

Overall Learning Objectives:

1. Know the role of food in our lives.
2. Be able to classify foods as Slow or Go.
3. Understand the health benefits of eating a well-balanced diet.

Agenda:

20 minutes	<ul style="list-style-type: none"> • Sign-in, Welcome • Exercise - Week 2
15 minutes	<ul style="list-style-type: none"> • Food for Fuel: Go or Slow • Go Slow Visuals: English Spanish • Refer to Go Slow Food Cards Info when doing the activity during the lesson
10 minutes	<ul style="list-style-type: none"> • Review Keeping it Clean, Safety Tips, Reading a Recipe
20 minutes	<ul style="list-style-type: none"> • Everyone washes hands • Read recipe, talk about MyPlate/food groups, and make Recipe 1 • Read recipe, talk about MyPlate/food groups, and make Recipe 2 • Everyone helps clean up
20 minutes	<ul style="list-style-type: none"> • Go Slow Obstacle Course
5 minutes	<ul style="list-style-type: none"> • Complete class evaluations • Optional: present to parents what they learned and made

See [Teaching and Program Implementation Kits](#) for additional materials needed for class.

Select recipes:

- Choose two recipes that together include a variety of Go Foods and are heavy in fruits and vegetables.

See [Recipe Selection and Giveaways](#) for suggestions on recipes.

Welcome and Exercise

- Let's introduce ourselves again and say what our favorite way of being active is.
- **Exercise Lesson - Week 2.**

Food for Fuel: Go or Slow

Differentiation Tips for Classes with Older and Younger Children

Younger:

- Focus on the most basic Go and Slow Food distinctions such as fruits and vegetables vs. candy and chips.
- Make it clear that slow foods have high levels of sugar, salt, and/or unhealthy fats.

Older:

- Have the students give the reason why the food is a Go or Slow Food.
- Use their explanations as a guide for how in depth to make the discussion.
 - For example, certain foods can be Go or Slow depending on how they are made. The cheese and crackers photo could be Go or Slow depending on if the cracker is made with whole grains, has trans fats, whether the cheese has artificial colors or preservatives (think Cheese Wiz). Regular cheese is full of calcium and protein, but it is also high in saturated fats, so how much you eat at once is also a factor.
 - There is a heavy marketing push to advertise how kids' cereals are made of whole grains. While this is an improvement, if the cereal is still high in sugar and artificial ingredients like food coloring, then it's still a Slow cereal.

Background and Teaching Tips

Nurture believes in promoting a positive relationship with food, therefore it uses the word Slow rather than “bad” when referring to nutrient-poor foods. Why? Using the word “bad” often inflicts a sense of shame. This sets the stage for an unhealthy relationship with food. The Go or Slow lesson promotes a healthy relationship with food by focusing on how energized the body feels after eating Go Foods. Energy is a buzz word that kids love. Energy implies movement, liveliness, and fun. Slow Foods, on the other hand, promote sleepiness. Not many children want to feel sleepy! This lesson promotes the consumption of mostly Go Foods, but acknowledges that Slow Foods can be a part of a balanced diet when consumed in moderation.

- Focus on how food makes the body FEEL. Emphasize that eating Go Foods give the body long lasting energy.
- Discuss what moderation means. It may have different meanings for different people.

- Discuss special occasions or holidays that entail treats or Slow Foods. Ask students if Go Foods can be a part of celebrations? Brainstorm ways students can contribute to healthy classroom celebrations.

Lesson

Let's review a bit from last month. Can you name four foods in the protein group **(Flex biceps.)**? (*Meat, fish, poultry, nuts, seeds, beans, eggs*)

What does the grain group do for us **(Pump arms.)**? (*Gives us energy.*)

Can you name two different foods in the dairy group **(Point to teeth.)**? (*Milk, cheese, butter, yogurt, etc.*)

How much of our plate should be filled with fruits **(Make okay sign.)** and vegetables **(Smile.)**? (*Half*)

Why do we eat food? **(Show slide 1.)**

(*To grow, to heal, for energy, to celebrate, for taste*)

There are many reasons why we eat food, but your body NEEDS food for energy; energy to play, to go to school, even to sleep!

Raise your hand if you've ever driven in a car before. What makes the car go?

(*Gasoline*)

What would happen if we didn't fill a car with gasoline?

(*The car wouldn't work.*)

(Show slide 2.) Our bodies are like cars; they need fuel to work properly. Our body doesn't use gasoline, but food as our fuel. Food gives our body energy.

There are lots of different types of fuel we can put in our bodies. Raise your hand and tell me what kind of "fuel" your body runs on.

There are some foods that give our bodies long lasting energy. **(Show slide 3.)**

Energizing foods nourish your body and help you stay healthy. Can you think of energizing foods?

There are also foods that don't fuel your body with energy. **(Show slide 4.)** These foods will give your body a quick burst of energy but then make you feel sleepy.

Sleepy foods tend to have a lot of sugar and/or unhealthy fat. Sleepy foods are okay

in moderation, but eating too much will not give your body the energy and vitamins you need to grow. Raise your hand and give me examples of foods that are “sleepy”.

Energizing foods are often called Go Foods, because they fuel your body with energy (they make your body GO!). Sleepy foods are often called slow down foods, because they will slow your body down. You should slow down or limit the amount of sleepy foods in your diet.

There are so many foods that fuel our bodies, it can be tricky to navigate which foods are Go and which foods are Slow.

Examples of Go Foods include fruits, vegetables, whole grains such as whole wheat bread and cereals, nuts, cheese, milk, seeds, and lean meats. Can you think of other Go Foods?

Slow Foods should only be eaten every once and in awhile. What types of foods are Slow Foods? (*Cake, cookies, ice cream, French fries, chips, soda*)

I am going to hold up a picture of a food, if it is a Go Food, stand up, if I show you a Slow Food, sit.

(With each food give a brief explanation as to why a food is Go or Slow. The next 22 slides are images of food. See the Food Card Information below for which are Go and Slow and why. The last four slides for chicken and pizza can be confusing because the ingredients and preparation method determine if they are Go or Slow foods. Only use these slides with very advanced students.)

To have a healthy body, we want to eat mostly Go Foods so we have lots of energy to grow and play! It is okay to have Slow foods every once in awhile, but not at every meal. Otherwise, they will slow us down and make us feel sleepy!

Great job with the game! Now we’re going to get ready to cook. First let’s review the basic rules.

Keeping it Clean!

1. Always wash your hands before you start!
 - Use warm water
 - Lather on both sides of your hands, wrists and between your fingers
 - Wash for 20-30 seconds
 - Dry completely
 - Re-wash your hands any time
 - You come in contact with raw meat

- Touch your mouth, nose, or hair.
- 2. If you are not feeling well, you should not cook. Your germs can spread easily.
- 3. Wash cutting boards, cooking utensils, and cooking surfaces with hot, soapy water before and after preparing each food item and before moving on to the next.
- 4. Wash any fruit or vegetable before using it.
- 5. If you have long hair, pull it back into a pony tail or wear a hat so it does not get into the food.

Safety Tips

Kitchen safety is VERY important. Here are some tips to keep things safe in the kitchen.

- Never use electrical appliances in the kitchen sink. Use on a sturdy kitchen counter or table.
- Never touch anything electrical with wet hands.
- Keep electrical cords away from the sink.
- Sharp knives should be held by the handle with cutting edge away from you.
- Keep handles of saucepans turned inward on stove.
- Always use oven mitts or pot holders when handling hot dishes.
- Turn off burners and oven when not in use.
- Unplug appliances when not in use.
- Clean up as you go.
- Do not use kitchen utensils to taste food. Use a spoon to taste food and make sure not to double dip!
- Until you master things in the kitchen - follow cookbook instructions precisely.
- Always ask an adult for help if you need it!

Source: www.kidsturncentral.com

Reading a Recipe

1. Read a recipe from start to finish. If you don't understand a step, ask an adult for help.
2. Make sure you have all the ingredients before you start. If you don't have all the ingredients, make a list of what you need, ask an adult to help you buy them.
3. Gather all the necessary equipment. If you are not sure what something is, ask an adult.
4. Have fun and remember to practice all of your kitchen safety skills!

(Have children prepare Recipe 1 and Recipe 2 and name the food group each ingredient belongs to. Taste the recipes, and clean up.)

Go Slow Obstacle Course

Set up two obstacle courses side by side. Divide group into two relay teams. Give each child a picture of a Slow or Go Food. Set up two bins, one Go bin and one Slow bin. For the relay, have each child run down and place his/her food card in the correct bin. Have them run back and tag the next player to do the same (relay). When everyone has a turn, check if the foods are in the right container; point out and correct the food cards that are in the wrong bins.