

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

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LESSON 3.6

Making a Healthy Mix

Unit:
FOOD AND NUTRITION

PRECEPTS

B. Relationships

B1. Participate effectively as a team member.

NATIONAL STANDARDS

CS.02.01.01.b. Create a balanced menu to ensure appropriate proportions of desired nutritional elements.

NL-ENG.K-12.12 – Applying Language Skills

NM-MEA.PK-2.2 – Apply Appropriate Techniques, Tools, and Formulas to Determine Measurements



Lesson Type:
Small Group

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Detail ingredients of trail mix.





TIME

Instruction time for this lesson: **30 minutes.**



RESOURCES

<http://www.mypyramid.gov/downloads/MiniPoster.pdf>



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ Chex cereal
- ✓ Various dried fruits (*apricots, cranberries, cherries, pineapple, bananas, etc.*)
- ✓ Raisins
- ✓ Peanuts or other nuts
- ✓ M&Ms
- ✓ Sandwich-size plastic storage bags
- ✓ PALS3.6.SG.AS.A
- ✓ PALS3.6.SG.ASSESS.A
- ✓ Paper and pencil
- ✓ Mixing bowl
- ✓ Measuring cups

KEY TERMS



The following term is presented in this lesson and appears in ***bold italics***:

Team



CONTENT OUTLINE

Objective 1. | Detail ingredients of trail mix.

1. Review the food pyramid
2. Create a trail mix recipe
3. Make trail mix according to recipe

INTEREST APPROACH

*Write the word **TEAM** on the whiteboard or a sheet of paper for all students to see. Ask students to list the first five things that come to mind when they see this word.*



Using the sheet of paper and pencil, list the first five things that come to mind when you see this word.

*Display the word **TEAM**.*



Let's share our ideas.

*As students shout out answers, record them on a surface visible to all students. Use the various responses to have a discussion on **team** and teamwork. Introduce to students the idea of working together as a **team** today in order to successfully complete our task.*



A **team** is a group of individuals working together toward a common goal. Today we must work as a **team**. We have a task to complete and each will need to pull our own weight in order to successfully complete this task. After our task is complete, we will evaluate each other and see how effective we were as a **team**.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Detail ingredients of trail mix.



Our task today is to make a bag of trail mix. Together, we will each assist in this task and be able to measure the nutritional benefits of each ingredient used to make our mix. Before we begin, let's review the food pyramid.

Give each student PALS3.6.SG.AS.A. Allow students a few moments to review the food pyramid and the recommended daily servings. Ask students a few questions to get their minds focused on these recommended servings.



The food pyramid is divided into how many parts?

Six



And each part is given a recommended daily serving allowance. That said, which food group requires the largest daily serving size?

Fruits and vegetables



Correct, and what group requires the lowest daily serving size?

Fats, oils and sugars



Today we will use the food pyramid to guide the development of our trail mix recipe.

Place the following ingredients in front of the students: Chex cereal, various dried fruits (apricots, cranberries, cherries, pineapple, bananas, etc.), raisins, peanuts or other nuts, M&Ms. There should be enough ingredients for each student to have at least one to themselves. Depending upon group sizes, some students may need to have more than one ingredient.



These are the ingredients we will use to make our trail mix. Before we begin, we must create a recipe. I will begin by giving the amount of the first ingredient. From there, each student will grab an ingredient of their own and determine how much of this ingredient should be listed on the recipe in order to maintain proper proportions as according to the food pyramid. For example, I will start with Chex cereal. I will put six cups of Chex cereal on the recipe. This means that whoever has the bag of M&Ms will need to add five times less that amount to the recipe. What questions do you have? Okay, let's grab an ingredient.

Allow each student to grab one ingredient.



I will record our recipe on the whiteboard. Let's begin with the Chex cereal. Since we are making a large batch of trail mix for all of us to share, we will add six cups of Chex cereal. That said, use the food pyramid to decide how much of your ingredient should be added to our recipe.

Assist students with this process. Six cups of cereal is worth six ounces, which is the recommended daily serving for grains. The dried fruits and raisins should total two cups since the recommended daily serving is two cups. A half ounce of nuts will count for one ounce of the recommended daily servings. This means just less than three ounces of peanuts or other nuts should be added to reach the recommended daily servings. Less than one cup of M&Ms should be added to the mix.



Let's create our recipe. As your ingredient is called, please come forward to write your ingredient and the appropriate amount.

Observe as students create their recipe.



Looks like this recipe will work. Let's make our trail mix.

Upon completion, each student will measure out the correct amount of their ingredient and add it to the large mixing bowl.



Now that our trail mix is put together, let's each take some and add it to our storage bags. This will make a great snack for later!



REVIEW / SUMMARY



Earlier today we discussed this word.

*Show the word **TEAM**.*



How did we just work as a **team**?

*Listen to the responses of students and create a discussion about how we worked as a **team**. Responses may include: We had to work together in order to get the appropriate amounts of each ingredient.*



What would our end result have been if just one of us did not work as a **team**?

Responses will vary, but students should realize that even if just one person did not do something correctly the trail mix would not have been portioned correctly. It would have not met the recommended daily servings, etc.



That's right; we depended on each other to get our measurements correct so that our trail mix was proportionate and met the recommended daily servings according to the food pyramid. There will be a number of times when we are asked to be members of a **team**. Remember, it will be important for each of us to pull our weight as the success of the **team** depends on each of its members.

APPLICATION



One-on-One Idea

Students will examine the serving sizes as according to each ingredient's packages. Have students create a new bag of trail mix based upon the packages serving sizes. When finished, have students measure whether or not this new mix meets the recommended servings and proportions as according to the food pyramid.



Large Group Idea

Discuss where each ingredient comes from and the process it goes through to get to the store.

EVALUATION

ANSWERS TO EVALUATION:

Orally answer the following questions or use PALS3.6.SG.ASSESS.A to allow students to personally reflect.

1. Why is it important to track our food intake as according to the food pyramid?

The pyramid serves as a guide to a healthy diet.

2. Why did we add less than one cup of M&Ms to our mix?

These sugars should be used conservatively and in small portions.

3. How were we more successful as a team than as individuals?

Our trail mix would only have had one ingredient if we did not work together as a team. In addition, it was a lot easier to create and prepare the recipe with ideas and solutions from all team members instead of just one individual.



PALS3.6.SG.ASSESS.A

Name _____

1. Why is it important to track our food intake according to the food pyramid?
2. Why did we add less than one cup of M&Ms to our mix?
3. How were we more successful as a team than as individuals?