MONTANA
Department of Public Health & Human Services

Oral Health Education Grade 3

Objectives:

I. Importance of teeth and injury prevention
II. Identify the different teeth, shapes and function
III. Bacteria and plaque
IV. How to brush and floss
V. Nutrition

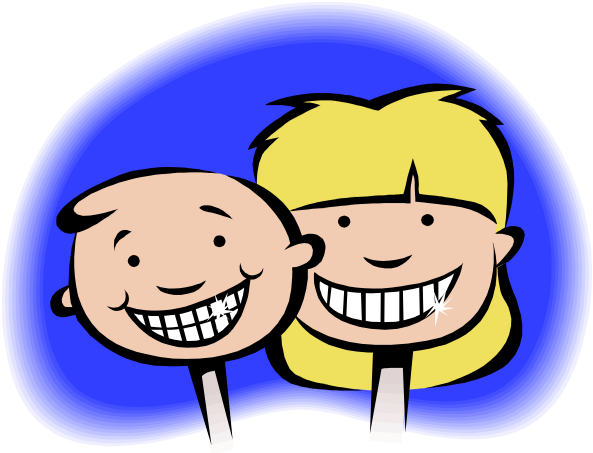
Materials for this learning module were compiled from the following sources:

American Dental Association, *Smile Smarts* program
United States Department of Agriculture, *My Pyramid for Kids* program
National Institute of Health, Open Wide and Trek Inside!, curriculum
State of North Carolina, Division of Public Health, Oral Health Section
State of Montana, Department of Public Health & Human Services, Family & Community Health Bureau

Activities are optional and should be used at the discretion of the school/organization.

For additional resources, visit:

http://www.ada.org/public/education/teachers/ideas.asp#classroom
http://teamnutrition.usda.gov/resources/mypyramidclassroom.html
http://science-education.nih.gov/supplements/nih2/oral-health/default.htm
http://www.communityhealth.dhhs.state.nc.us/dental/



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I. Injury Prevention

The problem with teeth is that if we injure them, they won't heal on their own, like a scraped knee will heal. If we chip a tooth, it won't repair itself. The dentist will have to help!

Review:

- A person gets two sets of teeth during their life: baby teeth (or primary teeth) and adult teeth (or permanent teeth).

- Children get 20 baby (primary) teeth.

- We lose our baby teeth to make room for our adult teeth because we need bigger, stronger teeth

- You will have 32 adult (permanent) teeth.

- Your adult teeth are made to last for your whole adult life if you take good care of them.

If you lose a permanent tooth, another one will NOT grow back in its place!

We can prevent injury to our teeth by:

- Preventing falls
  - Walk don't run
  - Pick things up off the floor
- Don't use teeth for jobs they aren't intended for
  - Chewing pencils
  - Opening bottles
  - Crunching ice
- Being careful when playing sports
- No pushing or shoving—especially at the drinking fountain
- Wearing your seatbelt while in the car

What to do if a tooth is loosened

The first thing to do is

- Tell your parent, teacher or the school nurse
- Call the dentist

What if a tooth is knocked out?

- Find the tooth and pick it up.
- Go right away to a parent, teacher or nurse.

- Do NOT clean the tooth off or touch the wound site.
  - (Cleaning it may remove important gum tissue that helps the tooth grow in the mouth.)
- Keep the tooth wet.
  - (Put it in a glass of cool water, milk or a wet cloth)
- Call the dentist right away.
  - (You should be seen within 30 minutes)
- The dentist will put the tooth back into place if it is possible.

Questions/Activities:

Can anyone tell me:

- Two reasons why you need your teeth?
- Two ways you can injure (hurt) your teeth?
- Two ways the dentist can fix an injured (hurt) tooth?
- What you should do if a tooth is knocked completely out?

Let students dialogue on the above questions.

Activities:

1. Display a mouth guard and let students touch it
2. Show how mouth guard protects teeth by dropping an egg without protection and then dropping an egg with protection. After feeling the mouth guard, have students brainstorm what would provide the egg with good protection. Have them bring materials from home they think will protect their egg and redo the experiment with protection for the eggs. Use *Protect the Egg Experiment* worksheet.
3. Recreate scenes where a tooth is knocked loose and a tooth is knocked out to reinforce the proper steps to take in each situation.

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II. Identify the different teeth, shapes and functions

Type, Shape and Function of Teeth

There are several different types of teeth. Each has its own job.

INCISORS:	8 front teeth 4 on the top and 4 on the bottom. Shaped for biting and cutting.
CUSPIDS:	4 teeth located on either side of the incisors. 2 on the top and 2 on the bottom. Shaped for tearing food.
BICUSPIDS:	8 located behind cuspids. 4 on the top and 4 on the bottom. Shaped for crushing food.
MOLARS:	8 - Double rooted teeth with bumpy chewing surfaces. 4 on the top and 4 on the bottom. Shaped for grinding food.

ACTIVITIES

1. Take Tooth Types and Functions quiz. (use attached sheet)
2. Have children count their own teeth noting number, size and shape.
3. Have children bite into pieces of cheese or apples and note marks left in the food.
4. Talk about how scientists can tell what dinosaurs ate by looking at their teeth: for example, "sharp tooth" was a meat eater (carnivore) and dinosaurs with flat teeth were plant eaters (herbivores). Other animals, like humans, ate both plants and animals (omnivores).
5. Ask the students to illustrate one dinosaur and a food the dinosaur ate.

III. Bacteria and Plaque

PLAQUE

Your teeth are covered with a sticky film of bacteria called plaque. Following a meal or snack, the bacteria release acids that attack tooth enamel. Repeated attacks can cause the enamel to break down, eventually resulting in cavities. Plaque that is not removed with thorough daily brushing and cleaning between teeth can eventually harden into calculus or tartar. Brushing and cleaning between teeth become more difficult when tartar collects above the gum line. The gum tissue can become swollen or may bleed. This is called gingivitis, the early stage of periodontal (gum) disease

What a cavity is. *Let's talk about cavities and what causes them. What is a cavity?* [A little hole in your tooth.]

A cavity is a small hole in a tooth.

What plaque is. *Does anyone know what causes cavities?* [You may get a variety of answers, but they may not include plaque.] *Those are all interesting answers, but there is one thing that plays a big part in causing decay, or cavities, in your teeth. It is called "plaque."* [Write "plaque" on chalkboard.] *Has anyone heard that word before? If you do not brush your teeth before you go to bed at night, how does your mouth feel when you wake up in the morning?* [Tastes bad, smells bad, teeth feel sticky or "fuzzy."] *I. That is because plaque has been forming in your mouth all night. Plaque is a sticky, clear film that is forming on your teeth all the time.*

Plaque is a sticky, clear film that is constantly forming on your teeth.

How plaque contributes to decay. *Plaque is bad for your teeth because it contains germs. When a person eats or drinks sugary or starchy foods, the sugars and plaque mix together to make an acid. Does anyone know what acid does?* [It makes holes in things.] *The acids in your mouth attack your teeth and can make cavities.*

The sugars and the germs in plaque mix together to make acid. The acids in your mouth attack your teeth and can make cavities.

Repeated acid attacks make cavities grow. Every time a person eats or drinks, plaque and sugar mix together to make acid. Each acid attack can last 20 minutes, and make a cavity get bigger and bigger. Let's do a demonstration to help us understand how a cavity grows.

Repeated acid attacks make cavities grow bigger.

Repairing cavities. *What happens when someone gets a cavity? Does it heal itself like a scrape or cut on your knee?* [No. You have to go to the dentist to get it fixed.] *That's right; only your dentist can fix a cavity, by removing the decay and putting a special filling material in the hole.*

Cavities cannot go away by themselves. They must be fixed by a dentist.

Summary: Plaque and acid can hurt your teeth, making holes that are called cavities.

Activities:

1. **Good and Bad Day for Mr. Tooth activity sheets**
2. **Acid Attack Demonstration**

This experiment simulates an acid attack on teeth and bones (bones are rich with calcium, just like your teeth).

What you'll need:
2 clean chicken bones (ask parents to save them when they have chicken for dinner)
1 jar
1 bottle of white vinegar

What to do:
Pour several inches of vinegar into the jar. Soak the clean chicken bones in the vinegar overnight.

What will happen:
Check out the bones after they've soaked in the vinegar overnight. Are they softer or harder? The acid dissolves the calcium and other minerals out of the bones to make them soft. This is similar to the way that bacteria and plaque can remove the minerals from your enamel when the decay process occurs. Be sure to throw the bones away in the garbage.

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IV. Flossing

Flossing. Is there anything else we can do to clean our teeth? [Use floss.] Who knows what dental floss is? [Looks like string or thread.] Dental floss is a special kind of string for cleaning between your teeth. How many of you floss your teeth? Cleaning between your teeth is just as important as brushing. Do you know WHY? [Flossing helps remove bits of food and plaque from between the teeth where your toothbrush can't reach. It helps keep your teeth and gums healthy.] Flossing is not as easy for children to do as brushing, so you should ask your parents or another grown-up to help you floss. You should floss your teeth very gently, once a day. Floss your teeth very gently, once a day, with a grown-up's help.

ACTIVITIES

Directions: *Spread your fingers apart and have someone spread tempera between your fingers. In this experiment, your fingers represent your teeth and the paint between them is food that gets trapped between your teeth when you eat. Tighten your fingers together again. With your fingers still tightly together and held upward, have a student use the toothbrush to try and scrub the paint away (remember not to move your fingers apart!). Now spread you fingers and see how well brushing alone cleaned between your fingers. Close your fingers again and have someone else try to remove the paint using the dental floss between your fingers.*

In this way, the children will actually see the "floss" cleaning between the teeth. Which does a better job the toothbrush or the floss? This demonstrates how flossing is much more effective than brushing alone. A toothbrush simply can't reach all the places between your teeth. Show floss and explain the technique used in *How to Floss* handout. Arrange students in pairs, give each pair a length of yarn, and allow them time to practice "flossing" each other's fingers.

Alternate Activity

Egg Carton Teeth

Reinforce the importance of flossing while students learn and practice proper flossing technique.

Enlist students' help to collect foam egg cartons – one carton for every two students. Cut off the carton lids; then cut the bottom of each carton in half lengthwise to create two rows of six egg-carton "teeth." Give each student a row of "teeth," an 18-inch length of floss or yarn, and two pieces of tape to secure each end of his/her "teeth" to the desktop.

Demonstrate:

1. How to wrap the floss around the middle finger of each hand.
2. How to hold the floss with the index fingers and thumbs.
3. How to guide the floss gently between "teeth," then pull the floss up, down and around to clean both sides of the teeth and the gum area. Send the egg-carton "teeth" home for continued practice and challenge students to practice on their real teeth, too!

Prevention

Plaque and Decay

Plaque—a nearly colorless film on teeth, contains acid-producing bacteria that cause decay.

- Each time we eat foods with sugar or starch, these bacteria produce acids that attack tooth enamel for at least 20 minutes.

Decay—after repeated attacks, a hole (or cavity) can form through dissolved enamel. You can help prevent decay and cavities through:

- Daily brushing, flossing and rinsing
- Healthy eating
- Regular dental checkups

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Scientific Method: Protect the Egg Experiment

Ask a Question

How can you protect the egg? _____

_____

Construct a Hypothesis

"If _____*[I do this]* _____, then _____*[this]*_____ will happen."

We hypothesize that the egg will be protected if we _____

_____

Test Hypothesis by conducting an experiment (conduct egg experiment)

Height from which control egg was dropped:_____

Height from which "protected egg" was dropped:_____

Analyze your data and draw a conclusion

Results

Unprotected egg:_____

Protected egg: _____

Conclusion: _____

Communicate your results

What have you learned?_____

_____

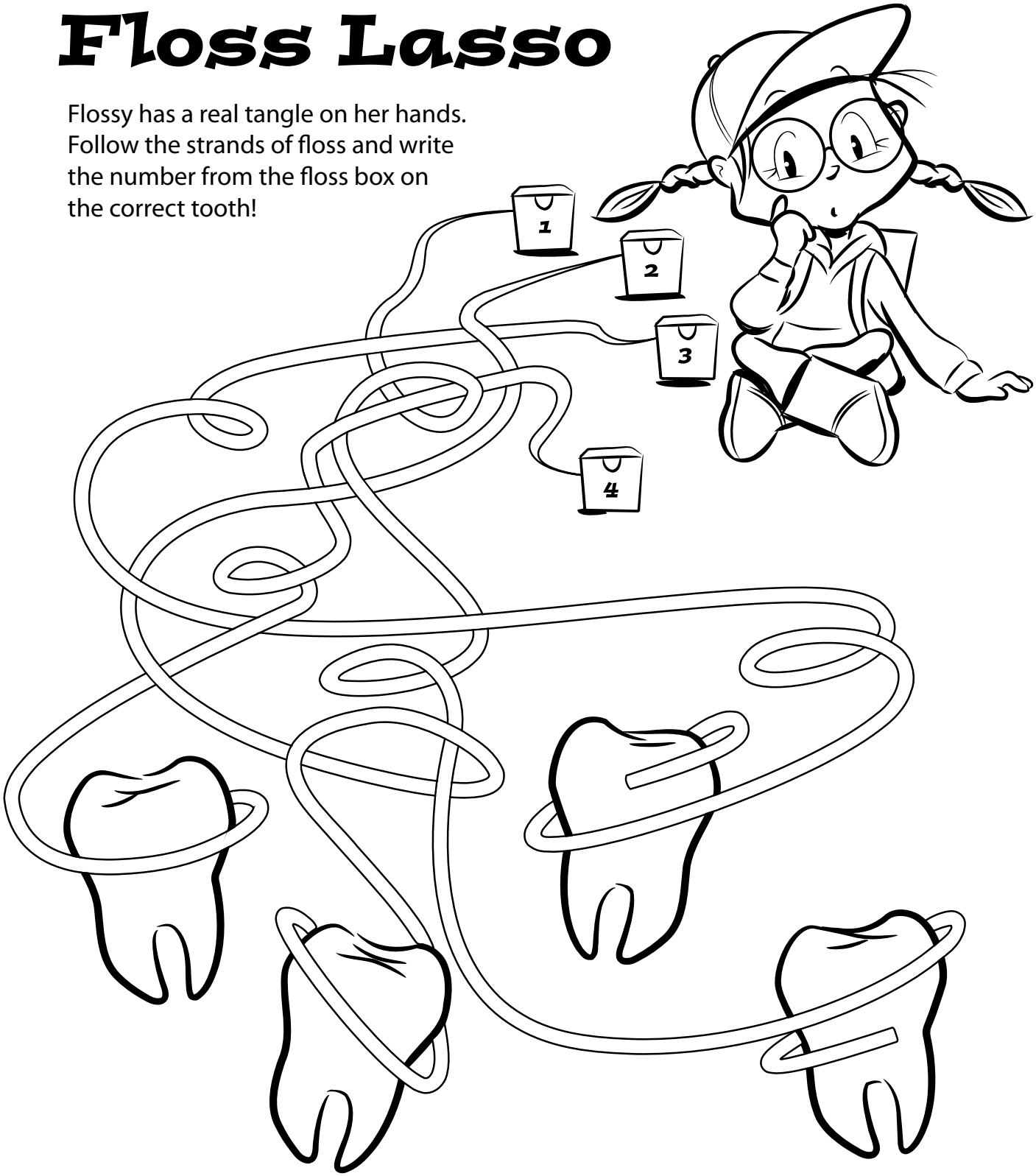
How does the egg compare to your teeth and the "protection" to a mouth guard?

State of Montana, Department of Health & Human Services, Family and Community Health Bureau, 12/09

February is National Children's Dental Health Month

Floss Lasso

Flossy has a real tangle on her hands. Follow the strands of floss and write the number from the floss box on the correct tooth!



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A Bad Day for Mr. Tooth Template Page

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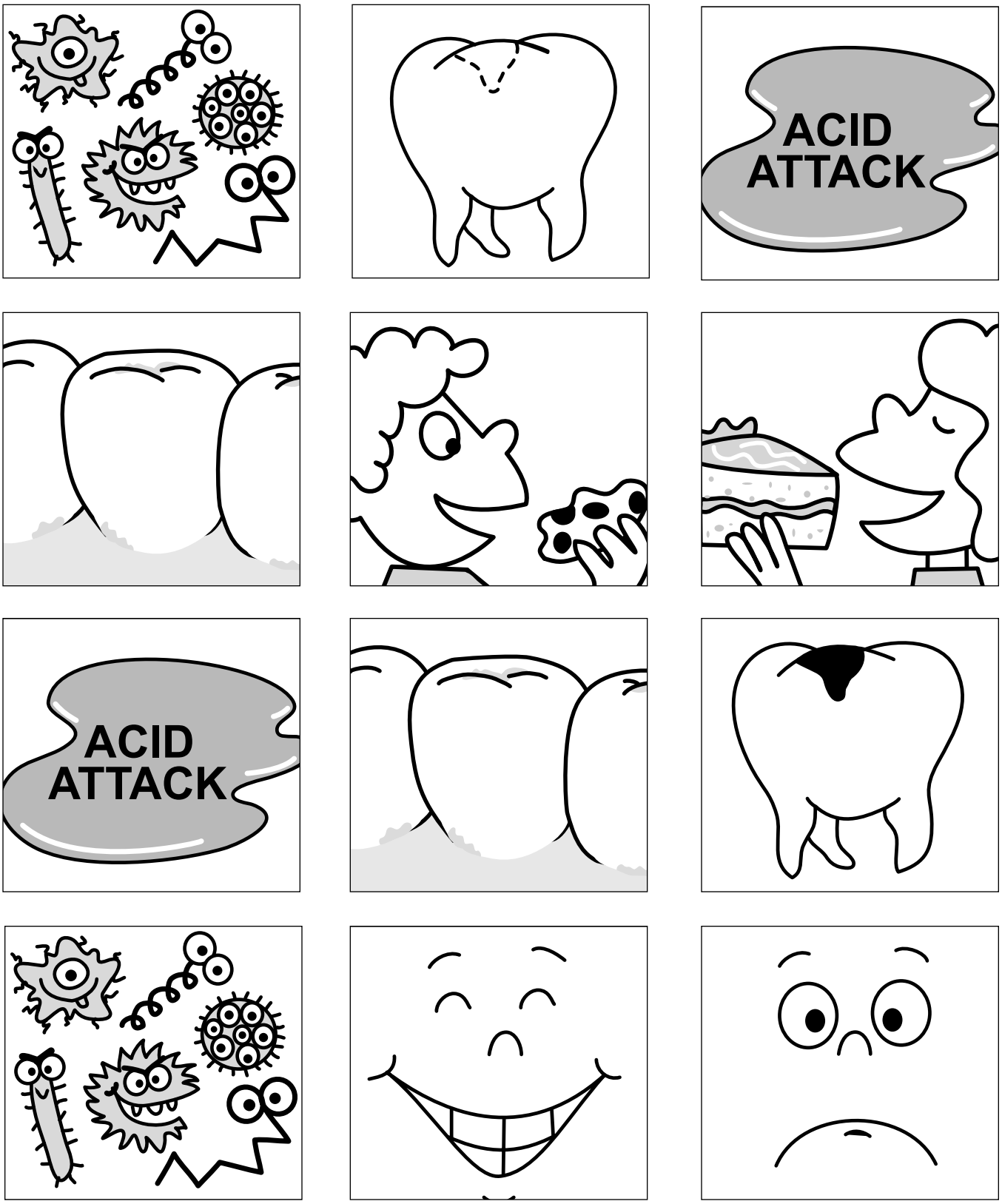
A Bad Day for Mr. Tooth Pictures



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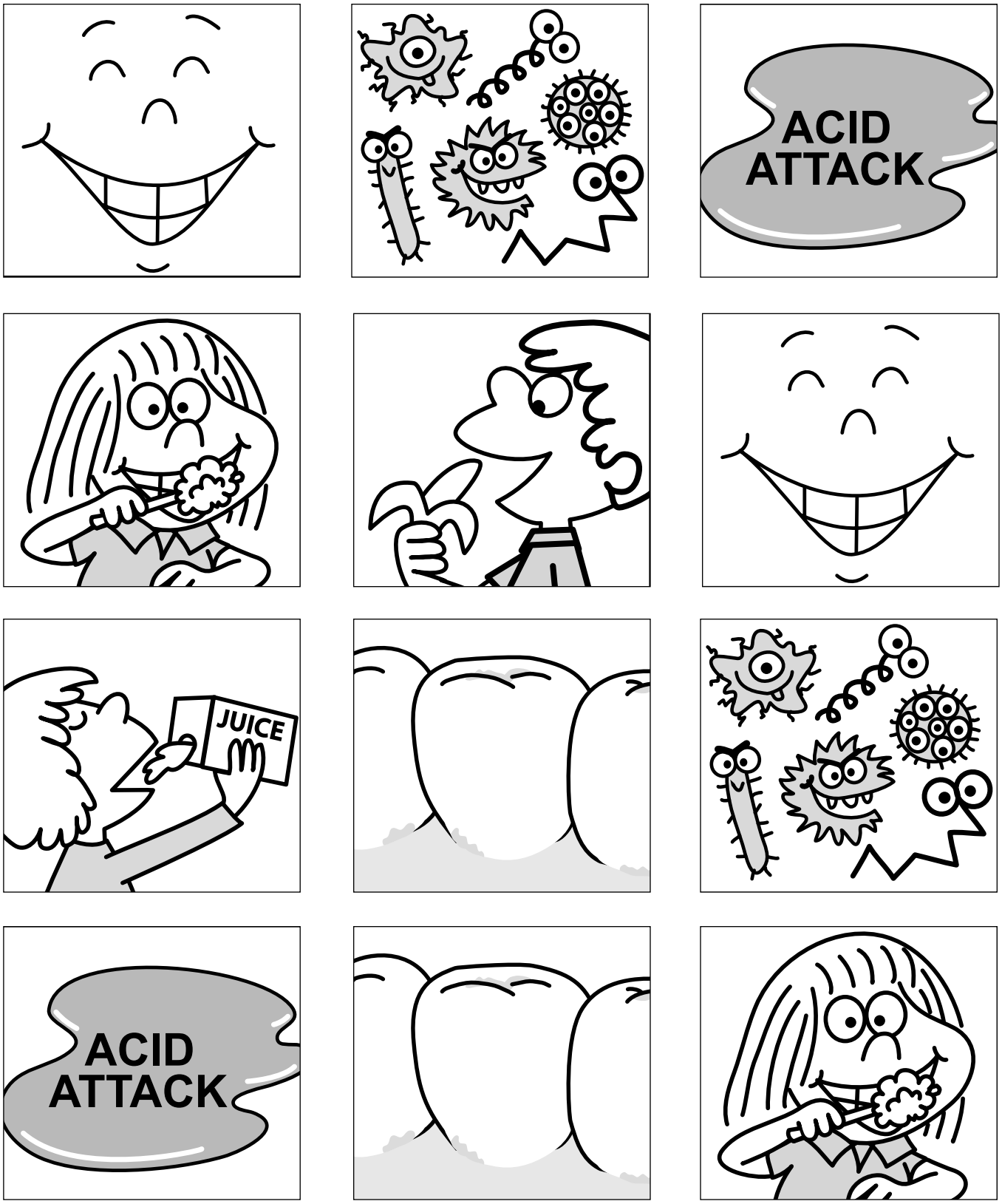
A Good Day for Mr. Tooth Pictures



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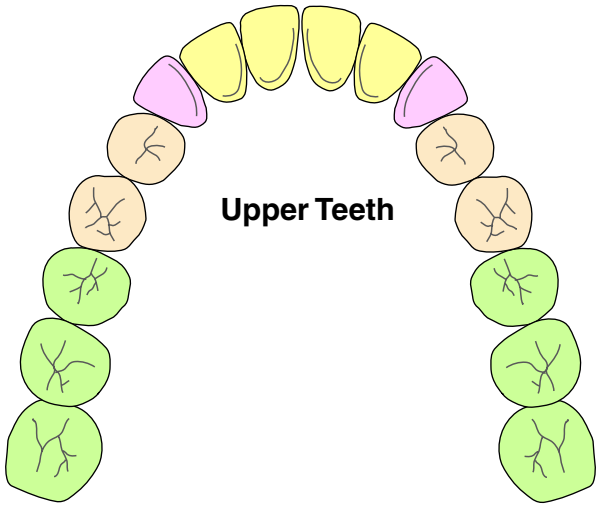
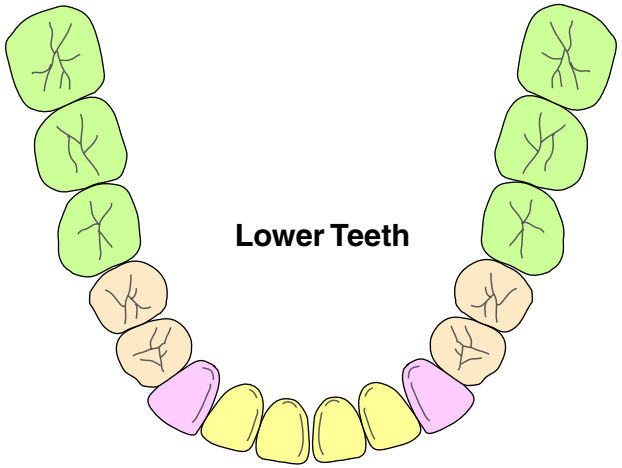
Tooth Types

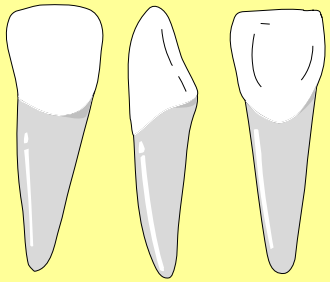
Humans have four types of permanent teeth: **incisors**, **canines**, **premolars,** and **molars**.



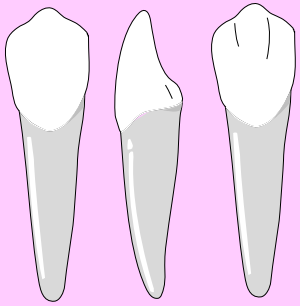


Each tooth type has a special use when we bite and chew food.

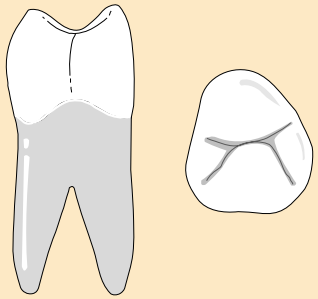
Incisors
have a sharp biting surface and are used for cutting food into small chewable pieces



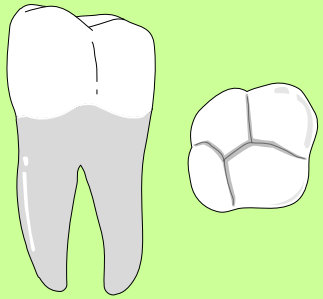
Canines
also called cuspids, have a sharp, pointed biting surface to grip and tear food.



Premolars
also called bicuspids, have a flat biting surface used to tear and crush food.



Molars
are the largest teeth. They have a large flat biting surface to chew, crush and grind food.



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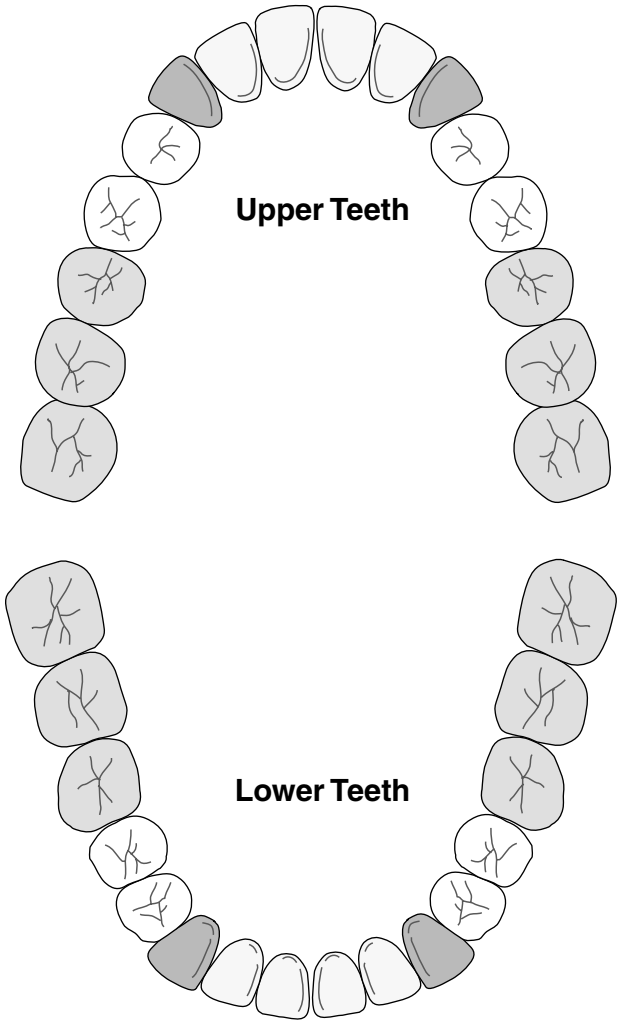
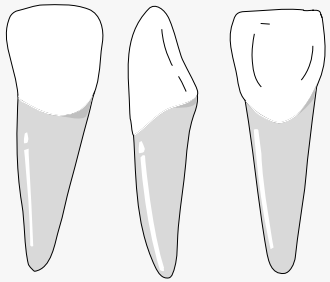
Tooth Types

Humans have four types of permanent teeth: **incisors**, **canines**, **premolars**, and **molars**.

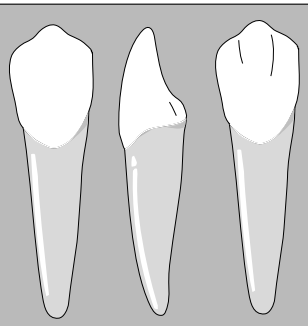


Each tooth type has a special use when we bite and chew food.

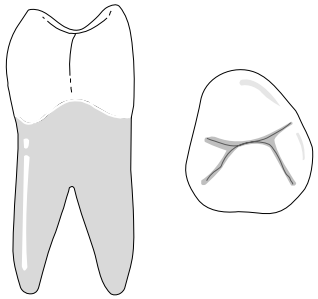
Incisors
have a sharp biting surface and are used for cutting food into small chewable pieces



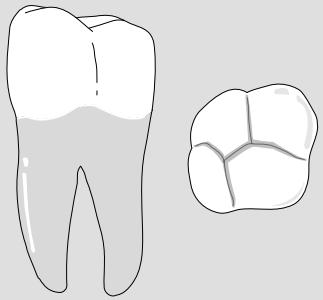
Canines
also called cuspids, have a sharp, pointed biting surface to grip and tear food.



Premolars
also called bicuspids, have a flat biting surface used to tear and crush food.



Molars
are the largest teeth. They have a large flat biting surface to chew, crush and grind food.



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Types of Teeth and Function Review

Types of Teeth	
Incisors	Canines/Cuspids
Premolars/Bicuspids	Molars

Teeth Functions	
Grind	Tear
Crush	Cut

Type _____

Function: _____

Type _____

Function: _____

Type _____

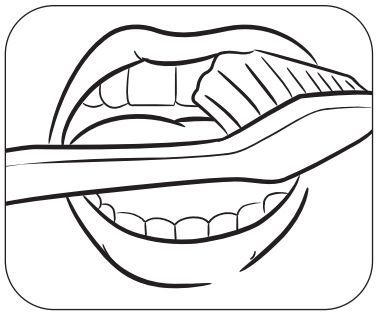
Function: _____

Type _____

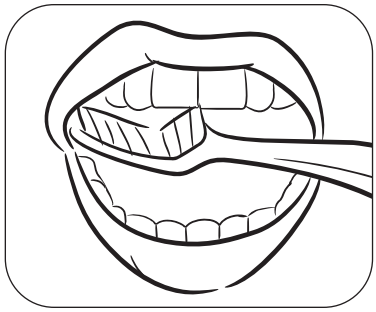
Function: _____

State of Montana, Department of Health & Human Services, Family & Community Health Bureau, 12/09

How to Brush

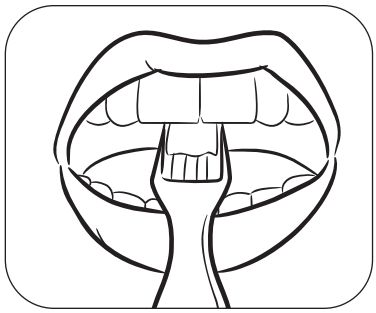


- Place the toothbrush at a 45-degree angle to the gums.

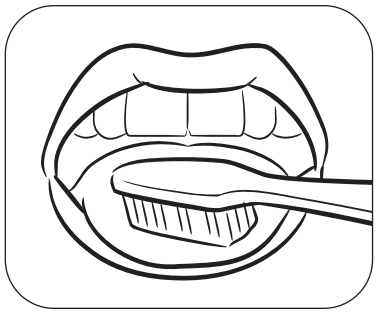


- Move the brush back and forth gently in short strokes.

- Brush the outer surfaces, the inside surfaces and the chewing surfaces of all teeth.



- To clean the inside surface of the front teeth, tilt the brush vertically and make several up-and-down strokes.



- Brush your tongue to remove bacteria and keep your breath fresh.

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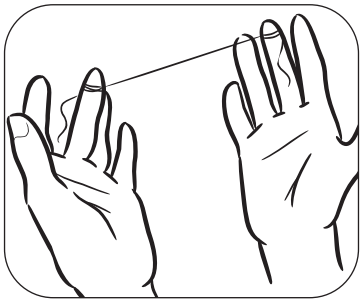
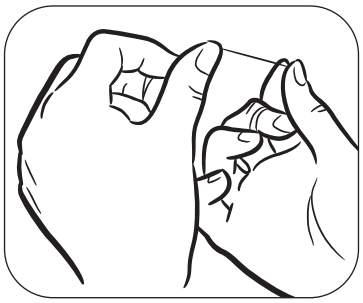
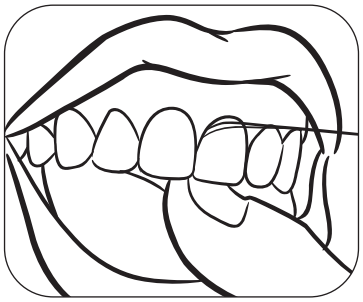
How to Floss



- Use about 18 inches of floss wound around one of your middle fingers, with the rest wound around the opposite middle finger.



- Hold the floss tightly between the thumbs and forefingers and gently insert it between the teeth.



- Curve the floss into a "C" shape against the side of the tooth.

- Rub the floss gently up and down, keeping it pressed against the tooth. Don't jerk or snap the floss.

- Floss all your teeth. Don't forget to floss behind your back teeth.

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Oral Care Calendar

Put a happy face in the box when you brush twice each day.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐	☐
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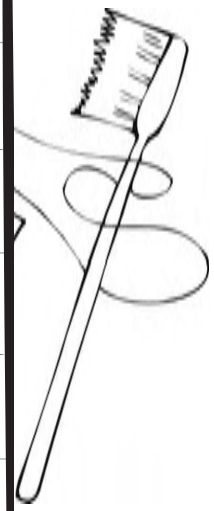

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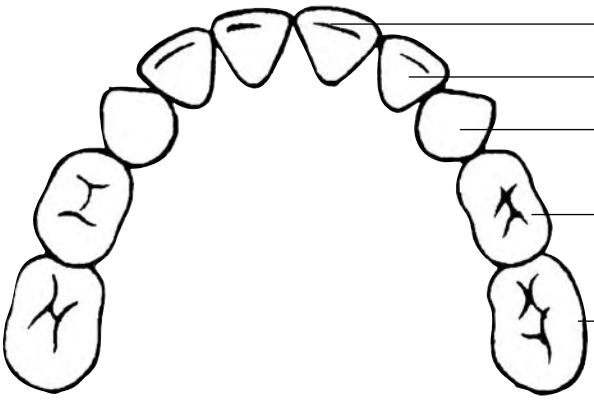
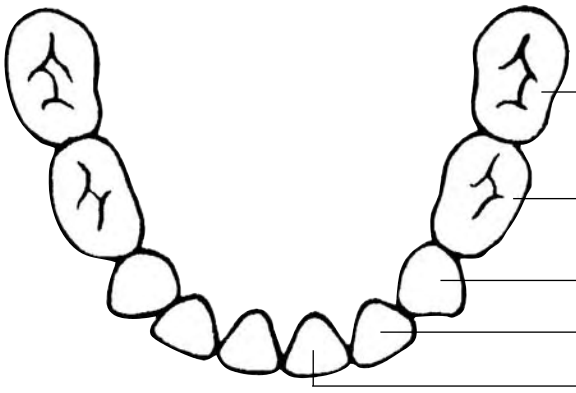
Primary Tooth Development



Upper Teeth	Erupt	Shed
Central incisor	8-12 mos.	6-7 yrs.
Lateral incisor	9-13 mos.	7-8 yrs.
Canine (cuspid)	16-22 mos.	10-12 yrs.
First molar	13-19 mos.	9-11 yrs.
Second molar	25-33 mos.	10-12 yrs.



Lower Teeth	Erupt	Shed
Second molar	23-31 mos.	10-12 yrs.
First molar	14-18 mos.	9-11 yrs.
Canine (cuspid)	17-23 mos.	9-12 yrs.
Lateral incisor	10-16 mos.	7-8 yrs.
Central incisor	6-10 mos.	6-7 yrs.

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Something's Missing

All the vowels (a, e, i, o, u) are missing from these dental words.
How many can you complete in two minutes?
(The answers are at the bottom of the page.)

b r _ s h	j _ w s
c _ v _ t y	m _ _ t h
c h _ w	m _ _ t h g _ _ r d
c l _ _ n	n _ t r _ t _ _ n
d _ c _ y	p l _ q _ _
d _ n t _ s t	t _ _ t h b r _ s h
f l _ s s	s m _ l _
f l _ _ r _ d _	t _ _ t h
f _ _ d	t _ _ t h p _ s t _
g _ m s	X - r _ y

Answers: brush, cavity, chew, clean, decay, dentist, floss, fluoride, food, gums, jaws, mouth, mouthguard, nutrition, plaque, toothbrush, smile, tooth, toothpaste, X-ray

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MONTANA
Department of Public Health & Human Services

NUTRITION

Family and Community Health Bureau *Oral Health Education*

A Close Look at MyPyramid For Kids

MyPyramid for Kids reminds you to be physically active every day, or most days, and to make healthy food choices. Every part of the new symbol has a message for you. Can you figure it out?

Be Physically Active Every Day

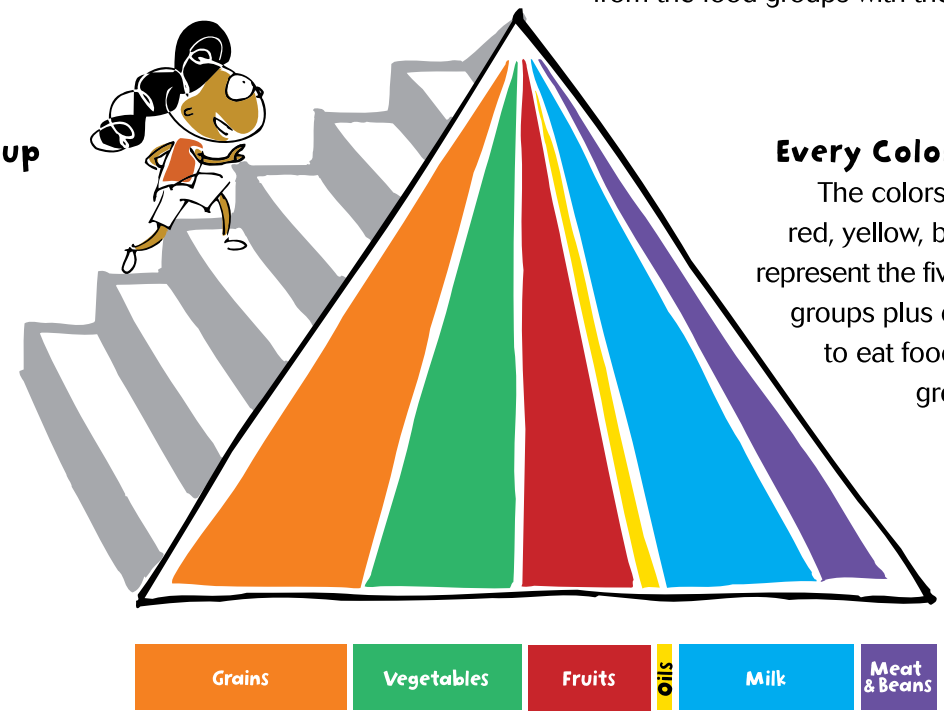
The person climbing the stairs reminds you to do something active every day, like running, walking the dog, playing, swimming, biking, or climbing lots of stairs.

Eat More From Some Food Groups Than Others

Did you notice that some of the color stripes are wider than others? The different sizes remind you to choose more foods from the food groups with the widest stripes.

Choose Healthier Foods From Each Group

Why are the colored stripes wider at the bottom of the pyramid? Every food group has foods that you should eat more often than others; these foods are at the bottom of the pyramid.



Every Color Every Day

The colors orange, green, red, yellow, blue, and purple represent the five different food groups plus oils. Remember to eat foods from all food groups every day.

Make Choices That Are Right for You

MyPyramid.gov is a Web site that will give everyone in the family personal ideas on how to eat better and exercise more.

Take One Step at a Time

You do not need to change overnight what you eat and how you exercise. Just start with one new, good thing, and add a new one every day.

Lesson 1:
MyPyramid for Kids

Lesson Highlights

Objectives

Students will:

- Identify food groups and how to get the right amount of food from each food group.*
- Review *MyPyramid for Kids* to learn how they should eat more from some food groups than others.

**MyPyramid for Kids* poster illustrates an 1,800-calorie diet. Some children may need more or fewer calories. To find the amounts that are right for an individual child, go to *MyPyramid.gov.*

Curriculum Connections:
Language arts, Art

Student Skills Developed:

- Listening comprehension
- Writing
- Thinking skills – categorizing

Materials Needed:

- *MyPyramid for Kids* classroom poster
- *MyPyramid for Kids* black-and-white handout for each student

Getting Started:

Hang the *MyPyramid for Kids* poster on the wall so all students can see it. Pass out the ***MyPyramid for Kids*** black-and-white handout to each student.

Activity: A Conversation with Pyramid Pal

This activity introduces students to *MyPyramid for Kids* concepts in a fun way.

Read *A Conversation with Pyramid Pal* aloud. During the story, help students answer the questions based on the teacher's talking points.

A Conversation with Pyramid Pal

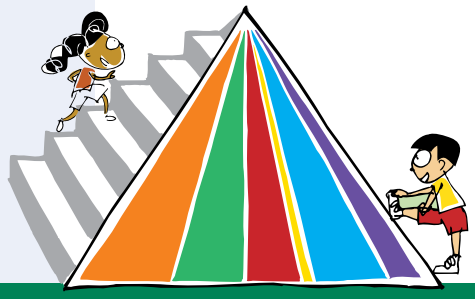
Pyramid Pal: Hi. I'm the kid climbing the side of the pyramid on the classroom wall. Did you notice that I'm running up the steps? That's because I've got lots of energy from eating right and exercising a lot. What do you do for exercise? On the steps *(of the black-and-white handout),* write the ways you stay active.

Pyramid Pal: Let's take a look at the *MyPyramid for Kids* I'm climbing, it's called *MyPyramid for Kids* because it's just for you.

Pyramid Pal: Look at the *MyPyramid for Kids* poster on the wall. Now wave at me. Come on, wave. If I weren't stuck on this poster, I'd wave back. The poster shows how much food kids our age should eat.

Pyramid Pal: Do you know the food groups? Do you see the orange stripe next to the steps? That's the grains group! Do you know what grains are?
Teacher: Who can name the grain group foods illustrated on the poster? Write the word "grains" in the box under the grain stripe on your handout.

Pyramid Pal: Do you know what whole grains are?
Teacher: Whole wheat products are commonly eaten whole grains. Examples of whole-grain foods include: whole-grain cereal, whole-wheat bread, and oatmeal. Explain that just because a bread is brown, it's not necessarily whole wheat. The only way to tell is to look at the ingredient label. The first ingredient should read "whole wheat."



Pyramid Pal: My favorite whole grain is lowfat popcorn! Did you know it actually turns itself inside out when it pops? It's yummy!

Pyramid Pal: **The next color stripe is for vegetables.** Some kids don't get enough vegetables. Write the word "vegetables" in the box. It is important to eat dark green and orange vegetables. Come on, name a few.
Teacher: *Before reading the examples, let the students name their favorite dark green and orange vegetables.*

Pyramid Pal: I like broccoli, carrots, spinach, collard greens, sweet potatoes, and pumpkin.

Pyramid Pal: **See the red stripe?** That's for fruits! Write the word "fruits" in the box. I always put a fresh fruit in my backpack, and eat a piece of fruit as a snack every day. Dried, frozen, and canned fruits are great, too. Did you know there is a fruit snack made from dried grapes? Can you name it?
Teacher: *Raisins*

Pyramid Pal: **The blue stripe is the milk group.** Write the word "milk" in the box. Did you know that foods in this group include more than just the milk we drink? They are foods made from milk. Can you name a few?
Teacher: *Yogurt, pudding, cheese. Explain that calcium is important for building strong bones. Students should consume the equivalent of three cups of milk or other calcium-rich foods each day, emphasizing choices that are lower in fat or fat-free.*

Pyramid Pal: **The last stripe on the right is meat and beans!** Write those words in the box below the meat and beans group. Meat and beans provide protein, which is important in building muscles.
Teacher: Lean meat, chicken, turkey, fish, nuts, beans, peanut butter, and eggs are all from this group.

Pyramid Pal: **OK. We're done with the food groups.** No, you say? What's that skinny yellow line up there between the fruits and milk? Those are oils. Write the word "oils" in the long box. They are not a food group, but everyone needs some. I get mine from nuts and seeds.
Teacher: *Other good sources are fish and liquid oils such as olive, corn, soybean, and canola oil.*

Lunchroom Link:

Look at the lunch menu for today. Ask students into which food groups each of the items on the menu would fit. You may need to explain mixed foods, like hamburgers and pizza, which fit in several groups. (Pizza = grain, milk, vegetable, meat)

Pyramid Pal: Why are some of the food groups bigger than others?
The wider color stripes show that you should eat more foods from those groups and less foods from the groups with the narrower stripes. Put an "X" in each of the three widest food groups. Which groups are the widest?
Teacher: *Grains, vegetables, milk.*

Teacher: *Students should learn to eat healthier foods more often and foods such as candy, potato chips, or French fries less often. Moderation is represented by the narrowing of each food group from the bottom to top. The wider base stands for foods with little or no solid fats or added sugars. These should be selected more often. The narrower top area stands for foods containing more added sugars and solid fats.*

Pyramid Pal: Now look closer for some *MyPyramid for Kids* secrets.
See how each of the color stripes is wider at the base of the pyramid and narrower at the top? That's to remind you *(and me, too)* that the healthier foods in each group are at the base of the pyramid. Those are foods low in fat and added sugar. We should eat mostly those foods. Can you name some?
Teacher: *Whole-grain cereal, fruit, vegetables.*

Pyramid Pal: See how the colored stripes are narrow at the top?
That's for foods that are high in fats and added sugars. These foods are for eating once in a while.

Pyramid Pal: Here is a Pyramid Pal example. In the grain group, a slice of whole-wheat bread is a healthy lowfat choice and is at the base of *MyPyramid for Kids*, while a donut is a high-fat and a high-added-sugar choice. I only eat these on special occasions. Then I run up and down the stairs of *MyPyramid for Kids* a bunch of times! Draw a slice of bread at the bottom of the grain group, and a donut at the top.

Pyramid Pal: Here's another Pyramid Pal example. In the vegetable group, a baked sweet potato is low in fat and added sugar and great for you any day. But French fries are high in fat. You should eat them only once in a while.

Pyramid Pal: Thanks, kids. Hope you enjoyed Pyramid Pal's tour of *MyPyramid for Kids*. I hope your teacher leaves me up here on the wall so you can see me every day.

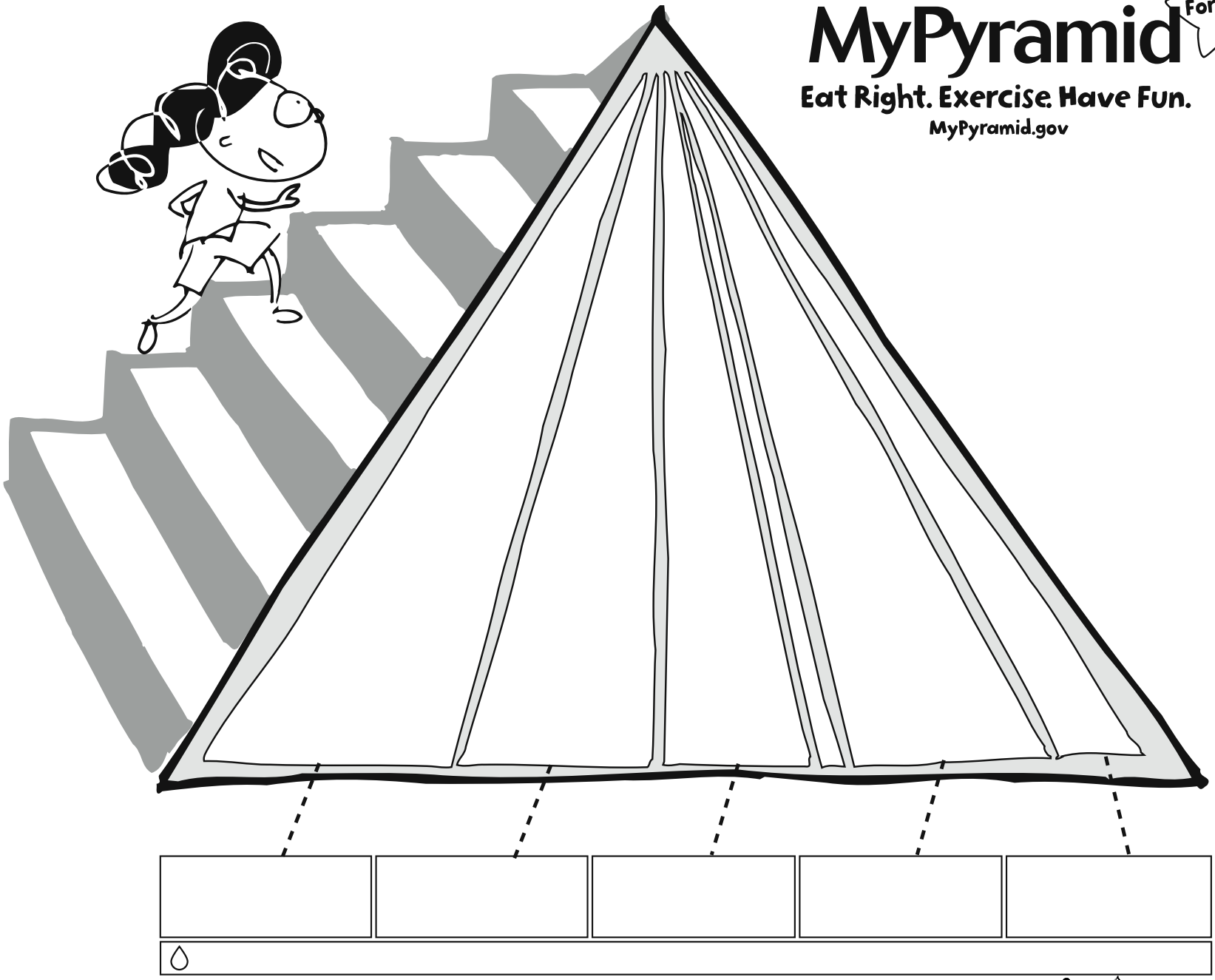
Group Activity: Pyramid Pal Cartoons

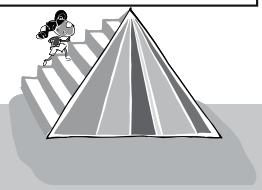
Have students work in groups to create Pyramid Pal cartoons in which Pyramid Pal gives kids nutrition advice from *MyPyramid for Kids*. Students can use the poster on the wall as background information. Display cartoons around the room or in the lunchroom.

MyPyramid For Kids

Eat Right. Exercise. Have Fun.

MyPyramid.gov





Lesson 3:
Vary Your Veggies and Focus on Fruits

Lesson Highlights

Objective

Students will:
- Learn more about the nutritional qualities of fruits and vegetables.
- Brainstorm about ways they can increase their intake of fruits and vegetables.
- Set a goal of eating more fruits and vegetables and develop specific steps to reach their goal.

Curriculum Connections:
Language arts

Student Skills Developed:
- Thinking and analysis
- Writing
- Setting goals

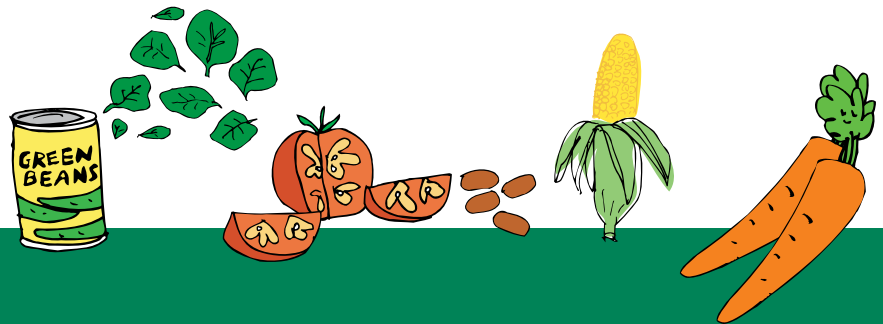
Materials Needed:
- *Steps to a Healthier You* worksheet for each student

Activity: Vary Your Veggies and Focus on Fruits

- Ask students if they eat fruits and vegetables every day.
- Ask them to name the fruits and vegetables they usually eat.
- Talk to students about the importance of fruits and vegetables. Eating fruits and vegetables can help them be healthy.
    - Fruits and vegetables are excellent sources of many nutrients, including vitamins A and C, potassium, and dietary fiber.
    - Most fruits and vegetables are naturaly low in fat and calories and do not contain cholesterol.
    - Vitamin A keeps eyes and skin healthy and helps to protect against infections.
    - Vitamin C helps heal cuts and wounds and keeps teeth and gums healthy.
    - Fiber keeps food moving through the digestive tract.
- Dark green and orange vegetables are important to eat. See if students can name some.
- French fries, which make up one-fourth of all vegetables eaten by elementary school students, are an exception. They are high in fat and calories. A medium order of fries has 460 calories, more than one-fourth the total daily calorie intake appropriate for most 8- and 9-year olds. A medium baked potato, however, has only about 100 calories.

Now pass out the worksheet, *Steps to a Healthier You*.

- Have students review the goal of trying a new fruit and vegetable.
- Ask students what vegetables and fruits they already enjoy. Remember that dried, frozen, or canned fruits and vegetables count, too.
- Have students complete the worksheet.
- Next, have students brainstorm some other ways they can eat more fruits and vegetables. Add these to their worksheet.
- Finally, complete the "Where and How" box.



Ask students to look at the worksheet to see which of the steps they could take to meet their goal of increasing their intake of fruits and vegetables. Have students circle on the worksheet the steps they plan to take. Point out that small changes really add up. Once they try a new food and like it, they can add it to the foods they eat regularly. That's how they can meet their goal.

Note to teacher: Students may add additional ideas on the back of their worksheet.

As students learn about goal-setting, here are some points to remember:

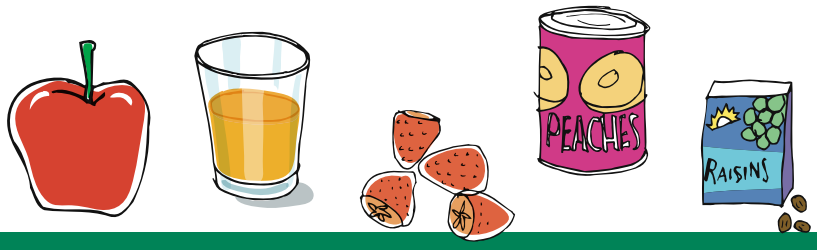
- Success breeds success. Encourage children to set goals they can accomplish. A child who usually chooses only corn and apple juice might set a goal of trying one new fruit this week.
- Take one step at a time. Children do not need to change overnight what they eat. They can start with one new, good thing, and add a new one every day.

Group Activity: Vegetable Ad Campaign

Have students create an ad campaign for a vegetable. Working in groups, research a dark green or orange vegetable. (They can find information at *MyPyramid.gov.*) Why is it a nutritious choice? Have students use their creativity to create a poster and perhaps a TV ad – a jingle, a skit – that they can perform for the class.

Lunchroom Link:

Have students review the lunch menu to find out when dark green and orange vegetables are being served. Have them develop signs for the serving line to inform other students. Also, coordinate with the foodservice staff to offer a vegetable/fruit tasting party.



Name: _____

MyPyramid FOR KIDS

Steps to a Healthier You

My Fruit and Vegetable Goals

Fruits

Circle the names of the fruits you have eaten:

mango papaya kiwifruit cantaloupe

star fruit pineapple strawberry blueberry

Other fruits I have eaten:

_____

_____

_____

Write the name of a fruit you would like to try:

_____

_____

_____

How will you eat this fruit? *(Perhaps on cereal, as a snack, for dessert, with dinner, or on pancakes.)*

_____

_____

_____

Vegetables

Circle the names of the vegetables you have eaten:

spinach collard greens sweet potato

broccoli jicama zucchini squash

Other vegetables I have eaten:

_____

_____

_____

Write the name of a vegetable you would like to try:

_____

_____

_____

How will you eat this vegetable? *(Perhaps for a snack, as a salad, with dip, or for lunch.)*

_____

_____

_____

Where and How

I will try these foods by: asking my parents to purchase them, helping my parents prepare these foods, choosing them from a restaurant menu, eating them from the school lunch menu, or eating them at a friend's house.

_____ _____

Signature Date