicides and pesticides used in the growing process. Even fruits like melons should be washed before they are cut.

If it is not too confusing for your students, explain to them that raw meats must be kept separate from cooked meat products. Raw meat products must also be kept separated from ready-to-eat foods such as hamburger buns, lettuce, tomato, cantaloupe, etc. Never eat raw meat.

Ask students if they have ever noticed how the bins in a refrigerator are labeled. You might show them pictures of the insides of empty refrigerators. Have them pick out the varying bins and tell you what is supposed to go in those bins according to the corresponding labels. Try to avoid students sharing what goes into the bins at home versus what is "supposed" to go in the bins.

Stress that cutting boards must be cleaned thoroughly with soap and

water before and after each use. It is especially important to thoroughly clean the cutting board after using it for slicing raw meat. Some families may reserve a special cutting board for using with certain foods.

Page 46—The “Foodella Goes Camping” exercise will reinforce the lesson learned with Page 9 about why we keep foods cool.

Additional ideas/activities:

You may want to include a variety of different foods to not only increase awareness of foods, but to represent different cultures.

The federal government has a website devoted to the safe handling of food; see <http://www.foodsafety.gov/>.

Unit 10: Snack Sense

Pages 47-53

Objective:

Students will:

Discuss how to select healthful snacks as an important source of nutrition for growing.

Enjoy eating healthful snacks.

Discuss how being active and physically fit are important for healthy body.

Explain why raw fruits and vegetables are excellent snacks.

Identify which milk, legume and whole grain snacks are most nutritional.

Directions for the teacher:

A snack is a portion of food eaten outside of meals, like an apple or an orange. Some schools serve whole grain crackers or fruit between breakfast and lunch when many children feel hungry. This is an excellent time to eat some of the foods suggested on the MyPyramid Plan like fruits and vegetables or low fat milk. If snacks are healthful food choices, children will be adding substantially to their daily nutritional requirements, including vitamins and minerals. If your school encourages students to bring healthful snacks to eat at mid-morning, read the labels on the snacks to the children and help them determine which snacks are more healthful.

Review with students, the amount of discretionary calories that are in foods such as ice cream, milk (other than nonfat), cheese, meats that are not very lean, and grains made with extra fat or deep fat fried. Many people are not aware that they have already eaten their discretionary calories for the day from “regular” food items and so they think that they still have discretionary calories left for a treat. http://www.mypyramid.gov/pyramid/discretionary_calories_count_print.html. From this table students can see that 65 of the 145 calories in a cup of whole milk are discretionary while fat-free milk has zero discretionary calories.

MyPyramid uses a monetary analogy to explain “extras”: *With a financial budget, the essentials are items like rent and food. The extras are things like movies and vacations. In a calorie budget, the “essentials” are the minimum calories required to meet your nutrient needs. By selecting the lowest fat and no-sugar-added forms of foods in each food group you would make the best nutrient “buys.” Depending on the foods you choose, you may be able to spend more calories than the amount required to meet your nutrient needs. These calories are the “extras” that can be used on luxuries like solid fats, added sugars, and alcohol, or on more food from any food group. **They are your “discretionary calories.”***

*Each person has an allowance for some discretionary calories. But, many people have used up this allowance before lunchtime! **Most discretionary calorie allowances are very small, between 100 and 300 calories, especially for those who are not physically active.***

Remind students that it is a good idea to make up healthful snacks ahead of time and keep them in the refrigerator. This way, when they are hungry, they can grab celery, carrots or grapes instead of chips and candy.

Additional ideas/activities:

Many families eat large amounts of high fat snacks such as cookies, cake, pop, and chips. These snacks have low nutritional value, but might be the only snacks offered in the home. Be sensitive to the children who come from these homes, because they often do not have other available choices.

Healthful snacks can include: 100 percent juice, whole grain crackers, 1 percent milk, pretzels, cereals (without added sugar), brown rice cakes, fresh and dried fruit, raw vegetables, low fat yogurt, ¼ peanut butter sandwich on whole wheat bread, small portions of dry roasted nuts and legumes such as garbanzo or kidney beans and lettuce salads.

Raw fruits and vegetables make excellent snacks but many commercial dips are high in fats and defeat the healthful eating habits Foodella is encouraging. We suggest that children learn to enjoy the natural flavor of vegetables with no added dips. If the only way to get children to try raw veggies is with dip, try the delicious University of Minnesota, Extension Service recipe printed below.

SNACK HAPPY VEGETABLE DIP

1 cup dry-curd low-fat cottage cheese
½ cup nonfat yogurt
Choose from these seasonings:
Ranch: 2 tablespoons dry dressing mix
Onion: 2 tablespoons dry onion soup mix
Garlic: ½ teaspoon powdered garlic
Parmesan: 2-4 tablespoons grated cheese.

Mix all ingredients in a blender or mash cottage cheese with a fork before mixing with yogurt. Chill 1 hour to let flavors blend. Serve with fresh vegetables.

Source: University of Minnesota, Extension Service

Calories: 47 for ¼ cup of dip

Don't forget to check out the "kid friendly foods" at <http://www.kidsacookin.ksu.edu> and <http://apps.nccd.cdc.gov/dnparecipe/>. The <http://www.healthysd.gov> and <http://www.MyPyramid.gov> websites will also lead you to links with healthful recipes and food ideas.

Unit 11: Good Manners Are Fun

Pages: 54-58

Objective:

Students will:

List mealtime characteristics that make eating fun.

Demonstrate the most common placement and use of eating utensils on the American dining table.

Explain the importance of brushing and flossing teeth to prevent cavities.

Directions for the teacher:

Explain to students that eating is a social experience. A relaxed atmosphere, enough time to eat, appropriate mealtime behavior, and sharing conversation need to be considered.

Ask children “What are manners and etiquette?” Answer: They are practices that show that we care about, respect and honor each other.

Page 56: Have students list and discuss mealtime practices that would show that we care about, respect, and honor each other (appropriate manners and etiquette). Answers will be washing hands, pleasant conversation, eating neatly, chewing food with mouth closed, trying not to spill food, saying please and thank you, etc. Be sensitive to cultural differences practiced at mealtimes.

Page 57: Have students make a positive mealtime behavior list for home and in school. Have them post the manners at home to reinforce the positive behavior.

Have students write about an enjoyable/unpleasant mealtime they have had during the last week, including the factors that made it enjoyable/unpleasant.

Discuss with students that utensils are correctly arranged to make eating easy for them, and demonstrate the customary way to use a knife, fork, and spoon for eating in the United States.

This may be an appropriate time to ask the students what other variety of table settings they have seen or that they may use at home, i.e., some students may use chopsticks or have been to restaurants where they are given two or more forks.

Page 58: Dietary guidelines also recommend that we brush our teeth and floss frequently to prevent cavities. The American Dental Association has an excellent website for activities and information to help demonstrate why we need to brush our teeth.

<http://www.ada.org/public/education/teachers/smilesarts/index.asp>.

Additional ideas/activities:

Not all families eat at a traditionally set table. Involve your students in learning about other cultures and how other eating styles and manners differ from their own. It could be mentioned that in England, for example, people hold their eating utensils differently, but that it is still considered good manners.

Sending a letter home to parents/guardians will make them aware of the “Good Manners Are Fun” unit and aid in positive reinforcement in the home setting. Not all parents are aware of how a table is traditionally set in the United States. Including the diagram from the unit will give both child and parent a reference. Be sure to be sensitive to other cultures and explain that this is only “one” way to set a table.

The *Fun with Foodella* Teacher’s Guide Supplement starting on Page 29 of this publication provides information and resources for “table manners” in a number of countries and regions around the world. This exercise could be enhanced even greater if you could invite a guest in from another culture to explain mealtime in their native land.

Remember to be sensitive to the different ways in which people eat. Ask students:

1. Can you think of foods that you eat with your hands? Answers might be fruits like apples or grapes; raw vegetables like carrot sticks, celery stalks or cauliflower; grains like toast, bagels or crackers; sandwiches including hamburgers and hot dogs; fried foods like French fries or cheese balls; chips; sweets like donuts or cookies; and favorites like pizza or tacos.
2. Is it so odd then that some cultures use their fingers for eating foods? No.
3. How many ways can you eat ice cream? Answer with your hands when it is in a cone; with a spoon when it is in a dish; maybe with a fork when it is on pie; or drink it through a straw when you make a malt or a shake with it.

Whatever the answers to the questions, awareness of the many “correct” ways to consume food is important. Let students know that it is also important to know how host families might eat and to not make fun of others.

Fun with Foodella Teacher's Guide

Unit 12: A World of Food

Pages 59-62

Objective:

Students will:

Match foods from different cultures with their countries of origin.

Explain how ethnic foods provide proper nutrition for good health.

Directions for the teacher:

Explain to students that there are many different ways to eat healthfully, and that diversity needs to be recognized and honored. Explain to them that certain foods may be traditionally identified with a particular cultural group; however, families within the same culture may eat differently from each other.

Children may not like new ethnic foods that they are supposed to be learning to appreciate. Teach them ways to decline food politely. If a child makes fun of the food or calls a food “yucky” intervene immediately. Explain to them that it is not okay to respond in those ways. Offer other ways to respond, such as “I’ve never tasted that before, what does it taste like?” or “It tastes differently to me.” If a child really doesn’t want to try a food, “No thank you, I don’t want any today” would be a polite response.

Page 60: The MyPyramid website has reference information about mixed food items such as pizza, tacos, casseroles, pie and stir fried foods. The calorie amounts are only for reference purposes since calories change with changes in brands and ingredients. Stress reading the labels to be certain of calorie content. A slice of pizza is an excellent example of how reference values can differ greatly depending upon how large the slice is, how thick the crust is (and what ingredients the crust contains), whether it was prepared with a lot of fat or little fat (deep dish versus hand tossed) as well as toppings (pepperoni versus vegetables).

Tacos are a favorite Latin American food that have become part of the American culture. Reference information for an average hard shell taco provides 2 ½ ounces grain; ¼ cup vegetables; ¼ cup milk; and 2 ounces meat & bean. It has 185 calories. Two tacos for 370 calories is considered an average serving. See the chart at http://www.mypyramid.gov/tips_resources/mixed_food_information.html# for determining servings in “mixed” foods like tacos and egg rolls.

“Cultural and Ethnic Food and Nutrition Education Materials: A Resource List for Educators” <http://www.nal.usda.gov/fnic/pubs/bibs/gen/ethnic.html>

Additional ideas/activities:

Feel free to substitute other foods and countries to meet the needs of your students. Showing the students where the country is located is an easy way to pull geography into the lesson. This is a great place to talk to the food service director to see if he or she would be interested in serving meals that are traditional to various cultures (Native American, Mexican, Asian, German, Greek, etc.).

The short review of the food groups helps to bring closure to the lesson. To assess the degree of knowledge gained, have the students put the foods of the other cultures they studied into MyPyramid.

You have finished the Fun with Foodella program and your students have learned about MyPyramid and how to apply it to their daily life. Now it is time to have some fun. You may go to the Team Nutrition website <http://teammnutrition.usda.gov/>, download the Go Fish cards and have a great day <http://teammnutrition.usda.gov/resources/mypyramidclassroom.html>. An alternative website for the Go Fish cards is <http://www.fns.usda.gov/tn/Resources/go-fish.pdf>.

BULLETIN BOARD ACTIVITY: Foodella and Max can bring nutrition to your students in many ways. One way to reinforce the exercises is to create a bulletin board near the beginning of the exercises. An example may be creating a MyPyramid Racetrack. Students can draw or cut pictures of cars from magazines then move them along the road as they learn about healthful foods. Pictures of healthful food can be placed on the fuel pumps. As the lessons progress, so may the cars.

NOTE: Some foods that make an engine go smoothly are whole grains and beans such as baked beans. Clogged arteries from saturated fat, carrying extra weight from drinking soda, and not keeping the intestinal system running by lack of fiber in the diet puts us at risk of health problems and having to stop for repairs along the way in life.

Fun with Foodella Teacher's Guide Supplement

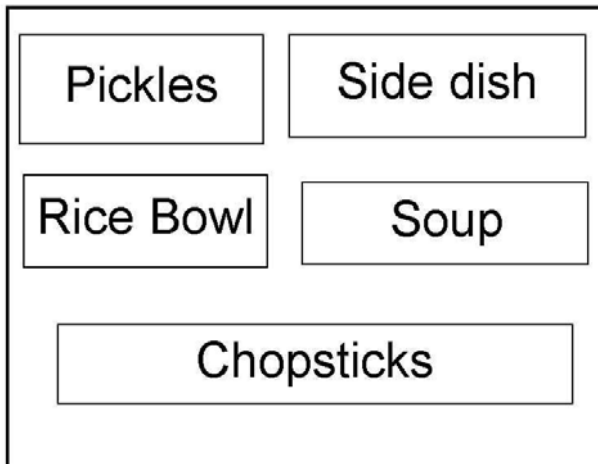
SUPPLEMENT TO UNIT 11: Good manners are fun. There is a suggestion that, “Not all families eat at a traditionally set table. Involve your students in learning about other cultures and how other eating styles and manners differ from their own.” The activity shows a traditional American table setting for students to practice copying while this supplement gives a variety of culturally different ways to set the table and to eat a meal.

JAPANESE TABLE SETTING

In Japan, some restaurants and private houses are furnished with low Japanese-style tables and cushions on the floor, rather than with Western-style chairs and tables. There are rules for sitting and several different ways of sitting—with knees bent and feet under the body or to the side or cross-legged.

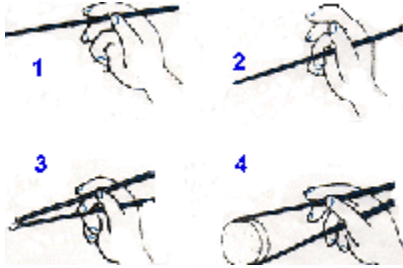
The difference between the way the Japanese table is set and the way the American table is set is that in the American setting, the meat is always placed in front of the person; in Japan, the meat is set off to the right. Another difference is that chopsticks are placed directly in front of the eater, instead of off to the side like silverware in the American tradition.

Japanese dishes are filled only a bit over half way so that the pattern of the china can be seen. Usually, the pattern of the dishes is changed according to the season—for example, maple leaf-pattern for the fall, plum blossom-pattern for spring. The type of food served changes too.



Here's How to Use Chopsticks:

1. Hold the top one between the thumb and the middle and index fingers as you hold a pen.
2. Hold the bottom one between the thumb and the ring finger.
3. Move the top chopstick to pick up food.



Just as there are rules for using knives, forks, and spoons in American meals there are rules for using chopsticks. Some of these are:

1. Don't directly pass food from your chopsticks to somebody else's chopsticks.
2. Don't stick chopsticks downward into food.
3. Rest your chopsticks on the chopsticks rest before you pick up a food dish.
4. Don't wave your chopsticks around above food dishes.
5. Don't use your chopsticks to point at somebody.

See these sources for pictures and more information at [japan-guide.com](http://www.japan-guide.com), <http://www.japan-guide.com/e/e2005.html> and Wikipedia, <http://en.wikipedia.org/wiki/Chopsticks>

VIETNAMESE TABLE ETIQUETTE

A story about a guest at a Vietnamese dinner who doesn't know how to eat the food he is served is available on the webpage, *Things Asian*.

http://www.thingsasian.com/goto_article/article.728.html

In the case presented in "Things Asian", the guest remembers his manners and tries the different foods and thanks his hostess. He also brought a gift for his hostess because doing so is the custom. Another standard rule is that the guest will be served by the host or hostess but should not be the first to taste a dish. He takes only a small amount of each dish and should taste everything before having more of any dish. He should not take too much meat because it is the most expensive food. It is considered rude to refuse an offer of a second helping so a guest must eat a small amount and wait to be encouraged to have another helping.

A brief quote from the story by Andrew X. Pham:

The fish gaped at me. Its glassy bubble eyes regarded me with equanimity.
My Vietnamese hostess had just placed a fish the size of a pig on the table in

front of me with the bullet-shaped head aimed at my sternum. Everyone around the table stared, smiling, nodding and watching my reaction.

Unnerved, I could only manage a goofy grin. Did they expect me to eat the fish head?

"Eat. Please eat," urged my hostess. The chopsticks in my hand clattered like reeds in the wind. Fish head, eyes and gills lay before me, all unacquired tastes.

"It's not much," said my hostess. The fish was longer than my arm. "It's a simple dish, not much flavor." It looked more elaborate than any Thanksgiving turkey I'd ever had. "Eat. Eat."

ITALIAN TABLE ETIQUETTE

Food is managed with both hands with the fork in the left hand and the knife in the right hand (or vice versa for left-handed people). One eats with the fork in the left hand while holding the knife. This style of eating is almost universal in the Western World—the U.S. is different.

Keep both hands visible on the table (not in your lap). In times past this was necessary to show that the person was not holding a weapon under the table! It works well for Italians because they can gesture with both hands while talking.

The most important lady is served first; then the most important gentleman is served and the hostess is served last.

Source: [virtualitalia.com](http://www.virtualitalia.com), *Italian table etiquette*,
<http://www.virtualitalia.com/recipes/etiquette.shtml>

HOW TO USE A KNIFE, FORK, AND SPOON

An Introduction

The rules that describe how a knife, fork, and spoon must be used have changed over time. In general, these rules are intended to prevent the utensils from appearing threatening. The ordinary table knife is related to actual weapons of war. For that reason, flatware is held loosely, carefully, and guided by the fingertips. To hold any utensil in a fist or to point it at anyone would hint at danger.

Holding a Utensil

Both spoon and fork are held by balancing them between the first and middle finger and with the thumb on the handle. The knife is used with the tip of the index finger gently pressing out over the top of the blade to guide as you cut.

The Zig-Zag Method

In American custom all three utensils are used mostly with the right hand, which is the more capable hand for most people. This leads to some switching of hands when foods, such as meat, require the use of knife and fork to cut a bite. The fork is held in

the left hand, turned so that the tines point downward, while the right hand holds the knife. After a bite-sized piece has been cut, the diner sets the knife down on the plate and transfers the fork to the right hand, so that it can be used to bring the bite of food to the mouth. This is called the "zig-zag" style.

European Style

The European, or "Continental," style of using knife and fork is somewhat handier. Food is cut and then brought directly to the mouth on the downward-facing fork. Regardless of which style is used for the fork and knife, it is important never to cut more than one or two bites at one time.

Source: Cyber Palate LLC. Diner's Digest Web site, *How to use a knife, fork, and spoon*. <http://www.cuisinet.com/glossary/use.html> 1997

EATING WITH THE HANDS

It is estimated that about one third of the world's population eats with its hands.

We know that the vast majority of people living in India eat primarily with their hands, and the population of India is roughly one billion people. Many countries in Southeast Asia (Thailand, Cambodia, Laos) also have a sizable portion of the population eating with their hands. Throughout Africa many people rely on their hands as their primary utensil — Tanzanians and Ethiopians, for example, prefer this method of eating to using a knife and fork.

In countries where eating with one's hands is the most common way to enjoy a meal, it is true almost without exception that the right hand is the only socially acceptable hand to use for eating. Since virtually all nations in which eating with one's hands is preferred are within the developing world, there are contemporary (or recent) taboos against handling many things of importance with the left hand — the hand used for cleaning one's self after using the toilet.

McGuigan, B. Conjecture Corporation. 2006. <http://www.wisegeek.com/does-one-third-of-the-worlds-population-eat-with-their-hands.htm>

CUISINE AND ETIQUETTE IN ZAMBIA

The mother eats with the girls and the younger boys. This is because all of the children below the age of seven are under the guidance of their mother. Almost all learning takes place through daily activities in the home. The mother, who is in charge of the youngsters' learning, has to take care of their mealtime education as well. This is changing, especially in towns and cities. The trend now is that members of the family all eat together.

Before eating, everybody washes hands in order of the status of the members of the family: father first, then mother and others follow according to their ages. One of the younger children, boy or girl, passes a water dish around for others to wash their hands. If a visitor happens to have a meal with the family, he is given the honor of washing first.

It is rude to talk very much or loudly while eating. After eating, the family members wash their hands again in the same order. The wife and the young ones clear the table. Belching after a meal used to be a compliment, but is not seen as such today.

Source: Coverdell, P.D., World Wise Schools. *Educators Looking at Ourselves and Others: Cuisine and Etiquette in Zambia.*

<http://www.peacecorps.gov/wws/guides/looking/sheet15.html>.

DISCUSSION:

What differences in the way people eat did you hear about?

How are children taught the manners that are expected in their home?

How did the traditional American method of eating begin?

Would you like to visit a family who ate their food in a method you are not used to?

If you are eating a meal with someone from another country, how do you know what to do?

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