Lesson 1

Nutrition and Gardening

OBJECTIVES

- To understand what humans and plants need for survival
- To learn the origin of our food
- To learn about the parts of plants, emphasizing those that we eat
- To learn how to plant seeds and grow them successfully

APPLICABLE CONTENT STANDARDS

- English–language arts
- Science

(See the matrix in Appendix B.)

Materials for In-class Lesson and Activities	Materials for Gardening Activity
Handouts: 1-1 Charades (one copy/class) 1-2 Plant Parts 1-3 Crossword Puzzle "10 tips" (with the letter to parents or guardians) Colored folders (for students to store handouts from these lessons) Foods noted on handout 1-2 (one from each part of the plant) Fresh Fruit and Vegetable Photo Cards (see Appendix D under "California Department of Education" for ordering information) Seed packets (optional)	**Handouts:** 1-4 My Seeds and My Predictions 1-5 Mini-Greenhouse Care Chart (one copy/class) Mini-greenhouses (72 cells/tray; one tray/class) — *see "Additional Activities" for other greenhouse options* Potting soil mix (two bags, 3–5 lb. each) Seeds (check with a master gardener or local nursery for crops that would be successful in your area) Hand shovels or trowels Plastic tarp Wooden popsicle sticks Permanent marker Adhesive tape or glue Paper towels Spray bottle

Preparation for In-class Lesson and Activities	Preparation for Gardening Activity
Day before the lesson: Photocopy handouts 1-1 (one copy), 1-2, 1-3, and "10 tips" (one copy/student). Gather materials. Cut up charades slips (handout 1-1). Prepare five or six stacks of the Fruit and Vegetable Photo Cards. Each stack should have one picture of each plant part. Optional: A seed pack may replace a photo card.	**Day before the lesson:** Photocopy handouts 1-4 and 1-5. Discuss with the students which fruits and vegetables they would like to grow. Look into which would grow in the region and the time frame desired. Gather materials. Cut each mini-greenhouse tray into eight smaller trays. Moisten potting soil with water in a small bucket; keep about one cup of the mix completely dry and get one cup soaked (for demonstration purposes).
Just before the lesson: Organize students into five or six groups.	**Just before the lesson:** Set up for the gardening activity in a corner of the room (tarp, greenhouses, soils, seeds, handouts).

Nutrition Lesson Activities
(60 min.)

1. Introduction and icebreaker

- **Brainstorming.** Our bodies are made up of many different parts that do many things for us every day. Who can name a few things that our bodies do every day? What part of our body is working?
  - *Move (muscles)*
  - *Eat (digestive tract)*
  - *Play (muscles)*
  - *Pump blood (heart)*
  - *Heal wounds (cells)*
  - *Sleep (whole body)*
  - *Breathe (lungs)*
  - *Grow (muscles, bones)*
  - *Drink (digestive tract)*
  - *Learn and think (brain)*

  Can your students think of any others?

- **Game of charades.** Look more closely at five things our bodies need to perform all the tasks just discussed. (The class should already be divided into five groups.)
  - Give each group a slip of paper (from handout 1-1) indicating one thing that our bodies need.
  - Groups should get only about one minute to work on their charade, so they must make it simple.

- After a minute, bring the groups back together. Have each group present its charade to the rest of the class while the other students guess the charades.
- Write the correct answers on the board. Discuss why our bodies need these things and write key words on the board (underlined below).

1. **Food.** Provides our bodies with energy
2. **Air.** Provides our bodies with oxygen that is needed by organs such as our brains to function (We breathe in oxygen and breathe out carbon dioxide through the process of respiration.)
3. **Water.** Helps to keep our body temperature normal and our blood flowing
4. **Exercise.** Helps to keep our muscles strong, especially our hearts
5. **Sleep.** Gives our bodies a chance to rest and prepare for another day of activities

2. A close look at food

- Ask each student in the classroom to tell the class his or her favorite food. (Limit each student to only one food.) Chart the number of times each food is mentioned. That is only a small portion of the total number of foods that are available to us.
- Take a closer look at where some favorite foods come from. Map the production history of the most popular favorite food on the board (e.g., pepperoni pizza). Keep it simple, direct, and to the point. Ask the students where different components come from; for example, what is the crust made of? Where does the dough come from? The objective is to trace each item all the way back to *plants* and *animals.*

Pepperoni pizza example

Crust ➜ dough ➜ flour ➜ plants

Tomato sauce ➜ tomatoes ➜ plants

Cheese ➜ milk ➜ cow (A cow must eat plants to have the energy needed to produce milk.)

Pepperoni ➜ pig (A pig must eat some plant products in order to grow.)

- Tell the students to focus on plants. Plants need food, air, and water just as our bodies do.

Food. Plants make food from carbon dioxide (CO_2), water, and light through the process of photosynthesis; plants also need other compounds/nutrients that can be found in the soil.

Water. Plants need water to grow; they pull it from the soil through their roots.

Air. Plants need CO_2 from the air that we exhale—and they release oxygen (O_2), which we need to breathe, through the process of photosynthesis.

Sunlight. The sun provides the plants with the energy needed to complete the process of photosynthesis.

3. A close look at plant parts

- Now that we know we eat plants, let's take a closer look at the different parts of plants that we eat.
- Distribute the Plant Parts handout (1-2). Also distribute five or six Fresh Fruit and Vegetable Photo Cards to each of the five groups. (Each group should receive one photo of each plant part, if possible.) Have a student read the function of a root. Show the students an example of a root that we eat (see the list on page 14). Then have each group figure out which of their photos shows a root. Have the group hold up the picture for the rest of the class. Meanwhile the rest of the group members should write the name of the food in their photo in the third column of the handout. Have the class identify similarities between foods from the same plant part. Ask students if they can name any other foods that come from that part of the plant. Repeat with the remaining plant parts.
- At the end of the activity, have students place pictures of similar plant parts together in different areas of the room. Allow students time to look at the different plant parts grouped together. Can they tell which plant part they are looking at? Have the students fill in the names of the foods by the correct plant part in the plant-part handout.

4. Review activity

- Crossword puzzle activity (handout 1-3)

Gardening Activity
(30 min.)

Become a farmer! There are several considerations before you begin this activity. First, decide what seeds you will plant. Check with local master gardeners, farm advisers, nurseries, or the planting guides for your region. Consider the climate, time of planting, and the time of harvest. Then decide which crops you would like to harvest at the end of the project. Healthful snacks will be made in Lesson 9, and recipes are provided. The recipes may give you some ideas as to which seeds to plant. Last, some seeds need to be started in small containers and then transplanted outdoors when they have grown a couple inches (e.g., broccoli, leafy greens); other plants do better when seeded directly into the ground from which they will be harvested (e.g., carrots, radishes). Read the seed packets to learn more about the planting of the seeds.

In this group activity, students will plant seeds in a mini-greenhouse tray. Work with no more than half of the class at a time. (It is possible to work with as many as 12 to 14 students at a time.) Students not planting may work on handout 1-3.

- Distribute the My Seeds and My Predictions handout (1-4). Have students draw a picture of the seeds they plant and make predictions of what the plant will look like when fully grown. (They can get ideas from the seed packet.) These predictions are just guesses! Have each student get a seed from one other student and repeat the process. Students should be drawing when not working on their gardening task. Have students list the part of the plant they can eat at harvest time.

- Start a group discussion. Explain the parts of the activity: the seeds, greenhouse, soil, water, and planting. All parts are equally important for a successful harvest. Have the students predict what might happen if one part were left out.
- Begin planting. Have the group sit on a tarp if working indoors or on the lawn if outdoors. Number the students by fours. One adult can work with four students per group at each tray and no more than four groups at a time. Explain the importance of each of the following steps as it is completed:

  (Student 1) Fill the cells loosely with soil. Do not pack the soil down tightly or else the seeds will suffocate. The soil must not be too soggy or too dry. (Bring in soil samples that are too wet and samples that are too dry.)

  (Students 2 and 3) Plant seeds, but not too deep. Read the seed packets to determine the number of seeds per cell and the planting depth. (You will almost always plant one seed per cell for transplant purposes.) Do not pack the soil down; the seeds need air.

  (Student 4) Label the tray by writing the seed name on a popsicle stick and taping or glueing on some seeds.
- Explain the importance of checking the plants daily. Keep track of progress on the Mini-Greenhouse Care Chart (handout 1-5).

This activity can easily become a science experiment. Have the students set up different environments and make predictions about what might happen to the seedlings. The students can put photosynthesis to the test. Always include at least one tray that gets the ideal conditions (just the right amount of light, water, and air). This group, called the *control group,* will provide your class with some plants that can be transplanted outdoors in a few weeks. Do only two or three of the following experiments per class. Have the students keep track of their experiments for at least two to four weeks and record any differences observed between the experimental and control groups. The following are suggested experiments:

1. Skip one of the garden steps listed above or perform a step out of order. What effect would it have on the growth of the plant?
2. Place a dark lid over one section of the greenhouse so that no light will get in, but be sure to continue watering the plants when necessary. Can the plants grow without any light at all? (Mushrooms are an example of plants that can grow in the complete absence of light.)
3. Place a dark lid over one section of the greenhouse so that no light will get in; this time, cut a one-inch hole in one side of the lid. Make sure you still continue watering the plants when necessary. In which direction will the plants grow? (Students can notice phototropism at work.)
4. Do not water one section of the greenhouse at all (underwatering), but continue to provide adequate light. What happens to the seedlings?
5. Water one section of the greenhouse twice a day (overwatering), and continue to provide adequate light. What happens to the seedlings?
6. Try different combinations of any of the environments noted above.

7. Ask students the following questions: How might the temperature affect the growth of the seedlings? How might sound affect the growth of the seedlings?

Additional Activities

1. Snack idea: Have a taste test party that includes foods from different parts of the plant. (See the table on page 14.) Have the students record which part of the plants they prefer and why.
2. Discuss human anatomy in greater detail. Pay particular attention to the digestive tract. This lesson provides an excellent opportunity to tie in lessons on the human body.
3. Have students write down all of the foods they ate for lunch. Next to each food, have students note whether the food came from a plant or an animal. If it was from a plant, which part?
4. Assign a plant part to each group of students and have students tell the class about it in greater detail.
5. Have students write reports on the history of their favorite foods.
6. Have the students write a story about their planting experience. (This writing activity provides them with practice in the language arts.)
7. Have the students find out the name of the seedlings in various languages (e.g., Latin, Spanish, Japanese) for an additional language lesson.
8. Have the students research the "history" of one of the seeds/plants that is growing in the garden. Doing research is a skill used in science.
9. Watch different parts of the plant at work with either or both of the following activities:
    a. This activity will demonstrate the vascular system of the plant stem. Place five to 10 drops of red food coloring in a clear cup full of water. Take a fresh stalk of celery and cut about one inch off the bottom. Place the cut end into the colored water. Let the cup and celery sit in the sun for a few hours. Watch the colored water moving up the stalk. Older students can chart and plot the rate at which the water rises in the stalk. Ideally, this project should be done in the morning so students can see the progress over several hours.
    b. Take the peas out of fresh pea pods. Line the inside of a clear cup with a wet paper towel. (The paper towel should cover the inside of the cup from the bottom almost all the way to the top.) Then carefully place two or three peas between the paper towel and the side of the cup about halfway up the side of the cup. Make sure that the peas are spaced about one inch apart. Set the cup in a sunny place and watch the root systems start to grow. Check daily and add a small amount of water to the cup as soon as the paper towel starts to dry out.
10. Consider when you will be planting the seeds before you begin. Some plants grow better at particular times of the year than others. Warm-weather plants tend to be those that grow above the soil and can withstand hot days (e.g., tomatoes, pumpkins). Cool-weather plants are those that generally grow underground or cannot withstand hot days (e.g., radishes, spinach). Discuss which plants grow when and why. Make a planting calendar for the class.

11. Encourage students to keep track of the sprouting rate of their plants by taking measurements on alternate days. Students can also continue to make predictions. A math lesson can be incorporated into the lesson by graphing or charting the average rate of growth for each type of seed or calculating the percentage of seeds sprouting each week. Discuss factors that promote sprouting (optimal temperature, water, and light conditions) and that vary between plants.

Background Information

Bulb. An underground bud that sends down roots and consists of a very short stem covered with leafy scales or layers, as in an onion.

Flower. Reproductive organ of a plant that attracts insects and animals to promote pollination and seed dispersal.

Fruit. Part of a plant that grows from the flower and contains seeds. The fruit generally protects the seeds of a plant. Edible fruits that are not sweet are sometimes called vegetables (e.g., tomatoes, bell peppers, cucumbers).

Hydrotropism. The ability of a plant's roots to grow toward water.

Leaf. Site of food production for the plant through the process of photosynthesis.

Nutrient. Substance that our bodies need to help us grow and stay healthy (will be discussed in more detail in Lesson 2).

Photosynthesis. The process by which a plant uses water, carbon dioxide (CO_2), sunlight (energy), and nutrients from the soil to make food. This occurs in the leaves within the chlorophyll-containing cells (food-manufacturing site). Sugar is produced and stored in the leaves until it is needed for growth or maintenance. Oxygen (O_2) is the byproduct released by a plant when it makes food. Oxygen is inhaled by humans and animals, who in turn release CO_2. The cycle continues in this fashion.

Phototropism. The ability of a plant to grow toward light.

Root. Part of the plant that absorbs water and nutrients from the soil and anchors the plant in the ground.

Seed. Contains the embryonic plant along with all the nutrients required for the plant to start growing.

Stem. Supports the plant and transports water and other nutrients throughout the plant.

Tuber. A short, thickened, fleshy part of an underground stem, such as a potato. New plants develop from the buds, or eyes, that grow in the axils of the minute scale leaves of a tuber.

Vegetable. General term used to describe a plant that is grown for food. Plant parts that we eat and that are not fruits are roots, stems or stalks, leaves, flowers, and seeds.

Plant Parts We Eat					
Roots	**Stems**	**Leaves**	**Fruits**	**Flowers**	**Seeds**
Beets	Asparagus	Cabbage	Apple	Artichoke	Beans
Carrots	Celery	Chard	Avocado	Broccoli	Chocolate
Daikon	Jicama (tuber)	Garlic (bulb)	Banana	Cauliflower	Corn
Parsnips	Kohlrabi	Herbs	Bell Pepper	Nasturtium	Nuts
Radishes	Potato (tuber)	Lettuce	Cucumbers	Violets	Peas
Rutabaga		Onion (bulb)	Eggplant		Quinoa
Turnips		Spinach	Squash		Rice
			Strawberry		Wheat
			Tomato		

Handout 1-1

Charades: What Our Bodies Need

Instructions: Cut out the five statements below on the dotted lines. Divide the class into five groups and give each group one statement. Each group must come up with a simple charade to share with the class. After about one minute, all groups should come back together and try to guess one another's charades. These are five things our bodies need every day.

Our bodies need exercise!

Our bodies need food!

Our bodies need air!

Our bodies need water!

Our bodies need sleep!

NAME: DATE:

Handout 1-2

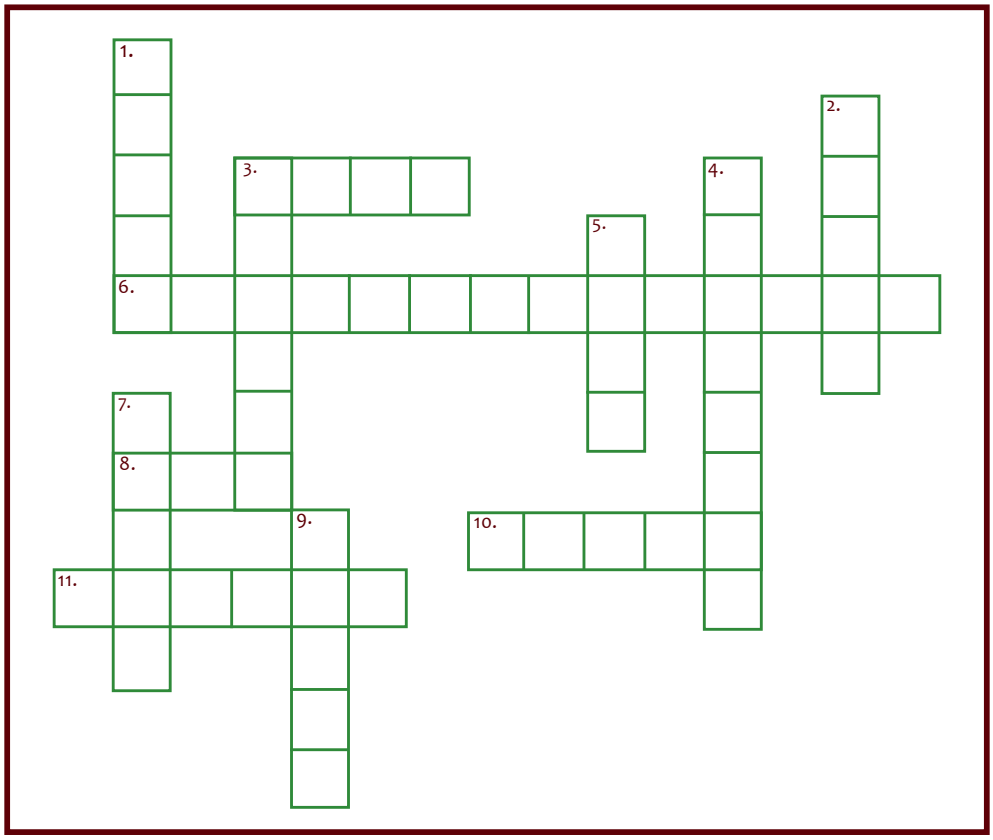
Plant Parts

Plant Part	Function	Examples of Edible Plant Part
Roots	Pull water and other nutrients from the soil ***Hydrotropism***—Roots grow toward water.	Parsnip
Stem	Moves water and other nutrients from the roots to the rest of the plant ***Phototropism***—The stem grows toward light.	Kohlrabi
Leaf	Produces food ***Photosynthesis***—The leaves use water, air, and sunlight to make the food that the plant needs.	Mint
Flower	Makes the plant's seeds	Artichoke
Fruit	Protects the plant's seeds Any food with seeds in it	Bell pepper
Seed	Contains a plant Is usually protected inside the fruit	Rice

NAME: **DATE:**

Handout 1-3

Crossword Puzzle



Across

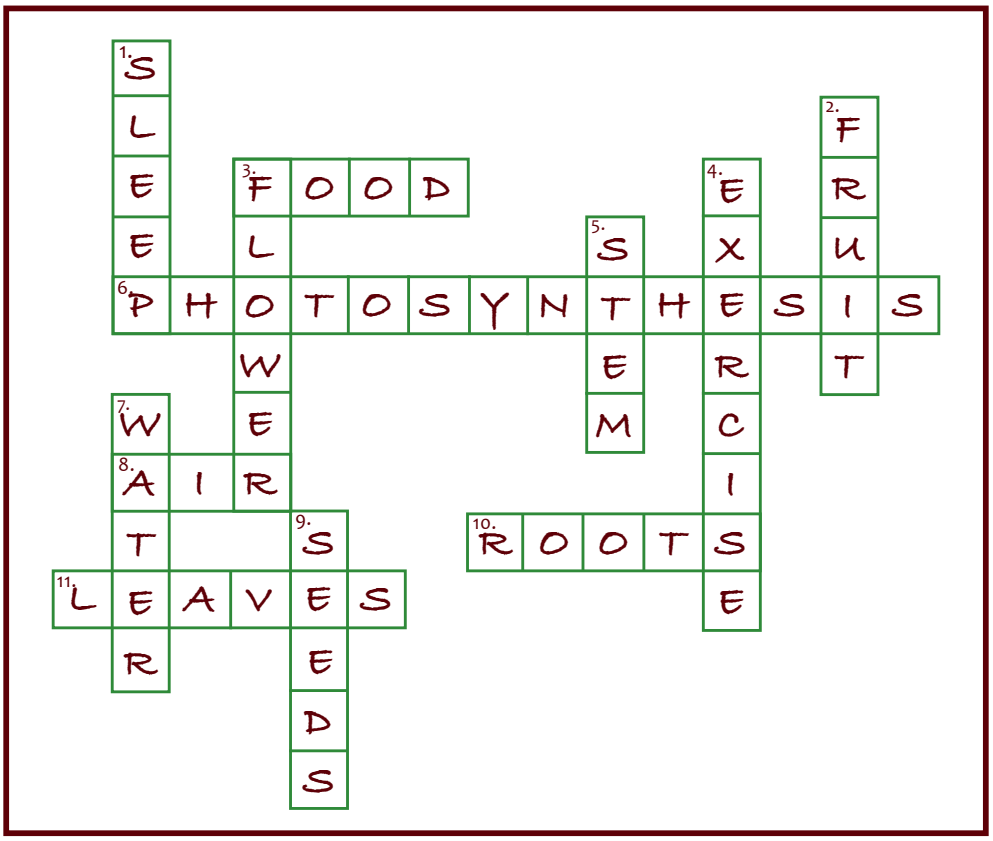
3. You need to eat _____ every day for energy.
6. How do plants make their own food using water, air, and sunlight?
8. The _____ you breathe gives your body the oxygen it needs.
10. _____ usually grow underground and take up water from the soil.
11. _____ are the part of the plant where photosynthesis takes place.

Down

1. What must you do every night to prepare for the next day?
2. The part of the plant that *holds* and protects the seeds.
3. The part of the plant that *makes* the seeds.
4. A little of this every day will help keep your muscles strong.
5. The part of the plant that moves water and other nutrients from the roots to the leaves.
7. You need to drink this every day to help keep your body cool.
9. Rice, corn, and peas are examples of this plant part.

Handout 1-3

Crossword Puzzle—Answer Key



Across

3. You need to eat ***FOOD*** every day for energy.
6. How do plants make their own food using water, air, and sunlight? ***PHOTOSYNTHESIS***
8. The ***AIR*** you breathe gives your body the oxygen it needs.
10. ***ROOTS*** usually grow underground and take up water from the soil.
11. ***LEAVES*** are the part of the plant where photosynthesis takes place.

Down

1. What must you do every night to prepare for the next day? ***SLEEP***
2. The part of the plant that *holds* and protects the seeds. ***FRUIT***
3. The part of the plant that *makes* the seeds. ***FLOWER***
4. A little of this every day will help keep your muscles strong. ***EXERCISE***
5. The part of the plant that moves water and other nutrients from the roots to the leaves. ***STEM***
7. You need to drink this every day to help keep your body cool. ***WATER***
9. Rice, corn, and peas are examples of this plant part. ***SEEDS***

NAME: **DATE:**

Handout 1-4

My Seeds and My Predictions

Seed name:	Part of the plant I will eat:
What my seed looks like	**What my plant will look like**

Seed name:	Part of the plant I will eat:
What my seed looks like	**What my plant will look like**

DATE PLANTED: _____

Handout 1-5

Mini-Greenhouse Care Chart

Date	Student's Name	What Is Happening	What You Did

DATE: _____

Dear Parent or Guardian,

Your child's class will be taught a series of nutrition education lessons during this school year. These lessons will focus on various topics, such as understanding MyPlate, how to be more physically active, how to read food labels, and how to prepare healthful snacks. As part of the lessons, the students will participate in fun games and activities.

After each lesson, a nutrition education newsletter ("10 tips") will be sent home; you and your family will receive 10 tips to get started on a healthy diet. After reading the tips, choose a change that you can make to move toward a healthier diet. This newsletter benefits you and your child and has nutrition information, activities, and recipes for the whole family. We strongly encourage you to read the newsletters with your family and discuss any questions you may have.

ENJOY!

_____

Teacher's signature

Fecha: _____

Estimado padre o guardian,

La clase de su hijo(a) aprendirán una serie de lecciones educativas durante el año escolar. Estas lecciones serán dirigido sobre tópicos diferentes, como comprender MiPlato, estar activo físicamente, leer los rótulos de comidas, y preparar los pisolabis sanos. Durante las lecciones, los estudiantes participarán en juegos divertidos y actividades.

Después cada lección, Consejos de Educación Nutrición serán mandados a su casa. Ustedes y su familia recibiran diez consejos para empezar una diet asana. Después de leer los consejos, escoja un cambio para hacer una dieta más sana. Los diez consejos provienen beneficios para ustedes y su hijo(a) y tienen información de nutrición, actividades y recetas para su familia. Les urgimos ustedes leer los consejos de nutrición con su familia y discutir sus preguntas.

Salud!

_____

Firma de maestro

10 tips
Nutrition Education Series

be a healthy role model for children

10 tips for setting good examples

You are the most important influence on your child. You can do many things to help your children develop healthy eating habits for life. Offering a variety of foods helps children get the nutrients they need from every food group. They will also be more likely to try new foods and to like more foods. When children develop a taste for many types of foods, it's easier to plan family meals. Cook together, eat together, talk together, and make mealtime a family time!

1 show by example

Eat vegetables, fruits, and whole grains with meals or as snacks. Let your child see that you like to munch on raw vegetables.

2 go food shopping together

Grocery shopping can teach your child about food and nutrition. Discuss where vegetables, fruits, grains, dairy, and protein foods come from. Let your children make healthy choices.

3 get creative in the kitchen

Cut food into fun and easy shapes with cookie cutters. Name a food your child helps make. Serve "Janie's Salad" or "Jackie's Sweet Potatoes" for dinner. Encourage your child to invent new snacks. Make your own trail mixes from dry whole-grain, low-sugar cereal and dried fruit.

4 offer the same foods for everyone

Stop being a "short-order cook" by making different dishes to please children. It's easier to plan family meals when everyone eats the same foods.

5 reward with attention, not food

Show your love with hugs and kisses. Comfort with hugs and talks. Choose not to offer sweets as rewards. It lets your child think sweets or dessert foods are better than other foods. When meals are not eaten, kids do not need "extras"—such as candy or cookies—as replacement foods.

6 focus on each other at the table

Talk about fun and happy things at mealtime. Turn off the television. Take phone calls later. Try to make eating meals a stress-free time.

7 listen to your child

If your child says he or she is hungry, offer a small, healthy snack—even if it is not a scheduled time to eat. Offer choices. Ask "Which would you like for dinner: broccoli or cauliflower?" instead of "Do you want broccoli for dinner?"

8 limit screen time

Allow no more than 2 hours a day of screen time like TV and computer games. Get up and move during commercials to get some physical activity.

9 encourage physical activity

Make physical activity fun for the whole family. Involve your children in the planning. Walk, run, and play with your child—instead of sitting on the sidelines. Set an example by being physically active and using safety gear, like bike helmets.

10 be a good food role model

Try new foods yourself. Describe its taste, texture, and smell. Offer one new food at a time. Serve something your child likes along with the new food. Offer new foods at the beginning of a meal, when your child is very hungry. Avoid lecturing or forcing your child to eat.

USDA United States Department of Agriculture
Center for Nutrition Policy and Promotion

Go to www.ChooseMyPlate.gov for more information.

DG TipSheet No. 12
June 2011

10 consejos
Serie de educación en nutrición

dé buen ejemplo de salud a los niños

10 consejos para dar buenos ejemplos

Usted es la influencia más importante para sus hijos. Puede hacer muchas cosas para ayudar a sus hijos a desarrollar hábitos de alimentación sana, para toda la vida. Ofrecer una variedad de comidas ayuda a los niños a obtener los nutrientes que necesitan de cada grupo de alimentos. También tendrán mayores probabilidades de querer probar alimentos nuevos y que estos les gusten. Cuando los niños desarrollan un gusto por muchos tipos distintos de alimentos, es más fácil planificar las comidas de la familia. ¡Cocinen juntos, coman juntos, hablen y hagan que las comidas sean tiempos dedicados a la familia!

1 eduque con su ejemplo

Coma vegetales, frutas y granos integrales en las comidas o como bocadillos. Deje que su hijo vea que a usted le gusta comer vegetales frescos.

2 vayan de compra juntos

Ir de compras de comestibles puede educar a sus hijos sobre los alimentos y la nutrición. Hablen sobre de dónde provienen los vegetales, las frutas, los granos, los productos lácteos y las proteínas. Permita que sus hijos tomen decisiones saludables.

3 sea creativo en la cocina

Use moldes para galletitas para cortar los alimentos en formas divertidas y fáciles. Nombre los alimentos que sus hijos ayuden a preparar. Sirva la "ensalada de Janie" o los "camotes de Jackie" a la cena. Anime a sus hijos a inventarse bocadillos nuevos. Prepare sus propias mezclas de nueces y frutas con granos integrales secos, cereales con bajo contenido de azúcar y frutas secas.

4 ofrézcales los mismos alimentos a todos

Deje de "cocinar a la carta" al preparar varios platos distintos para complacer a los niños. Es más fácil planear las comidas familiares cuando todos comen lo mismo.

5 recompense con atención, no con comida

Demuestre su amor con abrazos y besos. Consuele con abrazos y conversaciones. No ofrezca dulces como recompensas. Eso permite que sus hijos comiencen a pensar que los postres son mejores que otros alimentos. Si no se comen la comida, los niños no necesitan "otras cosas", como dulces o galletitas, para reemplazarla.

6 en la mesa enfóquese en la familia

Hable sobre temas divertidos y felices a la hora de comer. Apague el televisor. No conteste el teléfono. Intente hacer que la hora de comida sea un período libre de estrés.

7 preste atención a sus hijos

Si sus hijos dicen que tienen hambre, ofrézcales bocadillos pequeños y sanos, aunque no sea hora de comer. Ofrezca opciones. Pregunte "¿Qué les gustaría en la cena: brócoli o coliflor?" en lugar de decir "¿Quieren brócoli con la cena?"

8 limite el tiempo frente a una pantalla

No permita más de 2 horas al día frente a la televisión o la computadora. Levántese y muévase durante los anuncios para hacer algo de actividad física.

9 anime la actividad física

Haga que la actividad física sea divertida para toda la familia. Involucre a sus hijos en la planificación. Camine, corra y juegue con sus hijos, en lugar de sólo observar. Dé el ejemplo al estar físicamente activo y usar equipo de seguridad, como cascos de bicicleta.

10 dé el buen ejemplo de alimentación

Pruebe alimentos nuevos también. Describa el sabor, la textura y el olor. Ofrezca un alimento nuevo a la vez. Sirva un alimento nuevo con algún otro que les guste a sus hijos. Ofrezca alimentos nuevos al empezar a comer, cuando sus hijos tienen mucha hambre. Evite las discusiones o el forzar a sus hijos a comer.

DG TipSheet No. 12
Septiembre 2011

USDA Centro para Políticas y Promoción de la Nutrición

Visite www.ChooseMyPlate.gov para obtener más información.

10 tips
Nutrition Education Series

the School Day just got Healthier
United States Department of Agriculture

Nearly 32 million children receive meals throughout the school day. These meals are based on nutrition standards from the U.S. Department of Agriculture. New nutrition standards for schools increase access to healthy food and encourage kids to make smart choices. Schools are working to make meals more nutritious, keep all students hunger-free, and help children maintain or reach a healthy weight.

1 healthier school meals for your children
Your children benefit from healthier meals that include more whole grains, fruits and vegetables, low-fat dairy products, lower sodium foods, and less saturated fat. Talk to your child about the changes in the meals served at school.

2 more fruits and vegetables every day

Kids have fruits and vegetables at school every day. A variety of vegetables are served througout the week including red, orange, and dark-green vegetables.

3 more whole-grain foods

Half of all grains offered are whole-grain-rich foods such as whole-grain pasta, brown rice, and oatmeal. Some foods are made by replacing half the refined-grain (white) flour with whole-grain flour.

4 both low-fat milk (1%) and fat-free milk varieties are offered

Children get the same calcium and other nutrients, but with fewer calories and less saturated fat by drinking low-fat (1%) or fat-free milk. For children who can't drink milk due to allergies or lactose intolerance, schools can offer milk substitutes, such as calcium-fortified soy beverages.

5 less saturated fat and salt
A variety of foods are offered to reduce the salt and saturated fat in school meals. Main dishes may include beans, peas, nuts, tofu, or seafood as well as lean meats or poultry. Ingredients and foods contain less salt (sodium).

6 more water
Schools can provide water pitchers and cups on lunch tables, a water fountain, or a faucet that allows students to fill their own bottles or cups with drinking water. Water is available where meals are served.

7 new portion sizes
School meals meet children's calorie needs, based on their age. While some portions may be smaller, kids still get the nutrition they need to keep them growing and active.

8 stronger local wellness programs
New policies offer opportunities for parents and communities to create wellness programs that address local needs. Talk with your principal, teachers, school board, parent-teacher association, and others to create a strong wellness program in your community.

9 MyPlate can help kids make better food choices

Show children how to make healthy food choices at school by using MyPlate. Visit ChooseMyPlate.gov for tips and resources.

10 resources for parents
School meal programs can provide much of what children need for health and growth. But for many parents, buying healthy foods at home is a challenge. Learn more about healthy school meals and other nutrition assistance programs at www.fns.usda.gov.

USDA United States Department of Agriculture
Center for Nutrition Policy and Promotion

Go to www.ChooseMyPlate.gov for more information.

DG TipSheet No. 21
August 2012

10 consejos
Serie de educación en nutrición

El Día Escolar ahora es más Saludable

United States Department of Agriculture

Cerca de 32 millones de niños reciben comidas a través del comedor escolar. Estas comidas estan basadas en estandares nutricionales emitidos por el Departamento de Agricultura de los EEUU. Los estandares nutricionales para los comedores escolares incrementan el acceso a alimentos nutritivos y animan a los niños a seleccionar comidas saludables. Los centros escolares estan trabajando para hacer las comidas más nutritivas, a mantener a los estudiantes sin hambre, y ayudar a los niños a mantener o alcanzar un peso saludable.

1 comidas escolares saludables

Sus niños se benefician con comidas saludables que incluyen granos integrales, frutas y vegetales, productos lácteos bajos en grasa, alimentos bajos en sal y menos grasas saturadas. Hable con su niño(a) sobre los cambios en las comidas que se estan sirviendo en los colegios.

2 más frutas y vegetales cada día

Los niños disponen de frutas y vegetales cada día. Una gran variedad de vegetales son servidos durante la semana, incluyendo verduras y otros vegetales rojos y anaranjados.

3 más granos integrales

La mitad de los cereals ofrecidos son productos integrales como por ejemplo: pasta de harina integral, arroz integral y avena. Algunos productos son hechos remplazando la mitad de la harina refinada por harina integral.

4 leche sin grasa y baja en grasa (1%) son ofrecidos

Al tomar leche sin grasa o baja en grasa (1%), los niños adquieren la misma cantidad de calcio y otros nutrientes pero con pocas calorías y menos grasas saturadas. Para los niños que no pueden tomar leche debido a alergias o por ser intolerantes a la lactosa, los colegios pueden ofrecer sustitutos de leche como por ejemplo bebidas de soya fortificadas con calcio.

5 menos sal y menos grasas saturadas

Variedad de alimentos son ofrecidos para reducir la sal y las grasas saturadas en las comidas escolares. Las comidas principales pueden incluir frejoles, alverjitas, nueces, tofu o pescado, así como carnes magras y pollo. Los ingredients y comidas contienen menos sal (sodio).

6 más agua

Los centros escolares pueden proveer agua en jarras y en vasos para las bandejas de almuerzo, también habrá agua disponible en fuentes o caños para permitir que los estudiantes llenen sus vasos y botellas con agua para beber. El agua estará disponible en los comedores escolares.

7 nuevos tamaños de porciones

Las comidas escolares satisfacen las necesidades calóricas de los niños de acuerdo a su edad. Mientras algunas porciones pueden ser pequeñas, éstas aún satisfacen las necesidades nutricionales de los niños para que sigan creciendo y se mantengan activos.

8 fortalecer los programs locales de salud

Las nuevas regulaciones ofrecen oportunidades para que los padres de familia y las comunidades puedan crear programas de salud y promoción social que permitan satisfacer las nececidades locales. Hable con el coordinador del centro escolar, maestros, asociación de maestros y padres de familia, y otros para crear programas de salud en su comunidad.

9 MiPlato puede ayudar a sus niños a escoger mejor sus alimentos

Muestre a los niños cómo elegir sus alimentos saiudablemente en el colegio usando MiPlato. Visite ChooseMyPlate.gov para consejos y otros recursos.

10 recursos para los padres

Los programas de alimentos escolares pueden proveer mucho de lo que los niños necesitan para crecer saludables. Sin embargo para muchos padres comprar alimentos saludables es difícil. Infórmese más sobre comedores escolares saludables y otros programas de nutrición en www.fns.usda.gov.

USDA United States Department of Agriculture
Center for Nutrition Policy and Promotion

Visite www.ChooseMyPlate.gov para obtener más información.

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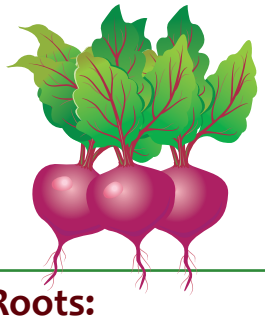
Plant Parts

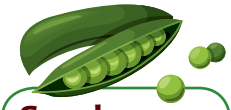
Let's look at the different parts of the plant that we eat!

Flower:
Produces the plant's seeds

Leaves:
Make food through photosynthesis

Stem:
Moves water and other nutrients throughout the plant





Seeds:
Unborn plants

Fruit:
Part of the part that protects the seeds

Roots:
Absorb water and other nutrients from the soil

Family Activity

The object of this game is to figure out which part of the plant these 10 foods come from. Draw a line from each food to the correct plant-part name. Will you be able to recognize these plant parts later? See if you can find all six of the plant parts at home or in the grocery store.

Stem | Flower | Fruit | Root | Leaf | Seed